Memorandum

April 11, 2014

To: Executive Committee
    Faculty Senate

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

RE: Request for course additions to the W/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:

HLFB/KNFB 325 Introduction to Secondary School Teaching

Courses submitted for C recertification:

BESC 481 Seminar

Courses submitted for W recertification:

BICH 491 Research
ENGL 355 Rhetoric of Style
IDIS 303 Mechanical Power Transmission
IDIS 403 Fluid Power Transmission
POLS 423 US-Latin American Relations
POLS 424 Comparative Governmental Institutions
TO: Faculty Senate Executive Committee

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

CC: Ron McBride, Department of Health & Kinesiology
    Richard Kreider, Head, Department of Health & Kinesiology
    David Byrd, AOC Dean, College of Education and Human Development

DATE: April 9, 2014

SUBJECT: REPORT ON CERTIFICATION OF W COURSE: HLFB/KNFB 325

We recommend that HLFB/KNFB 325 Introduction to Secondary School Teaching 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: 62%
2. Course content appropriate to the major
3. Total number of words: 14,750
4. Instructor to student ratio for one section: 1:16

The course consists of three modules—Effective Learning Environments, Learning Theories, and Assessment. Each self-contained module includes identified readings, learning activities, and written assignments. Students keep a journal in which they make eight required and graded entries based on course content, including a scenario paper for Module 1 (9000 words and 36% of the final grade individually completed). They collaborate in groups of 3-4 to present a lesson plan with a handout and to construct a test that is explained in a 5-page write-up. At the end of the first learning module (week 4), students perform a peer review of the Module 1 scenario paper, which they can revise and resubmit. The test construction assignment must be submitted in draft form for instructor review. Instruction includes review and handouts on APA style and writing tips, mini-lectures, rubrics presented to prepare students for writing, and models.
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):

Health/Kinesiology Field-Based 325 – Introduction to Secondary School Teaching

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: Ron E. McBride

Printed name and signature

March 10, 2014

Received: Valerie Balester 3/28/14

(W Course Coordinator, University Writing Center)

Approvals:

College Dean: George Cunningham

Printed name and signature

Date 3/21/14

Department Head:

Printed name and signature

Date
HE/KNFB 325—Introduction to Secondary School Teaching – Spring

Instructor: Ron E. McBride (Dr. Mc)
Dept. Health and Kinesiology
300B Blocker
845-8788
E-mail: rmac@tamu.edu
Office hrs: MT 9-11; W10-12; R9-11; F1-3
*Other hrs. by appointment

Required Text:
- KNFB Course Packet

Course Description

An important outcome in this course (and in the preparation of future teachers in general) is to prepare reflective practitioners. This means, today’s teachers must be able to reflect on (analyze, assess) his/her teaching in an objective manner. This course requires students to link theory to classroom/gymnasium practice as we investigate establishing the learning environment, learning strategies and motivating students. Attention will also be focused on the characteristics of adolescents, diversity, equity and equality in the secondary school setting. Students are also expected to continually seek connections between content covered in lecture and practices observed in the secondary school classrooms: Theory → Practice. This is a designated university writing intensive class; you must pass the written component to pass the class. 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.

These objectives serve as benchmarks in Teacher Preparation:

1. Investigate the topics of establishing effective learning environments, learning theories, and motivation and apply to classroom and physical education settings.
2. Provide evidence of reflectivity through weekly classroom observations and journal entries and thematic questions
3. Provide evidence of critical thinking and teacher as reflective practitioner through written assignments in lecture and class/group discussions
4. Present multi-media presentations on classroom management and concepts and strategies associated with the learning theories of cognitivism and behaviorism
5. Be an active participant in engaged scholarship—seek information from: professional bodies of literature, scholarly practice, and the community of learners to improve effective teaching practices and develop as a professional
6. Empower students to utilize their academic accomplishments while enhancing their marketability through the development of an iFolio account.
7. Training in the detection of students with mental or emotional disorders and in intervention strategies for dealing with such students

Course Expectations: Be on time, be prepared, and be ready to participate in a thoughtful manner.

Attendance: Attendance to class and the field-based observations is a course expectation and therefore not part of the points earned toward the course grade. An absence is excused if a student contacts the instructor prior to class for an illness, family emergency etc. and provides a university excused notice. No absences are permitted for the lab. If an observation session is missed, students MUST contact their mentor teacher via e-mail prior to the observation and make-up at another time.

COURSE ACTIVITIES

Reading assessments

Students are responsible for reading assigned material from the text and the supplemental materials suggested. Students will complete short reading assessments online on the days indicated by the syllabus. The textbook may be used—please do not just search for answers, however. The purpose of the quiz is to ensure your understanding of the concepts and chapter information. Missing a quiz for a University excused absences must be negotiated with the instructor prior to the quiz due date. The lowest assessment score will be discarded for 8 assessments x 10 pts each

E-Folio Submissions

In an effort to build upon previous coursework, you will add three samples of course work from this course to your E-Folio. It is the student’s responsibility to provide evidence of submission to the instructor on the final meeting of the course.

You will submit a copy of the test construction assignment (Module III) and accompanying paper at the end of the term in addition to two other selections. The remaining two samples of your work may be selected from any of the following assignments

- One reflective journal submission (any week)
- Expert group presentation plus lesson plan
- Summative paper
- Cognitive /Behavioral presentation plus lesson plan

Field-Based Lab

Students will meet with a mentor teacher in a local secondary school 2 hours per week for a total of 24 hours. Time cards must have all 24 hours documented and signed at the bottom by the mentor teacher to receive class credit. This card is due with your journals. Failure to turn in on time will result in lowering of the letter grade and/or receiving an Incomplete for the course. The field experience provides opportunities to observe first hand those practices and skills used by teachers that have been identified in the three modules. Students are expected to arrive on time and follow all school protocol including dressing in a professional manner.

Journals

Students will keep a reflective journal for the observations in a hard-backed composition book
with pages that cannot be removed. Although there are scheduled due dates for journals, they should be kept current. Journals are to be "double-entry" style, in which **the left page is for numbered observations and the right page for your reflections**. A scoring rubric for the journal is provided in each module that lists the criteria and the reflective questions for that module. **KEEP IN MIND**—The journals act as a major tool for assessment in this course and should be treated accordingly. **NOTE:** The first period is for observation/journaling; the second period is for teaching opportunities with your mentor.

### Grading (may be adjusted as needed)
- Mentor Teacher Evaluation……..10
- Journals……………………………..60
- Reading Assessments …………….80
- Expert Group Project…………………..20
- Course Summative Paper……………….20
- Test Construction…………………..30
- Mentor Teacher Assessment…………..10

**Grading Scale:**

- A = 90%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = < 60%

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**Please note:** All written assignments are to be typed and papers to follow the American Psychological Association (APA) style. Papers must be carefully proofread. Correct writing mechanics (e.g., spelling, grammar, sentence/paragraph structure) are expected and are therefore an important evaluation component of all writing assignments. All teachers, regardless of content area are expected to communicate in an articulate manner both verbally and through the written word.

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**During Module I you will be assigned an Expert project You will complete with a partner or small group**

**Module I**

1. Expert Group/Individual audio-visual presentation plus lesson plan (20 points). The goal is to provide your peers with new knowledge, skills, or beliefs about effective teaching. You are the expert, so empower your peers with tools for success. Provide practical ideas and strategies they can use.

   All Expert presentations will:
   1) be 12-14 minutes long
   2) be presented in multimedia (must go beyond a simple .ppt format)
   3) demonstrate contributions from every member of the group
   4) personal interview data as well as information from 5-7 resources (Sources will be cited in APA style and a reference list included.) – See APA Guideline Handout
   5) include a one-page hand-out summarizing findings to class members w/references
2. Reflective Journal (20 points)

Turn in journals at the end of the module for assessment of written observations and evidence of reflectivity. Particular attention will be paid to thoughtful responses given to journal questions. READ THE RUBRIC

Module II

1. Cognitive/Behavioral Presentation (20 points)
   Partners will each be assigned a concept related to cognitivism and behaviorism then research each concept and understand how it relates to learning theory and how it can be used in the classroom to support learning. Each Individual/Partner will make a 10-15-minute audio-visual presentation on the cognitive and the behavioral concept. A one-page summary outline of your research and a detailed (see Mod. 1) lesson plan will be given to the class.

2. Reflective Journal (20 points)
   Turn in journals at the end of the module for assessment of written observations, reflections, and module question response. Particular attention will be paid to thoughtful responses given to each weekly journal question. READ THE RUBRIC

Module III

1. (Cognitive) Test Construction (30 points)

   Partner/Groups will construct a test in an academic content area (Not Health/PE). Generate a thoughtful rationale for the purpose of the test – other than end of unit; time to test. The test will be for a 50-minute class period, consist of 40% higher order thinking (Bloom) questions and be validated using the K&K chart

2. Reflective Journal (20 points)

   Turn in journals at the end of the module for assessment of written observations and evidence of reflectivity. Particular attention will be paid to thoughtful responses given to journal questions. READ THE RUBRIC

Course Synthesis Paper

The assignment requires you to link T→P across the ELE, Learning Theory, and Assessment modules. Your discussion will address what you consider to be the most important elements from each of the three modules addressed this semester. Determine a thesis that will serve as the focal point of your paper. Be sure to include specific examples taken from your classroom observations, the material discussed in class, readings from K&K, and educational journals. An important criterion is to link specific observations to your important points (observations, interviews with mentor teacher, etc.) 5-6 outside resources
***Final Note: If possible, avoid observing Fridays—They are often designated holidays, staff development days, etc. If you select Friday, be prepared for make-ups.

Statement on ADA (approved by the Faculty Senate)

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 at 845-1637. For additional information, visit: http://disability.tamu.edu

Academic Integrity:

“Aggies do not lie, cheat or steal, nor do they tolerate those who do.”

“The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty, integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting the understanding and loyalty to truth and confidence in each other.” All students are expected to abide by the Aggie Honor Code. Students should be aware of all Honor Council Rules and Procedures on the Honor Council website at www.tamu.edu/aggiehonor. The following statement should appear on all materials submitted for credit in this course. Academic Integrity Task Force, 2004 http://www.tamu.edu/aggiehonor/FinalTaskForceReport.pdf

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

X: ____________________________________ Signature of student

Scholastic Dishonesty- Scholastic Dishonesty as defined by the TAMU Student Rules includes Acquiring Information, Providing Information, Plagiarism*, Conspiracy, Fabrication of Information, Violation of Department or College Rules and Falsification of Information. Sanctions include probation, suspension, dismissal, and expulsion as outlined in the TAMU Student Rules (Section 20 available at http://student-rules.tamu.edu).

Statement on Copyright (approved by the Faculty Senate)

“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 materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

Statement on Plagiarism (approved by the Faculty Senate)

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

NOTE: This class addresses core principles of learning as well as competencies assessed on the Texas ExCET Exam. The following pages summarize these principles and competencies:

**Professionalism/Attendance:** Attendance to class and the field-based observations are a course expectation and therefore not part of the points earned toward the course grade. An absence is excused only if a student contacts the instructor prior to class for an illness, family emergency etc. and provides a university excused notice. No absences are permitted for the lab. If an observation session is missed, students MUST contact their mentor teacher via e-mail prior to the observation and make-up at another time. **All absences for field experiences (lab) must be made up.** As per University Guidelines, Rule 7 (http://student-rules.tamu.edu/rule07)

**HE/KNFB 325—Class Outline**

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<tr>
<th>(Week)</th>
<th>Topic</th>
<th>Readings &amp; Materials</th>
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<tbody>
<tr>
<td>Monday. Date</td>
<td>Module 1—Effective Learning Environments</td>
<td>NOTE: HB=Handbook</td>
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<tr>
<td>(1) 1-13</td>
<td>Course Intro and Outline Assign groups Defining Effective Classroom (Brainstorm) I-Folio Assignts <strong>Due Wk 13</strong></td>
<td><em>Worthy J. (2005) It didn’t have to be so hard.</em></td>
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<td>1-20</td>
<td>MLK Day HOLIDAY NO CLASS</td>
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<td>(2) 1-27</td>
<td>MEET AT AMCHS • School orientation Selecting a Discipline Model Assign Expert Groups for Project: <strong>Due Wk 5</strong> Group Activity: Identifying Discipline Models</td>
<td><em>It Didn’t Have to Be so Hard Group Activity: Identifying discipline models Quiz Chapters 4</em></td>
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<tr>
<td>(3) 2-3</td>
<td>Articulate ELE (notes &amp; Class Mgt. activates) Investigate Expert Group topics</td>
<td><strong>Quiz Chapter 2</strong> HB—pp. 20-25</td>
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<td>(4) 2-10</td>
<td>Responsible Classroom Management</td>
<td><strong>Quiz Chapter 8</strong> HB—pp. 26-30 <strong>1st Draft of Synthesis Paper</strong>—Bring hard copy for partner evaluation in class</td>
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<td>(5) 2-17</td>
<td>Expert Group/Individual Presentation: learning environments Intro to Module 2 Learning Strategies</td>
<td><strong>Presentation Due</strong></td>
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<td><strong>Module 2—Learning Strategies</strong></td>
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<td>(6)</td>
<td>Characteristics of Adolescence</td>
<td><strong>Quiz Chapter 3</strong></td>
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<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
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<td>2-24</td>
<td>Stages of Psychological Development</td>
<td>HB pp. 4-40</td>
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<td>(7)</td>
<td>Exploring Intelligence; Gardner (Multiple Intelligences), Kohlberg, and Vygotsky</td>
<td>Quiz Chapter 9</td>
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<td>3-3</td>
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<td>3-10</td>
<td>SPRING BREAK 😊😊 NO CLASS</td>
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<td>3-17</td>
<td>Interpreting Classroom Theory</td>
<td>Quiz 6 Chapter 6*</td>
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<td>(8)</td>
<td>Learning as Behavior; Lrng. As Cognitivism</td>
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<td>3-24</td>
<td>Learning as Constructivism</td>
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<td>Download 2nd draft of Synthesis Paper</td>
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<td>** Module 3—Assessment **</td>
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<td>Cognitive/Behavioral Presentation &amp; Summative Paper Due</td>
<td>Quiz Chapter 5</td>
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<td>(10)</td>
<td>Intro to Assessment</td>
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<td>3-31</td>
<td>Intro to Test Construction Activity</td>
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<td>(11)</td>
<td>Designing a test; Content Validity</td>
<td>Quiz Chapter 7</td>
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<td>4-7</td>
<td>Assignment-review examples</td>
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<td>Group planning time</td>
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<td>(12)</td>
<td>Student Assessment; Authentic Assessment</td>
<td>Quiz Chapter 1</td>
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<td>4-14</td>
<td>Use of Rubrics; Test Construction Issues</td>
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<td>Designing a Test</td>
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<td>(13)</td>
<td>Week 13—Test Modifications for students with learning disabilities</td>
<td>Module 3</td>
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<td>4-28</td>
<td>Constructed Exam presentations</td>
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<td>Ethical Dimensions of Assessment</td>
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<td>Philosophy of Assessment</td>
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<td>Proof of E folio submissions due</td>
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<tr>
<td>5-5</td>
<td>Jig Saw Activity – Philosophy of Assessment</td>
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<td>Notes</td>
<td>Each group MUST come prepared with their assigned Wiggins section</td>
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</table>
*Some dates may change (including journal due dates) due to school/university schedules

**No Late Journals Accepted
TO: Faculty Senate Executive Committee

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

CC: Karen-Beth G. Scholtzhofer, Department of Plant Pathology & Microbiology and Bioenvironmental Sciences Program
Leland Pierson, Head, Department of Plant Pathology & Microbiology
Kim Dooley, AOC Dean, College of Agriculture and Life Sciences

DATE: April 10, 2014

SUBJECT: REPORT ON RECERTIFICATION OF C COURSE: BESC 481

We recommend that BESC 481 Seminar be certified as a communication (C) course for four academic years (9/14 to 9/18). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 35%
2. Course content appropriate to the major
3. Total number of words: 1500
4. Total minutes of speaking: 8
5. Instructor to student ratio for one section: 1:15

BESC 481 is a capstone course for the bioenvironmental sciences major. Students write a memo, two critical analyses, a research paper, and a slide presentation. Each assignment is peer reviewed using Calibrated Peer Review and given instructor comments in draft form. Students also give two oral presentations and get feedback on their slides. The first presentation is on basic background of a topic chosen for the case study; the second presentation is a brief summary of Presentation 1 with analysis of how comments from the peer review were used in revision, followed by an in-depth scientific, informative presentation that demonstrates increased expertise with the research topic. All the shorter assignments build up to the final research paper. Assigned faculty select the students they will work with on a topic that focuses on a subtheme or current event related to bioenvironmental sciences. Instruction on selecting and narrowing a topic and researching comes from each instructor.

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):

BESC 481. Seminar (1 hr)

__________________________________________________________________________

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: Karen-Beth G. Scholthof, Ph.D.

Printed name and signature

3/14/2014

(Date)

Received: Valerie Balester 3/14/14

(W Course Coordinator, University Writing Center)

(Date)

Approvals:

College Dean: Kim Dooley

Printed name and signature

3/17/14

(Date)

Department Head: Dr. S. Price

Printed name and signature

3/14/2014

(Date)
BESC 481 Seminar. (1 cr.) Prerequisite: None. University-Approved "C-Course". Zombies have entered popular culture from fiction to film. Interestingly, zombies exist in nature and affect our everyday lives. The focus is the co-evolutionary biology of host:pathogen interactions with examples from plants, insects, and mammals. Pathogens triggering zombification include fungi and viruses, and surprisingly, they oftentimes are beneficial to the “victim”. The readings and discussion should lead to the realization that science is stranger than fiction.

Course Objectives. This seminar is a capstone course required for BESC majors. The intent of the course is to work individually and in small groups to analyze a single theme related to BESC, and to study the problem through readings, presentations, and writing. A theme will be introduced to the group, followed by students working individually and in small groups to define and understand the complexities within the selected topic by preparing presentations and a research paper on a subtheme. The course will meet weekly for direction by the instructor, but it is expected that the most of your research and preparation will take place outside of the classroom, either individually or in small groups. In using this course format, the intended outcome is to allow the student to draw from course material, the internship experience (BESC 484) and current events to analyze and understand a discrete aspect within the broad area of bioenvironmental sciences. The emphasis will be on problem solving and bringing theory (classroom) and practice (internship) to bear on the semester theme.

The course is divided into two sections. Some of the meetings will be used to provide an overview of the Seminar Theme, followed by group discussions of selected topics (Group Discussion and Analysis of Reading). The second part will focus on PowerPoint presentations by the students. Peer-review will be used for presentations, with grading and direction provided by the instructor. The intent is to provide an opportunity for BESC students to study, in detail, one topic within the degree program.

Learning Outcomes
The goal of this professional experience is to facilitate and improve your ability to:

- Communicate clearly and effectively in written and spoken formats
- Demonstrate competence in usage of English grammar, mechanics, in the language specific to environmental professionals
- Write in a scientifically correct manner, including citations
- Demonstrate core competency in the area of BESC

Attendance and Participation
The course will meet weekly. Course materials will be emailed, handed out in class, or posted on eCampus. Class attendance is mandatory and will be included as part of the final grade.
Office Hours: Open-door or by appointment
Office: 117C Peterson
E-mail: kbgs@tamu.edu

Grading
All assignments are due in class (hard copy).
The presentation grade will include your response to peer-review, your ability to clearly discuss the theme, and answer questions following your talk. As part of a group, you are expected to participate in providing a written critique of selected presentations using the attached rubric (additional copies will be provided in class for each peer-review). The intent is to use the discussion, peer-review and presentations to help you become an expert on the seminar topic.

| Peer-Review Workshops: | 10 points (2 X 5) |
| Analysis of Reading: | 10 points (2 X 5) |
| Memo: | 10 points |
| Oral Presentation 1: | 20 points |
| Oral Presentation 2: | 20 points |
| Report (Research Paper): | 20 points |
| Attendance: | 10 points |

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<th>Week / Date</th>
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<td>Week 1 (01/14)</td>
<td>Housekeeping: Syllabus, Course Organization, Group Assignments</td>
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<td>Introduction of Class Concept and Topics</td>
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<td>Week 2 (01/21)</td>
<td>Theme Introduction---Zombies in Nature</td>
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<td>Presentation Guidelines</td>
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<td>Distribution of 1st Assigned Reading</td>
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<td>Selection of Date and Topic for Presentation 1</td>
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<td>Week 3 (01/28)</td>
<td>Peer Review of 1st Assigned Reading and Discussion</td>
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<td>1st Individual Writing Analysis</td>
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<td>Week 4 (02/04)</td>
<td>Small Group Workshop for Presentation 1</td>
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<td>Memo Due</td>
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<td>Week 5 (02/11)</td>
<td>Presentation 1 and Peer Review (5 students)</td>
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<td>Week 6 (02/18)</td>
<td>Presentation 1 and Peer Review (6 students)</td>
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<td>Week 7 (02/25)</td>
<td>Presentation 1 and Peer Review (5 students)</td>
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<td>Distribution of 2nd Assigned Reading</td>
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<td>Week 8 (03/04)</td>
<td>Peer Review of 2nd Analysis of Assigned Reading and Discussion</td>
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<td>Selection of Presentation 2 Dates</td>
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<td>2nd Individual Writing Analysis</td>
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<tr>
<td>Week 9 (03/11)</td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>Week 9 (03/18)</td>
<td>Small Groups Workshop for Presentation 2</td>
</tr>
<tr>
<td>Week 10 (03/25)</td>
<td>Presentation 2 and Peer Review (4 students)</td>
</tr>
<tr>
<td>Week 11 (04/01)</td>
<td>Presentation 2 and Peer Review (4 students)</td>
</tr>
<tr>
<td>Week 12 (04/08)</td>
<td>Presentation 2 and Peer Review (4 students)</td>
</tr>
<tr>
<td>Week 13 (04/15)</td>
<td>Presentation 2 and Peer Review (4 students)</td>
</tr>
<tr>
<td>Week 14 (04/22)</td>
<td>Peer-Review of Research Paper Drafts</td>
</tr>
<tr>
<td>Week 15 (04/29)</td>
<td>Last Class Day (Redefined Day=Friday)</td>
</tr>
<tr>
<td></td>
<td>Research Paper Due</td>
</tr>
</tbody>
</table>
**Final Grade:** 90-100 points = A; 80-89 points = B; 70-79 points = C; 65-69 points = D; <65 = F

**PEER REVIEW**

**Small Groups Workshop Reviews (5 points).** In preparation for Presentation 1 and Presentation 2 (see below), you will break into groups of four (decided in class) to evaluate your draft presentations in PowerPoint, using the “Peer Review for Individual PowerPoint Presentations” rubric as a guideline (which at the end is turned in to instructor). For this you will bring four printed copies of your presentation draft for your group. This also serves as an outline for your research paper for which the draft will also be peer-reviewed by the group.

**Formal Peer-Review of PowerPoint Presentations (5 points).** For each of the two sets of individual presentations, each group of four will peer-review the talk of three other students in the class using the “Peer Review for Individual Powerpoint Presentations” rubric. The intent of peer-review is to help each other improve the content and presentation. Mechanics (grammar) and style (PowerPoint) are important components of peer-review. At the end of the session you will give the peer-review documents to instructor who will share these with the student.

**WRITING AND COMMUNICATION ASSIGNMENTS**

1. **Critical Analysis of Reading (250 words). (5 points X 2 = 10 points)**
   Critical analyses of the materials assigned for Group Discussion and Analysis of Reading. Links to or copies of the materials for these two assignments will be provided. To prepare for the class discussion, prepare a 250 word critical analysis. This is equivalent to one page, typed, double-spaced, 1" margins, 12 point, and Times New Roman font (or, Arial, 11 point).

2. **Case Study: MEMO (10 points)**
   Provide a one page (250 word) brief introduction of your individual topic, based on the theme of the course, indicating your ideas and objectives. The memo should demonstrate that you are beginning your primary research on the selected topic. Bring ONE copy to class. Address the memo to the instructor. Format is single-spaced, 1" margins, 12 point, and Times New Roman font (or, Arial, 11 point). This will be in MEMO format. For details on memo writing, see:
   - http://writingcenter.tamu.edu/how-to/business/memos/
   - http://owl.english.purdue.edu/owl/resource/590/1/

3. **Oral Presentation 1 (5 minutes) and Oral Presentation 2 (8 minutes). (20 X 2 = 40 points).** The PowerPoint presentations will provide you with an opportunity to become more familiar with your research topic. The intent of this assignment is to allow you to become more comfortable with presentations in front of an audience and to answer questions based on your material. You will be graded on the PowerPoint presentation (mechanics, use of data, color, images), ability to present your information and to answer questions.
   - **Presentation 1.** Basic background of topic you have chosen for your case study.
   - **Presentation 2.** Brief summary of Presentation 1 and how you responded to peer-review, followed by an in-depth scientific, informative presentation that demonstrates your increased expertise with the research topic.

   **TIP:** Prior to your oral presentation, practice the talk several times. Staying within the time limit is a strict requirement—you will have 5-8 minutes for your presentation and 3 minutes for questions. Helpful hints on preparing your talk can be found at:

4. Research Paper (1000 words, 20 points). The research paper will be a scientifically correct report of the topic outlined in your MEMO and PowerPoint Presentations. The paper will be a formal analysis of the topic, including data presented in class, and independent research. The document format will be Times New Roman, 12-point font, 1” margins, double-spaced (or Arial, 11 point). Citations will be compiled using a standard format. The citations and any figures or tables do not count toward the 1000 words. If you use graphics (figures, tables, charts or graphs), they must be attached as an appendix or embedded within the text with appropriate figure legends provided.

The University Writing Center http://uwc.tamu.edu. Online and one-on-one consultation for your writing assignments (2nd floor Evans Library).

Academic Integrity Statement (http://aggiehonor.tamu.edu/) Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code. Ignorance of the rules does not exclude any member of the University community from the requirements or the processes of the Honor System.

Plagiarism:  http://aggiehonor.tamu.edu/ Plagiarism is defined as theft or inadequate citation of other work, including (but not limited to) primary and secondary literature and internet sources. Plagiarism will result in a grade of ‘zero’ for the assignment AND a deduction of the equivalent amount of points from your grade. For example, a score of minus 10 points (−10) would be the penalty per writing assignment if plagiarism occurs. I use turnitin.com to monitor plagiarism and cheating. Infractions will be reported to the Honor Code Office.

Disability Services http://disability.tamu.edu 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 Disability Services Office; (979) 845-1637.

Note: Updates to this syllabus will be provided in class when necessary.
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Above Standards</th>
<th>Meets Standards</th>
<th>Approaching Standards</th>
<th>Below Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus or Thesis Statement</td>
<td>The thesis statement names the topic of the essay and outlines the main points to be discussed.</td>
<td>The thesis statement names the topic of the essay.</td>
<td>The thesis statement outlines some or all of the main points to be discussed but does not name the topic.</td>
<td>The thesis statement does not name the topic AND does not preview what will be discussed.</td>
</tr>
<tr>
<td>Support for Position</td>
<td>Always supports position. The writer logically builds the argument and anticipates the readers questions.</td>
<td>Supports the position most of the time, with logical progression of argument.</td>
<td>Some support of position, but not logically presented.</td>
<td>No support of position or logical progression of presentation.</td>
</tr>
<tr>
<td>Accuracy</td>
<td>All supportive facts and statistics are reported accurately.</td>
<td>Almost all supportive facts and statistics are reported accurately.</td>
<td>Most supportive facts and statistics are reported accurately.</td>
<td>Most supportive facts and statistics were inaccurately reported.</td>
</tr>
<tr>
<td>Transitions</td>
<td>A variety of thoughtful transitions are used. They clearly show how ideas are connected.</td>
<td>Transitions show how ideas are connected, but there is little variety.</td>
<td>Some transitions work well, but some connections between ideas are fuzzy.</td>
<td>The transitions between ideas are unclear OR nonexistent.</td>
</tr>
<tr>
<td>Closing paragraph</td>
<td>The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing.</td>
<td>The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.</td>
<td>The author's position is restated within the closing paragraph, but not near the beginning.</td>
<td>There is no conclusion - the paper just ends.</td>
</tr>
<tr>
<td>Sentence Structure</td>
<td>All sentences are well- constructed with varied structure.</td>
<td>Most sentences are well- constructed and there is some varied sentence structure in the essay.</td>
<td>Most sentences are well- constructed, but there is no variation in structure.</td>
<td>Most sentences are not well- constructed or varied.</td>
</tr>
<tr>
<td>Grammar &amp; Spelling</td>
<td>Author makes no errors in grammar or spelling that distract the reader from the content.</td>
<td>Author makes 1-2 errors in grammar or spelling that distract the reader from the content.</td>
<td>Author makes 3-4 errors in grammar or spelling that distract the reader from the content.</td>
<td>Author makes more than 4 errors in grammar or spelling that distract the reader from the content.</td>
</tr>
<tr>
<td>Capitalization &amp; Punctuation</td>
<td>Author makes no errors in capitalization or punctuation, so the essay is exceptionally easy to read. Scientifically correct notation.</td>
<td>Author makes 1-2 errors in capitalization or punctuation, but the essay is still easy to read. Minor errors of scientific notation.</td>
<td>Author makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow. Significant errors of scientific notation.</td>
<td>Author makes several errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow. Incorrect scientific notation.</td>
</tr>
<tr>
<td>CATEGORY</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------------------------------------------------</td>
<td>-----------------------------------------------------</td>
<td>-------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------</td>
</tr>
<tr>
<td>Graphics -Clarity</td>
<td>Graphics are clear and the content easily viewed and identified from the back of the seminar room</td>
<td>Most graphics are clear and the content easily viewed.</td>
<td>More than 2 slides are difficult to read or have poor graphics.</td>
<td>More than 3 slides are difficult to read or have poor graphics.</td>
</tr>
<tr>
<td>Graphics - Relevance</td>
<td>All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.</td>
<td>All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.</td>
<td>All graphics relate to the topic. Most borrowed graphics have a source citation.</td>
<td>Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.</td>
</tr>
<tr>
<td>Content - Accuracy</td>
<td>The facts are correct and sources documented.</td>
<td>The facts are correct, but not documented. Or, there is 1 error of fact.</td>
<td>There are 1-2 errors in facts or documentation.</td>
<td>There are more than 2 errors in facts or documentation.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Capitalization and punctuation are correct There are no grammatical mistakes.</td>
<td>There are 1-2 errors in capitalization or punctuation, or grammar.</td>
<td>There are 3-4 errors in capitalization, punctuation, or grammar.</td>
<td>There are more than 4 errors in capitalization, punctuation, or grammar.</td>
</tr>
<tr>
<td>Template</td>
<td>Title, Introduction and Summary Slide with appropriate graphics and details.</td>
<td>Title, Introduction and Summary Slide are presented, with minor deviations in theme.</td>
<td>One slide is not included or lacks details for introduction or summary.</td>
<td>More than one slide is not included and introduction or summary slide do not reflect topic.</td>
</tr>
</tbody>
</table>

Student Peer Review Rubric: PowerPoint Workshop and Oral Presentations
### Oral Presentation Rubric: Powerpoint Presentation

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparedness</strong></td>
<td>Student is completely prepared and has obviously rehearsed.</td>
<td>Student seems pretty prepared but might have needed a couple more rehearsals.</td>
<td>The student is somewhat prepared, but it is clear that rehearsal was lacking.</td>
<td>Student does not seem at all prepared to present.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Shows a full understanding of the topic.</td>
<td>Shows a good understanding of the topic.</td>
<td>Shows a good understanding of parts of the topic.</td>
<td>Does not seem to understand the topic very well.</td>
</tr>
<tr>
<td><strong>Speaks Clearly</strong></td>
<td>Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.</td>
<td>Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.</td>
<td>Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.</td>
<td>Often mumbles or can not be understood OR mispronounces more than one word.</td>
</tr>
<tr>
<td><strong>Stays on Topic</strong></td>
<td>Stays on topic all (100%) of the time.</td>
<td>Stays on topic most (99-90%) of the time.</td>
<td>Stays on topic some (89%-75%) of the time.</td>
<td>It was hard to tell what the topic was.</td>
</tr>
<tr>
<td><strong>Time-Limit</strong></td>
<td>Presentation is 5 minutes long.</td>
<td>Presentation is 4 minutes long.</td>
<td>Presentation is 3 minutes long.</td>
<td>Presentation is less than 3 minutes OR more than 5 minutes.</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience. Always (99-100% of time) speaks in complete sentences.</td>
<td>Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them. Mostly (80-98%) speaks in complete sentences.</td>
<td>Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience. Sometimes (70-80%) speaks in complete sentences.</td>
<td>Uses several (5 or more) words or phrases that are not understood by the audience. Rarely speaks in complete sentences.</td>
</tr>
<tr>
<td><strong>Volume</strong></td>
<td>Volume is loud enough to be heard by all audience members throughout the presentation.</td>
<td>Volume is loud enough to be heard by all audience members at least 90% of the time.</td>
<td>Volume is loud enough to be heard by all audience members at least 80% of the time.</td>
<td>Volume often too soft to be heard by all audience members.</td>
</tr>
</tbody>
</table>

**Assessment:** Rubric to be used by Instructor to evaluate 5-minute Oral Presentation.

KBGS: 11Nov2010.
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: April 10, 2014
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: BICH 491

We recommend that BICH 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

BICH 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 viewing video tutorials (on literature searches, science writing, and writing abstracts); from 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):
   BICH 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

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

(Date)

Approvals:

College Dean: Kim Dooley
Printed name and signature

(Date)

Department Head: Gregory D. Reinhardt
Printed name and signature

(Date)
BICH 491W Research with Writing Credit (1 SCH)
Syllabus

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

Course Description
Biochemistry majors are required to take four SCH of BICH 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 BICH 491. The goal is to produce a document in the style of a research publication in biochemistry 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 Biochemistry
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 BICH 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.”
<table>
<thead>
<tr>
<th></th>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanation of issues</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>
<td>Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.</td>
</tr>
<tr>
<td>Evidence</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>
<td>Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.</td>
</tr>
<tr>
<td>Student's position (perspective, thesis/hypothesis)</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>
<td>Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.</td>
</tr>
<tr>
<td>Design Process</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>
<td>Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.</td>
</tr>
<tr>
<td>Analysis</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>
<td>Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.</td>
</tr>
<tr>
<td>Conclusions and related outcomes (implications and consequences)</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>
<td>Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.</td>
</tr>
<tr>
<td>Sources and Evidence</td>
<td>Demonstrates skilful 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>
<td>Demonstrates an attempt to use sources to support ideas that are appropriate for the discipline and genre of the writing.</td>
</tr>
<tr>
<td>Control of Syntax and Mechanics</td>
<td>Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.</td>
<td>Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.</td>
<td>Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.</td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: M. Jimmie Killingsworth and Jennifer Wollock, Department of English
Nancy Warren, Head, Department of English
Donald J. Curtis, AOC Dean, Liberal Arts
DATE: April 10, 2014
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ENGL 355

We recommend that ENGL 355 Rhetoric of Style 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: 100%
2. Course content appropriate to the major
3. Total number of words: 8000
4. Instructor to student ratio for one section: 1:25

This course requires ten short papers and three longer papers on style, resulting in about 8000 words of finished writing. Formative feedback is not required on the ten short papers since they are all in the same genre (i.e., close analysis of course readings). No other formative feedback is required, but students are sometimes asked to read their work aloud with attention to style. The subject matter is the study of writing style, so instruction is built in. In addition, modeling helps students write close reading papers and proposals, and course readings are examined for the writing/rhetoric as well as for content.

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):

Engl 355 The Rhetoric of Style

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: Jennifer Wollock
Printed name and signature
4/31/14
(Date)

Received: Valerie Balester
(W and C Course Coordinator, University Writing Center)
4/3/13
(Date)

Approvals:

College Dean: Steven Oberhelman
Printed name and signature
3/11/2014
(Date)

Department Head: Nancy J. Warren
Printed name and signature
3/13/14
(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
Course title and number  English 355-900. Rhetoric of Style
Term  Spring 2014
Meeting times and location  TTh 2:20-3:35, LAAH 264

Course Description and Prerequisites

English 355 is a writing-intensive course focused on the study of style—language use in various contexts and genres—and in particular a study of how writers create varieties of language to express themselves, accommodate different readerships, accomplish special purposes, and join different discourse communities. We will begin the course by studying diction (word choice), sentence structure, and paragraphing in some detail, forming a vocabulary we can use to discuss style. From there, the course will develop in concentric circles, reaching outward first to the analysis of whole texts, then to the development of flexibility and awareness in our own styles of writing, and finally to the idea of style as it works in the general culture—in fashion, in public taste, in music and the arts, even in food. Our ultimate aim will be to develop a theory of style that grounds our understanding of language use in the widest possible cultural context. Writing assignments in the course will give you a chance to apply the lessons on style to both the analysis of writing by others and to your own practice of writing.

Prerequisite: English 104

Learning Outcomes

The course aims are governed to a great extent by the TAMU requirements for writing-intensive (W) courses and by the learning outcomes for English courses in Rhetoric, Writing, and Culture. By the end of the course, you should be able to apply your studies in the following ways:

1. Identify and demonstrate an understanding of key ideas, authors, and texts in the field.
2. Demonstrate an understanding of methods for studying texts and ideas.
3. Demonstrate an awareness of how cultural differences affect reading, writing, interpretation, and other forms of communication.
4. Apply methods and key ideas to the analysis or criticism of written texts, images, films, cultural practices, or other forms of communication and art from a variety of cultures.
5. Apply methods and key ideas to the improvement of your own writing and other communication practices.
6. Demonstrate an understanding of basic elements of communication; an appropriate competence in grammar, diction, and standard usage; and a willingness to revise and edit your papers as needed.
7. Demonstrate a general ability to interpret texts and construct explanations and arguments in writing (composing papers with a thesis, supporting evidence, appropriate documentation, and other elements of good academic writing).
8. Demonstrate creativity and critical insight in writing.
Instructor Information

Name: M. Jimmie Killingsworth, Professor of English
Telephone number: 979-862-8305 (email is better); for emergencies only: 979-676-0073
Email address: killingsworth@tamu.edu
Office hours: Monday, Wednesday, Thursday 1-2 pm and by appointment (via email)
Office location: LAAH 538

Textbook and/or Resource Material

The following textbook is required:

Chris Holcomb and M. Jimmie Killingsworth, Performing Prose: The Study and Practice of Style in Composition (Southern Illinois University Press, 2010), abbreviated in assignments as "Performing"

Other readings will be delivered via email. Please check your email regularly.

Grading Policies

8 Short papers (abbreviated as SP in assignments). 40% of total grade. Students will produce a 500-word paper (about 2 pages double spaced) on the readings nearly every week, for a total of 10 papers. These papers will be due on the day they appear on the schedule (usually Tuesday) and must be turned in on time, in person, and in sequence. No late work will be accepted and no make-ups given, but students may drop 2 grades. In other words, 8 short papers are required, each worth 5 points (or 5% of the total grade). The one paper that cannot be dropped is Paper 10, a take-home final. Students will sometimes be asked to read the papers out loud, with the aim of increasing student interchange and interpretive variety. The criteria for evaluation of short papers are tied to the learning objectives of the course.

3 Longer Papers (abbreviated as LP in assignments). 60% of the total grade. Students will produce three longer papers (4-5 pages), each worth 20 points (or 20% of the total grade). At least one longer paper will be an analysis of prose style, and at least one will be a personal essay or work of creative nonfiction, which gives you the opportunity to work on your own prose style. Again, criteria for evaluation are linked to the learning objectives.

Attendance and class participation are required. "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 online at http://student-rules.tamu.edu/rule07."

Standard Letter Grading Scale:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = <60
Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 1/14,16</td>
<td>Introduction and Grammar</td>
<td>Performing, Ch. 1 and Appendix on Grammar</td>
</tr>
<tr>
<td>2. 1/21,23</td>
<td>Grammar Review (continued)</td>
<td>SP 1 due on 1/21</td>
</tr>
<tr>
<td>3. 1/28, 30</td>
<td>Motives of Style</td>
<td>Performing, Ch. 2; SP 2 due on 1/28</td>
</tr>
<tr>
<td>4. 2/4, 6</td>
<td>Conventions and Deviation</td>
<td>Performing, Ch. 3; SP 3 due on 2/4</td>
</tr>
<tr>
<td>5. 2/11,13</td>
<td>Distinction: Voice and Footing</td>
<td>Performing, Ch. 4; SP 4 due on 2/11</td>
</tr>
<tr>
<td>6. 2/18, 20</td>
<td>Workshops for Longer Paper 1</td>
<td>LP 1 due on 2/18</td>
</tr>
<tr>
<td>7. 2/25, 27</td>
<td>Rhetorical Tradition</td>
<td>Performing, Ch. 5; SP 5 due on 2/25</td>
</tr>
<tr>
<td>8. 3/4, 6</td>
<td>Tropes</td>
<td>Performing, Ch. 6; SP 6 due on 3/4</td>
</tr>
<tr>
<td>9. 3/11/13</td>
<td>Spring Break</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>10. 3/18, 20</td>
<td>Schemes</td>
<td>SP 7 due on 3/18</td>
</tr>
<tr>
<td>11. 3/25, 28</td>
<td>Images</td>
<td>LP2 due on 3/25</td>
</tr>
<tr>
<td>12. 4/1, 3</td>
<td>Rituals of Language</td>
<td>SP 8 due on 4/1</td>
</tr>
<tr>
<td>13. 4/8, 10</td>
<td>Style and Culture</td>
<td>LP 3 due on 4/15</td>
</tr>
<tr>
<td>14. 4/15,17</td>
<td>Workshops for Longer Paper 3</td>
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<tr>
<td>15. 4/22,24</td>
<td>Catch up and Workshop for SP 10</td>
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<tr>
<td>16. 5/7 (Wednesday):</td>
<td>SP 10 (required) due during final exam period (1-3 pm)</td>
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**Americans with Disabilities Act (ADA)**

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)

**Academic Integrity**

For additional information please visit: [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Michael Golla, Department of Engineering Technology & Industrial Distribution
Walter Buchanan, Head, Department of Engineering Technology & Industrial Distribution
Valerie Taylor, AOC Dean, Dwight Look College of Engineering
DATE: April 10, 2014
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: IDIS 303

We recommend that IDIS 303 Mechanical Power Transmission 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: 33%
2. Course content appropriate to the major
3. Total number of words: 10,666
4. Instructor to student ratio for one section: 1:17

Three graduate assistants help in teaching this course, and each section is kept to 17 students. Students work in a group to produce a professional report on a project, and they produce five progress reports during that time. As individuals, they write ten brief memos related to their lab work, and five lab reports. They write five more group lab reports. Individuals write at least 7500 words, and (adding an estimation of their participation in the group work) each individual writes about 10,666 words per semester. The instructor comments on every progress report and returns it before the next is due, and since five are assigned and they are in the same genre, no other feedback is needed. Since the reports contain drafts from parts of the final report, there is formative feedback provided. Instruction includes the Project Guidelines rubric presented throughout the semester to guide students in their professional report; models of professional writing; lecture on writing topics; and a visit from a librarian to discuss research.

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):

    IDIS 303 Mechanical Power Transmission

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: Michael Golla

Printed name and signature

(Date)

Received: Valerie Balester 1/27/14
(W Course Coordinator, University Writing Center)

(Approvals:)

College Dean: [Signature]

Printed name and signature

(Date)

Department Head: Dr. Reza Lanari

Printed name and signature

(Date)
IDIS 303- MECHANICAL POWER TRANSMISSION
SYLLABUS, Spring 2014, 3 Credits

Mr. Michael Golla
845-6765
117B Thompson Hall

Lectures:
MW 8:00–8:50, Thompson Hall 112D, Sections 901-903
MW 9:10–10:00, Thompson Hall 112D, Sections 904-906

Lab: 901 M 3:00pm–4:50 Thom 009B
       902 R 5:30am–7:20 Thom 009B
       903 F 9:00am-10:50 Thom 009B
       904 W 3:00pm–4:50 Thom 009B
       905 R 8:00am–9:50 Thom 009B
       906 T 5:30pm-7:20 Thom 009B

Teaching Assistants:
Jagadish Jayagopal, MSIE
Mohsen Rezasoltani, PhD Candidate ME
Neil Matula, PhD Candidate, AERO


Learning Objectives: This class will provide an overview of the engineering concepts in mechanical power and the
components within a system to provide transmission of that power into useful work; lab delivers experimental application of the
related theory critical to the industrial distributor and “real world” knowledge learned for application in industry.

Scholastic Dishonesty: I will enforce the Aggie Code of Honor, “Aggies Don’t Lie, Cheat or Steal, nor tolerate those
who do.” I have a zero tolerance policy for academic dishonesty, this includes previous semester’s labs, homework, old exams, projects, collusion to create a test question answer bank, providing answers to a friend, copying materials from other students or any other form of plagiarism/dishonesty described in the university handbook. Violations will result in an “F” for the course and additional repercussions will be determined by the ID program, and Texas A&M University.
http://aggiehonors.tamu.edu/AcademicProcess.aspx

Attendance Policy: It is the student’s professional responsibility to attend all lectures and labs as per their registered
schedule. Excused absences stated by “Student Rule #7, http://student-rules.tamu.edu/roled7" are the only acceptable reasons for making up assignments. To complete missed work you must submit the following 2 items to the instructor, in 1 academic week of the absence. This policy will be for both lecture and lab.
A. Texas A&M’s “Explanatory Statement for Absence from Class” form available on Elearning.
B. Proper documentation confirming the absence, i.e.: original letter from a health care professional with date & time,

<table>
<thead>
<tr>
<th>Examples of Unexcused Absence</th>
<th>Examples of Excused Absence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviewing for a job or internship</td>
<td>Death or major illness with in family</td>
</tr>
<tr>
<td>On sight visit or out of town 2nd or 3rd interview of a potential employer</td>
<td>Participation in an activity on the University Authorized and Sponsored Activity list</td>
</tr>
<tr>
<td>Activity related to a student society, ie: Golf Tournament, Career Fair, Greek Rush, Intern for a Day, etc. etc.</td>
<td>Participation in legal proceedings</td>
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<tr>
<td>Field trip that is extracurricular and not approved by A&amp;M</td>
<td>Religious Holy day (See Appendix IV, Student Handbook for list)</td>
</tr>
<tr>
<td>Over sleeping, broken alarm, significant other didn’t wake you up, dog at my phone, bad hair day</td>
<td>Any activity approved by the Dean of undergraduate programs (letter form), given prior to absence</td>
</tr>
<tr>
<td>Car trouble, train delay, traffic citation, car towed</td>
<td>Student illness or injury</td>
</tr>
<tr>
<td>Recital, wedding rehearsal, family vacation</td>
<td>Military required service</td>
</tr>
<tr>
<td>I just didn’t feel like attending or “I forgot”</td>
<td>Muster</td>
</tr>
</tbody>
</table>

Grades: I DO NOT CURVE! Curving is a form of socialism and I am not a socialist. I do not negotiate for grades; this is a
performance based class that is developed to receive the grade you earn. I have modeled this course on how the “real world”
works. Hard work = Rewards, Poor performance = Poor compensation. Total values will NOT be rounded 449.999 is not 450 it
is a “B.” NO LATE WORK WILL BE ACCEPTED and ALL ELECTRONIC DOCUMENTS ARE IN PDF FORMAT

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Final Exam</td>
<td>125</td>
</tr>
<tr>
<td>2 Exams (100 points each)</td>
<td>200</td>
</tr>
<tr>
<td>Hmwk/Quiz/Progress Reports/Misc.</td>
<td>25</td>
</tr>
<tr>
<td>Laboratory Sessions</td>
<td>100</td>
</tr>
<tr>
<td>Professional Project</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>500 points</td>
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</tbody>
</table>

Exams: All examinations can be: true/false, matching, multiple choice, short answer, calculations or essay, developed from the
assigned reading, lecture notes, web sites cited in class, homework, lab practice, videos and guest lecturers.
**Homework/Quizzes/Progress Reports:** Homework will be assigned throughout the semester and will be based upon coursework topics, but will not be collected for a grade. Quizzes will be unannounced and at the digression of the instructor and will be graded. Progress reports are completion grades and will be for student group feedback.

**Lab:** The PT Handbook and the lab manual are required each week in lab. There are 10 scheduled labs and a lab practical. Daily lab quizzes will be given at the beginning of the lab. Late or no lab attendance will result in missing the quiz and will not be made up unless university excused. Late lab reports will not be accepted and will be considered a zero.

**Professional Project:** This project will help develop your research and professional writing skills; it helps form knowledge of mechanical power transmission and develops your team building skills. Your project is based upon a system or component in the MPT marketplace. Your team will submit multiple progress reports with the final deliverable as stated on the syllabus; no late reports will be accepted. Topics will be determined by the team’s own interests but will remain within the scope of the course and a final topic must be approved by the professor. Teams will be assigned by lottery the 2nd week. See the Professional Project Guidelines for more details.

**Students with Disabilities:** Americans with Disabilities Act Policy Statement, The ADA is a Federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. This legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring accommodation, please contact the Department of Student Life, Services for Students with Disabilities call 845-1637. Please, see instructor within the first two weeks of class concerning disability issues. NO testing will be allowed through the Department of Student Life.

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Topic</th>
<th>Text</th>
<th>Lab</th>
<th>Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk 1</td>
<td>M 1/13</td>
<td>Course Introduction</td>
<td>PTH 1 &amp; Golla Ch. 1</td>
<td></td>
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<tr>
<td></td>
<td>W 1/15</td>
<td>MPT Basics: Trq, Wk, Pwr, HP, Eff &amp; Friction</td>
<td>PTH 1 &amp; Golla Ch. 1</td>
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</tr>
<tr>
<td>Wk 2</td>
<td>M 1/20</td>
<td>Holiday</td>
<td></td>
<td>Lab#1 &amp; 2</td>
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<tr>
<td></td>
<td>W 1/22</td>
<td>Prime Movers</td>
<td>PTH 11, Golla Ch 9</td>
<td></td>
<td>Teams Formed</td>
</tr>
<tr>
<td>Wk 3</td>
<td>M 1/27</td>
<td>Prime Movers</td>
<td>PTH 11, Golla Ch 9</td>
<td>Lab#3</td>
<td>Progress Report</td>
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<tr>
<td></td>
<td>W 1/29</td>
<td>MPT components: Lubrication</td>
<td>PTH 14, Golla Ch 10</td>
<td></td>
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<tr>
<td>Wk 4</td>
<td>M 2/3</td>
<td>MPT components: Bearings</td>
<td>PTH 2, Golla Ch 7</td>
<td>Lab#10</td>
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<tr>
<td></td>
<td>W 2/5</td>
<td>MPT components: Bearings &amp; Linear motion</td>
<td>PTH 2, 10 Golla Ch 7</td>
<td></td>
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<tr>
<td>Wk 5</td>
<td>M 2/10</td>
<td>Exam #1</td>
<td></td>
<td>No Labs</td>
<td>Progress Report</td>
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<tr>
<td></td>
<td>W 2/12</td>
<td>MPT Drive Systems</td>
<td>Class notes</td>
<td></td>
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<tr>
<td>Wk 6</td>
<td>M 2/17</td>
<td>MPT Components: Intro to Gears</td>
<td>PTH 8, Golla Ch4</td>
<td>Lab#7</td>
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<tr>
<td></td>
<td>W 2/19</td>
<td>MPT Components: Gear Types</td>
<td>PTH 8, Golla Ch4</td>
<td></td>
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<tr>
<td>Wk 7</td>
<td>M 2/24</td>
<td>MPT Components: Gear Boxes</td>
<td>PTH 8, Golla Ch4</td>
<td>Lab#8</td>
<td>Progress Report</td>
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<tr>
<td></td>
<td>W 2/26</td>
<td>MPT Components: Chains and Sprockets</td>
<td>PTH 4, Golla Ch 6</td>
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<tr>
<td>Wk 8</td>
<td>M 3/3</td>
<td>MPT Components: Chains and Sprockets</td>
<td>PTH 4, Golla Ch 6</td>
<td>Lab#6</td>
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<td></td>
<td>W 3/5</td>
<td>MPT Components: Chains (yes we have class &amp; lab, spring break is next week)</td>
<td>PTH 4, Golla Ch 6</td>
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<tr>
<td>Wk 9</td>
<td>M 3/10</td>
<td>Spring Break</td>
<td>No Labs</td>
<td></td>
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<tr>
<td>Wk 10</td>
<td>M 3/17</td>
<td>MPT Components: Belts &amp; Pulleys</td>
<td>PTH 3, Golla Ch.5</td>
<td>Lab#5</td>
<td>Progress Report</td>
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<tr>
<td></td>
<td>W 3/19</td>
<td>MPT Components: Belts &amp; Pulleys</td>
<td>PTH 3, Golla Ch.5</td>
<td></td>
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<tr>
<td>Wk 11</td>
<td>M 3/24</td>
<td>Exam #2</td>
<td></td>
<td>No Labs, Lab#11 Assigned</td>
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<td></td>
<td>W 3/26</td>
<td>MPT Components: Couplings</td>
<td>PTH 7, Golla Ch 8</td>
<td></td>
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<tr>
<td>Wk 12</td>
<td>M 3/31</td>
<td>MPT Components: Couplings</td>
<td>PTH 7, Golla Ch 8</td>
<td>Lab #9</td>
<td>Progress Report</td>
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<tr>
<td></td>
<td>W 4/2</td>
<td>MPT Components: Universal Joints</td>
<td>PTH 7, Golla Ch 8</td>
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<tr>
<td>Wk 13</td>
<td>M 4/7</td>
<td>MPT components: Brakes</td>
<td>PTH 5, Golla Ch. 2</td>
<td>Lab #4</td>
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<tr>
<td></td>
<td>W 4/9</td>
<td>MPT components: Clutches</td>
<td>PTH 5, Golla Ch. 3</td>
<td>Turn in Project</td>
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<tr>
<td>Wk 14</td>
<td>M 4/14</td>
<td>MPT Accessories: Condition Monitoring</td>
<td>TBA</td>
<td>Lab Practical Review, Lab #11 Due</td>
<td></td>
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<tr>
<td></td>
<td>W 4/16</td>
<td>MPT Accessories: Condition Monitoring</td>
<td>TBA</td>
<td>Fri. 18th Reading day</td>
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<tr>
<td>Wk 15</td>
<td>M 4/21</td>
<td>MPT component Failures</td>
<td>Golla Ch 11</td>
<td>Lab Practicals</td>
<td></td>
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<tr>
<td></td>
<td>W 4/23</td>
<td>MPT component Failures</td>
<td>Golla Ch 11</td>
<td></td>
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<tr>
<td>Wk 16</td>
<td>M 4/28</td>
<td>MPT Safety (last lecture)</td>
<td>Class Notes</td>
<td></td>
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<tr>
<td>F 5/2</td>
<td>Final Exam, 10:00am-noon</td>
<td>Sections 901-903</td>
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<tr>
<td>Wk 17</td>
<td>M 5/8</td>
<td>Final Exam, 8am – 10:00 am</td>
<td>Sections 904-906</td>
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This schedule may change based upon instructor evaluation of the class’s performance.
IDIS 303 Mechanical Power Transmission
Professional Project Guidelines – Spring 2014

Mechanical Power Transmission in Industrial Distribution would not be complete without learning more about products and companies in the MPT marketplace. You have a two part objective for this project. The first is to analyze a component or topic with in the scope of the course. You should gain as much knowledge on the specifics of the product and the engineering technical knowledge needed to understand the functionality of the product. This is to include the technical knowledge on the functionality, reliability, limitations, purposes for use or even the life cycle and environmental impact of this engineered product. The other part of the assignment is to expand your scope by finding or developing an innovation or identifying a future challenge or use with the produce you chose. This is where your creativity should be included and expanded. This will be the hardest part of the paper. You are not restricted to discuss one innovation but could focus on multiple areas of impact. However, areas that will be highly encouraged to focus on are product innovation, new service development or a new method to overcome challenges in the marketplace. This can be a new business service or a improvement on a design, material enhancement or any other topic you may find that will make a change in the future operation, reliability or application of your product choice. Use all sources at your disposal, however no general internet sources will be accepted as a reference for your project, for example “Wipedia” may not be used as a source but can be used for your general knowledge purposes.

Topics and organization of the final project is up to the group but must be related to the class and the Industrial Distribution profession. The report must be technically oriented toward the topics of the class and a heavy emphasis should be on the technical expertise that you will need to know to work for or service customers that use MPT components in application. All projects will be presented in class on the due date, to the instructor; no late assignment will be accepted. Late final projects will not be accepted and will be considered a zero for the entire project, no exceptions. On or before the final due date, you will upload your paper to “TURNITIN.com” and present a 10”x13”package envelope to the instructor which will include the following items: Evaluations, professional project, a soft copy of your project with an exact printable PDF file of your project. Your evaluation form will include a self evaluation along with an evaluation of each team member’s performance. This evaluation will be sealed in an envelope with only your last 5 digits of your UIN# on the outside. You will fill out the evaluation form anonymously and will not include your partner’s input on the evaluation process. Failure to comply with instructions will result in your overall individual project grade reduction or the final project will be considered a zero.

Most companies that recruit ID grads are technically oriented and expect individuals like you to have the basic fundamentals of understanding power technology systems i.e. Mechanical IDIS 303, Electrical IDIS 300, Fluid aka Hydraulics & Pneumatics IDIS 403 and Automation IDIS 400. In the future you or your classmates might work for a technical company and you will need the technical engineering knowledge of systems, & products. A professional job is required so go above and beyond the materials that are reviewed in lecture and lab. You should organize your information in a logical order so it can be understood how this product can influence a system or how they perform in the marketplace. You should focus your direction to the distributor, OEM or technician and present the project in such a fashion that it is easy to read and done professionally. I highly recommend using the UWC and our UWA, university writing assistant, his information can be found on WEBCT. Late assignments will result in a zero.

Key Points
1. All reports are due as stated in the syllabus time line, in PDF Format only and will not be accepted late
2. 1st progress report. Memo format, includes group members names, a timeline, topic or topics of interest.
3. 2nd progress report will include your group members, topics you are interested in, project time line how well the group is functioning/meeting and if you met with the UWA, etc.
4. 3rd progress report topic/topics of interest narrowed down from my feedback, rough outline, member participation
5. 4th progress report abstract or part of your rough draft, main resources for your draft or abstract, group participation
6. 5th progress report part of your rough draft or abstract, this should include your main resources
7. You will meet only twice this semester with the UWA for consultation and must do so before the fourth progress report, after that date you are on your own
8. Final report length should be range from 14-25 double spaced pages of text and should meet all technical writing formats. Images, graphics, tables etc will not count toward the length of the paper, but you may have an appendix that can be expanded to support the body content.
9. You will be graded on content and presentation of the material. Content includes: thoroughness of research, depth of technical data, expansion beyond in class education, and the emphasis of future developments or innovation. Presentation grade will include organization, documentation, and length
10. A packet with a hard and soft copy will be turned in on the final due date and the soft copy will not be returned. The soft copy should have the exact printable report this is turned in.
11. All evaluations must be included in your packet before you turn it in, no late deliverable accepted.
TO: Faculty Senate Executive Committee

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

CC: Michael Golla, Department of Visualization
    Walter Buchanan, Head, Department of Engineering Tech. & Industrial Engineering
    Valerie Taylor, AOC Dean, Dwight Look College of Engineering

DATE: April 10, 2014

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: IDIS 403

We recommend that IDIS 403 Fluid Power Transmission 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: 33%
2. Course content appropriate to the major
3. Total number of words: 10,666
4. Instructor to student ratio for one section: 1:17

Three graduate assistants help in teaching this course, and each section is kept to 17 students. Students work in a group to produce a professional report on a project, and they produce five progress reports during that time. As individuals, they write ten brief memos related to their lab work, and five lab reports. They write five more group lab reports. Individuals write 7500 words, and (adding an estimate of their participation in the group work) each individual writes about 10,666 words per semester. The instructor comments on every progress report and returns it before the next is due, and since five are assigned and they are in the same genre, no other feedback is needed. Since the reports contain drafts from parts of the final report, there is formative feedback provided. Instruction includes the Project Guidelines rubric presented throughout the semester to guide students in their professional report; models of professional writing; lecture on writing topics; practice assignments; and a visit from a librarian to discuss research.

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):

   IDIS 403 Fluid Power Transmission

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: Michael Golla
Printed name and signature
(Date)

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

Approvals:

College Dean: [Signature]
Printed name and signature
(Date)

Department Head: Dr. Reza Lanari
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
Learning Objectives: This class will provide an overview of the engineering concepts in Fluid Power and the components within a system to provide transmission of that power into useful work; lab delivers experimental application of the related theory critical to the industrial distributor and “real world” knowledge learned for application in industry.

Scholastic Dishonesty: I will enforce the Aggie Code of Honor, “Aggies Don’t Lie, Cheat or Steal, nor tolerate those who do.” There is a zero tolerance policy for academic dishonesty, this includes previous semester’s labs, homework, old exams, projects, copied materials from other students or any other form of plagiarism or dishonesty described in the university handbook. Violations will result in an “F” for the course and additional repercussions will be determined by the ID program, and Texas A&M University. http://www.tamu.edu/aggiehonor

Attendance Policy: It is the student’s professional responsibility to attend all lectures and labs as per their registered schedule. Attending another lab will not be approved. Excused absences stated by “Student Rule #7, http://student-rules.tamu.edu/rule07 are the only acceptable reasons for making up assignments. To complete missed work you must submit the following 2 items to the instructor, with in 1 academic week of the absence. This policy will be for both lecture and lab.

A. Texas A&M’s “Explanatory Statement for Absence from Class” form available on Elearning.
B. Proper documentation confirming the absence, i.e.: original letter from a health care professional with date & time,

Grades: I DO NOT CURVE! Curving is a form of socialism and I am not a socialist. I do not negotiate for grades, this is a performance based class that is developed for you to receive the grade you work for. I have modeled this course on how the “real world” works. Hard work = Rewards, Poor performance = Poor compensation. Total values will NOT be rounded 449.999 is not 450 it is a “B.”

| Final Exam | 125 | A ≥ 450 |
| 2 Exams (100 points each) | 200 | B ≥ 400 |
| Quizzes/Progress Reports/Misc. | 25 | C ≥ 350 |
| Laboratory Sessions | 100 | D ≥ 300 |
| Professional Project | 50 |
| Total | 500 points |

Exams: There will be a comprehensive final exam scheduled by the University and two exams in class. There will be no makeup for the final exam and no extra credit assignments. A University approved absence will qualify for make-up of in class
exams. All examinations can be: true/false, matching, multiple choice, short answer and calculations or essay. The questions will be from the assigned reading, lecture notes, web sites cited in class, homework, lab practice, videos and guest lecturers.

**Homework/Quizzes:** Suggested homework will be assigned by the instructor periodically throughout the semester and will be based upon coursework topics, but will not be collected for a grade. Quizzes will be unannounced and at the discretion of the instructor and will be counted toward the 25pt section of your grade.

**Lab:** There will be 10 lab practices, the lab accounts for 100pts towards your final grade. Daily lab quizzes will be given at the beginning of the lab. Late or no lab attendance will result in missing the quiz and will not be made up unless university excused. If you show up late you will be penalized on your individual grade. Late lab reports will not be accepted and will be considered a zero. There will be a lab practical, TBA. See lab syllabus for more details.

**Professional Project:** TBA, paper, project, case study. Teams will be assigned by lottery the 2nd week of class. A list of topics will be provided, but you may choose your own. More details will be provided. Progress reports are graded.

**Students with Disabilities:** Americans with Disabilities Act Policy Statement, The ADA is a Federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. This legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring accommodation, please contact the Department of Student Life, Services for Students with Disabilities call 845-1637. If you feel you need special accommodations because of a disability, see the professor within the first two weeks of class. I will make special arrangements for accommodations, no testing will be allowed through the Department of Student Life.

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Topic</th>
<th>Text</th>
<th>Lab</th>
<th>Project</th>
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<tbody>
<tr>
<td>Wk 1</td>
<td>M 1/17</td>
<td>Syllabus, WebCT, FPDA, Careers,</td>
<td>Class Notes</td>
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<tr>
<td></td>
<td>W 1/19</td>
<td>Intro to Fluid Power, Industrial, Mobile, Fluid Transfer, Symbols, Phys Prop of Fluids</td>
<td>Class Notes, Ch2, Ch3</td>
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<td>Wk 2</td>
<td>M 1/21</td>
<td>Holiday</td>
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<td>Lab#1-</td>
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<td></td>
<td>W 1/23</td>
<td>Pressure, Pressure Head and Pascal`s Law</td>
<td>Ch1</td>
<td></td>
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<tr>
<td>Wk 3</td>
<td>M 1/29</td>
<td>Continuity Equation, Flow rate and Velocity</td>
<td>Ch 1</td>
<td>Lab#2-</td>
<td>Progress Report</td>
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<tr>
<td></td>
<td>W 1/30</td>
<td>Hydraulic Energy, Power, HHP</td>
<td>Ch 1, class notes</td>
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<td>Wk 4</td>
<td>M 2/4</td>
<td>Pumps and Pumping Theory, Cavitation</td>
<td>Ch 15</td>
<td>Lab#3-</td>
<td></td>
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<td></td>
<td>W 2/6</td>
<td>Pump Design and NPSH</td>
<td>Ch 15, class notes</td>
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<tr>
<td>Wk 5</td>
<td>M 2/11</td>
<td>Pump Design and NPSH</td>
<td>Ch 15, class notes</td>
<td>No Labs</td>
<td>Progress Report</td>
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<tr>
<td></td>
<td>W 2/13</td>
<td>Exam 1</td>
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<td>Wk 6</td>
<td>M 2/18</td>
<td>FP system components</td>
<td>Ch 4, 5, 7,</td>
<td>Lab#4-</td>
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<td></td>
<td>W 2/20</td>
<td>FP Valves, Directional, Pressure &amp; Flow</td>
<td>Ch 8, 10, 11</td>
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<td>Wk 7</td>
<td>M 2/25</td>
<td>FP Valves, Cartridge,</td>
<td>Ch 12</td>
<td>Lab#5</td>
<td>Progress Report</td>
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<td></td>
<td>W 2/27</td>
<td>FP Valves, Proportional</td>
<td>Ch 13</td>
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<tr>
<td>Wk 8</td>
<td>M 3/4</td>
<td>Filtering Standards &amp; Contamination Control</td>
<td>Ch 6</td>
<td>Lab#6-</td>
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<td></td>
<td>W 3/6</td>
<td>Filtering Standards &amp; Contamination Control (yes we have class &amp; lab, spring break is next week)</td>
<td>Ch 6</td>
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<tr>
<td>Wk 9</td>
<td>M 3/11</td>
<td>Spring Break</td>
<td></td>
<td>No Labs</td>
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<td>Wk 10</td>
<td>M 3/18</td>
<td>Pumps, Non-pos. Displmt, Pump Selection</td>
<td>Ch 15, class notes</td>
<td>Lab#7</td>
<td>Progress Report</td>
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<tr>
<td></td>
<td>W 3/20</td>
<td>Pumps, Non-pos. Displmt, Pump Selection</td>
<td>Ch 15, class notes</td>
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<tr>
<td>Wk 11</td>
<td>M 3/25</td>
<td>Pumps, Non-pos. Displmt, Pump Selection</td>
<td>Ch 15, Class notes</td>
<td>Lab#8</td>
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<td></td>
<td>W 3/27</td>
<td>Exam 2</td>
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<tr>
<td>Wk 12</td>
<td>M 4/1</td>
<td>Pump Affinity Laws</td>
<td>Class notes</td>
<td>Lab #9</td>
<td>Progress Report</td>
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<td></td>
<td>W 4/3</td>
<td>Fluid Transfer Valves</td>
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<td>TBA</td>
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<tr>
<td>Wk 13</td>
<td>M 4/8</td>
<td>Fluid Transfer Valves</td>
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<td>Lab 10</td>
<td>Turn in Project</td>
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<tr>
<td></td>
<td>W 4/10</td>
<td>Pneumatic Theory (Drying, Filtering, Lubricating)</td>
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<td>TBA</td>
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<td>Wk 14</td>
<td>M 4/15</td>
<td>Pneumatics (Compressors)</td>
<td>TBA</td>
<td>Lab Practical Review</td>
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<td></td>
<td>W 4/17</td>
<td>Pneumatics (Actuators – cylinders, motors)</td>
<td></td>
<td>Class Notes</td>
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<tr>
<td>Wk 15</td>
<td>M 4/22</td>
<td>Safety in Hydraulics and Pneumatics</td>
<td>Class Notes</td>
<td>Lab Practicals</td>
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<td></td>
<td>W 4/24</td>
<td>Safety Continued</td>
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<tr>
<td>Wk 16</td>
<td>M 4/29</td>
<td>Last Day, Review and wrap up</td>
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<tr>
<td>Wk 17</td>
<td>M 5/6</td>
<td>Final Exam, 10:30am-12:30am</td>
<td>Sections 901-903</td>
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<td>T 5/7</td>
<td>Final Exam, 3:30pm – 5:30 pm</td>
<td>Sections 904-906</td>
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</table>

This schedule may change based upon instructor evaluation of the class’s performance.
TO: Faculty Senate Executive Committee

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

CC: Michelle Taylor Robinson, Department of Political Science
    Robert Harmel, Interim Head, Department of Political Science
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: April 10, 2014

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: POLS 423

We recommend that POLS 423 US-Latin American Relations 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: 70%
2. Course content appropriate to the major
3. Total number of words: 4000
4. Instructor to student ratio for one section: 1:20

Students write five writing assignments, starting with a research paper proposal and then a long research paper in two parts, and ending with reading critiques. These assignments build upon each other to help students use feedback from one assignment to the next. Formative feedback includes peer critiques on the last two assignments (reading critiques); instructor comments on the proposal; and oral feedback from a class presentation before the third assignment. Instruction includes reading and discussion of professional models; writing critiques of readings that give students a better understanding of disciplinary conventions; lectures on social science writing; lectures on Comin’s “The Write Stuff”; and class time on writing issues such as research, writing a literature review, and avoiding plagiarism.

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):

_POLS 423 – US-Latin American Relations_________________________________________

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: _Michelle Taylor-Robinson_  _[Signature]_  _[Date]_

(W Course Coordinator, University Writing Center)

Received:  _Valerie Balester_  _2/27/14_  

(Department Head: _[Signature]_  _[Date]_

(Approvals):

College Dean:_Steven M. Ophelholman_  _[Signature]_  _[Date]_

(Developer Head: _[Signature]_  _[Date]_

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

Tel. 979.458.1456 Fax 979.458.1466
writingcenter.tamu.edu
POLS423 - U.S.- Latin American Relations
Writing Intensive Class Section
DRAFT SYLLABUS

Dr. Taylor-Robinson Office: ALLN 2118
Class day/time Office Hours: ______ & by appointment
Class room Office Phone: 845-2525
e-mail E339MT@PoliSci.tamu.edu

Course description in TAMU Undergraduate Catalog: Political, economic and social relations between the United States and Latin American nations from independence to the present.

Course overview: This course seeks to examine the relationships between Latin America and the United States, and relations among Latin American countries. Emphasis will be on the U.S. response to change in Latin America, and on the Latin American response to the policies and practices of the U.S. government and of multi-national corporations. Lectures, discussions, and your papers will focus on understanding what key, recurring factors determine countries' foreign policy actions, and in particular the dimensions that decision-makers take into account when deciding on foreign policy.

NOTE – This course is defined as a “W” course, which means that the course is writing intensive. As part of the writing focus of the course, we will devote a substantial amount of time to the practice of evaluating scholarly writing, as well as perfecting our own social science style writing skills. See http://writingcenter.tamu.edu for more details about “W” courses. In order to receive “W” credit for this course a student must pass the writing portion of the course.

Learning outcomes:
By the end of this course students will be able to
- define, understand, and use concepts and terms relevant to theories of decision-making in foreign policy.
- evaluate the impact of foreign policy decisions from the perspective of the United States and from the perspective of the other country(s) involved in the policy.
- write a clear, coherent summary of an academic research article.

Course Requirements:
This is a writing intensive course; so much of your grade in this course is based on writing different types of papers (varying in purpose, length). In addition to writing, students are expected to attend class sessions so that they can participate in discussions of readings, develop and test a hypothesis about decision-making in international relations, and take tests over the assigned materials.
- 25% -- mid-semester examination with a combination of short answer questions and a long essay. The exam will cover readings, lectures, and class discussions.
- Writing assignment #1 – (5% of final grade) – Paper proposal outlining your proposed paper topic and research approach for your two-party independent research paper (More information in the “Two Part Research Papers” section).
- Writing assignment #2 – (20% of final grade) – Part 1 of the two-part research paper
- Writing assignment #3 – (25% of final grade) – Part 2 of the two-part research paper
• Writing assignments #4 and #5 – (each 10% of final grade) – two papers (1 page double-
spaced each) summarizing and critiquing assigned readings (more information in “Readings
Critiques” section).
• 5% -- class participation. This part of the grade includes attendance (students will be
expected to sign a daily sign-in sheet), but will be primarily determined by thoughtful
contribution to class discussions and paper presentations. Thus students must be prepared to
participate on a weekly basis in class.
• There will be NO extra credit in this course.
Grades will be assigned based on final averages as follows: A = 89.5 – 100; B= 89.4 – 79.5; C =
79.4 – 69.5; D = 69.4- 59.5; F = below 59.4
NOTE: command of course material and conduct of research is the most important determinant
of your grade on papers. However, this course is a writing intensive course, intended to improve
your ability to write various kinds of papers that are appropriate to the discipline of political
science. Thus, regardless of how well a paper addresses the substantive material/topic of the
assignment, the paper will not earn a passing grade unless your writing in the paper is also
graded to be at a passing level.
Penalties for late exam, papers, etc.:
• If you miss the exam because you have a university acceptable excuse (such as sickness with
a note from a doctor), contact me within 48 hours so that we can set up a makeup exam time.
Contact me before the exam if possible.
• If you do not have a university acceptable excuse for missing the exam, you will not be
allowed to take the exam and your grade will be zero.
• The penalty for late papers is one letter-grade off per day, beginning with papers that are not
turned in during the class period on the paper due date.
Technical requirements for papers:
• Papers must be typed, double-spaced, in 12 pt. Times Roman font with 1 inch margins, and
the pages MUST be numbered or the paper will be marked down a half letter grade.
• Papers that exceed the page limit will be returned to be shortened, and the late paper penalty
will be invoked. NOTE - the bibliography and timeline do not count as part of your page
limit.
• All papers must have a bibliography in the correct scholarly form, or they will automatically
lose a letter grade. For an example of correct scholarly form for a bibliography in political
science, consult the American Political Science Review.
• You must provide citations for information from other people's work (e.g., quotes,
paraphrasing, in general to document the source of your information even if it is not a quote
or phrased text). Not doing so constitutes plagiarism, for which the penalty is a grade of 0 on
the paper.
• Citations should be in parentheses in the text in the form (author date of publication: page
number). Example (Smith and Varas 1994: 25-6). Again, consult the American Political
Science Review for examples. A citation must always include the exact page numbers from
which you obtained the information or the quote, unless you intend to cite the entire book,
chapter, or journal article. Failure to provide citations in the correct form will result in a
letter grade off on the paper.
• You may use the internet for information, but it cannot be your main source of information.
It is also acceptable to consult an encyclopedia for background information. However,
neither on their own should be the primary resources for your paper. A scholarly research
paper should rely on scholarly work (i.e., books., book chapters, journal articles). Sources
from Government Documents and other "primary sources" (such as speeches, newspapers and periodicals from the time of the foreign policy situation you are researching) are also acceptable scholarly research resources. Papers must cite and use at least 8 sources, no more than 5% of which can come from the internet or encyclopedias. Failure to meet this requirement will lower the grade on each paper one letter grade.

**Required Readings:**

Readings accessible as e-reserves through PSEL. Follow the pathways to my name, and the readings will be available there:
http://ereserves.tamu.edu/eres/courseindex.apsx?error=&page=search

NOTE - for background on Latin American politics or individual countries, the following textbooks are suggested readings:

**Course Outline and Reading Assignments:**

**Week 1** Overview of factors that influence foreign policy decisions in the Western Hemisphere
- Smith -- Introduction & Chapter 1
- Weeks – Chapter 1

**Week 2** Theories of foreign policy decision-making

**Week 3** The Western Hemisphere Idea
- Smith – Chapter 1
- Weeks – Chapters 2 & 3
Week 4  Sphere of Influence -- the U.S. as Imperial Power
- Smith -- Chapters 2 & 3
- Weeks – Chapter 4
- recent newspaper or news magazine article on a topic of US-Latin American relations (reading TBA)
  ____ -- Readings critique #1 due at the beginning of class

Week 5  The Impact of the Cold War
- Smith – Chapter 4
- Weeks – Chapter 5
  ____ -- Paper proposals due at beginning of class, sign up for presentation dates

Week 6  Economic Interests vs. Strategic Interests
- Smith – Chapter 5
- Weeks – Chapters 6 & 7

Week 7  EXAM (1st class meeting of week)
(2nd class meeting of week) Preparing and writing a scholarly literature review (including topic of scholarly citation of sources)

Week 8  Promotion of Democracy and Human Rights
- Weeks – Chapter 10

Week 9  Latin American Foreign Policy
- Smith – Chapters 6 & 9
  ____ – Paper #1 due at the beginning of class

Week 10 Regional trade agreements and free trade
- Smith – Chapter 7
- Weeks – Chapter 8
- recent newspaper or news magazine article on a topic of US-Latin American relations (reading TBA)
  ____ -- Readings critique #2 due at the beginning of class

Week 11  Issues of immigration, narcotraffic, Latin America’s new left
- Smith – Chapter 8
- Weeks – Chapter 9

Week 12 & 13 Paper presentations

Week 14  Latin America’s new left
- Smith – Chapter 11
  ____ -- Paper #3 due at beginning of class on last day of class
Two-Part Research Papers:

For your two-part papers you will need to analyze the decision-making in a foreign policy situation in U.S.-Latin American relations (or in relations between a Latin American country and another country in Latin America or elsewhere in the world). Cases can be historical or current and your task will be to explore the decision-making process that led to the adoption of a specific policy. Examples of what is meant by a “case” or a “specific policy” are President Johnson’s decision to send troops into the Dominican Republic, President Nixon’s decision to adopt a policy to overthrow Chilean President Salvador Allende (after first trying to prevent his election), President Kennedy’s decision to adopt the Alliance for Progress as a new way for the U.S. to deal with Latin America, or President Eisenhower’s decision to come to the aid of the United Fruit Company in Guatemala. This project includes 3 writing assignments:

Writing assignment #1 (paper proposal): Paper proposal are to include the following:
This should be 1 page in length plus a bibliography, typed, single-spaced, using 12-point, Times Roman font with 1 inch margins. and include the following:
(1) Identification of the case your papers will explore (i.e., year(s) in which the case occurred, countries involved, short description of the situation including whether the case allowed for multiple interactions between the countries/leaders).
(2) Justification of how this is a case of foreign policy decision making – explain what was the decision being made.
(3) Notes about relevant history that may influence the decision-makers in this case (e.g., prior interactions between the two countries and whether they were positive or negative experiences).
(4) What you expect to find about how the foreign policy decision was made.
(5) Preliminary bibliography including at least 8 scholarly sources. The bibliography should follow the format used in the American Political Science Review (NOTE – the bibliography is not part of the 1 page limit)

• NOTE – if the proposal is not marked “acceptable,” you will be required to turn in a revised proposal in 1 week or a letter-grade will be marked off the paper.
• The major purpose of this assignment is to provide students experience preparing a paper proposal and to provide feedback to students about their proposed paper topic. However, grades will also be based on the clarity and “cleanness” of the writing (i.e., lack of spelling and grammar errors, organization, appropriate tone of writing).

Writing assignment #2 Paper Part 1:
This paper will constitute the description of your case, and should be 6-8 pages in length (typed, double-spaced, 12-point Times Roman font, with 1 inch margins), plus a bibliography and timeline. The purpose of this paper is to collect the necessary facts for you to conduct the analysis in Paper Part 2 (how the policy decision was reached). Toward that end Paper Part 1 needs to include the following:
(1) Identification of principal actors (e.g., parties to the decision-making in the U.S. and Latin America to whom they were responding). Include who these actors were, their formal titles, their background as it is relevant to your case, and a discussion of why you consider them the key players in the case. NOTE – not all players will necessarily be government employees.
(2) Description of the foreign policy situation (i.e., the subject of the conflict or reason for the policy change; the existing policy and why the U.S. government is thinking of changing it).
(3) Identify (by name and official position) all of the people who participated in the decision process, at any time during the crisis or at anytime while the new policy was being made.
Include a discussion of the actual roles each played and evaluate their relative importance in the decision.

(4) Description of all policy alternatives considered by the decision maker(s). Identify the person(s) making or advocating each proposal and when it was first mentioned. Present arguments for how much weight the actor had (i.e., political resources) for persuading the decision maker to choose their preferred option. Make certain to note if any actors took steps to mobilize mass public support for their preferred option, or against an option they strongly opposed (how they did so and the mass public’s response).

(5) Identify the dimensions considered in the decision process (this does not mean to analyze the decision, but rather to present evidence that various dimensions were considered). Identify the actor who raised the dimension and how it was framed. Since dimensions may receive continuous or intermittent attention, and may be considered on their own, in pairs, or groups, identify the “timeline” for each dimension.

(6) Document the policy option that was chosen.

(7) Present factual evidence about its impact (e.g., economic impact, how the policy was received in the U.S., in Latin America, in the rest of the world).

(8) Plot a timeline for your case and indicate events that appear to constitute decision points. Include in the timeline economic conditions (i.e., unemployment, inflation statistics), the level of popular support for the decision-makers (as indicated in public opinion polls, election results, or by the occurrence of political protest).

(9) Bibliography

NOTE – where appropriate you should consult biographies and autobiographies of participants in the case, also newspaper and news magazine account of the events and decision-making as they unfolded.

- The major purpose of this assignment is to provide the historical background for the analysis you will conduct in Paper Part 2. However, grades will also be based on the clarity and “cleaness” of the writing (i.e., lack of spelling and grammar errors, organization, appropriate tone of writing).
- Students are strongly encouraged to schedule an appointment with their professor (during office hours or at another agreed upon time) for us to meet in person to discuss a polished draft of your paper. If you wish to have such a discussion of your paper, you are responsible for scheduling this meeting. I will be available for such meetings beginning on Monday, _____ (1 ½ weeks before Paper Part 1 is due).
- NOTE – turn in your proposal with my comments on it along with Paper Part 1 or your paper will lose a letter grade.

Writing assignment #3 Paper Part 2:

This paper is to be a comparison of decision theories – analysis of why the policy was chosen, and should be 6-8 pages in length (typed, double-spaced, 12-point Times Roman font, with 1 inch margins), plus a bibliography. Building on your research findings in Paper Part 1, in this paper your task is to evaluate the applicability of decision theory for explaining the selection and development of this policy. Specifically, you will apply 2 of the decision making approaches we have studied to your case and evaluate how well each theory applies to your real world situation. Be aware that sometimes theory and reality are quite different, so do not force your case to fit the theory. Instead, report any discrepancies you note between the theory and the real world. In your analysis in Paper Part 2 report the following:

(1) How many policy options (alternatives) were raised.
(2) Were all alternatives compared, and were all given equal attention, or were some discounted quickly, or apparently just presented for public consumption?
What dimensions were used for evaluating policy options, and in what order? Were all policy options evaluated on the same dimension?

How were utilities assigned to policy alternatives?

If your case included sequential decisions, how did one decision affect subsequent decisions?

Did U.S. decision makers consider possible responses by the Latin American government involved? Possible responses from other governments and international organizations in the region? Possible responses from governments and international organizations outside the region?

Did the decision maker pay attention to public opinion in his/her country (i.e., public clamor to make or change a policy, possible mass public response to the policy)?

What role did the media play in the policy decision process (both attempting to influence decision makers, and its use by decision makers to frame the case to the domestic mass public)?

Did the decision maker (and his/her advisors) display an awareness of their country’s history of policy toward the Latin American country involved in the case, and toward the region? Was it accurate? Did the decision maker take into account the possible future impact of each policy option (i.e., how adopting a policy would effect U.S.-Latin American relations in the future)?

Bibliography

• Students are strongly encouraged to incorporate into this paper the comments they received on Paper Part 1, and comments from their class presentation of their research.

• The major purpose of this assignment is to assess the decision-making mechanism used in your case, testing the applicability of theories of foreign policy decision-making. However, grades will also be based on the clarity and “cleaness” of the writing (i.e., lack of spelling and grammar errors, organization, appropriate tone of writing). You should take into consideration writing style comments on Paper Part 1 when writing Paper Part 2 to improve writing on this continuation of the project.

• NOTE – turn in your proposal with my comments on it, and your Paper Part 1 with my comment on it, or your paper will lose a letter grade.

Readings Critique Papers:

Writing Assignments #4 and #5 – The purpose of these papers is to assist students in learning to summarize scholarly writing and to draw attention to the differences between scholarly writing on a topic and “popular” writing in a news magazine. Each assignment will summarize two assigned class readings (1 textbook chapter, 1 newspaper article on a related topic). Typed papers (no more than 1 page, single-spaced, 12-point Times Roman font with 1 inch margins) are due at the beginning of class, and the readings will be discussed in lecture during the class period. For the final 15 minutes of class students will read and evaluate two colleagues’ papers, though the professor will grade the papers.

Each summary should include the following:

• Full citation for each assigned reading in the format of the American Political Science Review.

• Short summary of the purpose of the chapter and of the news article.

• Explanation of the data used to test the hypotheses or support the argument made (cases included, time period of data)

• Summary of conclusions drawn by each author.

This assignment will be evaluated by your colleagues in the class, by exchanging your paper with two other students. Thus, on the day the paper is due you must bring 3 copies of the paper to class (one for your professor, and two to exchange with other students). Your
colleagues will evaluate your paper based on the accuracy of your summaries (on the above points), the clarity of your critique of the two works, and on the overall “cleaneness” of your writing (i.e., lack of spelling and grammar errors). The professor will grade your paper.

**TAMU University Writing Center** is located at 1.214 Evans Library (979-458-1455) and is open every day except Saturdays. You can learn about the Writing Center on their web page [www.writingcenter.tamu.edu](http://www.writingcenter.tamu.edu). It is a service that is available to all students – it is a resource for all writers, not just those having problems!

**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](http://disability.tamu.edu)

**Copyright on course materials:** All 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, exams, and in-class materials. Because these are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

**Definition of plagiarism:** As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writing, 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 offenses, 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."

**Academic Dishonesty:** Students should be aware that academic dishonesty involves acts other than plagiarism. Please consult the Aggie Honor Code, which takes effect September 1, 2004 at the Aggie Honor System Office website (http://www.tamu.edu/aggiehonor) for more information.

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

**Diversity Statement:** The Department of Political Science supports the Texas A&M University commitment to diversity, and welcomes individuals from any racial, ethnic, religious, age, gender, sexual orientation, class, disability, and nationality. (See [http://diversity.tamu.edu/](http://diversity.tamu.edu/)). In the spirit of this vital commitment, in this course each voice in the classroom has something of value to contribute to all discussions. Everyone is expected to respect the different experiences, beliefs and values expressed by fellow students and the instructor, and will engage in reasoned discussion that refrains from derogatory comments about other people, cultures, groups, or viewpoints.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Michelle Taylor-Robinson, Department of Political Science
Robert Harmel, Interim Head, Department of Political Science
Donald J. Curtis, AOC Dean, Liberal Arts
DATE: April 10, 2014
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: POLS 424

We recommend that POLS 424 Comparative Governmental Institutions 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: 75% (55% individually written)
2. Course content appropriate to the major
3. Total number of words: 3500
4. Instructor to student ratio for one section: 1:20

Students write a proposal for a research paper, a research paper, two critiques of a class readings, and complete a constitution project, the latter being a group project (with a 4-member team). Students receive formative feedback through multiple assignments, enabling them to build their knowledge about clear, effective writing from one assignment to the next. They conduct a mandatory peer review for assignments 3 and 4 in addition to receiving instructor feedback. For the team assignment, students are encouraged to provide feedback to other team members about the clarity and content of the writing. For instruction, students read and discuss professional models. They also listen to lectures on how social scientists present arguments and how writing in social sciences differs from journalistic writing. Class time is spent on learning about clarity and concision (using Comin’s “The Write Stuff”) and discussing issues pertinent to writing such as preparing a literature review and avoiding plagiarism.

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):
____POLS424–Comparative Democratic Institutions_____________________

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: Michelle Taylor-Robinson

Printed name and signature

Feb. 20, 2014
(Date)

Received: Valerie Balester 2/13/14
(W Course Coordinator, University Writing Center)

(Date)

Approvals:
Steven M. Oberholtzer

College Dean: Printed name and signature

2-24-2014
(Date)

Department Head:
Name and signature

(Date)

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Office Hours: Tues. 11:45-1:45 & by appointment  
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Course description in TAMU Undergraduate Catalog: Study of the politics and structure of governmental institutions in a comparative venue; examination of the building blocks by which patterns of governments and institutions can be identified across various political systems of the world; role of institutions across different types of political systems and how they are affected by global economic factors.

Course overview: Political institutions influence how political actors interact with one another, how civil society can make its wishes known to government, and the types of policy governments produce. This course explores how institutions matter by studying the design of key democratic institutions in comparative and cross-national perspective. The course will focus on the institutions that are the cornerstones of democratic governments: elections, executives, legislatures, and judiciaries. We will examine the ramifications of institutional design choices in established presidential and parliamentary democracies and in newly democratic countries. Topics include: how electoral institutions affect what groups in society are represented; how electoral and party institutions affect executive-legislative relations; and how institutional design affects incentives for the judiciary and legislature to check the power of the executive.

NOTE – This course is defined as a “W” course, which means that the course is writing intensive. As part of the writing focus of the course, we will devote a substantial amount of time to the practice of evaluating scholarly writing, as well as perfecting our own social science style writing skills. See http://writingcenter.tamu.edu for more details about “W” courses. In order to receive “W” credit for this course a student must pass the writing portion of the course.

Learning outcomes:
By the end of this course students will be able to
- define, understand, and use concepts and terms relevant to the study of democratic institutions as they exist in diverse countries.
- evaluate the impact of democratic institution design for representation of different groups in a country.
- explain how the number and diversity of parties impacts the operation of democratic institutions.
- write a clear, coherent summary of an academic research article.

Course requirements:
This is a writing intensive course; so much of your grade is based on writing different types of papers (varying in purpose, length). In addition to writing, students are expected to attend class sessions so that they can participate in discussions of readings, develop and test a hypothesis about the effects of electoral institutions, and take tests over the assigned materials.
- 20% - Essay examination (tentatively on Feb.22) covering information from readings, lectures, and class discussions.
• Writing assignment #1 – (5% of final grade) - Paper proposal outlining your paper topic and research approach for your independent research paper (More information in the Paper #1 and Paper Proposal section). Proposal due in class on Feb.15.

• Writing assignment #2 – (30% of final grade) - Research paper 8-10 pages (double-spaced) testing a hypothesis about the impact of electoral rules on some aspect of political behavior, using evidence from at least two democratic countries. (More information in the Paper #1 and Paper Proposal section). Papers due in class on Mar.29.

• Writing assignments #3 and #4 – (each 10% of final grade) - two papers (1 page single-spaced each) summarizing and critiquing assigned readings (More information in Readings Critiques section). First critique due at the beginning of class on Feb.1. Second critique due at the beginning of class on Apr.17.

• Writing assignment #5 – (20% of final grade) - Group paper 12-15 pages (double-spaced). Paper topic: constitution proposal. (More information in the Constitution Writing Group Project section). Teams of 4 students will make a class presentation of their constitutional design and turn in a single team paper. (Team paper due by 5pm on May 3)

• 5% - Class participation, including attendance

• There is NO extra credit in this course.

Grades will be assigned based on final averages as follows: A = 89.5 – 100; B= 89.4 – 79.5; C = 79.4 – 69.5; D = 69.4- 59.5; F = below 59.4

NOTE: command of course material and conduct of research is the most important determinant of your grade on papers. However, this course is a writing intensive course, intended to improve your ability to write various kinds of papers that are appropriate to the discipline of political science. Thus, regardless of how well a paper addresses the substantive material/topic of the assignment, the paper will not earn a passing grade unless your writing in the paper is also graded to be at a passing level.

Required readings:
Readings accessible as e-reserves through PSEL. Follow the pathways to my name, and the readings will be available there: http://ereserves.tamu.edu/eres/courseindex.apsx?error=&page=search

Paper #1 and Paper Proposal:
The purpose of the research paper is to test a hypothesis about how electoral rules affect some aspect of political behavior, using evidence from two or more democratic countries. Readings and lectures during the first half of the course will outline different types of electoral systems commonly used in modern democratic politics, and various ways electoral systems affect representation, governability, the number of political parties, and incentives for politicians.
For this paper, you will use the literature about electoral institutions as a basis for developing a hypothesis about how electoral rules affect political behaviors. You will select at least two democratic countries from which you will gather data to test your hypothesis. Students will turn in a formal and typed proposal for their paper (proposals due in class on Feb.15).
Proposals are to include the following: (proposals should be 1-2 pages in length plus a bibliography, typed single-spaced, using 12-point, Times Roman font with 1 inch margins)
1) A formally stated hypothesis that you will test in your paper
2) The countries you have selected for your test, including the rationale for their selection (make sure that they are democratic countries) and how they provide variance on your key independent variable
3) Outline of the electoral system of each country (only if your empirical test involves a small number of countries)
4) Explanation of the type of data you will use to test your hypothesis (including the years you will cover in each country and why) and evidence that the data you plan to use really exist
5) A preliminary bibliography including at least 8 scholarly sources, that should reflect a combination of sources about the theoretical idea and sources about the cases you will use for your test (additional sources may be added later). The bibliography should follow the format used in the American Political Science Review.
   • NOTE - if the proposal is not marked "acceptable," you will be required to turn in a revised proposal in 1 week or a letter-grade will be marked off the paper.
   • The major purpose of this assignment is to provide students experience preparing a paper proposal and to provide feedback to students about their proposed paper topic. However, grades will also be based on the clarity and “cleanness” of the writing (i.e., lack of spelling and grammar errors, organization, appropriate tone of writing).

The research paper should be 8-10 pages in length, plus a bibliography (double-spaced, 12 point font Times Roman, one-inch margins). Pages MUST be numbered or the paper will lose half a letter grade. Papers that exceed the page limit will be returned and will be counted off one letter-grade per day until turned in at the correct length. The final paper should include the following:
1) An introduction that briefly lays out the major purpose of the paper and outlines its organization
2) Review of the scholarly literature and a formally stated hypothesis about how electoral rules are expected to affect political behavior. This section should also include a discussion of how other researchers have operationalized their variables and of their findings that pertain to your hypothesis. (See “further readings” on the syllabus for leads on additional scholarly sources.)
3) Rationale for selecting the cases for your test, and if your data come from a small number of countries, a brief outline explaining the electoral rules of each country (including any major changes that have occurred in a country’s electoral rules in recent years).
4) Presentation of data for your test of your hypothesis, and your findings
5) A conclusion, including discussion of (a) how your findings relate to the scholarly literature; and (b) additional possible factors that might influence, or confound, the relationship expected in your hypothesis, and suggestions for future research on this topic.
6) Bibliography that follows the format used in the American Political Science Review. Failure to use this format will result in loss of a letter grade on the paper.
7) Citations in the text of your paper utilizing all sources listed in the bibliography, following the format used in the American Political Science Review.
8) Grades will also be based on the clarity and “cleanness” of the writing (i.e., lack of spelling and grammar errors, organization, appropriate tone of writing).

Students are strongly encouraged to schedule an appointment with their professor (during office hours or at another agreed upon time) for us to meet in person to discuss a polished draft of your paper. If you wish to have such a discussion of your paper, you are responsible for scheduling this meeting. I will be available for such meetings beginning on Monday, Mar.19 (1 ½ weeks before the paper is due).

NOTE - all information you obtained from one or more of your sources (e.g., direct quotes, paraphrased information, and in general any information that you obtained from your reading) must be cited in the text of your paper. Use the format of the American Political Science Review for citations. For example (Morgenstern and Cox 2002: 465). Cites for quotes must include the page number(s). Failure to use this format will result in loss of a letter grade on the paper. Not citing the sources of your information (even if you do not use a direct quote) is plagiarism, which will result in a zero on the paper (see information about plagiarism at the end of the syllabus).
NOTE - Your sources should be scholarly sources, such as articles published in scholarly journals, books and chapters in books published by university presses. Since your research paper concerns electoral laws, primary sources may also be available to you from the national electoral tribunal of a country, the official website of political parties, the country’s legislature. Such information should also be cited. Do not use encyclopedias as a source for your scholarly research papers. Failure to use scholarly sources for your research and paper will result in loss of 2 letter grades on the paper. If your empirical test involves a small number of countries, your paper must use at least 3 scholarly sources for each of your countries.

NOTE - turn in your proposal with my comments on it along with your paper or your paper will lose a letter grade.

Readings Critique Papers:
The purpose of these papers is to assist students in learning to summarize scholarly research articles toward building a literature review for a research project. Each assignment will summarize two assigned class readings (instructions below about what to include in the summary). Part two of the paper will critique the works based on how they contribute to the greater literature about comparative democratic institutions. Three copies of typed papers (no more than one page, single-spaced, 12-point Times Roman font with 1 inch margins) are due at the beginning of class, and the readings will be discussed in lecture during the class period. For the final 15 minutes of class students will read and evaluate two colleagues’ papers.

Each summary should include the following:
- Full citation for each assigned reading in the format of the American Political Science Review.
- One sentence statement of the purpose of the research paper.
- Statement of the hypothesis (or hypotheses) proposed and tested in the paper.
- Explanation of the data used to test the hypotheses (cases included, time period of data).
- Summary of findings of the research, including whether the authors found support for their hypotheses.
- Brief comparison of the 2 works.

This assignment will be evaluated by your colleagues in the class, by exchanging your paper with two other students. Thus, on the day the paper is due you must bring 3 copies of the paper to class (one for your professor, and two to exchange with other students). Your colleagues will evaluate your paper based on the accuracy of your summaries (on the above points), the clarity of your critique of the two works, and on the overall “cleaness” of your writing (i.e., lack of spelling and grammar errors). Papers will be graded by your professor.

These papers are due at the beginning of class on the following dates: Feb.1 and Apr.17. See rubric for evaluation at the end of the syllabus.

Constitution Writing Group Project:
The purpose of this research paper is to propose the major components of a constitution for an imaginary country, utilizing the information presented throughout the course. Political institutions influence how political actors interact, who is represented, the types of policy produced, and more. In this paper you put to use this diverse literature on institutional design and its consequences by writing a proposal for a constitution, and discussing the probable consequences (pros and cons) of the institutional designs you recommend (including how institutions may interact). Discussion of the consequences of your institutional choices is the most important part of your paper, and you need to support your discussion with citations to the scholarly literature. Please note the "further readings" listed under each topic on the syllabus, as these will be useful for finding this literature.

The paper each team produces should include a proposed design for the country’s electoral system as well as the executive and legislative branches, and whether the country should be federal or unitary. The paper should begin with a brief description of your imaginary country. The description...
should include such things as (1) size (population, territory), (2) ethnic (and/or linguistic, religious) makeup of the population, (3) percent urban/rural, (4) state of development of the communications and transportation system, as these factors may impact the functioning of institutions. It also should briefly describe the country’s political party system (number of parties, their ideological dispersion, past electoral success, and how each party’s support is distributed around the country). The team will use this background information for assessing some of the probable impacts of the institutions you propose in your draft constitution. (NOTE - an imaginary country that is enormously wealthy, so that its government does not have to make choices about what policy programs to fund, or which has no diversity in the makeup of its society, will not make for a very interesting analysis of the consequences of institutions.)

Teams will be determined in class on Mar.1. Each team will make a presentation to the class about their institution proposals for their country and their probable consequences before turning in their final team paper. Team presentations will take 25 minutes followed by 5 minutes for questions from the class. Presentations should be made using PowerPoint, bulleting the key components of the institutions you propose, focusing on their likely consequences, and the reasons for those consequences. Remember to also consider how your proposed institutions may interact.

Each team will turn in a paper of 12-15 pages in length, plus the bibliography (double-spaced 12 point font Times Roman, one-inch margins). The same provisions for form of references and citations, page numbers, and page length apply that are used for the individual papers (see Paper #1 section). The team’s cover page for the paper must clearly indicate which section of the paper was written by which team member.

The TAMU University Writing Center explains that, “A proficient writer argues well, thinks critically, and solves problems. A proficient writer should be able to analyze, evaluate, synthesize information from various sources, document and cite properly, organize text logically, and accommodate writing to an audience.” (webpage of the TAMU Writing Center, “Goals for W courses”). This paper will allow you to show your ability to do all of these things. Keep in mind that papers will be graded for academic content, and on their clarity and “cleanliness” of writing (i.e., lack of spelling and grammar errors).

The team will receive a single grade for this paper and each team member will receive a grade for their component of the paper. The two grades will be averaged (weighted equally) to determine each student’s grade for this assignment. The class presentation made by the team will contribute to each student’s class participation grade, and it will serve as a formal opportunity to obtain feedback on your ideas from your fellow students and professor before the team paper is due. Students will offer feedback in class and your professor will e-mail comments to the team on the day of the presentation.

Papers are due no later than 5 PM on May 3. Turn papers in to my mailbox in the Department's main office.

Penalties for missed exams, presentations, and late papers:

- If you miss the exam because you have a university acceptable excuse (such as sickness with a note from your doctor), contact me within 48 hours so that we can set up a makeup exam time. Preferably, contact me before the exam.
- If you do not have a university acceptable excuse for missing the exam, you will not be allowed to take the exam and your grade will be zero.
- If your paper proposal is not marked "acceptable," you must turn in a revised proposal in 1 week or a letter-grade will be marked off paper #1.
- All papers except the team paper are due in class on the assigned date. The penalty for late papers is one letter-grade off per day, and the paper is late if it is not turned in at the beginning of class. No late “readings critique” papers will be accepted. If you have a university acceptable excuse for why you cannot turn in a readings critique paper on the assigned date you will be able to make up the assignment by writing a reading critique paper on a different set of assigned readings.
• The team papers are due by 5 PM on May 3 in my mailbox in the Department’s main office. Papers not received by that time are late, and the penalty is one letter-grade off per day.
• The penalty for missing your scheduled presentation date without contacting me with a university acceptable excuse beforehand is failure on the presentation part of the grade (this will translate into 2 letter-grades off on your paper grade). Due to time constraints, class presentations cannot be rescheduled.

Course schedule and readings:

Jan.16 & 18  What is an institution? Why do institutions matter?
REQUIRED READINGS:
• Lijphart text, chapters 2 & 3
FURTHER READINGS TO HELP W/ RESEARCH PAPERS:

Electoral Institutions
Jan.23 & 25  Types of elections
REQUIRED READINGS:
• Lijphart text, chapter 8
FURTHER READINGS TO HELP W/ RESEARCH PAPERS:

Jan.30 & Feb.1  Effects of electoral rules: on representation
First readings critique paper due on Feb.1
REQUIRED READINGS:
FURTHER READINGS TO HELP W/ RESEARCH PAPERS:

Feb.6 & 8 Effects of electoral rules: on governability and the number of parties

REQUIRED READINGS:
- Lijphart text, chapter 5
- Mainwaring and Shugart text, chapter 2

FURTHER READINGS TO HELP W/ RESEARCH PAPERS:

Feb.13 Formulating testable hypotheses about electoral rules (including topic of: data sources)

Feb.15 Preparing and writing a scholarly literature review (including topic of scholarly citation of sources)

Feb.20-22 Effects of electoral rules & nomination procedures: on incentive to seek a personal vote

REQUIRED READINGS:

PROPOSAL for paper #1 DUE at the beginning of class on Feb.15

FURTHER READINGS TO HELP W/ RESEARCH PAPERS:

Feb.27  MIDTERM EXAM

Mar.1  CLASS DEBATE – is it democratic to place restrictions on reelection?
REQUIRED READINGS:

Mar.6  Federal v. Unitary Systems
REQUIRED READINGS:
• Lijphart text, chapter 10

FORM TEAMS for constitution writing paper – Mar.1
FURTHER READINGS TO HELP W/ RESEARCH PAPERS:

Executives and Legislatures
Mar. 8 & 20  Presidentialism vs. Parliamentarism
• Lijphart text, chapter 7
• Mainwaring and Shugart text, chapters 1 & 10
FURTHER READINGS TO HELP W/ RESEARCH PAPERS:

Mar. 13 & 15  Spring Break

Mar. 22 & 27  Who legislates in presidential democracies?
REQUIRED READINGS:
• Mainwaring and Shugart text, chapters 5, 7, 9, & 11
FURTHER READINGS TO HELP W/ RESEARCH PAPERS:

Mar. 29 & Apr.3

Who legislates in parliamentary democracies?

REQUIRED READINGS:
• Lijphart text, chapter 6
PAPER #1 DUE at the beginning of class Mar.29

FURTHER READINGS TO HELP W/ RESEARCH PAPERS:

Apr. 5 & 10

Unicameral vs. bicameral legislatures

REQUIRED READINGS:
• Lijphart text, chapter 11

FURTHER READINGS TO HELP W/ RESEARCH PAPERS:

Apr.12 & 17

Judicial Institutions

REQUIRED READINGS:
• Lijphart text, chapter 12

Second readings critique paper due on Apr.17

FURTHER READINGS TO HELP W/ RESEARCH PAPERS:

Apr. 19 CLASS PRESENTATIONS (teams 1 & 2)

Apr. 24 CLASS PRESENTATIONS (teams 3 & 4)

Apr. 26 CLASS PRESENTATIONS (team 5)

May 1 redefined day – Friday classes meet

May 3 PAPERS DUE - no later than 5pm in my mailbox in the department office

Rubric for student evaluations of readings critique papers:

<table>
<thead>
<tr>
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<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
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<tbody>
<tr>
<td>Accuracy of summary of both readings</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Covers all assigned points</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td>Development of comparison</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td>Appropriate tone</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<td>No spelling errors</td>
<td>4</td>
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<tr>
<td>No punctuation errors</td>
<td>4</td>
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<tr>
<td>Clarity of writing</td>
<td>4</td>
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<td>2</td>
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<tr>
<td>TOTAL POINTS</td>
<td>A (28-25)</td>
<td>B (24-21)</td>
<td>C (20-14)</td>
<td>D (13-7)</td>
</tr>
</tbody>
</table>

Your grade on the assignment will be the average of the grade given by each of your student readers.

TAMU University Writing Center is located at 1.214 Evans Library (979-458-1455) and is open every day except Saturdays. You can learn about the Writing Center on their web page www.writingcenter.tamu.edu. It is a service that is available to all students – it is a resource for all writers, not just those having problems!

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