Memorandum

September 17, 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 Course Re-certification:

ASGM 439
FINC 350
MARE 405/MASE 319
MGMT 464
MEEN 360
PHIL 480
RPTS 474

Management of Agricultural Systems II
Ethics in Financial Decision-Making
Fundamentals of Naval Architecture
The Political Environment of Business
Materials & Manufacturing Selection in Design
Medical Ethics
Management Programs and Services for Youth

Courses submitted for C Course Re-certification:

ASGM 440
MGMT/IBUS 452
SPAN 310

Management of Agricultural Systems II
International Management
Oral Expressions
TO: Faculty Senate Executive Committee

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

CC: Gerald Riskowski and Russell McGee, Department of Biological & Agricultural Engineering
Steve Searcy, Head, Department of Biological & Agricultural Engineering
Kim Dooley, AOC Dean, College of Agriculture and Life Sciences

DATE: September 4, 2014

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: AGSM 439

We recommend that AGSM 439 Management of Agricultural Systems I be certified as a writing (W) course for four academic years (1/15 to 1/19). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 90%
2. Course content appropriate to the major
3. Total number of words: 13,499
4. Instructor to student ratio for one section: 1:15

Previously, students worked on one large project over two semesters (AGSM 439 and AGSM 440), but now they work on one simpler project in this course (AGSM 439), then work on a more complex problem in the subsequent semester (AGSM 440). This has led to a larger amount of writing in AGSM 439. Some in-class writing assignments have been added as well. Writing assignments include a project definition; individual sections of the project report; a project report, and a definition of a major project. The final report is collaboratively written. Each of the individual major writing assignment sections for the semester project goes through three stages. The first stage is for the students to submit a draft version of the report, the second stage is feedback provided by the instructors, and the third stage is for the students to submit a revised final report that incorporates the feedback. In grading, the initial draft assignment is worth 300 points and the final assignment is worth 600 points, so the initial draft has lower impact on their grade, but higher quality is expected on the final version. Three lectures are given by the instructors that discuss the expected writing style for the discipline. These lectures cover common writing errors and how to correct these errors. Also, the University Writing Center gives two lectures on writing. Expected writing styles for the discipline are provided as examples, and in-class evaluations and writing assignments are done.
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):

AGSM 439 Management of Agricultural Systems I

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

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

Instructor / Coordinator: Gerald Riskowski ___________________________ Russell McGee ___________________________
Printed name and signature ___________________________ (Date)

Received: ___________________________ 9/5/14
(W Course Coordinator, University Writing Center) ___________________________ (Date)

Approvals:

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

Department Head: ___________________________ Stephen W. Searcy ___________________________
name and signature ___________________________ (Date) 8/22/14

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

RECEIVED
SEP 05 2014

By
AGRICULTURAL SYSTEMS MANAGEMENT 439
Management of Agricultural Systems I
Fall 2014

Instructor: Gary Riskowski
103 Price Hobgood Bldg.
845-7619
riskowski@tamu.edu

Office Hours: T TR 8:30-9:30, 11:00-12:00 or by appointment

Instructor: Russell McGee
143 Scoates Hall
845-3659
romcgee@tamu.edu

Office Hours: MWF 9:00-11:00, T TR 2:00-4:00 or by appointment

TA: Raminderdeep (Rummy) Sidhu
315 Scoates Hall
dsidhu@neo.tamu.edu

Class Time/Location: 9:35-10:50am, Tue & Thur / 203 AEPM


Course Objectives: 1. To use the analytical skills and business knowledge from the AGSM curriculum to solve problems common in industry.

2. To develop the professional communication skills needed to be successful in business.

3. To develop problem solving skills to deal with open-ended technical and management problems.

4. To gain experience working to solve an industry problem.

5. To enhance understanding and appreciation of the role of professionalism and continuous education in career building.

Note: AGSM 439 is designated as a “W” class. W classes are writing intensive classes and therefore, a major objective of the class will be to improve your writing skills.
**Ecampus:** This course will use Ecampus to provide information related to the class, assign homeworks, and turn in work. Ecampus grade book will be used to report all grades.

**Grading Policy:** The grade will be assigned based on the grading system below. Grading in this course will be based primarily on the homework assignments and class engagement. Each assignment will have expectations for the work to be done and a grading rubric associated with it. Following are the items that will be used to establish your course grade. **Note: You must also pass the W Course requirement from this class (See the section on W-Course).**

100 pts – Individual Information Sheet (Individual)

300 pts - Project Definition@@ (Individual)

900 pts – Individual Section Writing Assignment** (Individual)

650 pts - Final Report (Team)

300 pts – Project Description for Major Project@@ (Individual)

150 pts – Team meetings with instructors

2400 pts – TOTAL

±300 pts - Team Participation## (Individual)

**Each team member will select one of the Sections to write (only one member per section). This assignment will be done in two parts – the first draft will be reviewed by the instructors and returned for a re-write, then re-submitted to be graded. Up to 1/3 of the final points for each assignment can be deducted for a low quality draft or no draft submittal. The draft must be re-written and re-submitted or the final grade will be zero.**

@@ These assignments will be done in two parts – the first draft will be reviewed by the instructors and returned for a re-write, then re-submitted to be graded. Up to 1/3 of the final points for each assignment can be deducted for a low quality draft or no draft submittal. The draft must be re-written and re-submitted or the final grade will be zero.

## See the separate section in this syllabus on team participation.

**Class Engagement:** Class engagement includes attendance, attentiveness, participation, and professional behavior. Grade points will be deducted (-50 pts/class) for unexcused absences and classes with non-professional behavior.

**Late Work Policy:** All assignments are due at the time and date posted. If an assignment is turned in late the writer will be deducted 20% the first day late and 13% for every day
after until a week late then it will be a 0; unless you have an excuse that meets the criteria given in Student Rule 7 (http://student-rules.tamu.edu/rule07). Assignments may be submitted after that date to receive feedback from the instructor, but zero points will be given in these situations if not turned in within the week time frame. The time/date posted on the assignment submission will be used to determine if the deadline was met. The purpose for this stringent policy on meeting deadlines is to prepare you for the expectations of business practice. Activities such as proposal submissions or bidding on contracts have similar fixed deadlines that determine if a submission will be considered.

**Team Participation:**

The AGSM 439 class is based on a team working together to find a solution to the given problem and then to evaluate the potential of that solution for successful adoption. The team is expected to meet twice with one instructor during the semester. This is recommended to be after homework 5 and 9 are completed. The team will be fully responsible for setting up the appointment with the instructor to meet and also setting the meeting area – schedule meeting rooms well ahead of time by contacting Susie in the main office. The team is also responsible for developing and determining the information content of the writing assignments. The final report is a team effort.

All members of the team are expected to have equal contribution to the team effort. Each member should take initiative to contribute to the overall work of the team, and should not wait for the other team members to assign tasks. Situations where team contributions are unequal will result in adjustments to the overall course grade points based upon the relative level of contribution. Individual levels of contribution to the team will be assessed using confidential evaluation forms. These forms will be sent at the end of the semester to each team member. In addition, the instructor for the team will make an evaluation and tabulate the evaluations of others. Participation will be evaluated based on the percentage of contribution to the team effort by each member on the writing of the final document for the semester, for the overall team effort over the semester, and the participation in team meetings.

**Grade Assignment:**

Letter grades will be assigned using the standard thresholds of 90, 80, 70, 60 on the adjusted course average for A, B, C, or D, respectively. The instructor reserves the right to adjust these thresholds downward for the class as a whole if the overall course average distribution justifies an adjustment. Individual grade assignments may be adjusted as well in the case of extenuating circumstances, but individual adjustment will be rare.

**W Course:**

This course is a writing intensive (W) Course. The Core Curriculum Review Committee established the writing-intensive course graduation requirement at Texas A&M University. Each student must score 60% or better on the individual
writing assignments of the course to pass the course. It is possible to have an overall course average above 60% and still fail the course if the individual writing component is failed. (The W Course Advisory Committee wants to prevent the case where a student might receive an A in much of the course but neglect the portion that requires individual writing. This student, if passed, would get credit for a graduation requirement in writing without successfully demonstrating writing ability.)

Tentative Class Schedule AGSM 439

9/2 – Introduction; HW 0
9/4– Degree plans (Ashlea Schroeder); Project Definition; Background Section

9/9 – Guest Speaker - Librarian (Deva Reddy)
9/11 – Business Writing Style

9/16 – Guest Speaker - Writing Center
9/18 – Business Writing Style

9/23 – Flow Analysis /Potential Solutions/Selection Analysis/Decision Matrix
9/25 – Guest Speaker- Writing Center/ Effective Teamwork

9/30 – Career Fair
10/2 – Review Background; Economic analysis

10/7 – Guest Speaker – Career Center (David McMahon)
10/9 – Review Flow Analysis; Recommended Solution; Risk and Uncertainty

10/14 – Effective Teamwork
10/16 – Implementation Plan

10/21 – Joining the Workforce
10/23 – Electronic Communications for Business

10/28 – Guest Speaker
10/30 – Review Economic Analysis/Final Solution; Final Report; Executive Summary

11/4 – Conducting a Business Meeting
11/6 – Review Risk and Uncertainty; Discuss projects for AGSM 440

11/11 – Guest Speaker
11/13 – Discussion and selection of projects for AGSM 440

11/18 – Guest Speaker
11/20 – Guest Speaker

11/25 – Discussions with instructors
11/27 – Thanksgiving Holiday
12/2 – Discuss project definition for AGSM 440
12/4 – Discuss final report

12/9 – Last day of class; Finalize Class

**Homework Schedule**

<table>
<thead>
<tr>
<th>HW</th>
<th>Due</th>
<th>Returned</th>
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</thead>
<tbody>
<tr>
<td>1 Project Definition</td>
<td>9/11, 9/25</td>
<td>9/25</td>
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<tr>
<td>2 Background Section</td>
<td>9/25</td>
<td>10/32</td>
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<tr>
<td>3 Flow Analysis/Decision Matrix/Potential Solutions/Selection Analysis</td>
<td>10/2</td>
<td>10/9</td>
</tr>
<tr>
<td>4 Final Background Section</td>
<td>10/9</td>
<td>10/16</td>
</tr>
<tr>
<td>5 Final Flow Analysis/Decision Matrix/Potential Solutions/Selection Analysis</td>
<td>10/16</td>
<td>10/23</td>
</tr>
<tr>
<td>6 Economic Analysis/Recommended Solution</td>
<td>10/23</td>
<td>10/30</td>
</tr>
<tr>
<td>7 Risk and Uncertainty/Implementation</td>
<td>10/30</td>
<td>11/6</td>
</tr>
<tr>
<td>8 Final Economic Analysis/Recommended Solution</td>
<td>11/6</td>
<td>11/13</td>
</tr>
<tr>
<td>10 Final Report</td>
<td>12/9</td>
<td></td>
</tr>
<tr>
<td>11 Project Definition-440</td>
<td>11/20, 12/4</td>
<td></td>
</tr>
</tbody>
</table>

**Course Attendance**

You are expected to attend and engage in class each day that we are meeting, and to attend all team meetings. Any excuses recognized by Texas A&M University will be accepted as excused absences. All other absences must be excused by the instructor before it will be considered an excused absence. It is understood that your team may need to travel, or have some other conflict with the scheduled class period. For these to be considered excused absences, you must contact the instructor in writing prior to the class and receive a written approval. If there was no prior approval the form that will need to be submitted will be posted on the eCampus information page. Work conflicts will not be excused absences. However, a limited number of interview trips will be excused on a case-by-case basis. The course schedule is set for the semester, and you are expected to schedule around it.

**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. If you qualify for special accommodations, please inform the instructor as soon as possible.
**Additional Accommodations**

If any student in this class requires accommodation related to a unique circumstance, please make an appointment to see the course instructors as soon as possible. Appropriate arrangements will be made.

**Academic Integrity**

*Aggies do not lie, cheat or steal; nor do they tolerate those who do.*

For many years, Aggies have followed a Code of Honor in an effort to unify the aims of all Aggies toward a high code of ethics and dignity. It functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other. Students should refer to the University policy on academic integrity found in the Honor Council website: http://www.tamu.edu/aggiehonor/honorcouncil.php. All violations will be handled as specified by University Guidelines.

**The University Writing Center**

We encourage all students make full use of the University Writing Center, its resources and expertise. You may schedule appointments with writing consultants at the Centers on main campus on the second floor of Evans Library and in the West Campus Library. Additionally, many resources are available on the web site (http://writingcenter.tamu.edu), such as helpful tips for editing, planning, revising and proofreading your writing. You can make an appointment on the web site or by calling (458-1455). You may also submit documents for on-line assistance.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: L. R. Martindale, Department of Finance
Sorin Sorescu, Head, Department of Finance
Martha Loudder, AOC Dean, Mays Business School
DATE: September 4, 2014
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: FINC 350

We recommend that FINC 350 Ethics in Financial Decision-Making be certified as a writing (W) course for four academic years (1/15 to 1/19). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 80%
2. Course content appropriate to the major
3. Total number of words: 3600
4. Instructor to student ratio for one section: 1:21

FINC 350 is a one-credit class. With growing enrollment, this class now will have a graduate assistant assigned to it. Students write a research paper for which they submit a rough draft that is reviewed and given formative feedback by the instructor. Additional (and optional) feedback is provided during three full working days of special office hours. Also, three full class sessions are spent respectively on (1) “Dos and Don’ts”; (2) issues spotted in required first drafts; and (3) final Q&A before submitting final drafts. Instruction includes lectures and examples of writing issues.
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):

   FINC 350 -- ETHICS IN FINANCIAL DECISION-MAKING

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: L. R. MARTINDALE  
   [Signature]  08/15/2014  
   (Date)

   Received: Valerie Balester  
   [Signature]  9/1/14  
   (W Course Coordinator, University Writing Center)

   Approvals:
   College Dean: M. LOUDER  
   [Signature]  9/1/14  
   (Date)

   Department Head:  
   [Signature]  8/15/14  
   (Date)

   RECEIVED  
   SEP 01 2014
   By
   v-balester@exhange.tamu.edu
FINC350: Ethics in Financial Decision-Making

L. R. Martindale  
351N Wehner; 845-4859  
LMartindale@mays.tamu.edu

Sections: 901 Fridays 8:00AM  
902 Fridays 9:10AM  
903 Fridays 10:20AM

Office Hours: Wednesdays 11AM-2PM and by appointment

Course  
This 1-credit-hour writing-intensive course about ethics in the financial workplace is required of all undergraduate finance majors. You cannot receive “W” course credit for FINC350 unless you separately pass its writing component.

Overview & Objectives  
Students who successfully complete this course will learn to—
-- Integrate classical ethical and historical teachings into professional decision-making;
-- Recognize and avoid breaches of fiduciary duty in the financial workplace;
-- Apply the CFA Institute’s Code of Ethics and Standards of Professional Conduct; and
-- Write clearly and professionally about associated ethical issues.

Format  
Readings, lectures, guest speakers, and class discussion.

Prerequisite  
This course is limited to declared FINC or FINC-BHNR majors.

Materials  
Weekly readings in the CFA Institute Standards of Practice Handbook—

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

Upon accepting admission to Texas A&M University, you immediately assumed a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the University community from the requirements or the processes of the Honor System. For additional information please visit: www.tamu.edu/aggiehonor/.

The Finance Department conclusively presumes that your submission of any work for grade in this course amounts to your oath or affirmation that you have neither given nor received unauthorized aid on such work.

Grading System  
A = at least 90% of available points.
B = at least 80%
C = at least 70%
D = at least 60%
F = below 60%

This syllabus incorporates by reference the Department’s grading policy, available at http://mays.tamu.edu/media/documents/2010/06/01/HandoutsFINCGradingGuidelines.pdf

Graded Work  
Writing Assignment (details below): 80% of final grade.
Comprehensive Final Examination (Monday December 8—redefined day): 20% of final grade.
Writing Assignment

Render all written work double-spaced in 14-point Arial font with 1-inch margins. The writing assignment comprises at least two drafts of a paper in 3 sections. The final draft should number 17 to 20 pages.

In the first section, identify and explain some specific classical ethical teaching. This could be from any notable philosopher, from classical mythology, or from a body of teachings underlying any major religious or philosophical belief system. The instructor will provide handouts and other assistance in identifying a specific teaching.

In the second section, explain how some specific instance of misbehavior in a financial workplace has violated this teaching. Select an instance from either recent or remote history. Focus on the misbehavior of a particular person or institution. For example, the subprime mortgage crisis would not be “specific”, as it involved many people and institutions. The Madoff or Enron scandals, on the other hand, would be “specific.”

In the third section, explain the concept of fiduciary duty as you have learned it in FINC350, apply it to your findings, and draft a workplace policy or procedure based on your findings.

First Draft due Friday October 10 (purely diagnostic—no point value but instructor will not accept subsequent draft for grading unless student has submitted first draft).

Final Draft due Friday November 21 (80% of final grade).

Grading Rubric:

<table>
<thead>
<tr>
<th>Score</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Let’s Discuss Expectations</th>
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</thead>
<tbody>
<tr>
<td>Compliance with Instructions</td>
<td>21-25</td>
<td>18-21</td>
<td>14-18</td>
</tr>
<tr>
<td>Grammar, Spelling, Usage, Vocabulary</td>
<td>21-25</td>
<td>18-21</td>
<td>14-18</td>
</tr>
<tr>
<td>Substance, Originality, Professionalism</td>
<td>21-25</td>
<td>18-21</td>
<td>14-18</td>
</tr>
<tr>
<td>Quality in Comparison to Other Papers</td>
<td>21-25</td>
<td>18-21</td>
<td>14-18</td>
</tr>
</tbody>
</table>

Feedback Schedule:

- Friday Sept. 12: Detailed instructions and expectations; Writing “dos and don’ts”.
- Friday Oct. 17: Group feedback; issues recurring in first drafts.
- Wednesday Oct. 22: Special office hours 9AM-4PM for individual feedback.
- Wednesday Oct. 29: Special office hours 9AM-4PM for individual feedback.
- Wednesday Nov. 5: Special office hours 9AM-4PM for individual feedback.
- Friday Nov. 14: Final Q&A and review of “dos and don’ts” before turning in final draft on Nov. 21.
<table>
<thead>
<tr>
<th>Schedule &amp; Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 1-3—Lectures &amp; discussions surveying classical ethical teachings; Read CFA Standard I.</td>
</tr>
<tr>
<td>Weeks 3-5—Lectures &amp; discussions on the concept of fiduciary duty; Read CFA Standard II.</td>
</tr>
<tr>
<td>Weeks 6-9—Discussions about common pressures and temptations in the financial workplace; Read CFA Standard III.</td>
</tr>
<tr>
<td>Week 10-12—Discussions about specific financial workplaces; Read CFA Standard IV.</td>
</tr>
<tr>
<td>Weeks 13-14—Discussions of semester current events</td>
</tr>
</tbody>
</table>

**Attendance**
This syllabus incorporates by reference Student Rule 7—http://student-rules.tamu.edu/rule07 governing absences. Except in cases of genuine emergency or tragedy, excused absences must be documented beforehand. Your instructor will schedule timely makeup work with you after you adequately document your excuse.

**A.D.A.**
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  
http://disability.tamu.edu/  
845-1637  
Cain Hall, Room B118.

**Classroom Cleanliness**
We have beautiful state-of-the-art classrooms in the Wehner Building and Cox Hall. We want to maintain the high quality of these classrooms for students in future years. Thus, it is necessary to adhere to the established policy of no beverages (except bottled water or unless otherwise approved), food, tobacco products, or animals (except the mascot and approved service animals) within Wehner and Cox Hall classrooms. Your assistance is greatly appreciated.
TO: Faculty Senate Executive Committee

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

CC: Gerard Coleman, Department of Marine Engineering Technology
    Bert Sweetman, Head, Department of Marine Engineering Technology
    Donna Lang, AOC Dean, Texas A&M Galveston

DATE: September 4, 2014

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: MARE 405/MASE 319

We recommend that MARE 405/MASE 319 Fundamentals of Naval Architecture be certified as a writing (W) course for four academic years (1/15 to 1/19). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 60%
2. Course content appropriate to the major
3. Total number of words: 5000
4. Instructor to student ratio for one section: 1:15

Students collaboratively write five low-stakes lab reports and then complete a Corrective Action Report to address errors and clarity in lab reports. They also individually write a project report. The TAMU Galveston Writing Lab provides formative feedback to students on drafts of the project report. At least one full class is devoted to technical writing issues, and models are made available to students.

No significant changes have been made since original certification was granted.
TECHAS 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):
   MASE 319
   MARE 405 Fundamentals of Naval Architecture

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: Gerard T. Coleman
Printed name and signature

Received: Valerie Balester 7/5/14
(W Course Coordinator, University Writing Center)

Approvals:
College Dean: Donna Lang
Printed name and signature

Department Head: J. A. Jones
Printed name and signature

6/19/14
(Date)

4/28/14
(Date)

By __________________________

RECEIVED
JUL 01 2014
# MARE 405 Fundamentals of Naval Architecture

**Fall 2013**

**Meeting times and location:** PMEC 244 0800 to 0850 MWF

**Description:** This is a study of ship geometry and arrangement, ship form calculations, intact and damaged stability, ship's structure, fundamentals of resistance and propulsion, ship motion/maneuverability/control, and ship design/construction/overhaul. Prerequisite: Junior or Senior classification, or approval from instructor.

**Learning Outcomes:** Upon completion of this course, the student should be able to discuss hull form characteristics, compute stability curves and metacentric heights, and predict drafts after flooding; to draw "Lines Drawings"; and to defend reasons for specific design considerations. This course supports ABET criteria a-h, k, m-p.

**W:** This is a writing-intensive course. Your writing performance, as well as calculations, will be evaluated as appropriate for engineers. As such, passing the course is predicated on receiving a passing grade on the student's individually written final report.

**STCW Competencies** satisfied with the completion of the course; Need C for Corps requirements

**Text:** Robert B. Zubaly, *Applied Naval Architecture* (ANA), SNAME, NJ, 1996

**Instructor:** Professor Gerard Coleman, PMEC 213; x4856, coleman@tumig.edu

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topic</th>
<th>Reading Topic</th>
<th>Reading Assignment</th>
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<tbody>
<tr>
<td>Aug 26</td>
<td>Introduction to the Course</td>
<td>Chapter 1</td>
<td>p. 3-21</td>
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<tr>
<td>28</td>
<td>1/2 - Hull Form and Hydrostatics</td>
<td>Ch 2: p. 22-33</td>
<td>Note 2</td>
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<td>Sep 2</td>
<td>3 - Coefficients/Integrals of Form</td>
<td>Ch 2: p. 34-47</td>
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<td>4</td>
<td>4 - Flotation/Flotation's Rule</td>
<td>Ch 3: p. 48-57</td>
<td>Ch 3: 1 (C_b, C_w, V)</td>
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<td>9</td>
<td>5 - Flotation/Flotation's Rule</td>
<td>Ch 3: p. 48-57</td>
<td>I (I_1)</td>
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<td>11</td>
<td>6 - Equilibrium and Stability</td>
<td>Ch 3: p. 57-74</td>
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<td>16</td>
<td>7 - Loading Effects on Stability</td>
<td>Ch 3: p. 74-91</td>
<td>11,13,15</td>
</tr>
<tr>
<td>18</td>
<td>8 - Stability at Large Angles</td>
<td>Ch 4: p. 100-107</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>9 - Stability at Large Angles</td>
<td>Ch 4: p. 100-107</td>
<td></td>
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<tr>
<td>25</td>
<td>10 - Curves Describing Stability</td>
<td>Ch 4: p. 108-116</td>
<td>Ch 4: 1</td>
</tr>
<tr>
<td>Oct 2</td>
<td>12 - Negative Stability and Exam Review</td>
<td>Ch 4: p. 117-130</td>
<td>3,5</td>
</tr>
<tr>
<td>7</td>
<td>Exam One</td>
<td></td>
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</tr>
<tr>
<td>9</td>
<td>13 - Longitudinal Stability</td>
<td>Ch 5: p. 133-143</td>
<td>Ch 5: 1,3; Teams Identify IRT (Note 3)</td>
</tr>
<tr>
<td>14</td>
<td>14 - Moment to Change Trim</td>
<td>Ch 5: p. 146-158</td>
<td>5,7,9</td>
</tr>
<tr>
<td>16</td>
<td>15/16 - Loading of Large Weights</td>
<td>Ch 5: p. 158-165</td>
<td>19</td>
</tr>
<tr>
<td>21</td>
<td>17/18 - Flooding</td>
<td>Ch 6: p. 169-187</td>
<td>Ch 6: 1, list affected HP; Iteration problem</td>
</tr>
<tr>
<td>23</td>
<td>19 - Floodable Length</td>
<td>Ch 6: p. 187-193</td>
<td>5, draw B/Hs of Fig. 6-8</td>
</tr>
<tr>
<td>28</td>
<td>20 - Effects of Trim/Flooding</td>
<td>Ch 6: p. 187-193</td>
<td>(present iteration solution)</td>
</tr>
<tr>
<td>30</td>
<td>21 - Ship Strength</td>
<td>Ch 7: p. 195-212</td>
<td>Visit Writing Center in Kirkham</td>
</tr>
<tr>
<td>Nov 4</td>
<td>22 - Longitudinal Strength</td>
<td>Ch 7: p. 212-233</td>
<td>Ch 7: 1,5</td>
</tr>
<tr>
<td>6</td>
<td>23 - Longitudinal Strength; Exam Review</td>
<td>Ch 7: p. 212-233</td>
<td>Return SPE Tutorial book (last day of equations)</td>
</tr>
<tr>
<td>11</td>
<td>Exam Two</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>24 - Ship Resistance</td>
<td>Ch 8: p. 238-253</td>
<td>Ch 8: 1,3</td>
</tr>
<tr>
<td>18</td>
<td>25/26 - Components of Resistance</td>
<td>Ch 8: p. 253-268</td>
<td>5</td>
</tr>
<tr>
<td>20</td>
<td>28 - Propulsion and Efficiency</td>
<td>Ch 9: p. 271-285</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>29/30 - Propeller Test</td>
<td>Ch 9: p. 285-290</td>
<td>3</td>
</tr>
<tr>
<td>27</td>
<td>31 - Ship &amp; Propeller Together</td>
<td>Ch 9: p. 290-296</td>
<td></td>
</tr>
<tr>
<td>Dec 2</td>
<td>Redefined as &quot;Friday&quot;; No Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Final Exam</td>
<td></td>
<td>1400-1600</td>
</tr>
<tr>
<td>14</td>
<td>Commencement and Commissioning</td>
<td></td>
<td>0900</td>
</tr>
<tr>
<td>Week</td>
<td>Lab</td>
<td>Reading</td>
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<td></td>
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<tr>
<td>Aug 26</td>
<td>LAB – Introduction to laboratory equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sep 2</td>
<td>LAB – time will be used as necessary to address class material</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sep 9</td>
<td>LAB #1 – Simpson’s Rule</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sep 16</td>
<td>LAB #2 – Intro Ship Project Editor (SPE); Complete Design</td>
<td></td>
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</tr>
<tr>
<td>Sep 23</td>
<td>LAB #3 – Incline Experiment</td>
<td>Ch 3: p. 79-82</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>LAB #4 – time will be used as necessary to address class material</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct 7</td>
<td>LAB #5 – Large Angle Stability</td>
<td></td>
<td></td>
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<tr>
<td>Oct 14</td>
<td>LAB #6 – Presentation of Model testing results</td>
<td></td>
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<tr>
<td>Oct 21</td>
<td>LAB #7 – Trim</td>
<td></td>
<td></td>
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<tr>
<td>Oct 28</td>
<td>LAB #8 – Flooding Model Test and IRT preps (see note 3 below)</td>
<td></td>
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<tr>
<td>Nov 4</td>
<td>LAB – Presentations of IRTs</td>
<td>(see note 3)</td>
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<tr>
<td>Nov 11</td>
<td>LAB – Project Preparations</td>
<td></td>
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<tr>
<td>Nov 18</td>
<td>LAB – Project Preparations</td>
<td></td>
<td></td>
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<tr>
<td>Nov 25</td>
<td>LAB – Submit Report (include comments from Writing Center)</td>
<td>Project Presentations and Review</td>
<td></td>
</tr>
</tbody>
</table>

Notes:
1. Grading Criteria:
   - Participation: 10%
   - Labs and IRT: 20% (all reports must be completed)
   - Project: 40% (passing the course requires receiving a passing grade (≥60) on individually-written project reports)
   - Exams: 30% (midterm grade based on 80% exams since no project submitted)
   - A ≥90; B ≥80; C ≥70; D ≥60; F ≤59
   - See student rule 7 [http://www.tamu.edu/studentlife/Academic%20Rules/Rule%207.pdf](http://www.tamu.edu/studentlife/Academic%20Rules/Rule%207.pdf)
2. On engineering graph paper, sketch the “Line Drawings” from Figure 2-4 Table of Offsets for three waterlines (including the 16’ waterline), 3 stations, and 3 buttocks shown on their respective “% Breadth”, “Body” and “Profile” plans. (Line Drawings should be similar to those found on page 24.) Lab #1 will involve taking measurements from the Half-breadth Plan’s 16-ft waterplane.
3. Independent Research Topic (IRT): Each team of students is to present a 10-minute lecture on any topic of interest relating to naval architecture, to be presented as indicated in syllabus during lab session scheduled about one month later. It is graded with other lab reports. Its purpose is to encourage interest in lifelong learning.
4. Absences: The University views class attendance as an individual student responsibility. All students are expected to attend class and to complete all assignments. For a University excused absence, the student should contact the Counseling Office.
5. The Americans with Disabilities Act (ADA) is a federal non-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Counseling Office, Seibel Student Center, or call (409)740-4587. For additional information visit [http://www.tamu.edu/counsel/services/dssprocedures.htm](http://www.tamu.edu/counsel/services/dssprocedures.htm)
6. Statement on Academic Dishonesty: Students found participating in “scholastic dishonesty” (i.e., plagiarism, cheating, or tolerating those who do) will receive an “F” for the course and will be referred for disciplinary action. For additional information visit [http://www.tamu.edu/HonorSystem](http://www.tamu.edu/HonorSystem)
7. Family Educational and Rights to Privacy Act (FERPA): FERPA is a federal law designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data. Please consult the Admissions & Records. Items that can never be identified as public information are a student’s SSN or institutional ID number, citizenship, gender, grades, GPR or class schedule.
Each team of students (normally two or three students) builds and tests a model of a full size vessel. Your project will consist of a simple rectangular, floodable barge with watertight bulkhead, and results of model testing. Your objective is to build the model, calculate specific hydrostatic properties, measure the model’s hydrostatic properties, compare the calculated and measured results, and predict the full-size vessel stability characteristics. The model should be approximately 3 ft LOA and ½-1 ft B.

This is a writing-intensive course (“W”). Your writing performance, as well as calculations, will be evaluated as appropriate for engineers. As such, passing the course is predicated on receiving a passing grade on the student’s individually-written final report. DON’T paste previous reports into the final project.

Schedule:

- The model should be built as scheduled in the syllabus. This model should accommodate “inclining” and flooding.
- Students should show their “rough” report to the Writing Center as specified in the syllabus. Ten points towards the final grade are predicated on incorporating their comments.
- Students will submit individual reports as scheduled on the syllabus, while it is recognized that calculations and measurements may be identical within the team. Any excerpts from previous laboratory reports should be properly referenced. (All reports should include a digital copy sent to the professor and to www.turnitin.com “Intro to Naval Architecture,” class ID 6827432; password “gosall”). You must enroll with TURNITIN prior to submission. Return the tutorial book.

Final Report Format - It is important to write the report with the technical background of the reader in mind. Assume that the reader has an engineering background but is unfamiliar with the specific apparatus or tests. The following information (4000 words or 20 double-spaced pages [font size 12] of narrative writing, not including calculations and appendices) should be submitted by each individual (i.e., each student will draft an individually-prepared report, sharing only test results and data calculations; any excerpts from previous laboratory reports should be properly referenced):

- Cover sheet (without graphics): Title, Author, Date, and Partners (no binders or plastic covers)
- Table of Contents (to indicate appropriate page numbers)
- Purpose – discuss objectives and requirements of the experiment, as well as proposed concepts, equations and laws
- Vessel Description
- Given Information and Assumptions
- Apparatus
- Procedures followed for specific tests, experiments, and computer modeling
- Work Log to include meeting dates and times, attendees, discussions, accomplished tasks, and imminent work plans
- Results – The following information should be thoroughly described for model. (This portion of the report should identify salient results of the testing, and simply refer the reader to the appropriate appendix for complete calculations and details):
  - Lines Drawings and concomitant table of offsets
  - Hydrostatic Properties
  - Application of Simpson’s Rule (e.g., $A_w$, $L$, TPI and $I_T^4/I_L$) and comparison with values from SPE
  - Hydrostatic Properties (e.g., $A_w$, $V$, $\Delta$, GM$T$, $I_T$, $I_L$, MT$T$, TPI, LCF)
  - Coefficients of Form
  - Application of “Incline Experiment” and concomitant ASME/USCG/CFR requirements
  - Statical Stability Curve(s), and descriptions of Whole Body and Wedge Methods
  - Longitudinal stability and trim calculations (empirical, small, large and SPE methods)
  - Effects of flooding (empirical, “added weight” and “lost buoyancy” methods, and HECSALV)
  - Application of “Tow Tank” testing and EHP ($P_b$)
- Identify “Industry Standards” applied (e.g., inclining, compartmentation)
- Conclusion (including project observations, successes and failures) -- Describe observations derived, possible causes for deviations, impact of assumptions, and achievement of your purposes.
- References
- Appendices (data, detailed and concise calculations, procedures, and Writing Center comments/CARs), showing all work; No appendix is to be included unless it is previously referenced in the report. Any “hand” calculations should be performed on engineering graph paper or suitable spreadsheet.
- Proper footnotes/endnotes required throughout [i.e., footnotes to explain; APA (author, year, page) for reference citation]
- Extra credit may be earned by consulting with the naval architecture industry.

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1 Library Reference Reserve of ASTM Standard for Inclining; Call number VM159.A882004
MARE 405 Applied Naval Architecture
Laboratory Report Instructions

I. General
A. Reports are to be submitted one week after the performance of the lab. They will be presented to the class. One report will be submitted from each team. You will be evaluated on teamwork (groups of 2-3 students).

B. The fundamental requirements of the report are that it be clear, concise, accurate, informative, and double-space typed. Hand calculations are to be submitted on engineering graph paper. Data manipulation, particularly graphs, should be done on “Excel.” Data analyses are to be submitted by email or disc. You will be evaluated on your ability to effectively apply the necessary math skills to analyze data, and on your ability to communicate your observations as a team.

C. It is important to write the report with the technical background of the reader in mind. Assume that the reader has an engineering background but is unfamiliar with the specific apparatus or test. The report should be of sufficient detail to permit the reader to repeat your experiment.

D. Proper reference to appendices is necessary. Only include those appendices that are mentioned in the narrative. Present the significant data in the narrative, and simply refer to the appropriate appendix for more detailed analyses. The report must be complete in itself, without requiring the reader to refer to other material.

E. Your grade will be influenced by your research into texts, journals and other resources outside of the assigned reading material. Include them in your report as foot/endnotes and references.

F. Submit old laboratory reports with new ones. You will be evaluated on your ability to incorporate grading comments on subsequent reports. After you have reviewed the instructor’s comments on your graded report, you are required to submit a “Critical Assessment,” which encourages avoidance of repeated mistakes on subsequent reports.

G. On a separate paper (index card, engineering paper, etc.), grade your teammates’ contribution to the report/experiment (scale 1-10: ten for doing all the work; zero for not contributing).

II. Report Format. Include the following information as applicable:
A. Title Page
   1. Title
   2. Name(s) (- listed alphabetically)
   3. Partners
   4. Date of experiment
   5. Date of submission

B. Purpose – discuss objectives and requirements of the experiment, as well as proposed concepts, equations and laws.

C. Given Information and Assumptions (see I.C and I.D above)

D. Apparatus

E. Procedure – you may, if desired, summarize steps that are described in an identified appendix.

F. Data Results – Describe the significant values obtained either through observation or calculation. Refer to source data and detailed calculations found in the appropriate appendix.

G. Conclusions – Describe your observations derived from the data analyses and possible causes for deviations from expected values, the impact of assumptions, and achievement of your purpose(s).

H. Work statement indicating the specific tasks, and the relative portion of work performed, by each teammate (e.g., Smith calculated all GM, LCG, and LCF, and drafted “Data Results” for 60% of entire report).

I. References – List any textbooks or reference material and the appropriate page(s).

J. Appendices. If included, they should be labeled. They contain material relevant to the report, and are only included if mentioned in the report. Any “hand” calculations should be performed on engineering graph paper.

K. Proper footnotes/endnotes and citations required throughout [i.e., footnotes to explain; APA-format citations (author, year, page) for in-text and reference citation formatting]

III. The Golden Six
A. Write “person to person”
B. Choose plain, familiar words
C. Rely on the concise, one-idea sentence
D. Write no words and keep your writing lean
E. Connect your ideas with unmistakable links
F. Strive to give your writing a feeling of fluid motion

---

TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Leonard Bierman, Department of Management
    Ricky Griffin, Head, Department of Management
    Martha Louder, AOC Dean, Mays Business School
DATE: September 4, 2014

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: MGMT 464

We recommend that MGMT 464 The Political Environment of Business be certified as a writing (W) course for four academic years (9/14 to 9/18). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 35%
2. Course content appropriate to the major
3. Total number of words: 6000
4. Instructor to student ratio for one section: 1:27

Students write a Policy Issue/Policy Paradox paper on key issues such as affirmative action or fracking and another Corporate Issues/Policy Paradox paper on issues facing major corporations such as Starbucks or Wal-Mart. Students complete two short writing assignments related to public policy paradoxes/public policy current event issues that will be commented on by the professor but do not receive a formal grade that counts towards the final grade in the class. One of these assignments is due the first week of class, and one due roughly in the middle of the semester. Students also receive feedback on outlines with respect to their formal/graded writing assignments, and the professor works with them on drafts of their papers. An instructor from Mays Business School communication/writing center addresses the class. Class handouts include models to give students a sense of what published/academic written work looks like.
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):
MANAGEMENT 464 - POLITICAL ENVIRONMENT OF BUSINESS

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: Leonard Bicman
Printed name and signature
7/25/14
(Date)

Received: Valerie Balester 8/4/14
(W Course Coordinator, University Writing Center)
(Date)

Approvals:

College Dean: M. Loudder
Printed name and signature
7/28/14
(Date)

Department Head: Ricky Griffin
name and signature
7/29/14
(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

RECEIVED JUL 30 2014
By
Texas A&M University
Mays Business School

Fall 2014 – The Political Environment of Business
MGMT 464-900 – “W” – Writing Class

Class Times – T/R 9:35 – 10:50 p.m.
Class Location – WCBA 106

Instructor  Leonard Bierman  Office  Wehner 483L
Office Hours  T/R 11:00 am – Noon and  E-Mail  lbierman@mays.tamu.edu
By Appointment

REQUIRED COURSE MATERIALS


ADA 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, visit http://disability.tamu.edu, call 845-1637 or go to Cain Hall, Room B118.

ACADEMIC INTEGRITY STATEMENT

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

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

FOOD & BEVERAGE POLICY

We have beautiful and state-of-the-art classrooms in the Wehner Building and Cox Hall. We want to maintain the high quality of these classrooms for the students in future years. Thus, it is necessary for you to adhere to the established policy of NO BEVERAGES, FOOD, TOBACCO PRODUCTS, OR ANIMALS (unless approved) within the Wehner Building and Cox Hall classrooms. Please be sure when you exit the classroom to remove any extraneous materials (e.g., newspapers) you may have brought into the classroom.
COURSE DESCRIPTION

This course examines the intersection between business and government, with a specific emphasis on “policy paradoxes”. Policy paradoxes represent tradeoffs between competing values. A classic textbook in this area will be studied, and students will be asked to apply the policy paradox model to various issues, corporate agendas, and 2014 U.S. Senate races. This is a writing intensive course, and particular emphasis will be placed on the two key individual writing intensive exercises worth 35% of the final class grade.

GRADING

A) Writing intensive individual paper on policy paradoxes and key current issues - 17.5% written paper, 2.5% class presentations, total - 20%
B) Writing intensive individual paper on policy paradoxes and major U.S. corporate Policies – 17.5 written paper, 2.5% class presentations, total 20%
C) Class presentations regarding key 2014 U.S. Senate races and business related issues using the policy paradox model 15%
D) Policy paradox textbook – Exam One 15%
E) Policy paradox textbook – Exam Two 15%
F) Class Participation, including attendance and possible pop quizzes related to the textbook/other readings 15%

There may be the option in the class for an elective waiver/substitution/addition of certain assignments, but all students will be required to complete and pass writing intensive assignments A and B above.

CLASS ASSIGNMENTS/Writing Intensive Readings

Policy Issues Paper – Writing Intensive Assignment One:

Students will prepare a 12-14 page double-spaced individual paper on one of the following policy issues from the perspective of Policy Paradox textbook chapters two through six, i.e., the topics of “equity”, “efficiency”, “welfare”, “security” and “liberty”. The seven policy topics for analysis are: off-shore oil drilling and fracking, affirmative action, Edward Snowden, Iraq, student loans/access to higher education, marijuana and tobacco regulation, and social security/Medicare/Medicaid reform. Papers due no later than December 9, 2014.

Corporate Issues Paper – Writing Intensive Assignment Two:

Students will prepare a 12-14 page double-spaced Individual paper analyzing current public policy paradox issues facing the following corporations: General Motors Corporation, Google, Goldman Sachs, Starbucks, Wal-Mart, the U.S. Postal Service and Pfizer Corporation. Students will prepare these papers especially from the perspective of Policy Paradox textbook chapters 12-16, i.e., “incentives”, “rules”, “persuasion”, “rights” and “powers”. Papers due no later than November 11, 2014.

Other Graded Assignments

U.S. Senate Toss-Up Races – 2014

Students will prepare 20-25 minute group presentations regarding one of seven 2014 “toss-up” U.S. Senate races. Students will analyze these races using chapters 7-11 of the “Policy Paradox” textbook, i.e., “symbols”, “numbers”, “causes”, “interests”, and “decisions”. For example, one candidate may use the “symbol” of accusing another candidate of supporting “welfare queens”. Students should engender to
engage class discussions/questions regarding these Senate races and provide comprehensive analyses of the “politics”/business and government issues in the given states. Presentations due on dates on syllabus – 15% of final grade.

Policy Paradox Textbook – Exam One – October 7, 2014

Policy Paradox Textbook – Exam Two – November 25, 2014

Possible “Policy Paradox” Textbook and other readings pop quizzes – Optional- Part of overall class participation grade.

NON-GRADED WRITTEN ASSIGNMENTS/WRITING FEEDBACK

For class on September 6 students will prepare a one to two page double-spaced paper on policy controversies/paradoxes “In The News”. Students will receive feedback on these papers. For class on October 21, students will prepare a two page double-spaced paper policy paradoxes “In The News” paper based on chapters 1-8 in the Deborah Stone textbook. Students must also prepare one to two page outlines with respect to their individual papers, and will receive non-graded feedback regarding the same. Outlines for the corporate issues papers are due in class on October 9, 2014, and for the policy issues paper in class on November 4, 2014.

CLASS DISCUSSION ATTENDANCE AND PARTICIPATION

Class discussions are critical to the learning process in this course. Students in the class are expected to attend class, participate actively and to read the Wall Street Journal daily, with particular emphasis on political stories in the paper. Class participation and attendance, as well as possible pop quizzes, will be worth 15% of the final grade.

EXCUSED VS. UNEXCUSED ABSENCES

Among the reasons absences are considered excused by the university are the following:

1. Participation in an activity appearing on the university authorized activity list.
2. Death or major illness in a student's immediate family.
3. Illness of a dependent family member.
4. Participation in legal proceedings or administrative procedures that require a student's presence.
5. Religious holy day.
6. Illness that is too severe or contagious for the student to attend class (to be determined by the Student Health Center or an off-campus physician).
7. Required participation in military duties.

CONDUCT AND CONSEQUENCES

The intention of the instructor of this course is to provide a learning experience that will help prepare the students for the professional business world and the ranks of those who will have responsibility for the conduct of business in a highly competitive market. Given that intention, the tone of the class will
be set at a professional level with respect for the individuals in the class and the process of learning. Debate and questioning is an important part of the class and will be vigorous at times, but these activities are not meant to demean or attack students. Disagreement is not disrespect and is often appropriate to further understanding. Disrespect, though, will not acceptable. Policy issues discussed in this class may be controversial in nature.
<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One, Tuesday, Sept 4</td>
<td>Policy Paradoxes/Introduction</td>
</tr>
<tr>
<td>Thursday, Sept 6</td>
<td>Transference and Policy Paradoxes “In The News” – Short Feedback Paper Due</td>
</tr>
<tr>
<td>Week Two, Tuesday, Sept 9</td>
<td>Harbarco and Project Assignments</td>
</tr>
<tr>
<td>Thursday, Sept 11</td>
<td>Harbarco</td>
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<tr>
<td>Week Three, Tuesday, Sept 16</td>
<td>Policy Paradox Chapter 1</td>
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<tr>
<td>Thursday, Sept 18</td>
<td>Policy Paradox Chapters 2 and 3</td>
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<tr>
<td>Week Four, Tuesday, Sept 23</td>
<td>Policy Paradox Chapters 3 and 4</td>
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<tr>
<td>Thursday, Sept 25</td>
<td>Group Projects/Potential Religious Holiday</td>
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<tr>
<td>Week Five, Tuesday, Sept 30</td>
<td>Policy Paradox Chapters 5 and 6</td>
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<tr>
<td>Thursday, Oct 2</td>
<td>Policy Paradox Chapters 7 and 8</td>
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<tr>
<td>Week Six, Tuesday, Oct 7</td>
<td>Policy Paradox Exam One</td>
</tr>
<tr>
<td>Thursday, Oct 9</td>
<td>Corporate Issues Day One and Exam Review, Outline for Corporate Issues Papers Due</td>
</tr>
<tr>
<td>Week Seven, Tuesday, Oct 14</td>
<td>Corporate Issues Day Two</td>
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<tr>
<td>Thursday, Oct 16</td>
<td>Corporate Issues Day Three</td>
</tr>
<tr>
<td>Week Eight, Tuesday, Oct 21</td>
<td>Policy Paradoxes “In The News” – Short Feedback Papers Due</td>
</tr>
<tr>
<td>Thursday, Oct 23</td>
<td>U.S. Senate Races, 2014 Group Presentations</td>
</tr>
<tr>
<td>Week Nine, Tuesday, Oct 28</td>
<td>U.S. Senate Races, 2014 Group Presentations</td>
</tr>
<tr>
<td>Thursday, Oct 30</td>
<td>U.S. Senate Races, 2014 Group Presentations</td>
</tr>
<tr>
<td>Week Ten, Tuesday, Nov 4</td>
<td><strong>Election Day</strong>, U.S. Senate Races, 2014 Presentations and Pre-Election Wrap-up / Predictions, Outlines for Policy Issues Papers <strong>Due</strong></td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Thursday, Nov 6</td>
<td>Policy Paradox Chapter 9</td>
</tr>
<tr>
<td>Week Eleven, Tuesday, Nov 11</td>
<td>Policy Paradox Chapters 10 and 11 -- Corporate Issues papers <strong>Due</strong></td>
</tr>
<tr>
<td>Thursday, Nov 13</td>
<td>Policy Paradox Chapters 12 and 13</td>
</tr>
<tr>
<td>Week Twelve, Tuesday, Nov 18</td>
<td>Policy Paradox Chapters 13 and 14</td>
</tr>
<tr>
<td>Thursday, Nov 20</td>
<td>Policy Paradox Chapters 15 and 16</td>
</tr>
<tr>
<td>Week Thirteen, Tuesday, Nov 25</td>
<td>Policy Paradox <strong>Exam Two</strong></td>
</tr>
<tr>
<td>Thursday, Nov 27</td>
<td>Thanksgiving Holiday – No Class – Please Travel Safely!</td>
</tr>
<tr>
<td>Week Fourteen, Tuesday, Dec 2</td>
<td>Policy Issues Reviews</td>
</tr>
<tr>
<td>Thursday, Dec 4</td>
<td>Policy Issues Reviews</td>
</tr>
<tr>
<td>Week Fifteen, Tuesday, Dec 9</td>
<td><strong>Redefined University Day</strong>, (Thanksgiving Day Makeup), Policy Issues Final Review; Class Wrap-up; Policy Issues Papers <strong>Due</strong></td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee

CC: K. T. Hartwig, Department of Mechanical Engineering
Andreas A. Polycarpou, Head, Department of Mechanical Engineering
Valerie Taylor, AOC Dean, Dwight Look College of Engineering

DATE: September 4, 2014

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: MEEN 360

We recommend that MEEN 360 Materials & Manufacturing Selection in Design 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: 33%
2. Course content appropriate to the major
3. Total number of words: 2800
4. Instructor to student ratio for one section: 1:30

Students write a letter or memo of transmittal and a technical report, both of which are peer reviewed in draft form; feedback is also given during in-class draft workshops and through instructor comments on drafts. Instruction includes lecture and class discussion on writing issues; workshops on writing; feedback on writing quizzes and in-class writing assignments; and feedback on a writing exam.

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):

____ MEEN 360- Materials & Manufacturing Selection in Design ______________________________

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: ___Dr. Ted Hartwig______________________________
Printed name and signature (Date)

Received: ________________________________ 2/18/2014
(W Course Coordinator, University Writing Center)
Valerie Balester _______ 2/19/14

Approvals:

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

Department Head: ________________________________
(name and signature (Date)

1214 Sterling C. Evans Library
5000 TAMU
College Station, TX 77843-5000
Tel. 979.458.1456 Fax 979.458.1466
writingcenter.tamu.edu
Syllabus: MEEN 360-901—“Materials & Manufacturing Selection in Design: A Writing Intensive Course in Mechanical Engineering”

Fall 2014

Lab Safety Agreement

Log into Howdy, read the Lab Safety Statement, and check the box stating you agree. This is mandatory before you can attend MEEN 361 lab.

Instructor Information

<table>
<thead>
<tr>
<th>Lecture Location</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>HECC 209</td>
<td>MWF 10:20-11:10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Role</th>
<th>Contact Information and Office Hours</th>
</tr>
</thead>
</table>
| Prof. K.T. Hartwig | Technical Lectures | 319 MEOB  
|                  |              | Phone: 845-1585(O) and 693-4102(H)  
|                  |              | Email: thartwig@tamu.edu  
|                  |              | Office Hrs: MWF 11:30-12:30 and by apt.  
|                  |              | Class postings - [http://elearning.tamu.edu](http://elearning.tamu.edu) |
| Richard McGuire  | Writing      | 427 MEOB  
|                  |              | Phone: 862-1535  
|                  |              | Email: rmcguire@tamu.edu  
|                  |              | Office Hrs: MWF 12:00 – 2:00 |
| Sichuang Xue     | TA (GANT)    | Office: 215 ENPH and 213 (later)  
|                  |              | Phone: 979 450-8785  
|                  |              | Em: xuechasedream1988@neo.tamu.edu  
|                  |              | Office Hrs: |

Course Description and Prerequisites

Selecting materials and manufacturing processes in design; emphasis on material mechanical properties; microstructure production and control; manufacturing processes for producing various shapes for components and structures; use of design methodology.

Students who take MEEN 360 must have a passing grade in these courses:

- MEEN 260—Mechanical Measurements
- CVEN 305—Mechanics of Materials
- MEEN 222 or ENGR 213 Materials Science
**Expected Preparation**

You should have this knowledge and these capabilities:

- Know the three primary atomic bonds, and what bonds are in different materials.
- Know basic metallic, polymeric, and ceramic crystal structures.
- Be able to apply mechanics of materials analysis to simple components.
- Estimate linear regression coefficients for a data pair set using your calculator or Microsoft Excel; this includes data that is simple linear, log-log, or semi log.
- Perform a linear interpolation or limited extrapolation based on least-square error fit.
- Sketch a simple component, machine, or process either manually or by using SolidWorks, Microsoft Visio, or a dedicated drawing package such as Corel Draw.
- Understand diffusion and simple thermally activated processes in materials.
- Read and write fundamental stoichiometric chemical formulas.
- Perform a unit analysis for a formula or during a calculation.

If you feel you are deficient in these areas, you can take these steps: review your texts and notes from the prerequisite courses, research the area yourself, use the tutorials in SolidWorks or Visio to gain ability, and meet with the instructor during office hours to discuss your preparation.

**Learning Outcomes**

**ABET Outcomes Covered by this Course**

“ABET accreditation is assurance that a college or university program meets the quality standards established by the profession for which it prepares its students. For example, an accredited engineering program must meet the quality standards set by the engineering profession.”

Note: (1) one course does not have to address every outcome—the overall curriculum must address the outcomes, and (2) this is the instructor’s opinion given the lecture content.

MEEN 360-W addresses these outcomes:

- ability to apply knowledge of mathematics, science, and engineering.
- ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
- ability to communicate effectively.
- ability to use the techniques, skills, and modern engineering tools necessary for

1 The drawing tools in Word are not sufficient for engineering diagrams.

2 [http://www.abet.org/the Basics.shtml](http://www.abet.org/theBasics.shtml)
engineering practice.

**Learning Outcomes**

After taking this course, you should have improved your ability to do these things:

- Write technical reports that are appropriate to Mechanical Engineering.
- Understand material mechanical properties and material characterization tests.
- Consider material selection during design.
- Understand strain hardening and annealing.
- Evaluate material removal methods in manufacturing.
- Analyze for dispersion and precipitation mechanisms, strengthening, and effectively use phase diagrams.
- Plan or specify dispersion and precipitation strengthening, phase transformations, and heat treatment.
- Plan or specify steel heat treatments.

**Grading Policy and Warning about Writing Intensive Courses**

Table 1. The course grading components include separate accounting for the writing and engineering components.

1. **Materials Engineering-Technical (67 points total)**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percent of grade</th>
<th>Dates/Time/Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>5</td>
<td>To be announced; late submissions are penalized 25% per day.</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10</td>
<td>In class (about 5-8 quizzes)</td>
</tr>
<tr>
<td>Exam 1 (midterm)</td>
<td>20</td>
<td>Monday October 7.</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
<td>Tuesday December 10 8:00 – 10:00 AM (full course comprehensive)</td>
</tr>
<tr>
<td>Design problems</td>
<td>5</td>
<td>Team projects on design of materials systems or selection of materials</td>
</tr>
<tr>
<td>Participation</td>
<td>2</td>
<td>Attendance and contributions to discussion</td>
</tr>
</tbody>
</table>

2. **Writing (33 points total)**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percent of grade</th>
<th>Dates/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter/Memo</td>
<td>20</td>
<td>September 30</td>
</tr>
<tr>
<td>Report</td>
<td>80</td>
<td>November 11</td>
</tr>
</tbody>
</table>
Total Points 100

Tentative Grading scale: 90-100=A, 80-89=B, 70-79 = C, 60-69 = D, < 60 = F.

Note: You must earn a C or higher grade in the writing component alone—at least 22 of the 33 points—to pass the course for W credit. Students who do not pass the writing component with a C or better writing grade will receive a D or F grade in the course. This is a university rule for W Courses.

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 (disability.tamu.edu) in Room B118 Cain Hall, or call 845-1637.

Academic Integrity Statement

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment.

Exams and Quizzes

- **Quizzes:** expect 5-8 quizzes (10-15 minute) that will cover recent lecture and reading material. They will be announced in advance.

- **Exam #1 (midterm):** Materials Engineering and Design; 50 minutes; closed book with two-sided formula sheet allowable; scheduled for October 7, 2013
• **Final Exam**: This is a comprehensive exam on materials science and engineering; closed book with two-sided formula sheet allowable; scheduled for **December 10, Tuesday 08:00am-10:00am**.

• **Materials design problems**: Will need to select materials for certain design problem or design a material system. Assignments to be determined. Stay tuned.

• **Participation (up to 2 points)**
  Credit will be given for attendance and contributions to discussions.

**Writing Assignments**

• **Letter/Memo**: Using a set of polymer tensile testing data and your choice of given rhetorical situations, you will play the role of author of an appropriate document of correspondence, based on the rhetorical situation and interpretation of the data.

• **Report**: Using a set of metal cold work and annealing data, you will develop a laboratory report in a prescribed outline and format and in compliance with ASME documentation guidelines.

**Due Dates, Attendance, Lateness, and Service Charges**

1. Please submit your work on time.

2. Some assignments may be paperless transactions through elearning and turnitin.com.

3. Late submissions lose 25% credit for each 24-hour period that they are late.

**Absence Policy under Texas A&M University Student Rule 7.1.6.1 Injury or Illness of Three or More Days**

For injury or illness that requires a student to be absent from classes for three or more business days (to include classes on Saturday), the student should obtain a medical confirmation note from his or her medical provider. … The medical confirmation note must contain the date and time of the illness and [the] medical professional’s confirmation of needed absence.” That means that the note must state that your illness left you unable to attend class. A note that states only that you saw a medical care provider before returning to class will not qualify as an excused absence.

For absences less than three class business days, you may use the Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu with one exception: if you miss an exam because you are ill you must provide a medical confirmation note before you can make up the exam.

**Required Texts**

• The Science and Engineering of Materials, by D.R. Askeland, P.P. Fulay, and W.J. Wright, Publisher: Cengage Learning, 6th edition, 921 pages (2011). This is the main text.

• The Essentials of Technical Communication, Second Edition by Elizabeth Tebeaux and Sam Dragga, Publisher: Oxford. ISBN: 8-0199890781

**Course Topics/Calendar for Lecture**
The course topics appear in Table 2. The dates and topics might change during the semester to support learning outcomes, overcome laboratory equipment failures or adjust for uncontrolled acts of nature. The lecture schedule for the writing lectures is summarized in Table 3.
Table 2. This tentative lecture schedule is subject to change as needed to address learning outcomes and handle other influences and contingencies.

Note: T – technical; W – writing; lecture and discussion materials posted on [http://elearning.tamu.edu](http://elearning.tamu.edu) under MEEN 360 Fall 2013 Semester.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture</th>
<th>Content</th>
<th>Reading/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>26 Aug</td>
<td>T1</td>
<td>Course Intro and Syllabus</td>
<td>Syllabus, Graded work permission form, LEADS/CodeMaroon, tellsomebody, student photos for roster</td>
</tr>
<tr>
<td></td>
<td>28 Aug</td>
<td>T2</td>
<td>Review Key MSEN fundamentals</td>
<td>Askeland (A) 1 – 197</td>
</tr>
<tr>
<td></td>
<td>30 Aug</td>
<td>T3</td>
<td>Ch. 6 Mechanical Properties, Tensile Test Terminology, Stress and Strain, Properties Obtained, True Stress and Strain, Bend Test, Hardness, Impact</td>
<td>(A) 197-247</td>
</tr>
<tr>
<td>2</td>
<td>2 Sept</td>
<td>T4</td>
<td>Ch. 7 Mechanical Properties, Fracture Mechanics, Fracture in Metals</td>
<td>(A) 247-258</td>
</tr>
<tr>
<td></td>
<td>4 Sept</td>
<td>T5</td>
<td>Fracture in Other Materials, Weibull Statistics</td>
<td>(A) 258-265</td>
</tr>
<tr>
<td></td>
<td>6 Sept</td>
<td>T6</td>
<td>Fatigue, Fatigue Applications</td>
<td>(A) 265-274</td>
</tr>
<tr>
<td>3</td>
<td>9 Sept</td>
<td>T7</td>
<td>Creep and Stress Rupture</td>
<td>(A) 274-291</td>
</tr>
<tr>
<td></td>
<td>11 Sept</td>
<td>T8</td>
<td>Ch.8 Strain Hardening and Annealing, Mechanisms, Effects with % Strain, Microstructure</td>
<td>(A) 291-306</td>
</tr>
<tr>
<td></td>
<td>13 Sept</td>
<td>T9</td>
<td>Cold Working, Annealing, Hot Working</td>
<td>(A) 306-329</td>
</tr>
<tr>
<td>4</td>
<td>16 Sept</td>
<td>W10</td>
<td>Technical Writing Introduction</td>
<td>Tebeaux and Dragga Ch. 1</td>
</tr>
<tr>
<td>Date</td>
<td>Class</td>
<td>Topic</td>
<td>Notes</td>
<td></td>
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<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>18 Sept</td>
<td>W11</td>
<td>The Writing Process; Peer Reviews</td>
<td>Retrieve data for letter assignment</td>
<td></td>
</tr>
<tr>
<td>20 Sept</td>
<td>W12</td>
<td>Planning: Purpose and Audience</td>
<td>Tebeaux and Dragga Ch. 2-3</td>
<td></td>
</tr>
<tr>
<td>23 Sept</td>
<td>W13</td>
<td>Correspondence</td>
<td>Tebeaux and Dragga Ch. 5-6</td>
<td></td>
</tr>
<tr>
<td>25 Sept</td>
<td>W14</td>
<td>Drafting and Style</td>
<td>Tebeaux and Dragga Ch 4 and Appendix A.</td>
<td></td>
</tr>
<tr>
<td>27 Sept</td>
<td>W15</td>
<td>Peer Review Letter/Memo</td>
<td>Bring draft of Letter/Memo assignment and peer review form.</td>
<td></td>
</tr>
<tr>
<td>30 Sept</td>
<td>T 16</td>
<td>Ch. 9 Solidification, Nucleation, Growth, Applications</td>
<td>(A) 329-338</td>
<td></td>
</tr>
<tr>
<td>2 Oct</td>
<td>T 17</td>
<td>Dendrites, Cooling, Cast Microstructures, Defects, Manufacturing</td>
<td>(A) 338-375</td>
<td></td>
</tr>
<tr>
<td>4 Oct</td>
<td>T 18</td>
<td>Ch. 10 Solid Solutions, Phase Equilibrium, Phases, Solid Solutions,</td>
<td>(A) 375-387</td>
<td></td>
</tr>
<tr>
<td>7 Oct</td>
<td>T 19</td>
<td>MSEN EXAM 1</td>
<td>(A) Ch. 6-10</td>
<td></td>
</tr>
<tr>
<td>9 Oct</td>
<td>W20</td>
<td>Planning: Outlines</td>
<td>Tebeaux and Dragga Ch. 8 and Appendices B-C</td>
<td></td>
</tr>
<tr>
<td>11 Oct</td>
<td>W21</td>
<td>Format and MS Word Basics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 Oct</td>
<td>W22</td>
<td>Layered Peer Reviews</td>
<td>Letter/Memo v.2 Due</td>
<td></td>
</tr>
<tr>
<td>16 Oct</td>
<td>T23</td>
<td>Isomorphous Phase Diagrams, Properties, Solidification, Segregation</td>
<td>(A) 387-413</td>
<td></td>
</tr>
<tr>
<td>18 Oct</td>
<td>T24</td>
<td>Ch. 11 Dispersion Strengthening and Eutectics, Principles, Intermetallics, Three-Phase Reactions</td>
<td>(A) 413-420</td>
<td></td>
</tr>
<tr>
<td>21 Oct</td>
<td>T25</td>
<td>Eutectic Phase Diagrams</td>
<td>(A) 420-430</td>
<td></td>
</tr>
<tr>
<td>23 Oct</td>
<td>T26</td>
<td>Strength, Materials Processing, Nonequilibrium Freezing</td>
<td>(A)</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>T/Day</td>
<td>Topic</td>
<td>Page(s)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>25 Oct</td>
<td>T27</td>
<td>Ch. 12 Dispersion Strengthening &amp; Heat Treatment, Nucleation, Growth Age Hardening, Microstructure</td>
<td>430-451</td>
<td></td>
</tr>
<tr>
<td>10 - 28 Oct</td>
<td>T28</td>
<td>Temperature and Time Effects, Requirements for Aging, Use at High Temperatures, Eutectoid Reactions, Control Martensite, SMAs</td>
<td>(A) 462-493</td>
<td></td>
</tr>
<tr>
<td>30 Oct</td>
<td>T29</td>
<td>Ch. 13 Heat Treatment Steels and Cast Irons, Classifications, Simple Treatments, Isothermal Treatments</td>
<td>(A) 493-504</td>
<td></td>
</tr>
<tr>
<td>1 Nov</td>
<td>T30</td>
<td>Quench and Temper, Alloving Elements, Hardenability, Special Steels</td>
<td>(A) 504-516</td>
<td></td>
</tr>
<tr>
<td>11 - 4 Nov</td>
<td>W31</td>
<td>Peer Review Report</td>
<td>Bring draft of cold working and annealing report and peer review form. Also submit the report draft to Turnitin.com.</td>
<td></td>
</tr>
<tr>
<td>6 Nov</td>
<td>T32</td>
<td>Surface Treatments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Nov</td>
<td>T33</td>
<td>Surface Treatments, Weldability, Stainless, Cast Irons</td>
<td>(A) 516-539</td>
<td></td>
</tr>
<tr>
<td>12 - 11 Nov</td>
<td>T34</td>
<td>Cast Irons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 Nov</td>
<td>T35</td>
<td>Ch. 14 Nonferrous Alloys, Al, Mg, Be, Cu</td>
<td>(A) 539-552</td>
<td></td>
</tr>
<tr>
<td>15 Nov</td>
<td>T36</td>
<td>Ni, Co, Ti, Refractory and Precious Metals</td>
<td>(A) 552-601</td>
<td></td>
</tr>
<tr>
<td>13 - 18 Nov</td>
<td>T37</td>
<td>Ch. 16 Polymers, Addition, Condensation, Typical</td>
<td>(A) 601-615</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>T</td>
<td>Topic</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
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<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>20 Nov</td>
<td>T38</td>
<td>Structure, Properties, Temperature Effects, Mechanical Properties</td>
<td>(A) 615-630</td>
<td></td>
</tr>
<tr>
<td>22 Nov</td>
<td>-</td>
<td>Thanksgiving Break</td>
<td>(study for final exam)</td>
<td></td>
</tr>
<tr>
<td>14 25 Nov</td>
<td>T39</td>
<td>Elastomers, Thermosetting, Adhesives, Processing</td>
<td>(A) 630-643</td>
<td></td>
</tr>
<tr>
<td>27 Nov</td>
<td>T40</td>
<td>Catch up class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29 Nov</td>
<td>T41</td>
<td>Catch up class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 2 Dec</td>
<td>T42</td>
<td>Course Summary and Review for Final Exam (redefined Friday)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Dec</td>
<td>-</td>
<td>(redefined Thursday)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Dec</td>
<td>-</td>
<td>(reading day – no classes)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Dec</td>
<td>-</td>
<td>(reading day – no classes)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Dec</td>
<td>Final Exam</td>
<td>8:00 – 10:00 a.m.</td>
<td>Full course comprehensive with “writing” material included</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Lecture</td>
<td>Content</td>
<td>Reading/Assignments</td>
</tr>
<tr>
<td>------</td>
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<td>--------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>4</td>
<td>16 Sept</td>
<td>W1 0</td>
<td>Technical Writing Introduction</td>
<td>Tebeaux and Dragga Ch. 1</td>
</tr>
<tr>
<td>4</td>
<td>18 Sept</td>
<td>W1 1</td>
<td>The Writing Process; Peer Reviews</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>20 Sept</td>
<td>W13</td>
<td>Planning: Purpose and Audience</td>
<td>Tebeaux and Dragga Ch. 2-3</td>
</tr>
<tr>
<td>5</td>
<td>25 Sept</td>
<td>W1 4</td>
<td>Drafting and Style</td>
<td>Tebeaux and Dragga Ch 4 and Appendix A; retrieve data for letter assignment</td>
</tr>
<tr>
<td>5</td>
<td>23 Sept</td>
<td>W13</td>
<td>Correspondence</td>
<td>Tebeaux and Dragga Ch. 5-6</td>
</tr>
<tr>
<td>5</td>
<td>27 Sept</td>
<td>W15</td>
<td>Peer Review Letter/Memo</td>
<td>Bring draft of Letter/Memo assignment and peer review form.</td>
</tr>
<tr>
<td>7</td>
<td>9 Oct</td>
<td>W20</td>
<td>Planning: Outlines</td>
<td>Tebeaux and Dragga Ch. 8 and Appendices B-C Letter/Memo v.2 Due</td>
</tr>
<tr>
<td>7</td>
<td>11 Oct</td>
<td>W21</td>
<td>Format and MS Word Basics</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>14 Oct</td>
<td>W22</td>
<td>Layered Peer Reviews</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>4 Nov</td>
<td>W31</td>
<td>Peer Review Report</td>
<td>Bring draft of cold working and annealing report and peer review form. Also submit the report draft to Turnitin.com.</td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Scott Austin, Department of Philosophy & Humanities
    Gary Varner, Head, Department of Philosophy & Humanities
    Steven Oberhelman, Interim AOC Dean, Liberal Arts
DATE: September 4, 2014
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: PHIL 480

We recommend that PHIL 480 Medical Ethics be certified as a writing (W) course for four academic years (1/15 to 1/19). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 50%
2. Course content appropriate to the major
3. Total number of words: 2000
4. Instructor to student ratio for one section: 1:25

Students write two papers on philosophy in which they reconstruct an argument, raise an objection, and respond to the objection. They are required to turn in a draft of each paper for extensive instructor feedback. They are assigned readings for each class period from which they learn about constructing an argument with emphasis on raising and responding to objections, the same format that is used for the papers.

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):

PHIL 480 MEDICAL ETHICS

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

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

Instructor / Coordinator: Scott W. Austin 31 AUG 2014
Printed name and signature

Received: Valerie Balester 9/9/14
(W and C Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: 9/4/2014
Printed name and signature
(Date)

Department Head: 9/2/14
and signature
(Date)
Philosophy 480.900: MEDICAL ETHICS
TR 11:10am-12:25pm
CHEN 111

Instructor: Dr. Colleen Murphy
Office: 302E Bolton Hall
Office phone: 979-862-4856
Mailbox: 314 Bolton Hall
Email: cmmurphy@philosophy.tamu.edu
Webpage: http://philosophy.tamu.edu/~cmmurphy/
Office Hours: Tuesdays 3:30-5:30pm and by appointment

Course Description:
This course aims to introduce students to some of the ethical issues that arise in medicine. Among the questions we will address in this course are: How should we think about the inequalities in the opportunity for health care and the quality of health care available? Is health care a right or a privilege? If a right, to what kind of care are individuals entitled? How should the allocation of medical resources be decided? How should health care priorities be set? What moral constraints should apply to medical research, in particular research that relies upon human-subjects? When, if ever, is physician-assisted death permissible? When, if ever, is abortion permissible?

Course Prerequisites and Graduation Requirements:
There are no prerequisites for this course. This course fulfills a writing requirement for graduation.

Required Text:
Ethical Issues in Modern Medicine, Bonnie Steinbock, John D. Arras, Alex John London (eds.), 7th edition (ELMM)

Course Requirements and Expectations:
Attendance and Participation 15%
First Paper* 25%
Second Paper* 25%
Peer Review of First and Second Papers** 5%
Final Exam 30%

* Note about First and Second Papers:
Drafts of the Paper #1 and the Final Paper must be turned in 9 days prior to the due date for the paper. Comments on your draft will be provided within 7 days of the due date, so that you have 7 days to incorporate the comments into the final version of your paper. To pass this course a student must receive a passing grade on the first and second papers.

**Note about Peer Review:
Each student will be asked to review in-class the paper draft of the first and second paper assignments of a fellow student.

Grading Scale:
In this course, course has a grading scale of 90%=A, 80%=B, 70%=C, 60%=D, 59% and below = F.
Course Readings and Schedule:

*Allocation, Social Justice, and Health Policy*

**Week 1**
Tuesday, August 26
  *First day of class*
  Introduction
Thursday, August 28
  “An Ethical Framework for Access to Health Care” (191-199)
  “Equal Opportunity and Health Care” Norman Daniels (200-202)

**Week 2**
Tuesday, September 2
  H. Tristram Engelhardt, Jr. (203-212)
Thursday, September 4
  “Why the United States is Not Number One in Health” Ichiro Kawachi (222-230)
  *First Paper Assignment Handed Out*
  *Instructions on Writing Philosophy Papers*

**Week 3**
Tuesday, September 9
  “Justice, Health, and Healthcare” Norman Daniels (231-234)
  “Opportunity is not the Key” Gopal Sreenivasan (235-236)
  *Allocating Scarce Resources*
Thursday, September 11
  “Justice and the High Cost of Health” Ronald Dworkin (244-251)

**Week 4**
Tuesday, September 16
  “Imposing Personal Responsibility for Health” Robert Steinbrook (251-254)
  “Responsibility in Health Care: A Liberal Egalitarian Approach” Alexander W. Cappelan and Ole Frithjof Norheim (255-261)
Thursday, September 18
  “Illegal Immigrants, Health Care, and Social Responsibility” James Dwyer (273-281)

**Week 5**
Tuesday, September 23
  *Draft of First Paper Due*
  *In-class Peer Evaluation of First Paper*
  *The Definition of Death*
Thursday, September 25
  “Defining Death” President’s Commission for the Study of Ethical Problems in Medicine and Biomedical and Behavioral Research (339-347)

**Week 6**
Tuesday, September 30
  “The Whole-Brain Concept of Death Remains Optimum Public Policy” James L. Bernat (348-355)
  *Revised and Final Version of First Paper Due*
Thursday, October 2
  “An Alternative to Brain Death” Jeff McMahan (356-360)
  *Physician-Assisted Death*
**Week 7**
Tuesday, October7
  “Physician – Assisted Suicide: A Tragic View” John D. Arras (477-483)
Thursday, October 9
  “Assisted Suicide: The Philosophers’ Brief Introduction” Ronald Dworkin (484-487)
  “The Philosopher’s Brief” Ronald Dworkin et al. (488-495)
The Morality of Abortion

Week 8
Tuesday, October 14
“The Unspeakable Crime of Abortion” Pope John Paul II (545-546)
“Why Abortion is Immoral” Don Marquis (547-554)
Second Paper Assignment Handed Out

Thursday, October 16
“Why Most Abortions Are Not Wrong” Bonnie Steinbock (555-566)

Week 9
Tuesday, October 21
“A Defense of Abortion” Judith Jarvis Thompson (567-575)

Thursday, October 23
“The Presumptive Primacy of Procreative Liberty” John Robertson (599-609)

Week 10
Assisted Reproduction
Tuesday, October 28
“Instruction on Respect for Human Life in its Origin and on the Dignity of Procreation” Vatican (609-618)

Thursday, October 30
Draft of Second Paper Due
In-class Peer Evaluation of Second Paper

Week 11
Tuesday, November 4
“What are Families For? Getting to an Ethics of Reproductive Technology” (618-623)

Thursday, November 6
“Grade A: The Market for a Yale Woman’s Eggs” Jessica Cohen (623-626)
Revised Final version of Second Paper Due

Born in Scandal: The Origins of U.S. Research Ethics

Week 12
Tuesday, November 11
“The Nuremburg Code” (739-740)
“The Jewish Chronic Disease Hospital Case” Jay Katz (740-748)
“Racism and Research: The Case of the Tuskegee Syphilis Study” Allan M Brandt (753-763)

Ethical Issues in International Research
Thursday, November 13
“Unethical Trials of Interventions to Reduce Perinatal transmission of the Human Immunodeficiency Virus in Developing Countries” Peter Laurie et al. (783-787)
“AZT Trials and Tribulation” Robert A. Crouch et al. (788-792)

Week 13
Tuesday, November 18
“The Ambiguity and the Exigency: Clarifying ‘Standard of Care’ Arguments in International Research” Alex John London (793-802)

Thursday, November 20
“Research in Developing Countries: Taking ‘Benefit’ Seriously” Leonard H. Glatz et al. (803-807)

Emerging Technologies and Enhancement

Week 14
Tuesday, November 25
“Genetic Interventions and the Ethics of Enhancement of Human Beings” Julian Savulescu (879-899)

Thursday, November 27
No class
Week 15
Tuesday, December 2

"The Case Against Perfection: What’s Wrong with Designer Children, Bionic Athletes, and Genetic Engineering" Michael J. Sandel (890-899)

*Last day of class*

**Final Essay Exam**
Friday, December 5, 3-5pm

**POLICIES**

1. Please read Section 7 of the Texas A&M University Student Rules at [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm) for a list of excused absences. In this class we will follow rule 7.1.6.1 for illnesses greater than three days and 7.1.6.2.b for illnesses for no more than three days. Please contact me as soon as you know you will miss a class or an exam so that a reasonable alternative can be accommodated. Unexcused absences will result in a grade of zero for missed work or exams.

2. Grade complaints-
   I will be more than happy to discuss your grade with you on a couple of conditions. First, you must wait at least 24 hours after you get the assignment back. Take this time to carefully read all the comments I have given you. Second, you must come with a written statement about why you think that there is a discrepancy between the quality of the work and the grade it received.

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

4. **Academic Integrity Statement**

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

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

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

**Pledge**
On all course work, assignments, or examinations at Texas A&M University, the following Honor Pledge shall be pre-printed and signed by the student:

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Brandy N. Kelly Pryor, Department of Recreation, Parks, & Tourism Sciences
    Gary Ellis, Head, Department of Recreation, Parks, & Tourism Sciences
    Kim Dooley, AOC Dean, College of Agriculture and Life Sciences
DATE: September 4, 2014
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: RPTS 474

We recommend that RPTS 474 (previously RPTS 374) Management Programs and Services for Youth 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: 51%
2. Course content appropriate to the major
3. Total number of words: 9900
4. Instructor to student ratio for one section: 1:25

RPTS 474 is now a 4-credit course, with the addition of a lab designed to give students more writing time and more peer feedback on their work; students write 8 reflections in this version of the course and one assignment is now done collaboratively. A graduate assistant helps with the course and with giving feedback. The major assignments are an organization analysis report, a reflection journal, and a reflection paper—all written individually—and a collaboratively-written grant proposal. Formative feedback comes from the reflections, from submitting earlier parts of the analysis report for feedback before the final report is completed, and from peer reviews. On the grant writing assignment, students participate in a workshop. The 1-hour lab focuses on writing techniques, an assisted writing lab, and field trips to various youth organizations to review professional organizations’ writing artifacts (annual shareholder reports, media reports, etc.). Examples of previous assignment submissions (with instructor feedback) are available to students for review. Following the return of graded assignments, the instructor leads discussions in the lab with students on common issues found in content, organization, structure, and grammar.
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):

   RPT5 474: Management of Programs & Services for Youth

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: Brandy N. Kelly
Printed name and signature

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

Approvals:

College Dean: Kim Dooley
Printed name and signature
(Date)

Department Head: Gary D. Ellis
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
Texas A&M University  
RPTS 474: Management of Programs and Services for Youth  
FALL 2014  
T/R: 2:20-5:00 p.m.

Instructor: Dr. Brandy Kelly Pryor  
E-mail: brandy.kelly@ag.tamu.edu  
Office: 430 AGLS  
Office Hours: T: 1:00-2:00

Teaching Assistant: Ms. Aja Holston  
E-mail: ajaholston@tamu.edu  
Office Hours: M: 8-9 am / W: 3-4pm

COURSE OVERVIEW

Course Purpose:

The purpose of this course is to provide students with an understanding of the basic principles for strategically managing youth agencies and organizations. The realities of the environment in which today’s youth serving agencies operate require successful youth development professionals to understand the practical administrative aspects of their organizations.

Course Description:

This course will focus on the organizational behavior, administration, and management of public, non-profit, and commercial youth programs and agencies. This course is designed to examine the foundations of management and organizational behavior in the context of youth organizations. Topics will include: organizational culture; strategic planning; capacity building; evaluation; marketing and communication; human resource management; financial resource development; and budgeting and fiscal management. We will also look at key contemporary issues facing the youth development field and examine youth agencies from an international perspective. While we will spend some time covering basic management concepts, this course is designed to be a step beyond a basic management/supervision course (i.e., RPTS 304).

Course Outcomes:

Upon completion of the course, students should be able to:

- Develop a framework for ethical decision making;
- Identify the different dimensions of organizational capacity and how to assess an organization on a variety of capacity elements;
- Explain how organizational structure and properties impact the effectiveness of youth serving organizations;
- Explain the steps in the strategic planning processes used in youth development organizations;
- Distinguish between the relationship of organizations values, vision, and mission statements;
- Explains rationale and procedures for organizational and program evaluation;
- Demonstrates an understanding of the role of marketing and public relations in youth serving organizations and devises a marketing plan;
- Recognizes the various principles, processes, and techniques of selecting, organizing, motivating, disciplining, and evaluating personnel to accomplish the objectives of the organization;
● Identifies sources of revenue and plans methods of acquiring financing to support youth programs;
● Demonstrate effective written communication skills;
● Ultimately, comprehend the competencies needed to coordinate resources and create effective youth organizations.

**Modules Outline:**

Each module is outlined below. Outlines include “learning objectives” and “module content.” Students are responsible for reviewing all materials and completing course work on time.

**Method of Instruction:**

In general, the course will use lectures, class discussions, in-class group assignments and experiential learning opportunities. I believe that using the classroom as an environment to develop students’ critical thinking, writing, and communication skills is as important for their success as professionals. Grading for this course puts significant emphasis on written assignments and the application of material.

**As a university-approved writing intensive course (W course),** quality of writing (e.g., organization, structure, grammar, spelling, and punctuation), with an emphasis on clear organization, will usually count around one-third of the grade on each written assignment. I will provide feedback on every written assignment, as well as spend class time reviewing common mistakes found within assignments, to assist students in improving their writing.

All course materials will be provided on the e-Campus website. [http://ecampus.tamu.edu/](http://ecampus.tamu.edu/)

- Technical Help for e-Campus can be found:
  - Help Desk: [http://helpdesk.tamu.edu/](http://helpdesk.tamu.edu/) (979-845-8300)

A variety of methods will be used to enable you to learn the course content to meet the needs of different learning styles. To assess your learning styles, please visit: [http://www.literacyworks.org/assessment/findyourstrengths.html](http://www.literacyworks.org/assessment/findyourstrengths.html)

**Software & Technical Skills:**

- All assignments will be submitted online. Students will need to be able to upload and download files (Images, Adobe PDFs, MS Word Documents, and MS PowerPoints).

**Required Text**

- Other reading materials will be assigned throughout the semester and will be available on e-Campus.

**Suggested Text**

- Other reading materials will be assigned throughout the semester and will be available on e-Campus.
STUDENT RESPONSIBILITY, UNIVERSITY & CLASSROOM INFORMATION

Student-Instructor Communication:

- **Office visits**: I am available to meet with you and encourage you to set up a meeting. If you have any questions, ideas you wish to explore, problems related to the class, or just need to talk, please contact me. *In most cases, office visits are more helpful before a “crisis” rather than after.*

- **Grading**: Student grades in this course will reflect understanding of concepts presented, ability to communicate competence in written and verbal form, and effort, in the form of class attendance, participation in class discussions, and depth and clarity of written work. I am always available to provide feedback and discuss a student’s individual course progress, so use me as a resource to help you achieve success in this course!

- **Emails/Announcements**: Check the e-Campus page regularly. If I make changes to the syllabus/schedule or if I am behind on grading, I will notify you there as well as in class. Occasionally, there will be important messages such as class updates and class participation assignments that must be administered through the use of e-mail, so students should check their e-mail regularly and prior to each class meeting. E-mail will be sent to the address pointed to by the university registrar’s office. It is student’s responsibility to have the desired e-mail address on file with the University.

  - **A note on e-mail etiquette**: Remember that e-mail communication represents you as a student and (later) as a professional. You should treat e-mail messages as you would any other form of communication, including written correspondence, telephone calls, or face-to-face conversations. Try to use proper grammar, spelling, and tone when using e-mail. Be sure to include your name/signature on all e-mail messages. Emails sent Sunday-Thursday will be answered within 24 hours. Emails sent Friday-Saturday will be answered on Monday.

Assignments: Course assignments are to be submitted electronically at the beginning of class on the day they are due unless otherwise noted. Assignments submitted after the due date will not be accepted for full credit. Students are encouraged to submit assignments early, but should view the due date as the last possible day to submit the assignment for full credit. Students should (and are strongly encouraged to) have back-up copies of all assignments. Late assignments will be automatically deducted 10% for each day they are late.

Assignments must be saved in a format that can be opened cleanly in Microsoft Word and submitted electronically as an email attachment or through eCampus.

Papers should be saved and submitted as if you would be printing it off and turning it in. Therefore, your name, the name of the assignment, course name, and date should be included in the document.

- **Papers must be**: typed (12 point font, Times Roman, and double-spaced), use proper grammar and formal English composition. Points will be subtracted for inaccurate or informal written language. Review your work (or ask a friend), and use spell check, a dictionary and/or thesaurus as needed. Please follow the American Psychological Association, APA, 6th edition, publication manual for references.

Attendance Policy & Course Participation:

- Attendance will be kept during the course. It is expected that students will attend and actively participate in each class session. Attendance means both being present and active in class.
• This class works better if we can have dialogues (both in small group and large group situations) regarding the course topics. The only way to do this is if everyone has completed the readings for the given day. That way everyone comes in with at least some basic understanding of the day’s topics and we do not have to waste time repeating content. I enter every class assuming everyone has read the assignment. If it becomes apparent that students are not reading in advance of class, I reserve the right to introduce reading quizzes to the course.

**Diversity** is strength of our society. In this class, I ask that you maintain an open mind to the differences around you, and I encourage you to respect those differences. Points of view may be actively argued but each speaker is to be respected. I encourage you to acknowledge your diversities by listening actively to one another. It is especially important that you listen to students, whose opinions differ from you own, arguing with the opinions while remaining respectful of the individuals who hold them.

- **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 Affairs: Disabilities Services, in Cain Hall or call 845-1637. [http://disability.tamu.edu/](http://disability.tamu.edu/)

**e-Campus (TAMU) Accessibility Statement:** [http://vpapit.tamu.edu/Accessibility_Statement.php](http://vpapit.tamu.edu/Accessibility_Statement.php)

**TAMU Accountability Statement:** [https://accountability.tamu.edu/content/accessibility-statement](https://accountability.tamu.edu/content/accessibility-statement)

- **AGGIE HONOR CODE** - “An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: [http://www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/)

- **Writing Center** - Each student at Texas A&M University pays for the services of the University Writing Center ([http://writingcenter.tamu.edu](http://writingcenter.tamu.edu)). Not only does the Center’s web site have many helpful tips for improving your writing, but the consultants at the University Writing Center are well-trained and would be happy to help you improve your writing skills. You may find all the help that you need on the web site or you may schedule appointments with writing consultants at the two Center locations: 1) on main campus on the second floor of Evans Library and 2) on the 2nd floor of the West Campus Library. You may schedule appointments using their web site or by telephone (458-1455).

- **Student Learning Center (Peer Academic Services)**- provides academic support free of charge to all TAMU students. We offer Supplemental Instruction (SI), tutoring, transfer student services and Independent Study Labs (ISL) for developmental education students. PAS provides training for SI leaders, tutors and peer mentors. [http://slc.tamu.edu](http://slc.tamu.edu)
GRADING

When evaluating your work, I will look for **Clarity**, **Quality**, **Completeness** and **Professionalism**. The following point system and evaluation criteria will be used to determine grades.

<table>
<thead>
<tr>
<th>Assignments (Total points = 660)</th>
<th></th>
</tr>
</thead>
</table>
| **End of Module Assessment (EMA) (180 pts)** | Students are to complete a reflection assignment and/or take a quiz demonstrating mastery of the particular module that will draw from the lecture or readings  
- Quizzes & Midterm (90 pts)  
- Practiced Reflections (90 pts) |
| **Organizational Analysis Report (260 pts)** | Students will select a youth serving organization to evaluate. This assignment requires students to conduct field research by visiting their chosen agency (e.g., through observation, interviewing staff members and other stakeholders, reviewing written materials, online research, etc.) Based on the collected data, students will write up a case study report for this agency. **Students may conduct research in groups of two and share data, but must work on reports individually. Organizations must be approved before Selection Report is Due.** In the event students would like to design their own organization for this assignment, permission from the instructor and adjustments to the required materials will need to be made.  
- Selection Approval (10pts)  
- Selection Report (20 pts)  
- Leadership Interview (30 pts)  
- Part 1 (50 pts)  
- Final (100pt)  
- Presentation (25pts)  
- Writing Assessment (25pts)  
- reflection Journal (60 pts)  
- Reflection Paper (20 pts)  
- In-Class Presentations (20 pts)  
- In-Class Participation (45 pts) |
| **Grant Proposal (75 pts)** | Working as a class, students will prepare a grant proposal for a specific program to be submitted for foundation funding. Students will prepare a paper discussing their role in the grant development.  
- Grant Paper (30 pts)  
- Grant Presentations (15 pts)  
- Evaluation (30 pts) |
| **Participation (145 pts)** | Students submit a reflection of what they have learned about management at the completion of the course.  
- Reflection Journal (60 pts)  
- Reflection Paper (20 pts)  
- In-Class Presentations (20 pts)  
- In-Class Participation (45 pts) |

<table>
<thead>
<tr>
<th>Percentage of Points</th>
<th>Letter Grade</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100% (591-660 points)</td>
<td>A</td>
<td>Assignments must be virtually free from errors in writing, word usage, and sentence structure. The paper will be distinguished by clear and logical thinking and will include evidence of advanced critical thinking skills.</td>
</tr>
<tr>
<td>80 – 89.4% (525-590 points)</td>
<td>B</td>
<td>Assignments will be organized and written well although there may be writing errors and a partial lack of focus. The paper will demonstrate a good understanding and application of the topic but may not be as clear or logical as an A submission.</td>
</tr>
<tr>
<td>70 – 79.4% (459-524 points)</td>
<td>C</td>
<td>Assignments in this grade category will show serious difficulty in managing of the assignment, weakness in analytical thinking, and/or writing errors that interfere with readability. The paper will illustrate a basic understanding of the topic.</td>
</tr>
<tr>
<td>60 – 69.4% (393-458 points)</td>
<td>D</td>
<td>Assignments in this category will fail to meet the major requirements of the assignment. Work at this level will include: little or no development of ideas, no clear progression from one section to the next, numerous spelling and grammatical errors, all which give the impression of inferior writing though indications of the students attempt to understand the assignment will be present.</td>
</tr>
<tr>
<td>Less than 60% (0-392 points)</td>
<td>F</td>
<td>Assignments in this category will fail to meet minimal standards of acceptability and competence and will illustrate little or no understanding of the topic and/or basic writing skills.</td>
</tr>
</tbody>
</table>
**TENTATIVE COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Module</th>
<th>Projects Due</th>
</tr>
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<tr>
<td>9/2-4</td>
<td>Week 1</td>
<td>Welcome</td>
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<td>9/9-11</td>
<td>Week 2</td>
<td>1</td>
<td>Organization Approved for Analysis</td>
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<td>9/16-18</td>
<td>Week 3</td>
<td>2</td>
<td>Organizational Selection Report</td>
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<td>9/23-25</td>
<td>Week 4</td>
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<td>9/30-10/2</td>
<td>Week 5</td>
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<td>10/7-9</td>
<td>Week 6</td>
<td>5</td>
<td>National Recreation Park and Association Congress</td>
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<td>10/14-16</td>
<td>Week 7</td>
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<td>10/21-23</td>
<td>Week 8</td>
<td>6</td>
<td>Organizational Analysis – Part 1</td>
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<td>10/28-30</td>
<td>Week 9</td>
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<td>11/4-6</td>
<td>Week 10</td>
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<td>11/11-13</td>
<td>Week 11</td>
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<td>11/18-20</td>
<td>Week 12</td>
<td>10</td>
<td>Grant Proposal Due</td>
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<td>11/25</td>
<td>Week 13</td>
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<td>12/2-4</td>
<td>Week 14</td>
<td>12</td>
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<td>12/9</td>
<td>Week 15</td>
<td>Presentations</td>
<td>Final Organizational Analysis</td>
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<tr>
<td>12/16</td>
<td>Finals</td>
<td>Presentations</td>
<td>Reflection Journal</td>
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</table>

*Students must submit written assignments on or before due dates. Late assignments will not be accepted. Exceptions will be made only if arrangements have been made with me prior to the deadline.

*Please note the calendar & syllabus are subject to changes. Any changes to the Syllabus will be announced on the e-Campus website or by email.*
# TENTATIVE INDIVIDUAL MODULES OUTLINE

## WELCOME MODULE

**Upon completing this module students will be able to:**

- Identify requirements for the course;
- Identify course expectations;
- Identify writing expectations for the course and visit the Writing Center.

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<thead>
<tr>
<th>Assignments &amp; Activities</th>
<th>Lectures</th>
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<tbody>
<tr>
<td></td>
<td>Welcome slides</td>
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<td>Writing Well Slides</td>
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<table>
<thead>
<tr>
<th>Assignments &amp; Activities</th>
<th>Readings</th>
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<tbody>
<tr>
<td></td>
<td>APA Citation Guidelines</td>
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<tr>
<td></td>
<td>End of Module Assessment: Introduction Discussion Board &amp; RPTS 474 Quiz</td>
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</tbody>
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## Module 1: WHAT ARE YOUTH DEVELOPMENT ORGANIZATIONS?

**Upon completing this module students will be able to:**

- Explain how program elements help to reach organizational goals;
- Explain the importance of organizational-theory ethics and provide examples related to Youth Development;
- Summarize ways in which a youth-serving agency (at the organizational level) can help ensure its programs remain consistent with this framework for positive youth development.

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<thead>
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<th>Assignments &amp; Activities</th>
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<tr>
<th>Assignments &amp; Activities</th>
<th>Readings</th>
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<tbody>
<tr>
<td></td>
<td>National Afterschool Association Code of Ethics</td>
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<tr>
<td></td>
<td>NRC Executive summary, Ch. 5 &amp; 10</td>
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<td>WH Ch. 3</td>
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<td>End of Module Assessment: Youth Agencies &amp; Their environment</td>
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## Module 2: LEADERSHIP AND MANAGEMENT

**Upon completing this module students will be able to:**

- Identify ideal characteristics for a CEO;
- Examine personal strengths and how they can become important asset to the organization one works for;
- Recognize and articulate organizational values, culture, and ethics;
- Develop organizational goals, a vision statement and a mission statement;
- Illustrate challenges of working with boards (utilizing a scenario);
- Identify and differentiate between management and leadership behaviors regarding working with boards.

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<th>Assignments &amp; Activities</th>
<th>Lecture</th>
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<thead>
<tr>
<th>Assignments &amp; Activities</th>
<th>Readings</th>
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<tbody>
<tr>
<td></td>
<td>Block and Rosenberg (2002)</td>
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<td></td>
<td>Hahn &amp; Raley (1998)</td>
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<td></td>
<td>HBM Ch. 2</td>
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<td>WH (pp.63-67)</td>
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<td>End of Module Assessment: Managing Boards Essay Quiz</td>
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</table>
### Module 3: BUILDING CAPACITY

**Upon completing this module students will be able to:**
- Analyze organizational culture and its importance in youth development organizations.
- Outline effective strategies in which programs directors can implement positive changes in organizational culture.
- Identify the elements of high capacity and its importance.
- Identify methods for assessing organizational capacity.
- Examine McKinsey and Company’s 7 elements of organizational capacity.

**Assignments & Activities**
- **Lecture**
- **Readings**
  - Sobeck, Agius, & Mayers, Supporting and sustaining grassroots youth organizations: The case of New Detroit.
  - Elements of Capacity Building
- **End of Module Assessment**: Capacity Building (20 pts)

### Module 4: STRATEGIC PLANNING

**Upon completing this module students will be able to:**
- Identify the challenges associated with the strategic planning process
- Synthesize the Strengths, Weaknesses, Opportunities, and Threats (SWOT) approach for Strategic Planning for youth Organizations
- Analyze the SWOT approach and its relation to youth organization’s mission, and strategic planning
- Construct an example of how to put strategic planning into action

**Assignments & Activities**
- **Lecture**
- **Readings**
  - HBM Ch. 7
  - WH (pp. 67-70)
- **End of Module Assessment**: Strategic Planning Quiz

### Week 6/ Module 5: STAKEHOLDERS AND PARTNERS

**Upon completing this module students will be able to:**
- Identify the challenges and benefits of engaging with diverse stakeholder groups
- Distinguish the difference between stakeholders and partners
- Articulate best practices to effectively engage with stakeholders to enhance organizational processes
- Synthesize how to overcome barriers and ensure that partnerships with different types of organizations to be successful
- Identify common issues regarding stakeholder engagement
- Discuss strategies for improving stakeholder engagement.

**Assignments & Activities**
- **Lecture**
- **Readings**
  - HBM Ch. 6
  - WH Ch. 10
- **End of Module Assessment**: Stakeholders & Partnerships Practice Reflection
**Week 7/ No Module: SITE VISITS**

**Students will be able to:**
- Schedule individual site visits
- Identify key writing errors and areas through appointment at the Writing Center
- Distinguish partnership with CASA

**Assignments & Activities**
- Site visits, writing labs, CASA site visit
- **End of Module Assessment:** Something relates to site visit

---

**Module 6: HUMAN RESOURCE MANAGEMENT**

**Upon completing this module students will be able to:**
- Examine the hiring process.
- Examine the advantages and disadvantages of the hiring process.
- Strategize how to organize and conduct the hiring process.
- Examine the importance of staff training.
- Examine administrative policies/best practices regarding the volunteers and their training and Strategies how to improve the administrative process.
- Identify aspects of the GEMS model and how it is used within organizations.

**Assignments & Activities**
- Lecture
- Readings
  - HBM Ch. 10-11
  - WH Ch. 9
  - Podeszwa. Who’s on the bus? (and how long will they be there?).
  - JYD pp. 126-138
- **End of Module Assessment:** 30 pt Quiz Hiring and Training Staff Managing Volunteers

---

**Module 7: ACCOUNTABILITY AND EVALUATIONS**

**Upon completing this module students will be able to:**
- Construct a “Logic Model” for an organization or program.
- Relate organizational goals and activities to program outcomes.
- Design a summative evaluation to measure program performance on the program outcome.
- Discuss the relationship between accountability and evaluation.

**Assignments & Activities**
- Lecture
- Readings
  - NRC Ch. 7
  - WH (pp.73-79)
  - Henderson & Bialeschki. Camp was great, but the water was too cold
  - JYD pp.82-94
- **End of Module Assessment:** Logic Model & Evaluation Practiced Reflection

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**Module 8: BUDGETING AND FINANCE**

**Upon completing this module students will be able to:**
- Create a line-item budget and determine actual costs for a program.
- Develop ways to increase revenue for an organization for the long term.
- Determine the benefits of different types of revenue opportunities for youth programs.
- Identify and Analyze revenues and expenses of an annual budget report for a youth organization.

**Assignments & Activities**

- **Lecture**
- **Readings**
  - HBM Ch. 13
  - WH Ch. 8
  - BGCY Report
- **End of Module Assessment:** Financial Management & Budgeting Quiz

---

**Module 9: FUNDING & GRANT WRITING**

Upon completing this module students will be able to:

- Compose a grant proposal
  - Articulate an organizations aspirations and information effectively for grant proposals
  - Compile information regarding funders
  - Advocate organizational needs to funders
  - Create a logic model utilizing previous feedback
  - Design a budget for a grant proposal

**Assignments & Activities**

- **Lecture:** Foundation Center
- **Readings**
  - NRC Ch. 9
  - HBM Ch. 12 (only pp. 286-298)
  - WH Ch. 11
  - Foster, Kim, Christiansen (2009)
- **End of Module Assessment:** The Grant Writing Process (5 parts)

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**Module 10: MARKETING**

Upon completing this module students will be able to:

- Explain “brand identity” and its effects on youth organizations. (Individual)
- Create a branding messages and discus how and organization can support this message. Design a marketing plan (Objectives, Target Market, 4 P’s, and Procedures) (Practicum)
- Create and describe the rationale behind a specific branding message for the organization (EMA)

**Assignments & Activities**

- **Lecture**
- **Readings**
  - HBM Ch. 8 pp. 189-192 and Ch. 9 pp. 206-218
  - WH Ch. 12 and Ch. 13
- **End of Module Assessment:** Branding and Marketing Quiz
### Module 11: RISK MANAGEMENT

Upon completing this module students will be able to:
- Strategize various risk and crisis management planning techniques to mitigate risks within youth organizations
- Complete the “Child Protection Training” from TAMU
- Examine a risk management situation and determine what went wrong and how to prevent such an event in the future.

**Assignments & Activities**
- Lecture
- Readings
  - HBM Ch. 4
  - Wisconsin 4-H Youth Development (2005) Risk management for 4-H youth development work.
  - US Youth Soccer risk management presentation
- **End of Module Assessment**: Risk Management Training

### Module 12: INNOVATIONS

Upon completing this module students will be able to:
- Strategize various ways to bring creative, sustainable social solution to youth services.
- Examine a socially innovative organization and determine what effective strategies, techniques, assessments that provided organizational improvements.

**Assignments & Activities**
- Lecture
- Readings
  - Zeldin, Christen, Powers.
- **Individual Assignment**: What’s My Innovation?
- **Practicum Forum**: Innovative Strategies in Youth Development
- **End of Module Assessment**
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Gerald Riskowski and Russell McGee, Department of Biological & Agricultural Engineering
Steve Searcy, Head, Department of Biological & Agricultural Engineering
Kim Dooley, AOC Dean, College of Agriculture and Life Sciences
DATE: September 4, 2014
SUBJECT: REPORT ON RECERTIFICATION OF C COURSE: AGSM 440

We recommend that AGSM 440 Management of Agricultural Systems II be certified as a writing (W) course for four academic years (1/15 to 1/19). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 73%
2. Course content appropriate to the major
3. Total number of words: 12,000
4. Total minutes of presentation: 32
5. Instructor to student ratio for one section: 1:15

The course has been changed from a W course to a C course. It is now required that students give four oral progress reports during the semester, as well as a final report at the end of the semester. Previously, the students worked on one large project over two semesters (AGSM 439 and AGSM 440), but now the students work on one simpler project in AGSM 439, then work on a more complex problem in this course (AGSM 440). This has led to a larger amount of writing in AGSM 440. Students write an individual section of a group report; a final report; slides for their four progress reports; and a poster. For oral work, they give four progress reports; a final report presentation; and a poster presentation. Of these assignments, the final report and the poster presentation are collaborative. Each of the individual major writing assignment sections for the semester project goes through three stages. The first stage is for the students to submit a draft version of the report, the second stage is feedback provided by the instructors; and the third stage is for the students to submit a revised final report that incorporates the feedback. The four progress reports and the poster presentation get immediate feedback from peers, the instructor, and clients. Because there are five similar presentations, other formative feedback is not needed. The instructors give five presentations to review business writing style, to present expectations for oral progress reports and peer reviews, to critique the progress reports when they are all completed, to present expectations of the final written and oral report, and to discuss expectations for posters and poster presentations.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

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

AGSM 440 Management of Agricultural Systems II

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

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

Instructor / Coordinator: Gerald Riskowski Russell McGee
Printed name and signature
(Date)

Received: Valerie Balester 9/5/14
(W Course Coordinator, University Writing Center)
(Date)

Approvals:

College Dean: Kim Dooley Kim Dooley
Printed name and signature
(Date)

Department Head: Stephen W. Searcy
(name and signature
(Date) 9/5/14)

Printed
AGRICULTURAL SYSTEMS MANAGEMENT 440
Management of Agricultural Systems II
Spring 2015

Instructor: Gary Riskowski
103 Price Hobgood Bldg.
845-7619
riskowski@tamu.edu

Office Hours: T TR 11:00-12:00 or by appointment

Instructor: Russell McGee
303E Scoates Hall
845-3659
romcgee@tamu.edu

Office Hours: MWF 10:00-11:00, T TR 2:00-4:00 or by appointment

TA: TBD

Class Time/Location: *9:35-10:50 am, Tue & Thur / 203 AEPM


Course Objectives:
1. To use the analytical skills and business knowledge from the AGSM curriculum to solve problems common in industry.
2. To develop the professional communication skills needed to be successful in business.
3. To develop problem solving skills to deal with open-ended technical and management problems.
4. To gain experience working to solve an industry problem.
5. To enhance understanding and appreciation of the role of professionalism and continuous education in career building.

Note: AGSM 440 is designated as a “C” class. C classes are communication intensive classes and therefore, a major objective of the class will be to improve your writing and speaking skills.

Ecampus: This course will use Ecampus to provide information related to the class, assign homeworks, and turn in work. Ecampus grade book will be used to report all grades.
Grading Policy: The grade will be assigned based on the grading system below. Grading in this course will be based primarily on the homework assignments and class engagement and progress reports. Each assignment will have expectations for the work to be done and a grading rubric associated with it. Following are the items that will be used to establish your course grade. **Note: You must also pass the C Course requirement from this class (See the section on C-Course).**

- 900 pts – Individual Writing Assignment**
- 400 pts - Oral Progress Reports (4 reports x 100 pts each - each grade based on quality of slides and oral presentation).
- 200 pts - Peer Reviews (4 reviews x 50 pts each)
- 500 pts - Final Written Report
- 300 pts – Final Oral Presentation to Client
- 100 pts - Poster Presentation
- 300 pts - Class Engagement@@
- 300 pts – Three meetings with faculty advisor
- 3000 pts – TOTAL
- ±300 pts - Team Participation##

Note- An unexcused absence from class during a progress report/peer review will result in a zero for the progress report, a zero for the peer review and a zero for class engagement for that day.

**Each team member will select one of the Sections to write (only one member per section). Grades for the individual writing assignments will be based on grammar, organization, clarity, etc. Each of these sections is graded in two parts – the first draft is graded and returned for a re-write, then re-submitted to be graded again. The points for the draft will be 300 pts and the points for the final submittal will be 600 pts. **The draft must be re-written and re-submitted or the second grade will be zero.**

@@Class engagement includes attendance, attentiveness, participation, and professional behavior.

##See the separate section in this syllabus on team participation.

Progress Reports: Each team will give 4 progress reports during the semester to the client, instructor and 1 peer review team. The topic of each progress report will generally follow the topics listed below. The team will receive a grade for the content of the presentation (slides and oral discussion) and each individual member will receive a grade for the quality of their portion of the presentation and how well they respond to questions. One peer-review team has been
assigned to each team. The peer-review teams are expected to attend the progress reports and to ask questions after the report. Each peer-review team must also submit a short written critique of the progress report.

Progress report:
1 – Background
2 – Flow Analysis/Potential Solutions/Selection Analysis
3 – Economic Analysis/Recommended Solution
4 – Risk and Uncertainty Analysis/Implementation Plan

Late Work Policy: All assignments are due at the time and date posted. If an assignment is turned in late, the writer will be deducted 20% the first day late and 13% for every day thereafter until a week late, then it will be a 0; unless you have an excuse that meets the criteria given in Student Rule 7 (http://student-rules.tamu.edu/rule07). Assignments may be submitted after that date to receive feedback from the instructor, but zero points will be given in these situations if not turned in within the week time frame. The time/date posted on the assignment submission will be used to determine if the deadline was met. The purpose for this stringent policy on meeting deadlines is to prepare you for the expectations of business practice. Activities such as proposal submissions or bidding on contracts have similar fixed deadlines that determine if a submission will be considered.

Team Participation: The AGSM 440 class is based on a team working together to find a solution to the given problem and then to evaluate the potential of that solution for successful adoption by you project client. Although many of the writing and feedback assignments are to be completed as individuals, the team is responsible for developing and determining the information content of those writing assignments. The final report and poster presentation are mostly team efforts.

All members of the team are expected to have equal contribution to the team effort. Each member should take initiative to contribute to the overall work of the team, and should not wait for the other team members to assign tasks. Situations where team contributions are unequal will result in adjustments to the overall course grade points based upon the relative level of contribution. Individual levels of contribution to the team will be assessed using confidential evaluation forms. These forms will be sent at the end of the semester to each team member. In addition, the instructor for the team will make an evaluation and tabulate the evaluations of others. Participation will be evaluated based on the percentage of contribution to the team effort. Not submitting a team participation form at the end of the semester will automatically result in a 100 point deduction.
Faculty Advisor: Each team is expected to utilize a faculty advisor to assist them in developing solutions for their project. We will survey the faculty advisors at the end of the semester to determine if they had several quality meetings with the teams throughout the semester. Teams will receive 100 points per quality meeting for up to 3 meetings with their faculty advisor. Each team should select the faculty advisor but get approval from the instructor before the faculty advisor is asked to serve in that role.

Grade Assignment: Letter grades will be assigned using the standard thresholds of 90, 80, 70, and 60 on the adjusted course average for A, B, C, or D, respectively. The instructor reserves the right to adjust these thresholds downward for the class as a whole if the overall course average distribution justifies an adjustment. Individual grade assignments may be adjusted as well in the case of extenuating circumstances, but individual adjustment will be rare.

C Course: This course is a communication intensive (C) Course. The Core Curriculum Review Committee established the communication-intensive course graduation requirement at Texas A&M University. Each student must score 60% or better on the individual writing and speaking assignments of the course to pass the course. It is possible to have an overall course average above 60% and still fail the course if they fail the individual writing and speaking components. (The University wants to prevent the case where a student might receive an A in much of the course but neglect the portion that requires individual writing and speaking. This student, if passed, would get credit for a graduation requirement in communication without successfully demonstrating communication ability.)

Tentative Class Schedule AGSM 440

Spring 2015

1/20 - Introduction
1/22 - Review of Past Projects
1/27 - Review business writing style and expectations for the report sections
1/29 - Present business speaking style and expectations for progress reports
2/3 - Groups 1, 2 Progress Reports and Discussion
2/5 - Groups 3, 4 Progress Reports and Discussion
2/10 - Groups 5, 6 Progress Reports and Discussion
2/12 - Groups 7, 8 Progress Reports and Discussion
2/17 - Groups 9, 10  Progress Reports and Discussion
2/19 - Groups 1, 2  Progress Reports and Discussion
2/24 - Groups 3, 4  Progress Reports and Discussion
2/26 - Groups 5, 6  Progress Reports and Discussion
3/3 - Groups 7, 8  Progress Reports and Discussion
3/5 - Groups 9, 10  Progress Reports and Discussion
3/10 - Groups 1, 2  Progress Reports and Discussion
3/12 - Groups 3, 4  Progress Reports and Discussion
3/17 - Spring Break
3/19 - Spring Break
3/24 - Groups 5, 6  Progress Reports and Discussion
3/26 - Groups 7, 8  Progress Reports and Discussion
3/31 - Groups 9, 10  Progress Reports and Discussion
4/2 - Groups 1, 2  Progress Reports and Discussion
4/7 - Groups 3, 4  Progress Reports and Discussion
4/9 - Groups 5, 6  Progress Reports and Discussion
4/14 - Groups 7, 8  Progress Reports and Discussion
4/16 - Groups 9, 10  Progress Reports and Discussion
4/21 - Overall critique of all the progress reports
4/23 - Present expectations for final written and oral reports
4/28 - Present expectations for quality posters and poster presentations
4/30 - Class Wrap-up
5/6 - Capstone Event- Poster Presentations

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<tr>
<th>HW</th>
<th>Assigned</th>
<th>Due</th>
<th>Returned</th>
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<tbody>
<tr>
<td>1 Project Definition</td>
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<tr>
<td>Faculty Advisor Sheet</td>
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<tr>
<td>2 Background Section</td>
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<tr>
<td>3 Material Flow/Decision Matrix/Potential Solutions/Selection Analysis</td>
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<td>4 Final Background Section</td>
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<tr>
<td>5 Final Material Flow/Decision Matrix/Potential Solutions/Selection Analysis</td>
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<tr>
<td>6 Economic Analysis/Recommended Solution</td>
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The emphasis of this course is the independent solution of problems facing industry. This will be primarily an independent study course, with the majority of time required for successful completion of the course being outside of the scheduled class times.

Over the course of this project, you are expected to become an effective and productive team. This has many implications, but at the minimum, you will be organized to complete the assigned tasks on time, each member is expected to provide an equal contribution to the overall effort, and your team needs to meet or exceed the course expectations. If you have difficulty becoming an effective team, you are expected to discuss the situation with your instructor. At the end of the semester, each individual will be required to rate the contributions of each team member. **Scheduling of team meetings is up to the team members.** Each team will need to find a day and time that is available for your team to meet on a weekly basis.

For individual writing assignments:

To meet the requirements for a C-Course, each student must complete individual writing assignments. Each assignment must go through a process where the student writes the assignment, then the instructor provides feedback on the writing, and the student must re-write the assignment for final submission.

Plagiarism is the uncited use of material developed by others in a manner that passes the work off as your own. Plagiarism can occur intentionally or unintentionally, but both cases are unacceptable. Potential situations where plagiarism may occur in this course would be the use of material from Internet sites, vendor literature, technical publications or other resources, and the use of the writing of a classmate. When plagiarism is detected in a submitted assignment, no credit will be given for the portions that are the work of others. If the plagiarism occurs between teammates, all involved will be provided the opportunity to document the originality of their work. Only the original author will receive credit for the work. If you have any questions regarding plagiarism or cheating, please consult the Texas A&M University Student Rules, under the section Scholastic Dishonesty. These procedures will be followed and enforced in this course to maintain an environment of academic honesty.

Following the assignments of the team’s AGSM 440 projects:
1. You are expected to meet with your team members to begin to gain a better understanding of the problem assigned to you and to know each other. The first priority will be to set an appointment to
meet with your client. Where feasible, a site visit is strongly encouraged. For others, an on-line web
conference or telephone conference is acceptable.
2. Some problems may have more than one team assigned. While these teams are expected to operate
independently, during the information gathering process, the teams should coordinate to minimize the
time commitment of the client. In addition, some problems have the same general topic as those used
in the BAEN capstone course, but with a different focus and expectation. If you share a topic with one
of these BAEN teams, you will be informed. If this is the situation, you are expected to coordinate with
that BAEN team to schedule site visits and conference calls in an effort to minimize the time
requirement on the client.

Course Attendance

You are expected to attend and engage in class each day that we are meeting, and to attend all team
meetings. Each class attended will count as 50 points towards a total of 300. If you come in 10 minutes
late, you will be given a 0 for the day’s participation, peer review, and progress report. Any excuses
recognized by Texas A&M University will be accepted as excused absences. All other absences must be
excused by the instructor before it will be considered an excused absence. It is understood that your
team may need to travel, or have some other conflict with the scheduled class period. For these to be
considered excused absences, you must contact the instructor in writing prior to the class
and receive a written approval. If there was no prior approval the form that will need to be submitted will be posted
on the eCampus information page. Work conflicts will not be excused absences. However, a limited
number of interview trips will be excused on a case-by-case basis, but do not schedule them on dates
that your team is presenting. The course schedule is set for the semester, and you are expected to
schedule around it.

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. If you qualify for special accommodations, please
inform the instructor as soon as possible.

Additional Accommodations

If any student in this class requires accommodation related to a unique circumstance, please make an
appointment to see the course instructors as soon as possible. Appropriate arrangements will be made.

Academic Integrity

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

For many years, Aggies have followed a Code of Honor in an effort to unify the aims of all Aggies toward
a high code of ethics and dignity. It functions as a symbol to all Aggies, promoting understanding and
loyalty to truth and confidence in each other. Students should refer to the University policy on academic
integrity found in the Honor Council website: http://www.tamu.edu/aggiehonor/honor council.php. All violations will be handled as specified by University Guidelines.

**The University Writing Center**

We encourage all students make full use of the University Writing Center, its resources and expertise. You may schedule appointments with writing consultants at the Centers on main campus on the second floor of Evans Library and in the West Campus Library. Additionally, many resources are available on the web site (http://writingcenter.tamu.edu), such as helpful tips for editing, planning, revising and proofreading your writing. You can make an appointment on the web site or by calling (458-1455). You may also submit documents for on-line assistance.
TO: Faculty Senate Executive Committee

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

CC: Daria Panina, Department of Management
    Ricky Griffin, Head, Department of Management
    Martha Louder, AOC Dean, Mays Business School

DATE: September 4, 2014

SUBJECT: REPORT ON PROPOSED C COURSE: MGMT/IBUS 452

We recommend that MGMT/IBUS 452 International Management be certified as a Communications (C) course for four academic years (1/15 to 1/19). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 33%
2. Course content appropriate to the major
3. Total number of words: 1250
4. Total minutes of oral presentation: 5
5. Instructor to student ratio for one section: 1:25

This course has undergone a number of changes since original certification, including substitution of case-based papers and presentations with a real-life, cross-cultural communication project called X-Culture. This teams students with partners from other countries. Teams analyze a market and prepare an internationalization strategy. A written report documents their work. Students also write an end-of-term reflection on their experience. Each student presents for at least 5 minutes with at least 15 slides on a case; for the X-Culture project, each student writes at least two pages to contribute to the group report; finally, each student writes a reflection on international communication of at least 750 words. Students get feedback on first drafts and on slides for presentations. Class discussion focuses on common writing and presentation issues, and guest speakers discuss communication best practices.
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):

_________________________ MGMT/IBUS 452 International Management_________________________

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

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

Instructor / Coordinator: Daria Panina __________________________
Printed name and signature 07.07.14 (Date)

Received: __________________________
(W Course Coordinator, University Writing Center) 7/28/14 (Date)

Approvals:

College Dean: __________________________
Printed name and signature

Department Head: __________________________
name and signature 7/28/14 (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

RECEIVED JUL 28 2014
By [Signature]
OBJECTIVES:

This course is a survey of the field of international management. It is divided into four parts. The first part of the course examines the global manager’s environment (e.g., political, economic, legal and technological environment) as well as ethics and CSR issues. The second part of the course focuses upon the cultural context of global management (e.g., role of culture, cross-cultural communication, negotiation and decision making. Finally, the third part of the course surveys the major issues in global human resources management (e.g., staffing, training, and compensation, management development and motivation).

LEARNING OUTCOMES:

Upon finishing this class, graduates will be able to:

- Identify and discuss major factors that shape political, technological, legal, and economic environment of international business
- Examine and assess the impact of ethical and cultural issues on international business
- Indicate theories of culture and apply them in international business settings
- Identify and describe strategic choices available to international businesses
- Discuss human resources issues international businesses face

TEXT:

*International Management. Managing Across Borders and Cultures. (Seventh edition).*
Helen Deresky, Prentice Hall, 2011.

COURSE on eLearning:
Course materials for MGMT 452 can be found in eLearning on Howdy Portal. You can find there a copy of the course syllabus, lecture notes, the grades, and other materials. I will also post there the information about exams, hints for doing projects, cases and additional assignments from time to time.

**GRADE DETERMINATION:**

Knowledge of the substantive material covered in the course is of central importance. However, as in the business world, the ability to communicate knowledge orally and in writing is also very important. Grading will be competitive and will include, where appropriate, consideration of content as well as grammar, style, and organization. Due to a large number of cases used in the course, students are expected to be prepared for every class and to participate in class discussions. "Extraordinary" class participation will be considered in borderline cases in determining final grades.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three exams (100 points each)</td>
<td>300</td>
</tr>
<tr>
<td>Group Presentation: Case</td>
<td>30*</td>
</tr>
<tr>
<td>X-Culture Project</td>
<td>100*</td>
</tr>
<tr>
<td>Int. Communication Reflection Paper</td>
<td>30*</td>
</tr>
<tr>
<td>Attendance</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>470</strong></td>
</tr>
</tbody>
</table>

*Because this course is incorporating communication as a critical aspect of the learning experience, these assignments must be passed before any grade other than failing can be given.

No grading curves will be used. Grades will be assigned based upon the number of points each student earns without regard to the grade distribution within the class.

**NOTE: Grades are based on point totals not upon percentages of the total available points for the course.** Assignment of the final course letter grade will be based on the following point totals:

- 423 to 470 points: A
- 376 to 422 points: B
- 329 to 375 points: C
- 282 to 328 points: D
- 0 to 281 points: F

**Scholastic dishonesty** (including cheating and plagiarism) will not be tolerated. Moreover, the full consequences of scholastic dishonesty will be pursued consistent with University policy.
The handouts used in this course are my intellectual property. By “handouts,” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, homework problems, in-class materials, review sheets, and additional problem sets. Because these materials are my intellectual property, you do not have the right to copy the handouts, unless I expressly grant permission.

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.”

ASSIGNMENTS:

The most challenging aspect of this class is its focus on the behavioral issues. In most cases, the material is not conceptually difficult. However, management is not just a technical matter requiring technical knowledge. It is also a human matter. It involves “getting things done through people” and requires an understanding of how people will respond to specific actions. Thus, the objective of this course is to develop problem-solving and decision-making skills in addition to learning technical knowledge.

To overcome this problem, we will have assignments that will help you master the textbook material and allow you to explore issues developed in the textbook and in class in more depth.

Group Case Presentation (30 points)

We will be using comprehensive cases for Parts 2, 3 and 4 of the book. For each case the class will be required to read the textbook material and be prepared to discuss the case on the day it is due. Class will be divided into groups and each group will be assigned a case. Groups will be responsible for presentation of the case background to the class and leading the case discussion. Specific requirements and grading rubrics for the group presentations will be available on ELearning and will be discussed in class. Group presentations will be graded based on the quality of the material and its presentation. All members of a group are expected to participate in group research and presentation, and should deliver oral presentations for at least 5 minutes. Group members will receive an equal grade for the group project. Feedback on presentations will be provided by the instructor and other students.

X-Culture Project (100 points)
The class will participate in X-Culture, an international educational experience, that teams up students from different countries. You will be working in global virtual teams for a semester to gain first-hand experience in cross-cultural collaboration. Throughout the semester, you will be communicating regularly with the members of your multicultural team. Participation in all the steps of the project and in virtual teamwork is essential and will be evaluated on the frequency of the interactions with your team members, completion of the milestones (weekly surveys), and peer evaluations. At the end of the semester, the student groups will be writing reports to the international companies that were assigned to them. For training purposes, you will have an option of submitting your portion of the group project twice. First draft of the report will be due on the date of the project completion (April 25th). Pass/fail status will be given upon this date. I will then provide written comments on your papers and will allow you to revise and resubmit your work to receive up to the full credit for the report delivered by the date of the final exam. A portion of the class period will be devoted to the class discussion of common writing issues discovered in the first drafts. The project will be evaluated based on the final product (50%) and your communication skills (50%). Precise evaluation rubrics, project requirements, and the details and training for the project will be available through ELearning and will be discussed and explained in class.

International Communication Reflection Paper (30 points)

Upon the completion of the X-Culture project, you will be required to write a 3 page (750 words) paper on your experiences with your global virtual team, and discuss major benefits and challenges of cross-cultural communication and collaboration. As with the X-Culture report, you will have an option of submitting your paper twice. First draft of the paper should be turned in by the due date. Pass/fail status will be given at this point. I will then provide written comments on your papers and will allow you to revise and resubmit your work to receive up to the full credit for the report delivered by the date of the final exam. Precise parameters of the paper and evaluation rubrics will be available on ELearning. A portion of the class period will be devoted to the class discussion of common writing issues discovered in the first drafts.

Attendance (10 points):

You will be given full credit for attendance if you will come to class regularly. Attendance checks will start on the second week of the semester. Up to two missed classes will not be taken into account while calculating attendance grade.

ANTICIPATED EXAM DATES:

First Exam  Tuesday  February 18  Chapters 3 - 5
Second Exam  Tuesday  April 1  Chapters 6 - 8
On exam days, you will need to bring to class:
1. your ID card
2. a pencil
3. Scantron Form 882-ES

FINAL EXAM:

The final will not be comprehensive. It will cover Chapters 9-11. The final is scheduled for Wednesday, May 7th from 01:00 p.m. to 03:00 p.m. in WCBA 290.

EXAMINATION RESULTS:

After each examination, grades will be posted on the course web site or e-mailed to the students. We will post grades as soon as possible. If the results are not posted, it means we do not yet have the grades.

ADA POLICY:

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

EXAM REVIEW AND GRADE APPEALS:

You will be able to review your exams and prepare written appeals on exam questions during specific days and times. These are the only opportunities you will have to appeal exam grades. Appeals will not be allowed after the posted dates for a specific exam. If you are unable to attend a review session (due to an excused absence listed in the Missed Examinations section below), arrangements must be made with the TA prior to the scheduled review date. If no prior arrangements are made, you forfeit the opportunity to review your exam.

MISSED EXAMINATIONS:

Absences from an exam will be excused for the following reasons ONLY:
 a) Participation in an activity appearing on the University authorized activity list,
 b) Death or major illness in a student’s immediate family,
 c) Illness of a dependent family member,
 d) Participation in a legal proceedings or administrative procedures that require a student’s presence,
e) Religious holy day,
f) Illness that is too severe or contagious for the student to attend class (to be determined by the Health Center or off-campus physician),
g) Required participation in military duties.

This policy will be strictly enforced. Anyone who does not have a valid reason for missing an exam will receive a zero for that exam. If you miss an exam for a valid reason, please call or e-mail me, either before the exam or as soon as possible after missing the exam. Leave your name, student ID number, phone number and reason for missing the exam. When you come for the make-up examination, you must bring a copy of your documentation (which will be kept up by the TA) to the exam. Please make sure the documentation has sufficient information so it can be verified for authenticity.

WEHNER BUILDING POLICY:

We have beautiful and state-of-the-art classrooms in the Wehner Building. We want to maintain the high quality conditions of these classrooms for the students in future years. Thus, it is necessary for you to adhere to the established policy of NO BEVERAGES, FOOD, TOBACCO PRODUCTS, OR ANIMALS (unless approved) within the Wehner building classrooms.

AGGIE HONOR CODE:

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

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

On all course work, assignments, and examinations at Texas A&M University, the following Honor pledge shall be preprinted and signed by the student: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”
### COURSE OUTLINE:

<table>
<thead>
<tr>
<th>Week</th>
<th>January</th>
<th>Tuesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>14 &amp; 16</td>
<td>Introduction</td>
<td>Chapter 3 Role of Culture</td>
</tr>
<tr>
<td>2</td>
<td>21 &amp; 23</td>
<td>Chapter 3 Role of Culture</td>
<td>Chapter 3 Role of Culture</td>
</tr>
<tr>
<td>3</td>
<td>28 &amp; 30</td>
<td>Comprehensive Case 4: MTV Networks: The Arabian Challenge</td>
<td>Chapter 4 Communicating across cultures</td>
</tr>
<tr>
<td>4</td>
<td>February 4 &amp; 6</td>
<td>Chapter 4 Communicating across cultures</td>
<td>Comprehensive Case 5: Google’s Country Experiences</td>
</tr>
<tr>
<td>5</td>
<td>February 11 &amp; 13</td>
<td>Chapter 5 Cross-cultural negotiation &amp; decision making</td>
<td>Chapter 5 Cross-cultural negotiation &amp; decision making</td>
</tr>
<tr>
<td>6</td>
<td>February 18 &amp; 20</td>
<td>Exam 1</td>
<td>Chapter 6 Formulating Strategy</td>
</tr>
<tr>
<td>7</td>
<td>February 25 &amp; 27</td>
<td>Chapter 6 Formulating Strategy</td>
<td>Chapter 6 Formulating Strategy</td>
</tr>
<tr>
<td>8</td>
<td>March 4 &amp; 6</td>
<td>Comprehensive Case 6: E-Bay in Japan: Strategic and Cultural Missteps</td>
<td>Chapter 7 Global Alliances and Strategy Implementation</td>
</tr>
<tr>
<td>9</td>
<td>March 18 &amp; 20</td>
<td>Chapter 7 Global Alliances and Strategy Implementation</td>
<td>Comprehensive Case 7: The 2009 Chrysler-Fiat Strategic Alliance</td>
</tr>
<tr>
<td>10</td>
<td>March 25 &amp; 27</td>
<td>Chapter 8 Organization Structure and Control</td>
<td>Chapter 8 Organization Structure and Control</td>
</tr>
<tr>
<td>11</td>
<td>April 1 &amp; 3</td>
<td>Exam 2</td>
<td>Chapter 9 Staffing, training, and compensation</td>
</tr>
<tr>
<td>12</td>
<td>April</td>
<td>Chapter 9 Staffing, training,</td>
<td>Chapter 10 Developing a global</td>
</tr>
<tr>
<td>Week 13</td>
<td>April 15 &amp; 17</td>
<td>Chapter 10: Developing a global management cadre</td>
<td>Chapter 11: Motivating and leading</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td>Week 14</td>
<td>April 22 &amp; 24</td>
<td>Chapter 11: Motivating and leading</td>
<td><strong>Comprehensive Case 10:</strong> Ratan Tata: Leading the Tata Group Into the 21st Century</td>
</tr>
<tr>
<td>Week 15</td>
<td>April 29</td>
<td><strong>Comprehensive Case 11:</strong> Carlos Ghosn: Multicultural Leader as CEO of Nissan and Renault</td>
<td><strong>Reading Day – No Class</strong></td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: José Pablo Villalobos, Department of International Studies
    Robert Shandley, Head, Department of International Studies
    Donald J. Curtis, AOC Dean, Liberal Arts
DATE: September 4, 2014

SUBJECT: REPORT ON RECERTIFICATION OF C COURSE: SPAN 310

We recommend that SPAN 310 Oral Expression be certified as a Communications (C) course for four academic years (9/14 to 9/18). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 50%
2. Course content appropriate to the major
3. Total number of words: 6250
4. Total minutes of oral performance: 25 minutes (5 individual)
5. Instructor to student ratio for one section: 1:18

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

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

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

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

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

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

Approvals:

College Dean: __________________________ 2-24-2014 (Date)
Printed name and signature

Department Head: __________________________ February 21, 2014 (Date)
Printed name and signature

1214 Sterling C. Evans Library
5000 TAMU
College Station, TX 77843-5000
Tel. 979.458.1455 Fax 979.458.1466
writingcenter.tamu.edu
Academic Honor Code and Academic Dishonesty

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

Academic integrity is essential to the academic life of this or any university. Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students may be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. If you have any questions about scholastic dishonesty and the consequences of breaches of integrity, you may access the Honor Council Rules and Procedures at http://aggiehonor.tamu.edu.

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

Course Description

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

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

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

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

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

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

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

**Activities and distribution of grades:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary and vocabulary quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>News summaries</td>
<td>20%</td>
</tr>
<tr>
<td>1\textsuperscript{st} presentation (paired)</td>
<td>15%</td>
</tr>
<tr>
<td>2\textsuperscript{nd} presentation (individual)</td>
<td>15%</td>
</tr>
<tr>
<td>3\textsuperscript{rd} presentation final (individual)</td>
<td>20%</td>
</tr>
<tr>
<td>Participation</td>
<td>15%</td>
</tr>
</tbody>
</table>

**News summaries (“Noticiero 310”) and vocabulary:** Each week, all students must bring to class a news item from the Hispanic world (or from the U.S., depending on the week) to share with the class. Each news item must be accompanied by a 250-300 word summary and it must include 5 vocabulary words with accompanying definitions (taken from the news story). Summaries will be shared in small groups to generate discussion. All vocabulary will be shared with all students and it will be used to create a global list of terms that will be used to create the weekly vocabulary quizzes.

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

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

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

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

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

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

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

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

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

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

- Las presentaciones serán durante las horas de clase.

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

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

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

WEEK IX: Presentación individual (Política)
- Las presentaciones serán durante las horas de clase.

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

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

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

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

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

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