Memorandum

May 15, 2014

To: Executive Committee
   Faculty Senate

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

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

The W and C Course Advisory Committee voted to approve the following courses. 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 or 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:

WFSC 449  Professional Aspects of Aquatic Ecology

Courses submitted for W re-certification:

COMM 452  Cultural Studies of Communication Technology
ECEN 403  Electrical Design Laboratory I
GENE 491  Research
POL5 357  National Judicial Politics
POL5 413  American Foreign Policy
RUSS 302  Advanced Grammar and Composition II
SPAN 445  Cervantes
SPMT 482  Writing Seminar in Sport Management
WFSC 304  Wildlife and Fisheries Conservation
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Daniel Roelke, Department of Wildlife and Fisheries Science
    Michael Masser, Head, Department of Wildlife and Fisheries Science
    Kim Dooley, AOC Dean, College of Agriculture and Life Sciences
DATE: May 12, 2014
SUBJECT: REPORT ON CERTIFICATION OF W COURSE: WFSC 449

We recommend that WFSC 449 Professional Aspects of Aquatic Ecology be certified as a writing (W) course for four academic years (1/14 to 1/18). 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: 44.5%
2. Course content appropriate to the major
3. Total number of words: 4000
4. Instructor to student ratio for one section: 1:20 or 1:30

We also recommend that the enrollment of this course be kept to 25 or fewer students or that assistance be provided for the instructor so that quality formative feedback can be provided. The writing for this course is scaffolded. While students will be working together to generate content and ideas for their papers, they will be writing them individually. Students write their final NFS-style proposal in several smaller parts that each get feedback from peers and the instructor in draft form. A resume is included as part of the professional proposal. Students will also do oral presentations of their proposals at a student symposium. Writing instruction comes from helping students discover content through literature searches and reading of scholarly journals and through guidance through the writing process.
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
WFSC 489 Professional Aspects of Aquatic Ecology for the Fall 2014 semester.

Once the official number is assigned (WFSC 449 Professional Aspects of Aquatic Ecology for the
2015-2016 catalog), it will also have the “W” designation:

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: __Daniel Roelke
Signed: ___________________________
Printed name and signature
(Date)

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

Approvals:

College Dean: __Kim Dooley
Signed: ___________________________
Printed name and signature
(Date)

Department Head: __Michael Masser
Signed: ___________________________
Printed name and signature
(Date)

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

RECEIVED
APR 11 2014
By UWC
Professional Aspects of Aquatic Sciences (WFSC 449)
Course Syllabus, Fall 2014

In this course you will learn how to propose a novel idea within the discipline of aquatic sciences through oral presentation and a written document, and learn what to expect from the job market, how to prepare a resume and job application, and how to prepare and give an interview. This is a ‘W’ designated course, with writing components designated with an ‘*’ in the list below.

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

Instructor:
Daniel Roelke, Office 301 Old Heep, Office Hours on [insert day] from [insert hours]
Phone: 845-5777, email: droelke@tamu.edu

Topics of Discussion and Work Modules:

Part 1
1. Maturing an idea, targeting an audience
2. Searching the primary literature
3. Outlining a proposal, evaluating relevance and giving it a name
4. Setting the hook, overarching objective* and specific objectives*

Part 2
5. Laying out a timetable
6. Defining roles of personnel*, stating qualifications*
7. Show me the money, developing a budget and justifying*
8. What does your sponsor get? Deliverables*
9. Easy understanding, parallel structure between objectives and methods*

Part 3
10. Baiting the fish, scale-down informing style*
11. Scholarly work, references and credibility

Part 4
12. What to expect from the job market
13. How to prepare a cover letter*, resume* and job application
14. How to prepare and give an interview

Finale
15. Written proposal*
16. Symposium presentation

Grading and Breakdown:

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Weight</th>
<th>Module</th>
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<tbody>
<tr>
<td>A</td>
<td>90% – 100%</td>
<td>10%</td>
<td>Part 1</td>
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<tr>
<td>B</td>
<td>80% – 89%</td>
<td>10%</td>
<td>Part 2</td>
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<td>C</td>
<td>70% – 79%</td>
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<td>Part 3</td>
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<td>D</td>
<td>60% – 69%</td>
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<td>Part 4</td>
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<td>F</td>
<td>&lt;60%</td>
<td>25%</td>
<td>Written proposal</td>
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<td>Symposium presentation</td>
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<td>25% Class Participation</td>
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Late work will be accepted, but will incur a penalty of –10% of the grade per extra day. This rule will be flexed to account for valid university excuses.
Proposal

Your proposal must be fully within the discipline of Fisheries, Aquaculture and Aquatic Sciences where your knowledge of the field, based on your previous classes taken in the WFSC curriculum and including knowledge gained during your internship, guides your subject area.

Writing Instruction

For your written proposal, the final document will be formatted with page limitations according to the National Science Foundation. This means the narrative portion of your proposal cannot exceed 15 pages (approximately 8,700 words). For purposes of this class, the minimum number of pages for your narrative is 7 pages (approximately 4060 words). The cover page, budget, budget justification and references sections do not count towards your narrative. 51% of your grade will be based on incremental writing assignments that when completed will result in an NSF-style written proposal.

Several class periods (each class period is 2 hours and 30 minutes) will be devoted to instruction of writing techniques, and writing workshops where you will work independently, with me one-on-one, and in teams to generate text for various sections of your proposals. In this way, you will receive timely feedback from me, and from your fellow students.

You are expected to devise proposal ideas that will involve your participation and collaboration from your fellow students. This means that you will need feedback and input from students in the class when outlining your proposal, and when planning out how the information will be written up. Students are encouraged to develop their own collaboration styles for this peer-to-peer level of interaction, with open discussion and feedback on what collaboration processes are working well, and which processes are not.

Copies of several previous proposals written by WFSC faculty and submitted to NSF will be provided as examples along with the step-by-step procedure followed to generate the text. In this way, you’ll be able to compare and contrast several writing strategies. Sections of your proposal will be turned in, graded with comments and suggestions for improvement, and returned as the class progresses. In this way, by the end of the class, when your full written proposal is due, each section of your proposal will have been evaluated, giving you the chance to revise and improve the writing.

Presentation Instruction

This class culminates with an all-day mini-symposium were each student gives a 10-15 minute oral presentation of their proposal to the rest of the class, then answers questions from classmates. Your oral presentation should comprise a review of the scientific literature that is relevant to your proposal topic, a clearly stated overarching objective and specific objectives (making clear the relevance of your proposal), description of the methods you’ll employ, timetable, deliverables and budget details. Instruction will be provided on how best to prepare your oral presentations, and on several occasions throughout the semester I will give oral presentations lasting 10-15 minutes to demonstrate strategies for giving proposal presentations.
Additional Information:

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 Disability Services, in Cain Hall, Room B118, or call 979-845-1637. For additional information visit http://disability.tamu.edu.

Plagiarism

According to the Texas A&M University Definitions of Academic Misconduct, plagiarism is the appropriation of another person’s ideas, processes, results or words without giving appropriate credit (aggiehonor.tamu.edu <http://aggiehonor.tamu.edu>). You should credit your use of anyone else’s words, graphic images, or ideas using standard citation styles. If I should discover that you have failed to properly credit sources or have used a paper written by someone else, I will recommend that you receive an F in this course. The Aggie Honor System Office processes for adjudication and appeals can be found at aggiehonor.tamu.edu.

Copyright

Please note that all handouts and supplements used in this course are copyrighted. This includes all materials generated for this class, including but not limited to syllabi, exams, in-class materials, review sheets, and lecture outlines. Materials may be downloaded or photocopied for personal use only, and may not be given or sold to other individuals.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Cara Wallis and Nancy Street, Department of Communication
     J. Kevin Barge, Head, Department of Communication
     Donald J. Curtis, AOC Dean, Liberal Arts
DATE: May 12, 2014
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: COMM 452

We recommend that COMM 452 Cultural Studies of Communication Technology 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: 67.5%
2. Course content appropriate to the major
3. Total number of words: 7,400
4. Instructor to student ratio for one section: 1:20

The assignments in COMM 452 include written participation in an online discussion, reflections on reading and course material, a term paper prospectus, and a term paper. Required drafts and conferences over the term paper are opportunities for the instructor to provide extensive formative feedback. Mini lessons on writing are interspersed throughout the semester on topics such as writing a thesis statement, organizing ideas, incorporating sources, and working within a theoretical framework.

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):

   Comm 452: Cultural Studies of Communication Technology

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: ____________ Date: 4/3/14

Printed name and signature

Received: ____________ Date: 4/15/14

(W Course Coordinator, University Writing Center)

Approvals:

College Dean: ____________ Date: 4/25/14

Printed name and signature

Department Head: ____________ Date: 4/3/14

Printed name and signature
COMM 452 – Cultural Studies of Communication Technology  
SPRING 2014  T/TH  3:55-5:10pm  
BLTN 003

Instructor: Dr. Cara Wallis  
Email: cwallis@tamu.edu  
Office: Bolton 214B  
Office Hours: T: 1:20 – 2:20; Th: 11:30-1:30 and by appointment  
Comm office phone: 845-5500

COURSE DESCRIPTION
This is a writing- and reading-intensive, inquiry-based course that examines the socio-cultural implications and popular representations of media technology within a historical framework. This is an advanced-level course open to students with junior or senior classification, and it is expected that you have a firm grounding in media and communication theory. In this class, we will first explore various philosophies and theories of technology with an emphasis on the notion of “technological culture.” We will next examine how a range of technologies that emerged during the modern era, including the telegraph, the telephone, radio, film, and television have provoked ambivalent and complex attitudes and reactions as they have been integrated into everyday life. The final section analyzes new media in the context of these prior historical narratives. Throughout the course we will consider the utopian and dystopian discourses of technology that have infused popular media and see how technology is constitutive of forms of power and knowledge. Understanding “old media” will enable us to properly situate and critically examine the implications of “new media,” such as the Internet and cell phones.

COURSE OBJECTIVES
• To understand different views of the social shaping of technology and the mutually constitutive nature of technology and culture
• To critically examine how technologies are used to negotiate power, representation, knowledge, and multiple axes of identity including gender, race, ethnicity, and class
• To historically situate the rise of technology in modern society in order to better understand our relationship to, and thinking about, contemporary new media technologies
• To further develop your ability to articulate your analyses and arguments in well-written forms
• To further develop your critical reading, analytical, and media literacy skills

Please note: It is not possible to pass this course without passing the writing assignments.

COURSE MATERIALS
• All Readings will be uploaded to eCampus
• Occasional handouts; PDFs emailed or posted on the Ning site
• Course research guide: http://guides.library.tamu.edu/content.php?pid=502674&sid=4135145

COURSE REQUIREMENTS
Students are required to read all assigned texts before class, attend class regularly, complete all assignments, and participate fully in class as well as online (through posting content on the Ning site: http://commtechculture.ning.com). There will be significant material covered in class that is not in the readings, including several screenings.

The final course grade will be based on the following percent distribution:

Class participation: 7.5
Online written participation: 7.5
Reflections (2 x 5 points each): 10
Term Paper Prospectus: 5
Term Paper Section Drafts: 5
Final Term Paper: 30
Final Presentation: 5
Midterm: 15
Final Exam: 15
For all assignments, you will be evaluated on the following:

1) the level of your engagement with the class materials
2) your capacity to explain your ideas and analysis in articulate and well-organized forms
3) your ability to creatively explore theories and methodologies covered in the course
4) for written exams and the paper, correct usage of grammar and vocabulary are expected

**GRADING SCALE**

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

**COURSE POLICIES**

**Attendance:** Attendance is mandatory. You are allowed **two** absences, no questions asked. After that, each absence will result in a one-point deduction from your final class participation grade unless you have a university approved excused absence (see [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)). If you are absent from class, you are responsible for the material covered.

**Deadlines/Exams:** All assignments are to be turned in at the beginning of class on the due date. Emailed assignments will **not** be accepted unless explicitly stated. 10% will be deducted from your final grade on an assignment for each day that it is late (including Saturdays and Sundays). After seven days you will no longer be eligible to turn in the assignment and will receive a zero.

**Grades:** Grades are not given in this class, they are earned. Your grades will be the result of your performance on assignments and your class participation. Grades are not based on (a) how much time or effort you put in, (b) how badly you want or feel you deserve a good grade, (c) the fact that you didn't miss a single class, or (d) the fact that you need to maintain a certain GPA.

If you have concerns regarding a grade on a given assignment, you must first wait 24 hours (a cooling off period) before appealing it **in writing**, stating the reasons why you feel the grade is inaccurate. All concerns should be addressed in a timely manner (e.g., within a week of receiving the grade).

**Laptops:** Personal computers and wireless Internet are a key part of today’s learning environment, but they can also distract you from the class discussion and dampen participation. Much research has looked at the phenomena of “multi-tasking” and “continuous partial attention” and has found that both of these have negative effects on learning and memory. As part of the course objective of critical reflection on technology, **laptops will not be permitted in class during the first half of the semester** unless you have a medical documentation of need of a laptop. After this period, you will be asked to write a brief reflection on this experience.

During the second half of the semester (after the midterm), you may bring your laptops to class for **notetaking**; however, use of the web will only be allowed during class only when authorized by your instructor for augmenting group discussions and you will be expected to refrain from emailing or accessing SNS during class sessions, unless directed by the instructor for specific learning activities. Violations of these policies by individuals may result in laptop computers being banned from the classroom for **all** students. After this period, you will be asked once again to write a brief reflection on this experience, comparing it to the first half of the semester.

**Cell Phones:** Please turn your cell phone **off** before entering the classroom. If you are caught using your cell phone during class, the first time you will be given a warning. Every subsequent time you will receive a deduction of **one point** from your class participation points. If a true emergency arises during class requiring you to make a phone call/text, you may do so **outside** the classroom so long as your exit and return are done quietly and with minimal disturbance to other students.
**Classroom Environment:** Learning takes place when a safe environment is established in the classroom. To this end, we will seek to support an environment that nurtures individual and group differences and encourages engaged, honest discussion. My pedagogical policy is based on mutual respect: all students are encouraged to use the classroom as a space in which to speak and to voice their opinions. I welcome lively discussions and disagreements as part of critical intellectual exchange. At the same time, my expectation is that you will respect not only the professor but also your fellow classmates when they are participating in discussion, whether you agree with them or not. Derogatory comments based on race, ethnicity, gender, class, sexual orientation, religion, disability, or nationality will not be tolerated in the physical or virtual classroom space.

**Course Material:** Some course material might include explicit language and/or graphic imagery. This type of material is a common aspect of popular culture. Our engagement with such material is for critical inquiry and analysis in an academic setting. If you have concerns regarding such material, please feel free to meet with the professor at any time.

**Email:** Email is great for brief questions about the class. It is not appropriate for detailed exchanges about assignments, course content, etc. If you have questions about assignments, readings, theories, grades, etc. please drop by my office hours or schedule an appointment to see me.

**Office Hours:** My regular office hours are listed on the first page of the syllabus. I am also available by appointment. Occasionally I will need to cancel office hours for reasons beyond my control (e.g., my attendance is required at a university meeting). If this happens, I will let you know in advance and make every effort to meet you at an alternate time.

**Academic Integrity Statement**
Cheating, plagiarism, turning in work that is not your own, and other forms of academic dishonesty will not be tolerated in this course. Please only submit your own ideas and words and correctly cite all sources in your assignments. If you have any confusion about any of these practices, please see me. The university assumes you are familiar with academic integrity policies. Should you be found to have committed a violation, ignorance of these standards and policies will not be accepted as an excuse. For further clarification, see [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor). Remember: “An Aggie does not lie, cheat or steal, or tolerate those who do.” I have **zero tolerance** for any form of academic dishonesty and any violation of this policy will be dealt with strictly and swiftly.

**ADA Compliance 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](http://disability.tamu.edu). If you require special accommodation for an assignment or exam please let me know as soon as possible.

**Writing Assistance**
The University Writing Center (UWC) offers undergraduate students one-on-one help at any stage of the writing process. Located on the second floor of the Sterling C. Evans Library, the UWC also offers online assistance and computer-based lessons. See their Web page [http://writingcenter.tamu.edu/](http://writingcenter.tamu.edu/) for details and hours of operation.

**COURSE PREVIEW**

**In-Class Participation:** During class you are expected to engage with the course materials, your instructor, and your classmates. The “A” participant contributes regularly and demonstrates a willingness to question his or her instructor and fellow students in a respectful manner. The “B” participant contributes less regularly, and/or tends to disrupt or dominate the discussion. The “C” participant rarely contributes and/or misses many classes. **Attendance does not equal participation.**
Online Participation: This class has a Ning site and all students will need to create their own profile and contribute content. You are encouraged to post photos, videos, links, announcements, etc. Mandatory structured online participation consists of the following:

1) **Written Response**: You are responsible for answering at least one of the discussion questions or responding to one of the media examples posted in the Discussion/Forum section of the course Ning site 10 times during the semester. Responses should be roughly 250-300 words, clearly written, and demonstrate thoughtful engagement with the reading/media as well as your own reflection. Responses must be posted by noon on the day of the assigned reading.

2) **Discussion Questions/Media Examples**: Once during the semester you will be responsible for contributing a discussion question or one media example (a film clip, a YouTube video, a song, a news article, etc.) on a given reading. The discussion questions should be posted no later than 6:00pm two evenings before the class to which they correspond. In other words, for a Tuesday class, you need to post by 6:00pm on Sunday evening, so please plan accordingly. Early posts are encouraged. Good discussion questions reflect a thorough understanding of the reading and seek answers that require both textual evidence and critical thinking. Avoid questions that merely prompt regurgitation (e.g. “What did Author X say about Phenomenon Z?”). For the media example, you should give a brief summary of how it relates to the given reading topic and ask for comments. A sign-up sheet will be distributed during the first week of class.

**Reflection Papers**: Two short reflection papers on your own technology use and technology use in this class are required (see “Laptops” above). More details will be given in class.

**Midterm**: The midterm will cover all material assigned during the first seven and a half weeks of the course. It will be given in class and could consist of definitions, short answer questions, and/or an essay question.

**Term Paper**: You will write one 8-to-10 page term paper in this class. This will be a multi-media project and should be on a topic relevant to the key concerns of this course. The paper will be written in stages with drafts, editing, and revising as part of each stage. You will receive detailed instructions on this assignment during the fourth week of the semester. A prospectus that details your topic, thesis statement, rough outline, and five or six outside sources is due during week six. Due dates for drafts of each section are listed in the schedule. Your final project will contain text, images, and audio or video clips. A hard copy of the final draft is due on the last day of class and an electronic copy must be uploaded to Turnitin.com. More details will be given in class.

**Final Presentation**: Each student will give a presentation on the content of his/her term paper. You should prepare visual aids with minimal text. More details will be given in advance of the assignment.

**Final**: The final exam will be cumulative and will be essay format. It will be distributed one week prior to the university-scheduled final exam time and will be due at the time of the scheduled final exam.
WEEKLY SCHEDULE OF TOPICS AND READINGS (subject to revision)

PART ONE: WAYS OF THINKING ABOUT TECHNOLOGY

Week One  Introduction and Key Terms

T (1/14)  Introduction to the course
HW: In addition to reading for next time, set up your Ning profile

Th (1/16)  James Carey, “A Cultural Approach to Communication”
J. D. Slack & J. M. Wise, “Introduction” and chapter 8

Week Two  Approaches to Technology

T (1/21)  David Nye, “Does Technology Control Us?”
Marshall McLuhan, “The Medium is the Message”

Th (1/23)  Nelly Oudshoorn and Trevor Pinch, “How Users and Non-Users Matter”

Week Three  Technology as Politics and Mythology

T (1/28)  Langdon Winner, “Do Artifacts Have Politics?”

Th (1/30)  Murphie and Potts, “Science Fictions”
Excerpts from Mary Shelley’s Frankenstein

PART TWO: TECHNOLOGY, MODERNITY, AND BECOMING MASS-MEDIATED INDIVIDUALS

Week Four  Technology and Alienation

T (2/4)  Ron Westrum “Marx’s Theory of Technology”
Georg Simmel, “The Metropolis and Mental Life”

Th (2/6)  Term Paper Prep – Library Workshop, Meet in Library Annex Room 116A
Term Paper Assignment Distributed

Week Five  Narratives of Technology: The Telegraph and the Telephone

T (2/11)  Tom Standage, excerpts from The Victorian Internet: The Remarkable Story of the Telegraph and the Nineteenth Century’s On-Line Pioneer
Katherine Stubbs, “Telegraphy’s Corporeal Fictions”

Th (2/13)  Roland Marchand, “AT&T: The Vision of a Loved Monopoly”
Diane Zimmerman Umble, “Sinful Networks or Divine Service: Competing Meanings of the Telephone in Amish Country”
Writing workshop – Writing a thesis statement
**Week Six**  
**Cinema as Mass Medium**

T (2/18)  
Daniel Czitsrom, "American Motion Pictures and the New Popular Culture, 1893-1918"

Th (2/20)  
Theodor Adorno and Max Horkheimer, “The Culture Industry”  
Marita Sturken & Lisa Cartwright, “Viewers Make Meaning” pp. 50-58  
**“Term Paper Prospectus Due”**

**Week Seven**  
**Broadcasting: Domestic(ing) Technology**

T (2/25)  
William Boddy, “Wireless Nation: Defining Radio as a Domestic Technology”  

Th (2/27)  
Lynn Spigel, “Television in the Family Circle”  
**Writing workshop**

**Week Eight**  
**Media and the Reflexive Project/Midterm**

T (3/4)  
Katherine Sender, “Queens for a Day: Queer Eye for the Straight Guy and the Neoliberal Project”

Th (3/6)  
**IN-CLASS MIDTERM**

March 10-14  
***SPRING BREAK***

**PART THREE: “NEW” MEDIA AND FAMILIAR QUESTIONS**

**Week Nine**  
**Identity and Community 2.0**

T (3/18)  
Lee Rainie and Barry Wellman, “The New Social Operating System of Networked Individualism”  
danah body, “Why Youth (Heart) Social Network Sites”

Th (3/20)  
Sherry Turkle, *Alone Together* excerpts  
Stephen, Marche, “Is Facebook Making Us Lonely?” Available at:  
[http://www.theatlantic.com/magazine/archive/2012/05/is-facebook-making-us-lonely/308930/](http://www.theatlantic.com/magazine/archive/2012/05/is-facebook-making-us-lonely/308930/)

**“Draft of First Half of Term Paper Due”**

**Week Ten**  
**Gendering Technology/Writing Conferences**

T (3/25)  
Dong-Hoo Lee, “Women’s Creation of Camera Phone Culture”

Th (3/27)  
**Writing Conferences – Sign up in advance**
Week Eleven  Gendering Technology Continued/Digital Labor

T (4/1) Pam Royse et al., “Women and Games: Technologies of the Gendered Self”

Th (4/3) Cara Wallis, “Technology and/as Governmentality: The Production of Young Rural Women as Low-Tech Laboring Subjects in China”

Week Twelve  Critical Race in Cyberspace


Th (4/10) danah boyd, “White Flight in Networked Publics”

**Draft of Second Half of Term Paper Due**

Week Thirteen  Privacy, Surveillance, Politics, and Lulz

Adriana de Souza e Silva and Eric Gordon, “The Waning Distinction between Private and Public”

Th (4/17) Gabriella Coleman, “Our Weirdness is Free” Available at: http://canopycanopycanopy.com/issues/15/contents/our_weirdness_is_free

Week Fourteen  Student Presentations /Course Wrap-up

T (4/22) Student Presentations

Th (4/24) Student Presentations

***TERM PAPER DUE***

TUESDAY MAY 6TH Take-home Final Exam Due by 1:00pm
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Samuel S. Villareal, Department of Electrical and Computer Engineering
Chanan Singh, Interim Head, Department of Electrical & Computer Engineering
Valerie Taylor, AOC Dean, Dwight Look College of Engineering
DATE: May 12, 2014
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ECEN 403

We recommend that ECEN 403 Electrical Design Laboratory I 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: 4,000
4. Instructor to student ratio for one section: 1:25

Since original certification, formalized peer review was added to ECEN 403. There has also been an increase in supporting teaching assistants, including a course grader who trains with the University Writing Center. Writing assignments include an individually written preliminary proposal and individually written sections of a collaborative report. Students also collaborate to produce a design proposal and a final design report. Individual writing accounts for 2,000 words and 15% of the final grade. A rubric is demonstrated and discussed in class before peers review the preliminary proposal and the design proposal. Writing instruction is provided in the form of reading assignments, lecture, and a guest presentation by the University Writing Center (the Writing Process Workshop). Each design team (typically 4 students) is required to make and attend an appointment with the University Writing Center in the two weeks prior to the first writing assignment (Design Proposal) due date.
1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns (enter prefix, number, and complete course title):

   ECEN 403  Capstone Design Lab I

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

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

Instructor / Coordinator: Samuel S. Villareal

Printed name and signature

Samuel S. Villareal

(Date)

Received: 3/25/14

(W Course Coordinator, University Writing Center)

(Date)

Approvals:

College Dean: Prasad Enjeti

Printed name and signature

3/24/2014

(Date)

Department Head: ____________________________

Printed name and signature

(Date)
ECEN 403: Electrical Design Laboratory –
Capstone (Senior) Design, Spring 2014

Lecture Times and Location: Tuesday and Thursday 11:10 AM - 12:25 PM (ZACH 203)

Lab Time and Location:
Wednesday 1:50 PM – 4:40 PM (ZEC 111B/C)
OR Friday 8:00 AM – 10:50 PM (ZEC 111B/C)

Textbook:

Course Objectives:
At the end of the course, the student should be able to demonstrate skills in the categories below.

1. Design Methodology
   a. Apply scientific methods and engineering principles learned in other courses to design, analyze and demonstrate a non-trivial engineering system or process to meet a desired need.
   b. Describe the activities that occur during each stage of a design process.
   c. Analyze project needs in order to produce quantitative design requirements.
   d. Develop technical skills including PCB design and soldering.

2. Societal Impact
   a. Recognize the ever-present role of design in human activity
   b. Analyze and address risks associated with concept.

3. Project management
   a. Demonstrate the ability to work in a team environment.
   b. Assess risk in a project and assign appropriate contingency.
   c. Communicate and justify design choices through written and oral assignments.

Instructional Staff:
Course Instructors: Dr. Samuel Villareal (svilla@ece.tamu.edu)
Teaching Assistants: Chadi Geha (geha_chadi@neo.tamu.edu)  Sean Goldberger (sagoldbe@tamu.edu)
                    Shafeeq Shajudeen (shaj1@neo.tamu.edu)  Bilal Wajid (bilalwajidabbas786@gmail.com)

Office Hours:
Dr. Villareal        Thursday, 2:00PM-3:30PM, and by appointment 218D WEB

Grading:
White Paper          2.5% (Collaborative writing assignment)
Modified White Paper 2.5% (Collaborative writing assignment)
Pre-Proposal         15% (10% individual; 5% collaborative writing assignment)
Design Proposal      15% (10% individual; 5% collaborative writing assignment)
Final Project Demonstration 35% (includes Video Presentation;
                             max score determined by technical merit/difficulty)
Final Report         20% (10% individual; 5% collaborative assignment; 5% peer evaluation)
Lab/Attendance       10% (including 5% individual summaries of guest presentations)

Notes:
* Failure to receive a passing grade on the writing assignments will result in a failing grade for the course, regardless of how points are distributed.
* Individual contribution will be weighed in determining the final course grade.
* Submit all writing assignments in pdf format on eLearning.
* Attendance is mandatory for all lectures and labs. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07
Writing Course:
This course will be designated by the university as a “W” course, so your writing will be graded for content, organization, and style/grammar. If you have writing issues, please see writing instructor or the University Writing Center, [http://writingcenter.tamu.edu](http://writingcenter.tamu.edu), for assistance.

Americans with Disabilities Act (ADA) Policy Statement:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Room 126 of the Koldus Building or call 845-1637.

Academic Integrity Statement:
“An Aggie does not lie, cheat, or steal or tolerate those who do.”
The Honor Council Rules and Procedures are located at: [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor). All instances of academic misconduct (e.g., plagiarism, copying, etc) will be severely penalized, with the offending group referred to the Aggie Honor Office.

Online Advising
Current students should also visit the advising course on eLearning to find out about scholarship, internship and research opportunities. Login through: [http://elearning.tamu.edu/](http://elearning.tamu.edu/) and navigate to:
- Advising for Electrical Engineering Majors
- Advising for Computer Engineering Majors (EE – Track)

Class Schedule: (dates are approximate and subject to change)

<table>
<thead>
<tr>
<th>Wk</th>
<th>Starting Date</th>
<th>Lecture</th>
<th>Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>01/13</td>
<td>Form Teams</td>
<td>Intro to Lab, PCB Tutorial</td>
</tr>
<tr>
<td>2</td>
<td>01/20</td>
<td>Problem Statement</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>01/27</td>
<td>Project Definition – <strong>White Paper due (5%)</strong></td>
<td>Mini-Lab1, Stellaris MCU</td>
</tr>
<tr>
<td>4</td>
<td>02/03</td>
<td>Project Approval – return</td>
<td>Mini-Lab2, Stellaris Signal Processing</td>
</tr>
<tr>
<td>5</td>
<td>02/10</td>
<td><strong>Modified White Paper due (5%)</strong> Writing Center Presentation</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>02/17</td>
<td>Sys. Simulations/Guest Presentations</td>
<td>Mini-Lab completed (lab demo)</td>
</tr>
<tr>
<td>7</td>
<td>02/24</td>
<td>Proposal Analysis &amp; Development</td>
<td>Subsystem Development</td>
</tr>
<tr>
<td>8</td>
<td>03/03</td>
<td><strong>Pre-Proposal due (10%)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>03/10</td>
<td>**** SPRING BREAK ****</td>
<td>**** SPRING BREAK ****</td>
</tr>
<tr>
<td>9</td>
<td>03/17</td>
<td>Pre-Proposal Approval/Feedback</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>03/24</td>
<td>Subsystem Development</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>03/31</td>
<td><strong>Written Proposal (10%)</strong></td>
<td>Subsystem Development</td>
</tr>
<tr>
<td>12</td>
<td>04/07</td>
<td>Guest Presentations</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>04/14(^\d)</td>
<td>Guest Presentations</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>04/21</td>
<td><strong>Video Presentation (Final Report)</strong></td>
<td>Subsystem Demo – Lab (40%)</td>
</tr>
<tr>
<td>15</td>
<td>04/28</td>
<td><strong>Video Pres. (Final Report) opt.</strong></td>
<td>Subsystem Demo – Lab (40%) opt.</td>
</tr>
<tr>
<td>16</td>
<td>05/05</td>
<td><strong>Final Report due (20%)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>05/12</td>
<td>Grades due</td>
<td>Grades due</td>
</tr>
</tbody>
</table>

\(^\d\)Reading Day 04/18/2014 (No classes)
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: David Peterson, Department of Biochemistry and Biophysics
Gregory Reinhart, Head, Department of Biochemistry and Biophysics
Kim Dooley, AOC Dean, College of Agriculture and Life Sciences
DATE: May 12, 2014
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: GENE 491

We recommend that GENE 491 Research 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: 3000
4. Instructor to student ratio for one section: 1:1

GENE 491 is a one-credit course taken as a component of a research project supervised by a faculty member. Students are expected to write a 3000-word thesis (minimum length). The Introduction and Methods sections are written first to scaffold the assignments. Students submit a draft of the completed thesis near the end of the semester that gets instructor feedback and a detailed in-person conference about the writing. Instruction comes from the assignment of video tutorials on literature searches, science writing, writing abstracts and self-instruction on using EndNote or RefWorks and from review of example research articles.

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):
GENE 491 - Research

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

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

Instructor / Coordinator: David Peterson
Printed name and signature
3/7/2014
(Date)

Received: 3/1/14
Valerie Balester (W Course Coordinator, University Writing Center)
(Date)

Approvals:

College Dean: Kim Dooley
Printed name and signature
3/19/14
(Date)

Department Head: Gregory D. Reinhardt
Printed name and signature
3/18/14
(Date)
GENE 491W Research with Writing Credit (1 SCH)
Syllabus

Course Coordinator
David Peterson
Associate Head for Undergraduate Programs in Biochemistry and Genetics

Course Description
Genetics majors are required to take four SCH of GENE 491 as part of the degree plan. One SCH of these four is taken as a writing-intensive course in which students will write a thesis to report the results of their laboratory research performed in GENE 491. The goal is to produce a document in the style of a research publication in genetics using the process that research scientists use to prepare such documents. That is, drafts will be submitted for review by the research supervisor, and suggested changes will be incorporated into revisions until a final document is approved.

Learning Outcomes
Upon completion of this course, students will be expected to:
1. Locate and summarize published results related to their research project.
2. Incorporate comments and suggestions on draft documents into a revised version.
3. Write a cogent document describing results of research in the style of a discipline-specific journal.
4. Utilize appropriate software to manage literature references and citations.

Registration Requirements
1. Undergraduate major in Genetics
2. Application form signed by the faculty research supervisor agreeing to read and respond to drafts of written work. (See page 3 for form.)

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

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

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.
Assignments and Grading

1. By the end of week 3 of the semester, students must complete the following assignment. Completion must be documented by submission of a signed form to both the research supervisor and the Biochemistry and Genetics Undergraduate Program Office. (See page 4 for form.)

   a. Watch each of these videos available through the TAMU Writing Center:

   - **Literature Review Searches: Before You Write, You Have to Find**
     <http://writingcenter.tamu.edu/2011/podcasts/write-right/searching-for-literature-reviews-before-you-write-you-have-to-find-video/>

   - **Science Writing: Practice Makes It (Almost) Perfect**

   - **An Introduction to Writing (Good) Abstracts**
     < http://writingcenter.tamu.edu/2010/types-communication/academic-writing/an-introduction-to-writing-good-abstracts/>

   b. Become familiar with either **EndNote** or **RefWorks** as a tool to manage references and create citations. These web sites are good places to start.

     < http://guides.library.tamu.edu/content.php?pid=212509&search_terms=endnote>

     < http://writingcenter.tamu.edu/2011/composing-process/citation-documentation-research/refworks/>

2. Drafts of sections of the thesis must be submitted to the faculty research supervisor according to a schedule set up by the research supervisor. A suggested schedule is presented in the table below. After receiving comments and suggestions from the research supervisor, students will incorporate them into the final thesis.

3. After the thesis is approved and graded by the research supervisor, the final version must be submitted to the Biochemistry and Genetics Undergraduate Programs Office.

4. Grades will be determined as described in the table below. (See page 5 for a sample grading rubric.)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Approximate Length</th>
<th>Due Date (semester week)</th>
<th>Grade Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draft of Introduction</td>
<td>500-1000 words</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>Draft of Methods</td>
<td>500-1000 words</td>
<td>6</td>
<td>10%</td>
</tr>
<tr>
<td>Draft of Entire Thesis</td>
<td>2000 words</td>
<td>12</td>
<td>20%</td>
</tr>
<tr>
<td>Final Thesis</td>
<td>2000 words</td>
<td>14</td>
<td>60%</td>
</tr>
</tbody>
</table>

**Text Style**

A style for an appropriate scientific journal will be recommended by the research supervisor.
Request for Registration in GENE 491 W

Submit completed form to the Biochemistry and Genetics Undergraduate Programs Office (BICH 104).

Semester

Name of Student

UIN

Thesis Title

Research Supervisor (please print clearly)

Research Supervisor Agreement

I agree to read and provide constructive comments on drafts of my student’s thesis on a schedule that allows my student to complete his/her thesis and obtain a final grade from me by the end of the semester.

Signature of Research Supervisor

Approved: Biochemistry and Genetics Undergraduate Programs Office
This is to acknowledge that I, ______________________________________________, have fully watched and paid attention to the following videos from the TAMU Writing Center in accordance with the requirements for my BICH/GENE 491W course.

  • Literature Review Searches: Before You Write, You Have to Find
  • Science Writing: Practice Makes It (Almost) Perfect
  • An Introduction to Writing (Good) Abstracts

In addition, I have familiarized myself with either EndNote or RefWorks to manage my sources and citations, and I have chosen _______________________________ to perform this task.

__________________________________________  ________________________________
Signature                                      Date

“An Aggie does not lie, cheat, or steal or tolerate those who do.”
### Rubric for scoring 491W Research Thesis (From Critical Thinking, Inquiry and Analysis, and Written Comm. VALUE rubrics)

<table>
<thead>
<tr>
<th>Capstone 4</th>
<th>Milestones 2</th>
<th>Benchmark 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explanation of issues</strong></td>
<td>Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.</td>
<td>Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td>Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.</td>
<td>Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.</td>
</tr>
<tr>
<td><strong>Student's position (perspective, thesis/hypothesis)</strong></td>
<td>Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).</td>
<td>Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).</td>
</tr>
<tr>
<td><strong>Design Process</strong></td>
<td>All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines.</td>
<td>Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for.</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.</td>
<td>Organizes evidence to reveal important patterns, differences, or similarities related to focus.</td>
</tr>
<tr>
<td><strong>Conclusions and related outcomes (implications and consequences)</strong></td>
<td>Conclusions and related outcomes (consequences and implications) are logical and reflect student’s informed evaluation and ability to place evidence and perspectives discussed in priority order.</td>
<td>Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.</td>
</tr>
<tr>
<td><strong>Sources and Evidence</strong></td>
<td>Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing</td>
<td>Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.</td>
</tr>
<tr>
<td><strong>Control of Syntax and Mechanics</strong></td>
<td>Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.</td>
<td>Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.</td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee

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

CC: Joseph Daniel Ura, Department of Political Science
    Robert Harmel, Interim Head, Department of Political Science
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: May 12, 2014

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: POLS 357

We recommend that POLS 357 National Judicial Politics be certified as a writing (W) course for four academic years (1/14 to 1/18). 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: 45%
2. Course content appropriate to the major
3. Total number of words: 3500
4. Instructor to student ratio for one section: 1:20

Since original certification, the writing assignments have changed from one lengthy term paper to a series of seven policy analysis memos. Writing instruction has also changed into a series of workshops that emphasize a scaffolded approach that starts with core skills like sentence construction and editing and ends with writing in the discipline (for example, integrating writing and visual data). Students write these memos every two weeks and receive prompt instructor feedback that emphasizes topics recently covered in class. Workshops include the reading and discussion of model essays and in-class exercises that incorporate peer feedback.
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):

POLS 357: National Judicial Politics

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: JOSEPH URA

Printed name and signature

5/6/2014

(Date)

Received: Valerie Balester 5/14/14

(W and C Course Coordinator, University Writing Center)

(Date)

Approvals:

College Dean:

Printed name and signature

5-13-2014

(Date)

Department Head: ROBERT HARMEL

Printed name and signature

5-6-14

(Date)

1.214 Sterling C. Evans Library
5000 TAMU
College Station, TX 77843-5000

Tel. 979.458.1455 Fax 979.458.1466
writngcenter.tamu.edu
Instructor Information

Instructor: Joseph Ura  
Office: Allen 2117  
Telephone: 979.845.2327  
e-mail: jura@pols.tamu.edu  
Website: http://people.tamu.edu/~jura  
Office Hours: Thursdays 10:00AM-12:00PM and by appointment.

Course Description and Goals

This course is designed to provide an introduction to the scientific study of American judicial politics.

Like all political institutions, courts are systems for making social choices. These systems raise a variety of important questions: Why have particular institutional forms been chosen? Why and how do those forms change or evolve? How are individual and social choices influenced by institutional forms? How might these decisions vary under different institutional regimes?

Over the course of the semester, we will read and discuss scholarly writing and original source materials that will address these questions. These efforts are intended to prepare students to conduct original research related to law and courts and to teach material related to judicial politics at the collegiate level.

Overview

The course is divided into two parts.

1. We will consider the purposes that institutions serve in formulating social choices and the emergence and evolution of the institutions of judicial authority in the United States. This topic also includes material related to legislative choices and public opinion which catalyze and support judicial independence and judicial power.

2. We will evaluate how these institutional forms influence the choices that judges make in the United States with particular emphasis on the behavior of justices of the Supreme Court.

Learning Objectives:

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

Comprehend the origins of the Supreme Court and the institutions of judicial review in American politics and government.
Critique and apply major theses or empirical explanations of how judges and justices are selected for America's federal courts, judicial decision making and the resolution of legal disputes, and the impact of the Supreme Court on American politics and society.

Recognize and apply reasonable criteria for the acceptability of historical and statistical evidence in scientific studies of the Supreme Court and politics more generally.

Recognize and assume one's civic responsibility in a democratic society to think for oneself, engage in public discourse, and obtain information relevant for thoughtful and engaged citizenship.

Produce basic scholarly writing that is appropriate for the field of political science.

**Texts:**

*Gideon's Trumpet* by Anthony Lewis

This book describes the history of *Gideon v. Wainwright*, the case in which the Supreme Court ruled that criminal defendants have the right to legal representation even if they cannot afford the services of an attorney.

- **Publisher:** Vintage (April 23, 1989)
- **Language:** English
- **ISBN-10:** 0679723129
- **ISBN-13:** 978-0679723127

*The People Themselves* by Larry Kramer

This book is a history of the development of judicial review in the United States. Kramer's major argument is that the US has—unwisely—moved away from a tradition of “popular constitutionalism” and toward an arrangement of judicial supremacy.

- **Publisher:** Oxford University Press, USA (December 8, 2005)
- **Language:** English
- **ISBN-10:** 0195306457
- **ISBN-13:** 978-0195306453

*The Nine* by Jeffrey Toobin

This is a journalistic account of life inside the Supreme Court during the later years of the Rehnquist Court. Written with the participation of some Supreme Court insiders, the book outlines the day-to-day life of the Court and shows the importance of the Court's interpersonal environment for shaping its policy decisions.

- **Publisher:** Anchor; Reprint edition (September 9, 2008)
- **Language:** English
The Supreme Court by Lawrence Baum

This text is a broad introduction to the Supreme Court, its political environment, and the principle theoretical approaches used by scholars of judicial politics to understand how the Court operates.

- **Publisher:** CQ Press; 10th edition (October 13, 2009)
- **Language:** English
- **ISBN-10:** 1604264624
- **ISBN-13:** 978-1604264623

Recommended
The Federalist Papers by John Jay, Alexander Hamilton, and James Madison

*The Federalist Papers* are a series of newspaper editorials written in 1787 and 1788 to support the political campaign in support of New York’s ratification of the Constitution. Though these essays were written as political documents, they are often taken as statements of the intentions of the Framers of the United States Constitution.

- **Publisher:** Barnes & Noble Classics (February 1, 2006)
- **Language:** English
- **ISBN-10:** 1593082827
- **ISBN-13:** 978-1593082826

All books have been ordered for the campus the bookstore and are also available from various vendors online.

All other reading assignments are available online through the university library or on the world-wide web. Assigned readings from academic journals must be accessed from on-campus computers or from a computer logged into the Library’s proxy server system.

**Reading:**

This is an upper division course, and it is intended for students with a reasonable background in American history and politics and at least a basic familiarity with political science research methods. As such, this course involves a lot of reading. You should not expect to complete your reading assignments at the last minute or in only a couple of hours a week.

I recommend that you budget at least five hours per week to complete your reading assignments (that is two hours per week for each hour of class time).
If you feel your other responsibilities and interests prevent you from devoting sufficient time to your preparations for class, you may want to consider dropping this course.

Reading assignments should be completed before coming to class.

Evaluation:

Student rule 10.3 explains, in part:

The five passing grades at the undergraduate level are, A, B, C, D and S, representing varying degrees of achievement; these letters carry grade points and significance as follows:

Assigned by the instructor:

- **A**: Excellent, 4 grade points per semester hour
- **B**: Good, 3 grade points per semester hour
- **C**: Satisfactory, 2 grade points per semester hour
- **D**: Passing, 1 grade point per semester hour
- **F**: Failing, no grade points, hours included in GPR
- **I**: Incomplete, no grade points (hours not included in GPR)

Grades assigned if student is taking an undergraduate course S/U:

- **S**: Satisfactory (C or above), hours not included in GPR
- **U**: Unsatisfactory (D or F), no grade points, hours included in GPR

Grades in this course will be assigned with those guidelines in mind. Students should expect that grades of **A** will be awarded only to those students whose written work and class participation is of extremely high quality. Work that is merely good or satisfactory will be assigned grades of **B** or **C**, respectively. Work of lower quality will be rewarded with grades of **D** or **F**.

In order to translate these qualitative guidelines into quantifiable measures of performance, letter grades for the course will be assigned on the following scale based on the proportion of possible points earned:

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

Final grades are the weighted average of your scores for two exams, a research paper, and your participation in class discussions and peer review sessions. Scores for these items are weighted according to the following scale:

- **Biweekly Writing Assignments**: 45%
- **Final Presentation**: 10%
- **In-Class Activates**: 15%
- **Constitution Day Attendance**: 5%
- **Exam**: 25%
Biweekly Writing Assignments (50%): Every two weeks, students are required to write a 400–500 word memo offering an evidence-based assessment of a problem or issue of public importance related to law and courts. Memos should be one page, single spaced and may be no longer than one typed page. Each memo must include at least one statistical table or figure describing the data used in the analysis. More details about the writing assignment will be distributed separately.

Memos are due at the start of class on:
- September 5
- September 19
- October 3
- October 17
- October 31
- November 14
- December 3

Students are required to turn in two hard copies of their memos. Also, students are required to keep an electronic copy of their memos and to provide them to the instructor upon request.

Final Presentation (10%): At the conclusion of the course, students are required to make a brief, five minute presentation of an argument developed in one of their weekly memos. Presentations should aim to convince the audience of importance and correctness of the students’ arguments. More details about the presentations will be distributed separately.

Class Participation (20%): The quality of each student’s learning depends on the quality of participation by other students. You are expected to attend class, complete assigned readings, and engage in class discussions. Class participation will also involve participating in peer review of one another’s written work and providing formal feedback to your classmates. As a reviewer, you are responsible both for “marking-up” memos (making comments, noting grammatical errors, etc.) as well as providing substantive feedback to each author whose work you review.

Exam (20%): There will be a comprehensive, in-class exam during the final week of the course. The exam will include questions in multiple choice, short-answer, and essay format. I will distribute a study guide the week before the exam and will conduct a review in class.

Students With 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, Disabilities Services in Room B118 of Cain Hall, or call 845–1637.
**Academic Integrity**

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

Students should be particularly aware of issues relating to plagiarism. The University advises:

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with the 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 the person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the Aggie Honor System Office website (http://www.tamu.edu/aggiehonor) or the latest version of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

**Classroom Conduct**

Though it should go without saying, I expect students to behave appropriately in the classroom. At a minimum, this means that you should be attentive during lectures and refrain from sleeping, reading newspapers, working crossword puzzles, playing solitaire, text messaging, and the like. I also expect students to turn cell phones off or set them to silent during class.

Also, this course relies heavily on student discussions. While these forums may reveal deep disagreements about important questions of policy and politics, I expect that all students will engage in these debates and discussions in a manner that is consistent with the Student Code of Conduct and basic manners. At a minimum, this implies that you should treat one another with respect, avoid interrupting someone who is speaking, and refrain from personal attacks or impugning someone's motives.

**Office Hours and Communications**

I will hold regular office hours as indicated above. You may visit me in my office during those times without prior appointment to discuss questions you may have about lectures, reading assignments, examinations, current events, or other academic matters. Also, if your schedule does not permit you to attend my regular office hours, or if you care to discuss something in-depth, you may schedule a meeting with me at another time. To schedule a meeting, contact me via e-mail. However, I advocate attending my office hours—which are dedicated times for me to spend with you on issues concerning this course—if you have questions, since this will guarantee an immediate response to your inquiry.

You may also contact me via e-mail, and I will do my best to respond to you within 48 hours. However, during periods of “high traffic,” this may be delayed somewhat.
Because of computer security concerns, I will only open e-mail from official Texas A&M e-mail addresses (such as Neo). To ensure that I receive your e-mail, please use an official university e-mail account for your correspondence and include the class name and section in the e-mail’s subject line.

**Required Class Website**

I maintain a website to communicate with students enrolled in my courses: [http://pols206.blogspot.com/](http://pols206.blogspot.com/)

I will use the website to link to important news items, editorials, historical documents, academic papers, and other materials that relate to the cases we will be covering in class.

I may also use the website to make announcements about the course, scheduling, changes in the syllabus, etc. Since the blog is requires reading for all class sessions, I will assume that all information on the website has been received by all students.

**Academic Dishonesty**

The Aggie Honor Code states: “An Aggie does not lie, cheat, or steal, or tolerate those who do.”

Any attempt to represent someone else’s work as your own or to use unauthorized aids during examinations is considered cheating and a violation of the university’s honor code. Violations of academic integrity are grave matters and carry substantial consequences. I strongly encourage students to review the University’s policies on matters of academic dishonesty and to diligently adhere to its guidelines. The Aggie Honor System Office website may be found at [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).

**Instructor’s Discretion**

I reserve the right to incorporate additional materials, quizzes, exams and assignments into the course with reasonable notice at my sole discretion.

**Course Schedule, Reading Assignments, and Deadlines**

Readings are assigned by week. My expectation is that reading assignments will be completed before the first class session of each week.

**Calendar of Assigned Reading**

**First Day of Class: Overview and Course Syllabus**

**Week 1: Institutions and Equilibrium**


**Week 2: The Constitutional Court**

The Constitution of the United States

Federalist 10, 47-51, 78

Brutus, Essay XV
([http://www.unc.edu/~gvanberg/Courses/BrutusXV.htm](http://www.unc.edu/~gvanberg/Courses/BrutusXV.htm))


**Week 3: Writing Workshops 1 and 2 (Words, Sentences, and Paragraphs; Arguments, Evidence, and Essays)**


**Week 4: The Historical Development of Judicial Power**

*The Supreme Court* (Chapter 1)

*The People Themselves* (All)

**Week 5: The Political Construction of Judicial Power**

“Constructing Judicial Review” by Mark Graber ([http://tinyurl.com/GraberARPS](http://tinyurl.com/GraberARPS))

Note: Must be accessed from an on-campus computer.
“Interpose Your Friendly Hand: Political Supports for the Exercise of Judicial Review by the United States Supreme Court” by Keith E. Whittington

[https://www.apsanet.org/imgtest/APSRNov05Whittington.pdf](https://www.apsanet.org/imgtest/APSRNov05Whittington.pdf)

Note: Must be accessed from an on-campus computer.

“An Appeal to the People': Public Opinion and Congressional Support for the Supreme Court” by Joseph Daniel Ura and Patrick Wohlfarth


Note: Must be accessed from an on-campus computer.

**Week 6: Legitimacy and Public Support for Judicial Power and Writing Workshop 3 (Editing)**


Note: Republished at Emory Law Journal v. 50 no. 2 (Spring 2001) p. 563–82 and available through TAMU library’s e-journal service. A permanent link is not available.

**Week 7: Writing Workshops 4 and 5 (Plagiarism and Managing Citations; Presenting Evidence)**

**Week 8: The Supreme Court in American Life**

*Gideon’s Trumpet* (All)

*Perry v. Schwarzenegger* (All)


*The Supreme Court* (Chapters 5 and 6)

**Week 9: The Supreme Court: Nuts and Bolts**

“Life on the Court” (Audio) Justice Stephen Breyer

[http://webcast-law.uchicago.edu/2006/winter/breyerlunch.mp3](http://webcast-law.uchicago.edu/2006/winter/breyerlunch.mp3)

*The Nine* (All)

**Week 10: Supreme Court Justices, Cases, and Decisions**

*The Supreme Court* (Chapters 2, 3, and 4)

“A Latina Judge’s Voice” by Sonia Sotomayor

“The Attitudinal Model” by Jeffrey Segal
(http://tinyurl.com/nrecng)

Week 11: Writing Workshops 6 and 7 (Making a Final Product; Publication)

Week 12: Catch-Up and Current Events

Week 13: Exam Week

Catch-up, review, test
Exam: Thursday, November 21

Week 14-15: Presentations

Student Presentations: November 26, December 3
TO: Faculty Senate Executive Committee

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

CC: Joseph Daniel Ura, Department of Political Science
Robert Harmel, Interim Head, Department of Political Science
Donald J. Curtis, AOC Dean, Liberal Arts

DATE: May 12, 2014

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: POLS 413

We recommend that POLS 413 American Foreign Policy be certified as a writing (W) course for four academic years (1/14 to 1/18). 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: 3200
4. Instructor to student ratio for one section: 1:20

Since original certification, the writing component is worth 10% more than it was previously. The research paper assignment for this class is assigned in phases, including a proposal, a literature review, a data and methods section, and an analysis section. Each one is turned in before the final, full manuscript is turned in. Each section receives written instructor comments. Writing instruction is delivered via lectures, modeling, and in-class discussions and exercises. Topics covered typically include grammar, style, structure, and academic integrity. Regular meetings in a computer lab enable the instructor to incorporate brief writing activities.
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):

POLS 413: American Foreign Policy

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:     JOSEPH UEA
Printed name and signature

Received:     Valene Balester, 5/14/14
(W and C Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean:        8muz 5-13-2014
Printed name and signature  Steven M. Orenthalman (Date)

Department Head:     Robert Haemel 5-14-14
name and signature (Date)

RECEIVED
MAY 14 2014
By
This course is designed to familiarize the student with American Foreign Policy with an emphasis on National Security. The course examines the role of power and domestic politics to explain US national security beginning with the Cold war. The first part of the class focuses on the role of power and the structure of the international system. The second part of the course examines the connections between US democratic politics and national security. The third part of the course then utilizes these two perspectives to look at major events over the past 60 years.

Readings

All of the readings, except for the Gaddis Book *STRATEGIES of CONTAINMENT*, for this class are articles. I expect you to read everything listed on the syllabus for a particular date before class. Hence there is no reading due during the first week of class. The reading load is not too heavy but some readings take more time than others, and some days have more assigned readings than others. Make sure you leave yourself plenty of time, and look ahead for heavy reading days. This is especially important during the first half of class. The readings should be available through JSTOR or the University Library if you are logged in. I will also post the readings on the elearning page as soon as it is available. If you cannot find a reading, email me right away so that I can forward it to you.

Grading

Grading consists of 1 exam, 1 quiz based on student research presentations, two papers and a research paper. The relative weights are as follows:

3 In class exams - (20% each) 60%
1 Research Paper - 40%

A more detailed rubric for the paper is at the end of the syllabus.

This is a writing intensive (W) course. **Failure to earn a passing grade on the writing requirements precludes the assignment of W credit, irrespective of the student’s making a passing grade for the entire course on a straight calculation basis.** Students cannot receive W credit for this course without earning a passing grade on the writing component, no matter how the points are distributed.
Grading Issues

You be graded solely on your academic performance. This includes clarity of thought, knowledge of the material, composition, spelling, and grammar. Students who believe to have received an incorrect grade should formally appeal it to me. The appeal will consist of a single typed page that identifies the problem and presents a reasoned argument that the grade fits the appeal criteria.

If you miss a midterm exam due to a university-excused absence and have an authorized letter explaining your absence, you will have the choice between two options:
(1) You may take a make-up examination within 30 days of the original exam (Make up dates will be determined schedule) OR
(2) You may have your next exam pro-rated to compensate for the exam that you missed.

I am more than happy to answer questions in office hours, or just chat. Office hours are there for your use -- take advantage of them! If you have another class during my regular office hours, I will schedule a different time with you. I will answer as many questions as possible in class, so please ask! I would rather have class discussion than just lecture. Some of the ideas presented in class are controversial, especially since the international system is going through an upheaval, and so discussion can be very important.

I hope that debate and discussion will be important parts of this class, as they are part of critically evaluating arguments and perspectives in international relations. I expect you to talk to each other, not just to me. Participation by everyone is strongly encouraged, and will make class run much better. HOWEVER, the point of discussion is to use criticism and contrasting opinions to sharpen each other's arguments and bring out hidden assumptions, NOT to destroy each other's ideas or make yourself look better than someone else. NO disparaging remarks or personal insults will be tolerated in class. Neither will talking, doing crossword puzzles, reading newspapers, or doing other homework.

The Research Paper

A large component of the class, given it is a W course, is the research paper. Students will be required to do an original piece of research testing a hypothesis that they develop related to US foreign policy. To that end we will be spending time in the second half of the course in the computer lab so that students can examine and use data to test there hypothesis. This is an iterative process. Step one is to develop and hypothesis. Step two is to write a brief review of the prior literature related to your hypothesis and summarize the findings. Step three is the testing of the hypothesis and the writing of the results of your test. The final step is to put the pieces together as a coherent paper.
The hardest part of the paper is actually developing the research question and hypothesis. We will work on this together in class.

A separate handout will be given with the due dates for the various parts of the paper.
Specific Learning Objectives POLS 413

1) To define, understand, and use concepts and terms relevant to the study of US National Security and Foreign Policy in general. SBS EEO 1.

2) To produce original data to support social scientific research on an aspect of US foreign policy. SBS EEO 1.

3) To recognize and formulate testable hypotheses relevant to the study of US National Security. SBS EEO 4.

4) To understand the evolution and current role of the U.S. in the world. SBS EEO 7.

5) To recognize and apply reasonable criteria for the acceptability of historical evidence and social research in relation to a current issue in US Foreign Policy SBS EEO 9.

Students With 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, Disabilities Services in Room B118 of Cain Hall, or call 845-1637. (PLEASE NOTE – IF YOUR CURRENT SYLLABUS SAYS KOLDUS PLEASE CHANGE IT – THEY MOVED SEVERAL YEARS AGO).

Faculty must comply with reasonable requests for disability accommodations. Should you have questions about whether a request is reasonable you may address them to me or to the appropriate office in the Department of Student Life. Failure to make disability accommodations can provide grounds for a grievance of a very serious nature. Trust me, you do not want to be involved in one of these.

Course Materials/Copyright and Plagiarism Statements: Academic Dishonesty

The following statements are recommended inclusions for all syllabi:

The handouts 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, lab problems, in-class materials review sheets, and additional problem sets. Because these are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.
All syllabi are required to state the Aggie Honor Code:
   “An Aggie does not lie, cheat or steal, or tolerate those who do.”

Additionally, students should be made aware that academic dishonesty involves acts other than plagiarism. The following statement is recommended:

   “As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with the 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 the person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the Aggie Honor System Office website (http://www.tamu.edu/aggiehonor) or the latest version of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”
Course outline (note: all dates are subject to change):

Week 1: January 13th – Class Introduction: What is National Security
Defining the National Security Environment Readings for Wednesday the 15th


Week 2 January 20th and 22nd
No class on the 20th

Week 3: January 27th and 29th
Tools Continued plus Power!

Weeks 4 Feb 3rd and 5th
Finish Power and the System
Exam 1 Feb 5th

Week 5 February 10th and 12th
Domestic Politics- Public Opinion


**Week 6 February 17th**

**Elections**


**Week 7 February 24th**

**The Media**


**Week 8 March 3rd**

**Casualties and Politics**


**March 5th** Exam 2

**Week 9 March 10th** Spring Break

**Week 10 March 17th**

**Power or Politics – The Cold War**


Begin Reading Gaddis.

**Week 11 March 24th**

**Third World Interventions – Guatemala and Vietnam**


**Week 12 March 31st** The Gulf War

READING TBA

**Week 13 April 7th and 9th** The Post Cold war World

READING TBA

**Week 14. April 14th** Iraq and Afghanistan

**Week 14 April 21st**

Exam 3 April 22nd

Research Paper Due  May 5th
Revised research statement Feb 5th, you need to hand into me, at the beginning of class, a one page proposal on your paper topic. It should state your main question, your theoretical approach to answering it, and an overview of why you are interested in the question. Please realize that this is a research paper, so you will have to do some reading ahead/independent research for a topic. The topic proposal is 5% of your total grade.

A draft of the literature review is due Feb 26th, at the beginning of class. This should be fairly complete with citations and references. I will comment on this paper and return it to you for revisions and suggestions about the research. This is worth 5% of your total grade.

The research design and preliminary data acquisition is due March 23rd. This should be the analytic section which describes how you will test your hypothesis, discuss your data and the operationalization of your concepts etc... You by now should have identified the necessary variables and have them in a data set that you can analyze. This is worth 5% of your total grade.

The analysis is due to me at the beginning of class on April 14th. This should be where you discuss the results of your analysis what they mean substantively and what are the implications for your hypothesis as well as other theories. This is worth 5% of your total grade.

The Final Paper is Due May 5th and is worth 20% of your total grade. This should be more than just the revised sections above cut and pasted together. The paper should read as a relatively seamless, coherent research paper.

Papers will lose 10% of the points for that portion of the assignment per day if they are late. Late is defined as any time after class on the due date and after 3:00 pm.

OUTLINE OF PAPER EXPECTATIONS

Thesis/Hypothesis/Research Question: The thesis of the paper (often posited as a research question or a hypothesis) should be clear, concise, and indicate the specific purpose of the paper.

Structure: The paper should be understandable and well organized. Transitions between parts of the paper should be smooth and effective, with properly written paragraphs (topic sentences, transitions between paragraphs).
Literature Review: Literature Review should be drawn from quality research sources (as specified by the assignment), and should be used effectively to show what prior work has found and what are the missing holes in prior research. Irrelevant or unnecessary information should not be included. Prior Research should be properly cited, organized properly, and integrated within paragraphs to buttress all points.

Analysis: Analysis of the data should follow a clear and well defined method of analysis. Evidence is clearly related to paragraph topic sentences, analysis is fresh and interesting, posing new and creative ways to think about the material. The analysis should first discuss how the data is related to the key concepts the student is testing. It should then discuss the chosen method of analysis and why it is appropriate. It should then discuss what the results of the analysis say and whether it provided confirming or disconfirming evidence of the hypothesis.

Logic and argumentation: Ideas in the paper should flow logically; the argument should be identifiable, reasonable and sound, and well supported by the literature and analysis. The author should consider counter arguments and alternate interpretations of the results, and deal with them effectively. The author should show an understanding of the limits of her or his own argument. The author should connect the argument clearly to the thesis/hypothesis/research question.

Mechanics: Sentence structure, grammar, and diction should be excellent, with the correct use of punctuation and citation style, and minimal to no spelling errors.
TO: Faculty Senate Executive Committee

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

CC: Elisabeth T. Rich, Department of International Studies
    Robert Shandley, Head, Department of International Studies
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: May 12, 2014

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: RUSS 302

We recommend that RUSS 302 Advanced Grammar and Composition II 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: 60%
2. Course content appropriate to the major
3. Total number of words: 4500
4. Instructor to student ratio for one section: 1:15

At the end of each lesson, students write a composition that incorporates the vocabulary and grammar covered in that lesson, for a total of six 750-word compositions. For additional practice, they write three essay exams (not counted above because they are written in class). The focus in this class is on correctness, so drafts are reviewed using a correctness key. Because it is a composition class, instruction is integral and includes preparatory exercises; reading, which serves as a model; and oral prewriting exercises.

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):

RUSS 302 (Advanced Grammar and Composition II)

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: Elisabeth Rich
Printed name and signature

Received: Valerie Balester 4/21/14
(W Course Coordinator, University Writing Center)
(Date)

Approvals:

College Dean: Steven Oberholzer
Printed name and signature
(Date)

Department Head: [Signature]
Printed name and signature
(Date)
Russian 302 (Advanced Grammar & Composition II)  
Spring 2013  
11:10-12:25  
ACAD 123

Instructor: Dr. Elisabeth T. Rich 
Office: Academic 230 A 
Office Hours: TR 2:00-3:00, or by appointment 
Office Phone: 845-2104 (department) 
E-Mail: e-rich@tamu.edu

Prerequisites: RUSS 202 with a passing grade

Course Description: This course combines a review of grammar at an advanced level with a substantial writing component; some attention is given to the development of conversational skills. Focus is on the acquisition and active use of high-frequency vocabulary relating to practical topics from daily life (e.g., sickness and health, transportation and the city, travel and time, education, family and behavior, and intellectual processes). Students will also be assigned authentic texts from Russian literature, which will be analyzed and discussed in class.

Learning Outcomes:

During the course, students will:
- develop their writing and speaking skills in Russian;
- develop their ability to translate authentic texts from Russian literature;
- develop their ability to analyze the texts in Russian.


Course Requirements: Daily homework  
Six compositions (with mandatory rewrites)  
Three exams (format: grammar exercises and essay questions that test in-class writing proficiency)

Grading Policy:  
Classwork/Homework 10%  
Six compositions 60%  
Testing
  Exam I 10%  
  Exam II 10%  
  Exam III 10%  
100%
Grading Scale:

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

Attendance and Excused Absences: For illness- and injury-related absences of fewer than three days, 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, the note must also contain the medical professional’s confirmation that absence from class was necessary. Exams and assignments can be made-up only as a result of legitimate absences. For further information about Student Rules pertaining to Attendance and Excused Absences, please see Rule 7 of Student Rules (http://student-rules.tamu.edu/rule7.htm).

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


Calendar of Assignments*

Jan. 15: Introduction and Review
Jan. 17: Presentation of New Grammar (Impersonal Sentences; Reported Speech); Grammar Exercises

Jan. 22: Grammar Exercises; Reading: “Записка врача”
Jan. 24: Composition: У врача; Oral Prewriting Exercises

Jan. 29: First Composition Due
Jan. 31: Method of Self-Correction

Feb. 5: Presentation of New Grammar (Unprefixed Motion Verbs; Perfective Motion Verbs; Prefixed Motion Verbs; Translating to Bring, to Take, and to Leave); Grammar Exercises
Feb. 7: Reading: “Звёздный билет”; Composition: Экскурсия по московскому Кремлю; Oral Prewriting Exercises
Feb. 12: **Second Composition Due**  
Feb. 14: Exam #1

Feb. 19: Presentation of New Grammar (Numbers; Time and Dates; Other Expressions of Time)  
Feb. 21: Grammar Exercises; Reading: “В вагоне”

Feb. 26: Composition: Все дороги ведут в Рим; Oral Prewriting Exercises  
Feb. 28: **Third Composition Due**

March 5: Presentation of New Grammar (Modals; Generalizations; Imperatives; Teaching and Learning); Grammar Exercises  
March 7: Reading: “Школа права ищет юристов”; Composition: Как готовиться в вуз; Oral Prewriting Exercises

March 11 – 15  Spring Break

March 19: **Fourth Composition Due**  
March 21: Exam #2

March 26: Presentation of New Grammar (Conditional Sentences)  
March 28: Grammar Exercises

April 2: Reading: “Рассказ Кати”; Composition: Серёжа; Oral Prewriting Exercises  
April 4: **Fifth Composition Due**

April 9: Presentation of New Grammar (Complex Sentences)  
April 11: Grammar Exercises; Reading: “Письма о добром и прекрасном”

April 16: Composition: Вильгельм Телль; Oral Prewriting Exercises  
April 18: **Sixth Composition Due**

April 23: Exam #3  
April 25: Student Evaluations

*Assignments and exam dates are subject to change*
TO: Faculty Senate Executive Committee

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

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

DATE: May 12, 2014

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: SPAN 445

We recommend that SPAN 445 Cervantes 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: 8000
4. Instructor to student ratio for one section: 1:24

In this class, all the writing is done in Spanish. Students keep a daily diary summarizing readings of Don Quijote and write a paper of 8-12 pages. For practice, they also have comprehension checks and writing exercises. These provide a good opportunity for periodic feedback; in addition, students write a proposal and an outline of their final paper that receive feedback. Central to this course is the ongoing consideration of the form and structure of Cervantes’ creative work, which includes writing/rhetorical concepts such as irony, parody, narrativity, genre, etc., all of which inform the students’ development as writers. At four junctures during the semester, formal instructional attention is paid during class time to issues related to the final paper/essay through lecture, modeling, and discussion. At other points throughout the course, attention is paid to the form and structure of the critical studies assigned for reading. These critical essays are offered as models to guide students in their own writing.

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): SPAN 445: Cervantes

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: Eduardo Urbina / José Pablo Villalobos
Printed name and signature

(Date)

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

(Date)

Approvals:

College Dean: Stevan M. Oberhelman
Printed name and signature

(Date)

Department Head: MARIA IRENE MOYNA
Printed name and signature

(Date)

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

RECEIVED

APR 11 2014

By UWC
Descripción del curso:
Aunque el énfasis principal de esta clases es la obra Don Quijote de la Mancha y su importancia tanto en la literatura española como en el desarrollo de la novela, también se analizará la vida de Miguel de Cervantes en el contexto de su obra literaria y de su ambiente social, cultural, e histórico.

Este curso se ha clasificado con un “W” (“writing”) por lo cual el estudiante no aprobará el curso si no aprueba todo lo relacionado a la escritura.

Objetivos del curso
- Entender los temas principales de Don Quijote y la demás obra de Cervantes
- Familiarizarse con el contexto literario en el cual se escribe Don Quijote
- Familiarizarse con el contexto histórico, social, y cultural en el cual vive Cervantes
- Reconocer la importancia de Don Quijote para la cultura y literatura hispana y el mundo entero
- Desarrollar técnicas de lectura para el análisis literario
- Practicar y desarrollar el proceso de la escritura formal a través de la entrega de borradores y corrección a base de sugerencias y comentarios editoriales

Prerrequisitos
- Los prerrequisitos de esta clase son SPAN 303 y 320, o permiso del profesor.

Textos
1) Don Quijote de la Mancha (DQ): Ed. de Tom Lathrop (Juan de la Cuesta, latest); --otras ediciones aceptables: Luis Murillo (Madrid: Castalia); F. Sevilla Arroyo (Madrid: Castalia didáctica); y RAE, (Madrid: Alfaguara, 2005).


4) E. Urbina, La creación paródica del Quijote: Texto y contextos. Vigo: Editorial Academia del
Hispanismo, 2009. (Copy Corner). = Lectura

**Tareas y base de evaluación de notas**
- Examencitos (8) 20% (80 puntos)*
- Examen parcial 15% (60 puntos)
- Diario de lectura y discusión de textos 15% (40 puntos + 20 puntos)*
- Ensayo 25% (100 puntos) *Ver hoja “Instrucciones para el ensayo”
- Examen final 25% (100 puntos)

**Escala de calificación**
- A = 400 - 360
- B = 359 - 320
- C = 319 - 280*
- D = 279 - 240
- F = menos de 240

* Estos elementos se califican según su contenido y su corrección formal. Ya que la escritura es tan importante, si el estudiante no pasa estas partes de la base de evaluación, no puede pasar la clase.

**Advertencias:**
Para todo lo relacionado a faltas a clase y tareas no entregadas a tiempo, consultar Student Rule #7 (http://student-rules.tamu.edu/rule07):
- En esta clase, cada ausencia no autorizada contará 3% contra la nota de discusión y 1% contra la nota final del curso.
- En esta clase, no se admiten trabajos tarde ni se dan "make-ups" sino por excusas autorizadas.

**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 Dishonesty:**
“An Aggie does not lie, cheat or steal, or tolerate those who do.”
It is your responsibility to make yourself familiar with what constitutes academic dishonesty and to avoid it at all costs. You must know the Aggie Honor Code; violations of this code will be reported to the Aggie Honor System Office. For further information, you can read the Honor Council Rules and Procedures at http://aggiehonor.tamu.edu.

**PROGRAMA DE CLASES**
<table>
<thead>
<tr>
<th>Fecha</th>
<th>Tema</th>
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<tbody>
<tr>
<td>2 de septiembre</td>
<td>Presentación e introducción al curso: Cervantes: el hombre y su obra</td>
</tr>
<tr>
<td>4 de septiembre</td>
<td>Panorama histórico-social y cultural de la España de Cervantes (1547-1616): (Imperio; Iglesia; Renacimiento)</td>
</tr>
<tr>
<td>9 de septiembre</td>
<td>La comedia y Cervantes dramaturgo; <em>El retablo de las maravillas</em> (realidad, ficción y metadrama)</td>
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<tr>
<td>11 de septiembre</td>
<td>Cervantes y la narrativa de su época; (picaresca, pastoril, ejemplaridad)</td>
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<tr>
<td>16 de septiembre</td>
<td><em>NE: La fuerza de la sangre</em> (poética y temática cervantinas)</td>
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<tr>
<td>18 de septiembre</td>
<td><em>NE: El celoso extremeño</em> (poética y temática cervantinas)</td>
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<td>23 de septiembre</td>
<td>La creación del <em>Quijote</em>, parodia e invención (lo verosímil y lo verdadero)</td>
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<td>25 de septiembre</td>
<td>Estructura, unidad y temas del <em>Quijote</em> (Fuentes, imitación, intertextualidad)</td>
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<td><strong>Lectura 1</strong></td>
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<tr>
<td>2 de octubre</td>
<td><strong>DQ I</strong>: Prólogo y caps. 1-5 (Caracterización: ingenio y locura)</td>
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<tr>
<td>7 de octubre</td>
<td><strong>DQ I</strong> caps. 7-9 (Narratividad: el juego ficcional y la escritura de la historia)</td>
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<tr>
<td>9 de octubre</td>
<td><strong>DQ I</strong> caps. 20-23 (Niveles de ficción; lo grotesco)</td>
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<tr>
<td>14 de octubre</td>
<td><strong>DQ I</strong> caps. 25-31 (Personajes; Dulcinea y Sancho Panza)</td>
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<td>16 de octubre</td>
<td><strong>DQ I</strong> caps. 46-47 y 52 (Trayectoria narrativa y final de la narración)</td>
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<td>21 de octubre</td>
<td><strong>Lectura 2</strong></td>
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<td>23 de octubre</td>
<td>Repaso I y <strong>Lectura 5</strong></td>
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<td>28 de octubre</td>
<td><strong>EXAMEN PARCIAL</strong></td>
</tr>
<tr>
<td>30 de octubre</td>
<td><strong>DQ II</strong>: Prólogo y caps. 1-3 (La historia verdadera y la verdad de la historia)</td>
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<tr>
<td>4 de noviembre</td>
<td><strong>DQ II</strong> caps. 8-10 (Dulcinea y la aventura guardada)</td>
</tr>
<tr>
<td>2 de octubre</td>
<td>Instrucciones para la escritura del ensayo</td>
</tr>
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</table>

**Lectura 6**
6 de noviembre  DQ II caps. 16-18 (Dobles: el caballero del verde gabán)  
**Lectura 7**  
Discusión normas de escritura y técnicas de investigación

11) 11 de noviembre  FILM: **Don Quijote de la Mancha** I (España, 1991)  
13 de noviembre  DQ II caps. 21-23 y 29 (Interiorización: la cueva de Montesinos)  
**Lectura 8**  
Esquema del ensayo

12) 18 de noviembre  FILM: **Don Quijote de la Mancha** (Rusia, 1957)  
20 de noviembre  DQ II caps. 30-35 (Distanciamiento y marginalización)  
**Lectura 9**  
Borrador del ensayo

13) 25 de noviembre  DQ II caps. 41-45 (El ‘burlador burlado’ y la magia del *Quijote*)  
27 de noviembre  **NO HAY CLASE** (Día de Acción de Gracias)

14) 2 de diciembre  DQ II caps. 46-53 y 59-60 (El amor: señoras y doncellas)  
**Lectura 10**  
4 de diciembre  DQ II caps. 64-74 (Fin y principio: “vencedor de si mismo”)  
Don Quijote como mito y la mitopoetización del *Quijote*

15) 9 de diciembre  Entrega y discusión del ensayo final en clase

**EXAMEN FINAL:** Consultar el calendario oficial  
(http://registrar.tamu.edu/General/Calendar.aspx)

**Materiales suplementarios para ESPAÑOL 445**

Además de los materiales textuales, bibliográficos y visuales asociados con el **Proyecto Cervantes**  
(http://cervantes.tamu.edu), durante el transcurso del semestre tendrán acceso en grupo o individualmente a los siguientes recursos para su estudio y aplicación en tareas y ensayos:

1) **Documentales sobre Cervantes y el *Quijote***:  

   -- *Great Books: Don Quixote* (The Learning Channel, 1997)  
   -- *La Mancha de Don Quixote* (San Antonio: Babbit, 1995)
2) **Versiones y adaptaciones del Quijote:**

- *Man of La Mancha*, Film basado en el drama musical de M. Leigh y D. Wasserman (1964)
- *Don Quijote de la Mancha*, dibujos animados (Madrid: TVE, 1997)

3) **Historia de España:**

   - Episodios correspondientes al Siglo de Oro y al tiempo de Cervantes de la serie “La Noche de los Tiempos” de TVE: Siglo de Oro I y II; *La España de Cervantes.*

4) **Ediciones e Iconografía del Quijote:** primeras ediciones y traducciones, ilustraciones del Quijote en [http://dqi.tamu.edu](http://dqi.tamu.edu); y en la colección *Urbina Cervantes Project* de la Cushing Memorial Library de Texas A&M University.

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**Lecturas**


INSTRUCCIONES PARA EL ENSAYO

1. Entregar el **9 de diciembre** (en clase y por email)

2. Extensión y formato: **7** (mínimo) **10** (máximo) páginas; 12 pt. Times New Roman y márgenes de una pulgada (por cada página de menos o de más se deducirá un 10% de la nota).

3. Explicación de texto interpretando una aventura, episodio o personaje analizando uno de los siguientes temas:

   A. Identidad (ser, caracterización, rol) i.e. locura, disfraces, juegos, engaños…

   i.e. “La ficción de seseo en … (Marcela, Dorotea y Altisidora)” o “Las Dulcineas del Quijote.”

   B. Realidad (sociedad, mundo, naturaleza) i.e. libertad, familia, amor…

   i.e. “Espacios y mundos en … (Sancho Panza, Antonio Moreno, Roque Guinart, los duques)” o “Humor y risa en el episodio/aventura de … (los batanes, Doña Rodríguez)

   C. Ficción (narración, discurso, metaficción) i.e. lectura, ficcionalidad, historias…

   i.e. “Reflejo y reflexión en el Quijote II (1615)” o “Agentes narrativos y fortuna en el Quijote” (Cura, Sansón, Sancho, duques)

   D. Interpretación y lectura visual en las ilustraciones del Quijote (analizar y comparar la lectura visual de una aventura según sus ilustraciones en 3 ediciones; o 3 aventuras en una edición, sobre un mismo tema, personaje, etc.)

4. Proceso de escritura del ensayo:

   Propuesta: 4 de noviembre; discusión y revisión
   Esquema: 13 de noviembre; revisión y escritura
   Borrador: 20 de noviembre; coerción y reescritura
   Ensayo: 9 de diciembre
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Paul Keiper, Department of Health and Kinesiology
    Richard Kreider, Head, Department of Health & Kinesiology
    David Byrd, AOC Dean, College of Education and Human Development
DATE: May 12, 2014
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: SPMT 482

We recommend that SPMT 482 Writing Seminar in Sport Management be certified as a writing (W) course for four academic years (1/14 to 1/18). 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: 2450
4. Instructor to student ratio for one section: 1:20

SPMT 482 is a one-credit writing seminar course, in which students write a series of papers to prepare them for writing in sport management, including manageable research questions and citations, an annotated bibliography, article summaries, a compiled or synthesized summary, and an executive summary. Both peer review and instructor comments are offered on assignments during scheduled in-class draft workshops. Writing instruction comes from modeling, lecture, and discussion as well as visits from a librarian and the University Writing Center. Students present their work, including drafts, in a professional portfolio at the end of the course. In addition to the writing, students share their work with the class at the end of the course in a 5-minute oral presentation.

Since original certification, the writing assignment has been made more appropriate for the field of sport management, and instruction now includes a librarian and writing center workshops.
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):
   
   SPMT 482-900 Writing Seminar for Sport Management
   
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: 

Paul E. Keiper 

(3/17/2014)

Received: 

Valerie Balester 

3/24/14 

(W Course Coordinator, University Writing Center) 

(Date)

Approvals:

College Dean: 

David A. Byrd 

5/14/14 

(Date)

Printed name and signature

Department Head: 

3/19/14 

(Date)

Printed name and signature
Writing Seminar in Sport Management
1 credit hour

General Course Information:
Professor: Paul E. Keiper, Ed.D
Office: 342BC
Phone: 979-458-2724
Email: pkeiper@hlkn.tamu.edu
Office Hours: T/R 1-2, or by appointment
Class Time: W 10:20-11:10 a.m.
Location: Blocker 108

Course Description

The primary objective of this course is to acquaint you with a primary means of communicating contemporary research in sport management (organizational, marketing, sponsorships, law, etc). To accomplish this objective, you will need to complete extensive reading, as well as intensive writing, and an oral presentation. This writing intensive seminar is designed to complement the curriculum in sport management by introducing the application of sport management research to organizational decision making.

Course Format

SPMT 482 is designated as a writing intensive course, therefore, effectiveness of written communication will account for the majority of the grade. To support successful completion of this requirement you should spend considerable time in activities designed to enhance your writing. To this end, activities will include pre-writing (invention), drafting, revising, and proofreading. Furthermore, you will participate in peer review and guided revision.

Course Objectives:

1. To introduce you to the research process or the ways in which sport management researchers go about their work.
2. To develop your skills and knowledge to discriminate "good" from "bad" research.
3. For you to acquire skills to locate problem areas in organizations; and, plan, organize, design, and conduct research to help solve the identified problems.
4. For you to search and synthesize the primary scientific literature.
5. To have you integrate information from the primary sport management literature into written form in support of decision making in sport organizations.
6. To deliver accurate, concise, and effective oral presentations in support of decision making in sport organizations.
**Course Evaluation**
*Note impact of unexcused absences on final grade (see below)*

**80% Written Requirements**
- Manageable Question & Citations: 5% 90-100% A
- Annotated Bibliography: 10% 80-89.9% B
- Article summaries: 25% 70-79.9% C
- Compiled Summary: 15% 60-69.9% D
- Executive Summary: 25% ≤ 59.9% F

**20% NON Written Requirements**
- Portfolio Professionalism
- Verbal Presentation
- Proof Reading

**Course Attendance is MANDATORY**

*Mandatory: 2 unexcused absences results in final grade will drop one letter grade (11%). At 3 unexcused absences, drop two letter grades (22%). If a student were to accumulate 4 unexcused absences, then they would automatically fail the course.*

Attendance in any course is a necessity for gaining maximum educational value. Please make every effort to be at class not only for yourself, but also your classmates. Assignments will be turned in and proofreading will occur during class time.

Students who miss class for any reason are responsible for getting materials missed and knowing what the assignments entail. It is not the instructor’s responsibility to redo class for students not making class attendance their priority.

**Course Assignments**

It is important for you to complete assignments as suggested by the course outline. Failure to keep pace with the schedule will cause problems for yourself and others. Assignments are due at class time; please see the course outline for due dates. Properly completed assignments may receive full points per course evaluation rubric (see above); late assignments may receive partial credit per my guidelines. **Late assignments will be reduced a full letter grade each week they are late. “Late” begins at the start of class when assignments are due OR not having hard copies for peer proofing in class on the due date.**

**Course Portfolio**

You will be required to turn in a course portfolio upon completion of the class. Professional appearance is an important aspect in the sport business world. You are expected to produce professional bound reports as would be expected on the job. A professional portfolio consists of the following: professionally bound labeled tabs, no stables, neat/clean pages, and an identifying cover page (your name, class & section). There is a list and order of items further in this
syllabus. A proof reading sheet will be given to you that should be included with the above sections listed in the course evaluation.

COMPONENTS FOR PORTFOLIO – Rough drafts AND Final copies for EACH STEP. Completed Check List – USE THIS to ensure all components are present

Proof Sheet
- Bring **hardcopies** of ALL rough drafts to class *NOT on your computer or phone*! You will need to proofread at least 2 classmate’s materials each day proofreading occurs.
- **No hard copy = late.**

Manageable Question
- This question is vital in beginning your research project.
- IDENTIFY AND SOLVE A PROBLEM.

Citations (copies of abstracts and references page for each)
*You can’t move forward on the research process until this is approved by the instructor.*
- There needs to be 5 scholarly citations minimum.
- What is a scholarly article?
  - Provide & keep **ALL print outs of abstract and reference pages** for each of the selected 5 scholarly required AND ANY new articles added at any future step.

Annotated Bibliography (3 minimum)

Article summaries (3 minimum)

Compiled Summary (1 document)
*Must additionally turn this in on turnitin.com by class time on due date.*

Executive Summary (1 document)
*Must additionally turn this in on turnitin.com by class time on due date.*

**IMPORTANT:**
There should be at least 2 copies (rough draft & final) of EACH part. Regardless of how much or little is edited. Failure to turn in any portion will result in 50% lost points for each rough draft or final copy that is missing for that assignment.

“Editing” can include positive comments, suggestions for better ways, strong search terms, corrections, etc. Please be helpful proofreaders!
Portfolio Professionalism
The parts should be organized in this order with labeled divider tabs:

1. **Title Page**
   a. Include class, section, name

2. **Proofing Sheet** with signatures of the ones you proofed and who proofed yours

3. **Manageable Questions**
   a. Originals with signatures and comments of proof readers (50% of grade)
   b. Final copies with changes (50% of grade)

4. **5 Scholarly Citations** (Selected Manageable Question & Citations)
   a. Originals with signatures and comments of proof readers (50% of grade)
   b. Final copies with changes (50% of grade)

5. **3 Scholarly Annotated Bibliographies**
   a. Originals with signatures and comments of proof readers (50% of grade)
   b. Final copies with changes (50% of grade)

6. **3 Scholarly Article Summaries**
   a. Originals with signatures and comments of proof readers (50% of grade)
   b. Final copies with changes (50% of grade)

7. **Compiled Summary**
   a. Originals with signatures and comments of proof readers (50% of grade)
   b. Final copies with changes (50% of grade)

8. **Executive Summary**
   a. Originals with signatures and comments of proof readers (50% of grade)
   b. Final copies with changes (50% of grade)
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<th>Date</th>
<th>Topic</th>
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<td>Lecture - The Writing Process</td>
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<td>Discussion and Example - Where are we going?</td>
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<td></td>
<td>Example of Sport Organizational Problem</td>
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<td><strong>22</strong> Discuss your Examples</td>
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<td>February</td>
<td><strong>5</strong> Activity - Identifying and Searching Databases</td>
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<td>Library Field Trip – Joel Thornton Medical Sciences Library</td>
<td>Assignment completed prior to this class</td>
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<td><strong>12</strong> Proof-read - Citations and Manageable Questions</td>
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<td>Lecture – Graduate Student</td>
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<td>Lecture and Example - Annotated Bibliographies</td>
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<td><strong>19</strong> Proof-read Annotated Bibliographies</td>
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<td>Lecture - Summarizing the Journal Article</td>
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<td>March</td>
<td><strong>5</strong> Proof-read Article Summaries</td>
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<td>Lecture - Compiled Summary</td>
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<td><strong>19</strong> Guest Lecture Writing Center - Peer Review</td>
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<td>Proof-read Compiled Summaries</td>
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<td>Lecture and Example - Executive Summary</td>
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<td><strong>26</strong> Proof-read Executive Summary</td>
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<td><strong>16</strong> Presentations</td>
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COURSE POLICIES AND EXPECTATIONS

General Course Rules

As instructor of this course, I will only allow make up work for excused absences. You may find the university excused absences at http://student-rules.tamu.edu/rule07.

Plagiarism Statement

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

Academic Integrity Statement and Policy

“An Aggie does not lie, cheat or steal, or tolerate those who do.” For additional information, please visit: http://aggiehonor.tamu.edu.

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.

Copyright Statement

The materials used in this course are copyrighted. These materials include, but are not limited to, the syllabi, quizzes, 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 the handouts, unless permission is expressly granted.

Accessibility

To access the university’s accessibility policy please go to http://itaccessibility.tamu.edu/. This will assist you with web issues you might be experiencing.
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<th>Earned Points</th>
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<td>Manageable Question &amp; Citations</td>
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<td>On time: Days late: total earned:</td>
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<td>Annotated Bibliography</td>
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<td>On time: Days late: total earned:</td>
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<tr>
<td>Article Summaries</td>
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<td>On time: Days late: total earned:</td>
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<td>Executive Summary</td>
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<td>On time: Days late: total earned:</td>
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<tr>
<td>Verbal Presentation</td>
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<td>On time: Days late: total earned:</td>
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<tr>
<td>Proof Reading</td>
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<td>Portfolio Professionalism</td>
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<td>Attendance</td>
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<tr>
<td>Total</td>
<td>100</td>
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</tbody>
</table>
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Thomas Lacher, Department of Wildlife and Fisheries Sciences
Michael Masser, Head, Department of Wildlife and Fisheries Sciences
Kim Dooley, AOC Dean, College of Agriculture and Life Sciences
DATE: May 12, 2014
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: WFSC 304

We recommend that WFSC 304 Wildlife and Fisheries Conservation 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: 33%
2. Course content appropriate to the major
3. Total number of words: 2100
4. Instructor to student ratio for one section: 1:25

The three writing assignments in WFSC 304 include a memo, an opinion paper or editorial, and a technical paper, all on topics relevant to the class. The instructor reviews all papers for content and style and returns them for rewriting. Instruction includes lectures on writing style with supplementary information on eCampus. After each assignment, common errors are discussed, and eCampus readings are assigned over the semester.

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 (WFSC 304 Wildlife and Fisheries Conservation):

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: Thomas E. Lacher, Jr.
Printed name and signature

Received: Valerie Balester 3/22/14
(W Course Coordinator, University Writing Center)
(Date)

Approvals:
College Dean: Kim Dooley
Printed name and signature

Department Head: Michael Masser
(name and signature)
(Date)

March 7, 2014
(Date)

03/18/14
(Date)

Printed
Syllabus
WFSC 304 and 304W: Wildlife & Fisheries Conservation
FALL 2014 – O&M 103 (11:10 - 12:25)

Instructor:
Dr. Thomas E. Lacher, Jr., Professor
Department of Wildlife & Fisheries Sciences
201 Old State Chem
E-mail: tlacher@tamu.edu
Tel: 979-845-5750

Goal: This class has 2 different sections. One is a writing intensive course (W course). The other section is non-W. Be sure you are registered for the correct section. You will not get W credit for the non-W section. As a result of taking WFSC 304, Wildlife and Fisheries Conservation, students will be able to define the scope and nature of the conservation science professions. Students will know the major paradigms associated with both wildlife and fisheries conservation. Further, topics in the course will examine current issues and perspectives relevant to modern conservation. In addition, the course will include graded, written and oral assignments that foster growth in communication skills.

Learning Outcomes: Students will have a firm grasp of the major regional, national and global issues related to the conservation and management of wildlife and fisheries resources. This will be evaluated via a process of examinations. They will learn to give an oral presentation and work as a team in writing a paper (non-W section) or gain valuable writing skills through a rigorous series of reviewed writing assignments (W-section). They will also participate in class discussion following group presentations.

Texts:


Grades: Grades will be based on a percentage of total points in the course and will follow a standard 90%, 80%, 70%, 60% delineation for letter grades. Grading differs depending upon the section for which you are registered. Failure to earn a passing average grade on the writing requirements for the W section precludes the assignment of ‘W’ credit, irrespective of the student’s making a passing grade for the entire course on a straight point calculation basis. In other words, a student cannot receive ‘W’ credit for this course without earning a passing grade on the writing component, no matter the total number of points the student has earned for the course as a whole.

The following tables represent the grading policies for the non-W section and for the W section.
### Requirements for non-W students

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
<th>Percent Makeup</th>
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</thead>
<tbody>
<tr>
<td><strong>Midterm Exam I</strong></td>
<td>100</td>
<td>25 %</td>
</tr>
<tr>
<td><strong>Midterm Exam II</strong></td>
<td>100</td>
<td>25 %</td>
</tr>
<tr>
<td><strong>Final Exam</strong></td>
<td>100</td>
<td>25 %</td>
</tr>
<tr>
<td><strong>Group Paper/Questions</strong></td>
<td>80</td>
<td>20 %</td>
</tr>
<tr>
<td><strong>Group Presentation</strong></td>
<td>20</td>
<td>5 %</td>
</tr>
<tr>
<td><strong>Non-W 304 total</strong></td>
<td>400</td>
<td>~100 %</td>
</tr>
</tbody>
</table>

### Requirements for W students

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
<th>Percent Makeup</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Midterm Exam I</strong></td>
<td>100</td>
<td>22 %</td>
</tr>
<tr>
<td><strong>Midterm Exam II</strong></td>
<td>100</td>
<td>22 %</td>
</tr>
<tr>
<td><strong>Final Exam</strong></td>
<td>100</td>
<td>22 %</td>
</tr>
<tr>
<td><strong>Memorandum (300 words)</strong></td>
<td>30</td>
<td>7 %</td>
</tr>
<tr>
<td><strong>Opinion Paper/Editorial (600 words)</strong></td>
<td>40</td>
<td>9 %</td>
</tr>
<tr>
<td><strong>Term Paper (1200 words)</strong></td>
<td>80</td>
<td>18 %</td>
</tr>
<tr>
<td><strong>W 304 Total</strong></td>
<td>450</td>
<td>100 %</td>
</tr>
</tbody>
</table>

**Attendance and participation at all Group Presentations is required and attendance will be taken. Missing two or more Group Presentations is a 10 point deduction on the final score.**

**Late work:** Assignments must be turned in by midnight of the due date. W writing assignments and group project papers submitted late will be assessed a 10 % (letter grade) deduction for each day the assignment is late. Group project multiple choice questions will not be accepted late.

**Policy on Laptops and Cell phones:** The use of cell phones (including for texting) during class is not allowed. Students should turn off cell phone ringers and put cell phones away before class. Use of laptops for other than taking notes is not permitted.

**Midterm Exam** is scheduled for TBD

The **final examination** will be given on TBD (TBD). The final examination will be partially comprehensive (15%) and partially over material covered since the midterm examination (85%). Both the midterms and final examinations will consist of 50 multiple-choice questions. Exams will be scantron graded. **You must provide your own scantrons (Form NO. 0-101607-TAMU).** Make-up exams will be offered to students with authorized university excuses (see TAMU Regulations).

**W-Section Writing Guidelines** – This information will be distributed during the beginning of the class. There will also be follow-up sessions with the class during the semester.
GROUP PROJECT FOR THE NON-W SECTION

Group projects will account for 100 pts (33%) of the total grade in the course. Project Groups will be chosen by the instructor and will be composed of on average 3 individuals each. A Project Group will be assigned a conservation issue or concern. Groups will investigate the issue and develop a position paper addressing the conservation issue from the groups’ appropriate perspectives.

The group project position paper will summarize the finding of the group on the assigned conservation issue and perspectives. The format of the paper will be:

- margins of 2.54 cm (1 inch) on all sides of the page
- Times New Roman font, font size 12
- line spacing 1.5
- the position paper will be from 6 – 8 pages in length, including literature cited and any relevant tables or figures.

Each paper will include the following headings and sections:

- **Introduction** (a brief outline of the conservation issues)
- **Findings of the Conservation Issue** (a definition or description of the major findings)
- **Recommendations of the Group** (precise list of recommendations)
- **Literature Cited** (a listing of sources cited in the summary paper. All papers must have at LEAST three citations from technical/scientific journals).

You will be expected to follow the handout below “Style Conventions for WFSC 304.”

Each group will make a class presentation (30 min in length) summarizing the group’s findings and position on the topic. At least 5 minutes after the 30 minute presentation must be allocated to questions. All presentations will be expected to use Power Point and to be informative. All members of the group will participate in the presentation.

At the time of the presentation each group will turn in its position paper. In addition, at the time of the presentation, each group will turn in 3 multiple choice questions that are related to the most significant content from the group presentation. The audience should be informed about the significant content (i.e. questions) of your presentation.

The 6 - 8 page position-paper will account for 70 points (70%) of the total 100 points. The oral presentation will be worth 30 points. Each group will be responsible for the following: election of a **process manager** who will email me a record of all meetings, including those in attendance. In addition, the **process manager** will add a statement of responsibilities for the position paper. Further a **presentation coordinator** and a **position paper coordinator** will be elected. Some groups may designate an **editor** to assist the paper coordinator.

Group projects will be assigned such that each group will have four (4) weeks from the date of the assignment to the group presentation. This procedure will ensure that all groups have the same period of time in which to complete the assignment. On the date of the assignment, I will announce the group membership and assign each group its conservation issue and specific perspective. The group position paper is due on the date of the presentation.
IMPORTANT CONCERNS

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“Integrity is a core value of a society that offers hope, the promise of security, and meaning to individuals within that society. Within the university, academic integrity is the most critical core value of the learning community. Without trust – and honesty that breeds trust – our society and our universities cannot flourish.” From: http://aggiehonor.tamu.edu/About%20Us/Philosophy/philosophy.html (retrieved 10 January 2010). For additional information, please visit: http://aggiehonor.tamu.edu.

Texas A&M University student rules Section 20 outlines official policies on scholastic dishonesty (http://student-rules.tamu.edu/rule20). Section 20 declares, “It is the responsibility of students and instructors to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty.” Further, Section 20 defines various categories of scholastic dishonesty (retrieved 10 January 2010).

As a professional responsibility, and as an instructor in WFSC 304, I am obligated to follow the provisions of Section 20, Texas A&M University Student Rules on Academic Dishonesty.

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

If you are unsure about anything relating to scholastic honesty or academic misconduct, please ask either Dr. Lacher or Dr. DeWitt, and we will help you clear up confusing issues. When in doubt, better to err on the side of caution.

I would encourage all students to bookmark the University Writing Center web site (http://writingcenter.tamu.edu). This site has many helpful tips for editing your microthemes or group position papers. You may find all the help that you need on the web site or you may schedule appointments with writing consultants at the Centers on main campus on the second floor of Evans Library and in the West Campus Library.
Style conventions for WFSC 304 Group Paper

Examples of proper citations using Journal of Wildlife Management format

Below is an example of citing literature in text:

In 1984, the Key Largo Woodrat (KL WR) was classified as a federally endangered species because of concerns over habitat loss and the impact of commercial development (U. S. Department of Interior [DOI] 1984). Forty-seven percent of the KLWR’s tropical hardwood hammock habitat has been lost (Strong and Bancroft 1994), and since 1973 the KL WR has been confined to approximately 850 ha of remaining forest on the northern third of Key Largo (DOI 1973, Barbour and Humphrey 1982). Most of these 850 ha are within the bounds of 2 protected areas: the Dagny Johnson Key Largo Hammock Botanical State Park and the Crocodile Lake National Wildlife Refuge (Frank et al. 1997).

Below are examples of literature cited:

Journal articles

Chapters in book

Books

Citation from the same author

Web citations

Used with permission from Robert McCleery, 2004
### WFSC 304 – Wildlife & Fisheries Conservation
#### Fall 2014 Topic Outline and Examination Dates
(W assignments in bold)

<table>
<thead>
<tr>
<th>Dates</th>
<th>Lecture Topics</th>
<th>Papers/Groups</th>
<th>Readings</th>
</tr>
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<tbody>
<tr>
<td><strong>Part I: Ethics, Legislation and Organizations</strong></td>
<td><strong>Week 1</strong> Conservation Biology: History and Principles. Becoming a conservation Professional. Introduction to WFSC 304-W. Assignments and guidelines</td>
<td>Presentation of W section assignments – 1, 6</td>
<td>Part I</td>
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<tr>
<td><strong>Week 2</strong></td>
<td>The Conservation Ethic: Aldo Leopold History of Wildlife and Fisheries Conservation</td>
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<td>Part I</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td>Wildlife Laws, regulations and Agencies, National and International</td>
<td></td>
<td>Part II</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td>The Endangered Species Act The IUCN Red List</td>
<td>7, 8</td>
<td>Part II</td>
</tr>
<tr>
<td></td>
<td><strong>Part II: Biodiversity Patterns and Threats</strong></td>
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<td><strong>Week 5</strong></td>
<td><strong>Exam I</strong> Biodiversity Patterns, Processes, and Threats</td>
<td>2, 3</td>
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<td><strong>Week 6</strong></td>
<td>Habitat Degradation Habitat Fragmentation</td>
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<td><strong>Week 7</strong></td>
<td>Invasive Species</td>
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<td><strong>Week 8</strong></td>
<td>Overexploitation and Harvesting</td>
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<td><strong>Week 9</strong></td>
<td>Climate Change</td>
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<td><strong>Part III: Approaches to Management and Conservation</strong></td>
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<td><strong>Week 10</strong></td>
<td><strong>Exam II</strong> Approaches to Conservation: Population Ecology and Dynamics</td>
<td>11, 12, 13</td>
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<td><strong>Week 11</strong></td>
<td>Approaches to Conservation: Genetics</td>
<td>11, 14</td>
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<td><strong>Week 12</strong></td>
<td>Approaches to Conservation: Protected Areas</td>
<td>15, 16, 17</td>
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<td><strong>Week 13</strong></td>
<td>Approaches to Conservation: Landscapes &amp; Ecosystem Management</td>
<td>18, 19</td>
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<td><strong>Week 14</strong></td>
<td>Approaches to Conservation: Restoration, Sustainable Development</td>
<td>THANKSGIVING - NOVEMBER XX</td>
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<td><strong>Week 15</strong></td>
<td>Integrating Conservation Science and Policy.</td>
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