Memorandum

July 13, 2015

To: Executive Committee
   Faculty Senate

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

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

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

Courses submitted for W certification:

COMM 403          Media, Children, and Adolescents

Courses submitted for W recertification:

COMM 408          Advanced Research Methods in Communication
COMM 446          Communication, Organizations and Society
ECON 312          Poverty & Inequality
ENGR/PHIL 482     Engineering Ethics
ESSM 406          Natural Resources Policy
VIST 375          Foundations of Visualization
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Srivi Ramsubramanian, Department of Communication
  J. Kevin Barge, Head, Department of Communication
  Steven Oberhelman, Interim AOC Dean, Liberal Arts
DATE: July 8, 2015
SUBJECT: REPORT ON CERTIFICATION OF W COURSE: COMM 403

We recommend COMM 403 Media, Children, and Adolescents be certified as a writing (W) course for four academic years (1/15 to 1/19). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 35%
2. Course content appropriate to the major
3. Total number of words: 4250
4. Instructor to student ratio for one section: 1:25

Students complete a proposal with a bibliography to prepare for a final paper, then write a paper regarding to the context or theory related to their topic, and then a final paper. The first two papers (proposal and context/theory) undergo an in-class peer review process, and the instructor provides written feedback on drafts. Students get further feedback when they do a formal presentation on their final paper topic to the class. Review of examples and lecture and discussion about writing is also done on workshop days.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

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

COMM 403 Media, Children and Adolescents

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: Nancy J. Street/Coordinator
Printed name and signature

(Date)

Received: Valerie Balester 6/13/15
W and C Course Coordinator, University Writing Center

(Date)

Approvals:

College Dean: Steven M. Oberhelman
Printed name and signature

(Date)

Department Head: J. Kevin Barre
Printed name and signature

(Date)
COMM 403: Media, Children and Adolescents
Fall 2015

Class meetings
TR 12:45-2:00 pm

Instructor information
Dr. Srividya “Srivi” Ramasubramanian, Ph.D.
Office: 202D Bolton Hall
Office hours: 11:00 to 12:00 pm on Tuesdays and Thursdays
Email: srivi@tamu.edu

Course description
Critical analysis of popular culture and mass media issues related to children and adolescents; deconstruction of media created by, for, and about children and youth.

Prerequisite
Junior, Senior or approval of instructor. This is a Writing Designated (W-Course) and, as such, it is not possible to pass the course without passing the written portion.

Student learning outcomes
- Explain theories about media’s role in shaping children’s attitudes about culture and society
- Appraise the role of media in children and adolescents’ development of sense of self and others (cultural identities relating to sexuality, race, gender, and religion among youth will be explored)
- Design an original final paper that applies the theories and concepts from class to a specific topic relating to media and children/adolescents
- Evaluate, compare, and analyze media texts from a critical perspective
- Write an academic paper demonstrating writing skills including attention to style, format, organization, and content in order to communicate effectively with audiences in your discipline

Required course materials

ECampus for COMM 403
All other book chapters and journal articles will be made available via eCampus. Educational videos will be assigned for viewing through http://mediamatrix.tamu.edu. However, some videos screened in class may not be available through mediamatrix. Students are responsible for locating, retrieving, and reproducing all electronic materials in this course. Please purchase blue books for the two in-class exams.

A note on “W” courses
This is a writing-intensive 400-level W course with several opportunities to improve your writing skills throughout the semester. A substantial portion of your grade will be based on writing assignments. You will not be able to pass this course without having completed the writing assignments. Written feedback will be provided by your peers and by the instructor for the written assignments. You are also encouraged to make appointments for one-on-one consultations with experienced writing consultants at the University Writing Center (go to writingcenter.tamu.edu for more details).
Assessment
Exams 1 and 2 (25% each) - 50%
Research paper and related writing assignments - 40%
   Proposal/bibliography 5%
   Context/theory 10%
   Final Paper 20%
   Class Presentation 5%
In-Class Activities 10%

Written Exams
There will be two closed-book, closed notes exams in this course: Exam 1 and Exam 2. The exams will contain short-answer questions drawn from the textbook, course packet, class presentation, class discussions, and screenings. There will be a review session before each exam. Review sheets will be handed out to help you prepare effectively for the exams. Please bring a big blue book to class for these exams.

Research Paper and Related Writing Assignments

Your research paper is to be completed in incremental steps leading to the final presentation. The instructor will provide detailed feedback at every stage of the writing process. You will also get feedback on your drafts from peers in your class.

The research paper is divided into smaller writing assignments: proposal/bibliography (5%), context/theory (10%), final paper (20%), and class presentation (5%).

Proposal/bibliography (5%): Write a 1-page proposal about what aspect of media, children and adolescents you plan to study and why it is important to study this topic. Excellent topics are those that are socially-relevant, topical, interesting, and relatively under-studied. Pick a topic that you are truly interested in because you have to stick with it through the semester. It is crucial that you incorporate concepts and theoretical perspectives discussed in the course into your final paper. Please consult with the instructor to make sure that you are in the right track.

Along with the one-page proposal, submit an annotated bibliography where you read, summarize, and critique 5 scholarly articles/book chapters relevant to your topic. Please meet with the instructor if you would like to learn to distinguish scholarly from non-scholarly sources. You are also encouraged to meet with the Communication librarian, Dr. Steve Bales. Clearly articulate how each scholarly source helps guide your central argument. Excellent bibliographies go beyond simply summarizing the paper. They show the instructor that the student has read, understood, reflected, and critiqued the scholarly work. Publications that are only tangentially relevant to your final project will lead to lowering of grades. You are welcome to refer to the textbook and other readings from this class but make sure that your bibliography includes 5 scholarly sources over and beyond class readings.

Context/theory (10%): Write a 4 page double-spaced paper about the context/background relating to the issue that you have decided to focus on as it relates to media, children and
adolescents. Discuss the contexts (such as historical, political, economic, and social) that shape how and why we think about these issues the way we do. Bring in the role of media within this context. Provide support for your claims by using citations of previously published works and for any statistics that you provide. It is very important to draw from theories and concepts discussed in this class that will inform your media analyses. You should cite your sources in a separate reference section for this assignment.

*Final paper (20%):* Write a 8-10 page final paper that builds on the previous writing assignments. Immerse yourself for a two-week period with the media content that you are interested in studying. Keep detailed notes about your descriptions of the content as well as your thoughts and feelings as you analyze these media texts. Through repeated and close readings of the media texts, engage in critical analyses that reflect on the meanings of the emerging patterns. Alternatively, conduct quantitative content analyses with predefined units of analyses and coding scheme along with a detailed coding booklet. In this case, provide graphs, tables, and figures to share your findings. Make sure you make connections between your analyses and theories/concepts covered in your assigned readings and class discussions. The paper should consider potential impacts of the media messages, theoretical/practical implications, and limitations of your project.

*Final poster presentations (5%):* Summarize the key points from your final project into a tri-fold poster to share with the class in a creative, attractive, informative format. Be prepared to answer questions from the audience and bring additional materials to support key arguments that you make in the poster.

All papers are due at the beginning of class on dates indicated in the course calendar. Use double-spaced, 1 inch margin, 12 point Times New Roman font for all papers. Remember to put your ID number (assigned in the first week of class) on all the papers and staple them. Cite all sources in a separate reference section at the end of the paper. All papers should be submitted in class. Please do not send them via email or drop them off at my office. Incomplete assignments, missing, and late assignments will be awarded zero points. Only insightful papers that go beyond the class readings will get above average grades. Mediocre assignments will receive mediocre grades.

*In-Class Grade (10%):* Since attendance is required in the course, in-class activity grades will not be announced in advance. On 12 different days there will be an in-class activity. The lowest two in-class activity grades will be dropped. The remaining in-class activity grades will be averaged together as the in-class activity grade.

**Attendance**

Attendance is required at each meeting of COMM 403. For unexcused absences in excess of two, the final grade will be reduced by one letter grade per absence. Please see Student Rule 7. http://student-rules.tamu.edu/rule07 Documentation is due as per the deadlines specified in Student Rule 7.
**Make-up work**

Make-up work is available for students with excused absences. Please see Student Rule 7. [http://student-rules.tamu.edu.rule07](http://student-rules.tamu.edu.rule07)

**Grading policies**

Grades have to be earned in this class for completing course requirements. To be fair on all students, extra credit opportunities, if made available, will apply to all students and cannot be given to individual students.

- 89.5 to 100 .................A
- 79.5 to 89.4 .................B
- 69.5 to 79.4 .................C
- 59.5 to 69.4 .................D
- Below 59.4 .................F

**Class policies**

- All assigned readings should be completed before coming to class. Please be prepared to summarize and discuss the assigned readings during class. Take careful notes while reading the materials and jot down any questions and comments that you would like to discuss in class.
- Assigned readings, class discussions, blog entries, handouts, guest lectures, video screenings, and your own final project are all fair game for exam questions.
- I encourage you to share and respond to relevant, interesting and thought-provoking articles on media audiences using the class discussion board available on the course website in eCampus. Remember that such participation would also count toward your participation grade.
- As a courtesy to other class members, please turn off all cell phones during class time. Texting or talking on the phone can be quite distracting to others in class. If you have a special situation that requires you to receive or send cell phone messages in class, kindly let the instructor know in advance.
- Laptops and other electronic word processing devices are not allowed in the class except for note-taking purposes. Violation of this policy would lead to a no-laptop rule for everyone in class for the rest of the semester. Please be mindful to not check email, browse the web, etc.
- Audio recording, photography, and video recording during class are prohibited.

**Course Schedule:** All chapter numbers refer to the textbook.

**Week 1: Introduction and Key Concepts: Children as Unique Audiences**

### Week 2: Children’s Media Habits, Socialization Theory, and Family Communication

**Writing workshop 1**


### Week 3: Aggression, Cultivation Theory, and Youth Media


### Week 4: Gender Identity, Sexual Objectification Theory, and Adolescent Magazines

**Proposal/bibliography draft due for peer review**


### Week 5: Racial Identity, Social Identity Theory, and Cartoons for Children

**Proposal/bibliography due to instructor for feedback**


### Week 6: Review and Exam 1

### Week 7: Children, Persuasion Theory, and Advertising

**Writing Workshop 2**

Week 8: Developmental Approaches, Morality, and Children’s Films

Context/theory paper due for peer review


Week 9: Peer Socialization, Cyberbullying, and the Internet

Context/theory paper due for instructor feedback


Week 10: Social Cognitive Theory, Learning Approaches, and Gaming


Week 11: Pro-social Behavior and Social Good in Children’s Media


Week 12: Review and Exam 2

Week 13: Developing Media Literacy and Critical Media Skills in Children

Final paper due for peer feedback

Week 14: Final presentations

Final paper due to instructor for feedback

Disability Services

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

Academic Integrity Statement

Academic integrity is extremely important. Always cite your sources when you are referring to ideas that you are not your own. Aggie honor code: “An Aggie does not lie, cheat, or steal or tolerate those who do”. As a student of Texas A&M University, you are committed to following the Aggie honor code. Plagiarism, falsification, cheating, fabrication, complicity, multiple submissions, abuse and unauthorized access to university resources will not be tolerated in this course. All students of this course should read up details about the Aggie code in the following website: http://aggiehonor.tamu.edu

Safe Classroom Environment:

Considering the nature of this course, it is especially important that we establish a safe environment in the classroom. Towards this end, I seek your support in encouraging engaged, honest discussions. I hope everyone feels comfortable to share and explore ideas in this class. During the course of such free and open discussions, it is quite possible that disagreements will arise. I welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of other points of view, whether you agree with them or not. In this class, derogatory comments based on race, ethnicity, class, gender, sexual orientation, religion, physical ability, or nationality will not be tolerated
TO: Faculty Senate Executive Committee  
FROM: Valerie Balester, Chair, W and C Course Advisory Committee  
CC: Richard Street, Department of Communication  
     Nancy Street, Department of Communication  
     J. Kevin Barge, Head, Department of Communication  
     Steven Oberhelman, Interim AOC Dean, Liberal Arts  
DATE: July 8, 2015  
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: COMM 408

We recommend that COMM 408 Advanced Research Methods in Communication be certified as a writing (W) course for four academic years (9/16 to 9/20). 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: 6000  
4. Instructor to student ratio for one section: 1:25

Students write a paper in which they propose a research project and write four shorter papers related to the research project paper such as literature reviews, methods sections, and results sections; these shorter papers are peer reviewed in an in-class writing workshop. Instruction on workshop days includes examining examples and discussion of academic writing and the professional writing process.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns
   (enter prefix, number, and complete course title):
   
   COMM 408 Advanced Research Methods in Communication

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: Nancy J. Street/Coordinator
Printed name and signature
(Date)

Received: Valerie Balester 6/8/15
W and C Course Coordinator, University Writing Center (Date)

Approvals:

College Dean: Steven M. Oberhelman
Printed name and signature (Date)

Department Head: J. Kevin Barge
Printed name and signature (Date)

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

Tel. 979.458.1455 Fax 979.458.1466
writingcenter.tamu.edu
COMM 408: Sect 900
Advanced Research Methods in Communication
Fall 2015

Class meetings
Tues and Thurs 2:20-3:35, Bolton 018
Some class meetings will take place outside of our regular classroom (in a computer lab or library). Sufficient notice and reminders will be provided.

Instructor Information
Dr. Richard Street
Email: r-street@tamu.edu
Office: 214A Bolton
Office hours: Tuesday and Thursday 11am-2pm

Course Description
Advanced research methods in communication including experimental, survey, interpretive, and critical methods; emphasis on research design, data collection, analysis, interpretation, and presentation. Prerequisite: Junior or senior classification; COMM 308

Course Objectives
The purpose of this course is to provide students with the tools needed to develop, implement, conduct, write, and present communication research.

Prerequisites
Junior or senior classification; COMM 308

Student Learning Outcomes
Students will be able
(1) Propose research that could be submitted to an Institutional Review Board for approval or for intramural or external funding.
(2) Present (in written form) original research with introduction, methods, results, and discussion sections.
(3) Plan and conduct empirical research using both qualitative and quantitative methods. assist you in designing and implementing ethical and original research studies
(4) Criticize research studies with respect to reliability, validity, and generalizability.

Reading Materials

Writing-intensive courses
This is a writing-intensive 400-level W course with several opportunities to improve your writing skills throughout the semester. A substantial portion of your grade will be based on
writing assignments. **You will not be able to pass this course without completing the writing assignments.** Feedback will be provided several times during the semester by the instructor and by your peers on your writing. Samples of good writing will be discussed to help you model your papers on these examples. Several days are marked on the course calendar as “writing workshops.” Please bring your draft assignments to these workshops to get feedback from your peers and instructor that can be incorporated into the final version of the assignment. You are also encouraged to make appointments for one-on-one consultations with experienced writing consultants at the University Writing Center (go to writingcenter.tamu.edu for more details).

**Grading criteria**

- **In-class written exams (20%)**: Students will take two in-class written exams during the semester. Each is worth 10% of the overall grade. These exams will be closed book exams. Please prepare for these exams using all class materials (textbook chapters, course packet readings, handouts, guest lecture materials, video screenings, presentation slides, and class discussions). Review sheets will be provided to help guide you. A class blog will be created for each exam that will help you discuss your questions about the exam with your peers and the instructor.

- **Research proposal paper (40%)**: You will work on an individual research proposal (10-15 pages) from start to finish in this course on a communication topic of your choice. You will learn to formulate research hypotheses, review relevant literature, and select appropriate methods. By applying some of the latest communication tools and methodological innovations, you will get continuous written feedback throughout the course and apply new course material to your specific projects as you learn about them in class. The project will culminate in a final presentation and paper.

- **Writing assignments and workshops (20%)**: There will be four smaller writing assignments related to the project that will be due as per the calendar on the writing workshop days. Each will be 3-4 pages in length. Some days are marked on your syllabus calendar as “writing workshops.” On these days you should bring draft copies (enough for all members of your group) of your upcoming project assignment. You will receive comments and suggestions for improvement from your peers and the instructor during these writing workshops. The instructor will provide samples of good writing and tips for improving your writing. You are expected to revise your research proposal project assignments based on the feedback you receive. Although some class time will be allocated for working on your final project, you are expected to complete a majority of the project work outside of class time.

- **Group research project (20%)**: Each group will consist of 3 members who will work together on a group research project. The project will consist of a literature review, research questions, data collection methods, analysis of data, reporting of findings, and discussion of the findings. The topic of the group research project will be determined by the team members with approval of the instructor. Possible topics include, but are not limited to, a service learning activity, produce testing, media campaign on a specific topic, issue, a mock jury trial, a communication experiment, needs analysis, etc. You will present your results to
the class as an oral presentation at the end of the semester. Sections of the presentation will include a literature review, methods, results, and conclusions.

- **Attendance and class participation:** Attendance is required unless you have a university approved excuse. See Student Rule 7. You are strongly encouraged to attend all class sessions. Note that there is a strong correlation between class attendance and grades. Being in class will allow you to ask questions and participate in class discussions, which will greatly enhance your understanding of the materials.

**Class policies**

- All assigned readings should be completed BEFORE coming to class. Please be prepared to summarize and discuss the assigned readings during class. Take careful notes while reading the materials and jot down any questions and comments that you would like to discuss in class.

- I find that teaching others is a very good way of learning. We will spend a lot of time on peer feedback and group learning in class. These are wonderful opportunities to learn from one another. You are also encouraged to form study groups and use the class blog site for posting and responding to questions relating to class materials.

- As a courtesy to other class members, please turn off all cell phones during class time. Texting or talking on the phone can be quite distracting to others in class. If you have a special situation that requires you to receive or send cell phone messages in class, kindly let the instructor know in advance.

**Course Grade**

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

**Attendance**

Your attendance is expected for each class. Make-up work is permitted only for those with documentation of university-excused absences. Please refer to Texas A&M Student Rule 7 which is available here, [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm). Exams and writing assignment make-ups are only permitted for university-excused absences. Writing workshops, learning groups’ class assignments, and discussion questions cannot be made up as they involve group work. Proper documentation must be submitted in a timely manner.

All assignments, discussion questions, in-class assignments should be handed to the instructor in person during class hours within the allocated time period. They should not e-mailed to me, slipped under my office door, or put in my mailbox. If your group member is absent, do not put their name on the in-class learning assignment.

**Academic Integrity**

*An Aggie does not lie, cheat, or steal or tolerate those who do.*
Texas A&M University encourages academic integrity and strictly enforces policies against any form of scholastic dishonesty. For more information, please review the Student Rules at [http://student-rules.tamu.edu](http://student-rules.tamu.edu) or the Honor Council Rules at [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

**Special Accommodations**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 979-845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Course Schedule**

Readings from the textbook will be assigned for each class meeting. See schedule below for relevant page numbers and chapters that you need to read before coming to class. Additional readings and handouts will be distributed from time to time. Note: “Ch” stands for chapter in the main text.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Readings</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction and syllabus</td>
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<td></td>
<td>Types of research reports; Stages of a research paper</td>
<td>Ch. 1</td>
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<td>Week 2</td>
<td>Group formation; Conducting library searches</td>
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<td>Research topics due</td>
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<td>Conducting ethical research</td>
<td>Ch. 2</td>
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<td>Week 3</td>
<td>Writing workshop 1: Writing literature reviews</td>
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<td>Little paper I due</td>
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<td>Creating effective measures</td>
<td>Ch. 5</td>
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<td>Week 4</td>
<td>Using reliable and valid measures</td>
<td>Ch. 6 (pp.79-87)</td>
<td>Bring drafts of literature review</td>
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<td>Peer feedback on literature reviews</td>
<td>Group project topics due</td>
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<td>Week 5</td>
<td>Designing surveys</td>
<td>Ch. 7</td>
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<td>Designing experiments</td>
<td>Ch. 8</td>
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<td>Week 6</td>
<td>Workshop 2: Writing method sections</td>
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<td>Near final literature review portion of the research project due</td>
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<td>Exam 1</td>
<td>Little paper II due</td>
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<td>Week 7</td>
<td>Qualitative research: semi-structured</td>
<td>Ch. 13</td>
<td>Outline of group project</td>
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<td>Week</td>
<td>Topic</td>
<td>Reading/Notes</td>
<td>Due Date</td>
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<td>8</td>
<td>Designing content analytical studies</td>
<td>Ch. 9</td>
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<td>Qualitative research: focus groups</td>
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<td>Workshop 3: Writing effective questionnaires</td>
<td>Draft of methods section for research project due</td>
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<td>Hypothesis testing</td>
<td>Ch. 10 (pp. 178-179)</td>
<td>Little paper II due</td>
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<td>Workshop 3: Writing effective questionnaires</td>
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<td>10</td>
<td>Workshop 3: Writing effective questionnaires</td>
<td>Draft of methods section for research project due</td>
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<td>Introduction to statistical analysis</td>
<td>Ch. 11 (p.204-205)</td>
<td>Meet in lab</td>
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<td>Conducting non-parametric tests using SPSS</td>
<td>Ch. 11 (pp.184-187)</td>
<td>Meet in lab</td>
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<td>Comparing means using SPSS</td>
<td>Ch. 11 (pp. 191-196)</td>
<td>Meet in lab</td>
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<td>11</td>
<td>Workshop 4: Writing results sections for research reports</td>
<td>Near final methods section portion of research project due</td>
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<td>Testing for correlations using SPSS</td>
<td>Ch. 11 (pp. 197-203)</td>
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<td>Writing tips: From drafts to final paper</td>
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<td>12</td>
<td>Workshop 4: Writing results sections for research reports</td>
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<td>Little paper IV due</td>
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<td>Open Writing Workshop day</td>
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<td>13</td>
<td>Presentation Open Workshop day</td>
<td>Final research proposal due</td>
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<td>Exam 2</td>
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<td>14</td>
<td>Group Research presentations – Day 1</td>
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<td>Dec</td>
<td>Group Research presentations – Day 2</td>
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TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Charles Conrad, Department of Communication
    Nancy Street, Department of Communication
    J. Kevin Barge, Head, Department of Communication
    Steven Oberhelman, Interim AOC Dean, Liberal Arts
DATE: July 8, 2015

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: COMM 446

We recommend that COMM 446 Communication, Organizations and Society 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: 75%
2. Course content appropriate to the major
3. Total number of words: 4500
4. Instructor to student ratio for one section: 1:25

Students write throughout the course, including in-class exams (not counted above) and also essays for a take-home exam and a final paper. The essay in the first exam is often the topic for the final paper, and students work on that topic throughout the semester. Feedback is provided for different stages of the final paper project. The instructor provides illustrative sections of all student papers and exams to show individual students how to improve sections of their work. Students get writing guidelines and discuss exam model papers from previous classes.

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

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

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

COMM 446 Communication, Organizations and Society

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: Nancy J. Street/Coordinator  
Printed name and signature  
(Date)

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

Approvals:

College Dean: Steven M. Oberhelman  
Printed name and signature  
(Date)

Department Head: J. Kevin Barett  
Printed name and signature  
(Date)
COMM 446, COMMUNICATION, ORGANIZATIONS, AND SOCIETY,
Fall 2015,

DR. Charles Conrad
cconrad@tamu.edu
Office: BLTN 222
Office hours: TR 8-9:15

Course Description
Communicative processes through which organizations influence and are influenced by the societies from which they draw their members. Prerequisite: Any lower-division communication course, or junior classification, or approval of instructor.

This course is designed to investigate the communicative processes through which formal organizations influence popular attitudes and public policies. It is grounded in the assumption that U.S. residents hold ambivalent and incongruent views of organizations and the executives who run them. On the one hand Americans long have had a deep cultural suspicion about the social and cultural impact of organizations, especially large, powerful ones. On the other hand we celebrate the ways in which organizations have contributed to our economic independence and standard of living. Similarly, we celebrate democracy and condemn totalitarianism of all kinds, but we happily accept autocratic rule within our organizations, even those supported by government and tax monies. These ambivalences create a conceptual space within which organizations can simultaneously be condemned and legitimized. Our goal this course will be to understand the role that rhetoric plays in both of these processes. Note: because the course focuses on current controversies, the syllabus may suddenly change (although I will keep the same exam dates and paper due dates so that you can plan your semesters) if unexpected public policy controversies suddenly erupt (e.g., the 2007-8 Immigration Debate) or major organizations face unexpected image/reputation crises (e.g., the Deepwater Horizon incident).

Note: If a due date or examination falls on a religious holiday that you normally celebrate, please see me for an alternative schedule

Student Learning Outcomes

1) criticize, analyze and evaluate (a) current research on public policy issues related to organizations and the economy, (b) arguments made by corporate and political rhetors on those issues, and (c) common policy options.

2) articulate the processes through which cultural assumptions are created, sustained, and transformed and the role that organizational/economic rhetoric plays in those processes.

3) develop rhetorical strategies through which organizational rhetors can construct viable identities and reputations, manage reputational crises, and rebuild favorable
identities after crises have subsided.

EXAMINATIONS: There will be two. The first will be on February 26; the second will be April 30 during class time or at 8:00 a.m. on May 8 (student chooses one day/time). Each exam will be "cumulative" in the sense that the key concepts of the course tend to build on one another and will be composed of multiple choice and essay questions. Each exam is worth a maximum of 100 points. Hopefully, your answers to the essay questions on the first exam will lead to your paper/project, in keeping with the rationale behind “W” courses.

PAPER/PROJECT: during the course of the semester we will briefly consider a number of “case studies” of organization-society relationships. For your paper I want you to choose a case study that is relevant to the course and of particular interest to you, then become an expert on that case, and then analyze the communicative strategies used by the various parties who are/were involved. You are welcome to choose one of the case studies we cover in class, but my evaluation of your paper will be based on the parts of your analysis that go beyond what we discussed as a group. 100 points possible. Due on Income Tax Day (April 15) although early submissions will be happily accepted.

READINGS

There will be many. The primary textbook will be Charles Conrad, Organizational Rhetoric: Strategies of Resistance and Domination (London: Polity Press, 2011). I will distribute additional readings to you via email, so you will need to either check your email daily or arrange to have email messages automatically transferred to media that you consult more regularly. After the first day of class each session will involve a structured discussion of one or more of the week's reading assignments. STUDENTS SHOULD BRING ANY QUESTIONS THEY HAVE OVER THE READINGS TO THESE CLASSES BECAUSE WE WILL NOT HAVE FORMAL REVIEW SESSIONS FOR THE EXAMINATIONS.

FORMAT OF THE COURSE

I teach this course in a seminar format, just as I teach graduate courses. To make this system work it is very important that you keep up on the readings. Discussion questions are included in this syllabus and/or will be distributed as the course progresses. In some cases I will divide you up into groups and have each group report on an assigned reading.

UNIT ONE: TOPOI AND ORGANIZATIONAL DISCOURSE
Topic 1 (9/1-9/15). Characteristics of the “American System”
*Focal Text: "Aaron Fuerstein and Corporate Executions"

Discussion Questions: What obligations/responsibilities do organizations have to the societies within which they operate? What obligations/responsibilities do societies have to the organizations which operate within them? (Note: the brief essay at the end of this syllabus may jump start your thinking about these questions)
Readings:
Conrad, Organizational Rhetoric, chp. 1, through the “American System”.
Discussion question over the dead Greeks section of Conrad, chp. 1:
On the one hand, Americans are strong advocates of democratic forms of government. On the other hand, we are happy to allow formal organizations to operate as totalitarian regimes. In fact, many (perhaps most) of us resist government efforts to influence the operations of organizations (that is, of democratic institutions to “interfere” with totalitarian ones) and tolerate corporate funding of/influence over political processes (that is, totalitarian institutions “interfering” with democratic ones). Explain why.

Enrichment: Perrow, chp 5 (“Corruption”)
Discussion Questions over the American System:
--Perrow argues that economies can be organized through markets, hierarchies, communities, or networks. What are the key characteristics of each? What would life be like in each one? Why?
--How and why did the US economy move away from “small firm markets” to “hierarchies?” What role did the courts play in this change. There are three related questions: (1) how/why did the corporate form develop, (2) how/why did we shift to a system of easy incorporation, and (3) what role did the “Dartmouth decision” play in all of this?
--Why was it important that federal started to take precedence over state laws?
--What was the impact of the court decisions after Dartmouth?

Case Study on Pharmaceutical Pricing

Part I: “The Other Drug War”
Reading: case study at the end of Chapter 1 of your textbook
Discussion question: complete the “weekend fun” exercise included in chapter one, and sketch out responses to the questions at the end of the case study that concludes the chapter. In the process make sure you find out how much the drug you’ve selected will cost you (note: most of you will need to add the copayment that you pay for the drug to and the total amount that your health insurance company pays for it). Then, find out how much it would cost if you were a U.S. military veteran (see the families.usa website) and how much it would cost if you bought it in Canada (which has the second-highest pharmaceutical costs in the developed world), or in a European country. Explain any discrepancies.

Part II: The Creation of Medicare Plan D
Reading: Text, case study at the end of chapter 4, “Dealing (Legal) Drugs: The Rest of the Story”
Enrichment: Bruce Bartlett, “The Worst Legislation in History?”
Discussion question: complete the “Weekend fun” exercise and sketch answers to the discussion questions at the end of the chapter. Be sure you
also can answer these questions: how does a bill become a law (do NOT review your notes from high school or college civics class)? Explain how and why a “free marketer” administration and Congress passed the largest socialist program since the New Deal (Medicare Plan D)

Follow-up Reading: Plan D follow-up pdf

Topic 2 (9/17-10/1). Everything for Sale?

Readings: Conrad, Organizational Rhetoric, chp. 2.
Enrichment: *Kuttner, Everything for Sale, “Intro” and Chapter 1

Discussion Questions: (1) what are the assumptions underlying “free market fundamentalism” (Kuttner calls them “heroic” assumptions); (2) what factors/processes create what he calls “market failures;” (3) what is a “second best market” and why would we want one; (4) Under what circumstances are market systems preferable way to organize a society/economy?

Case Study: Free Markets, Babies, and All That
Readings: Conrad, chp. 2 case study, “Buying Babies (and other things)”
*Use with Posner” pdf

Discussion Questions: (1) What, according to Posner, are appropriate limits to the free market system? What, according to his critics, are appropriate limits? If one applied those conceptions of limits to an economy as a whole, what would the resulting system look like? (2) In “the Use With Posner” file I’ve attached similar debates about other aspects of a free market in human biology (e.g., sperm, eggs, ova, sex-selection, organ donations, etc.). What is an appropriate “mix” of free market and government control in these industries? Why? What does your answer have to do with economics? (2) Answer the same questions regarding other aspects of “family formation” and health care.

Catch Up; Term Paper Topics Due.

Oct 15. First Examination

UNIT TWO (2/28-3/26): ORGANIZATIONS, RHETORIC AND PUBLIC
Part One: Policy Formation
Readings: Conrad, chp. 4
Enrichment: Stone, *Policy Paradox, selections*

Part Two: Case Studies. We will need to choose two extended case studies for this unit. During recent semesters my classes have chosen US Immigration Policy, US Healthcare Policy, Regulation and de-regulation of industries (focusing on airlines in one case and electricity in another), Energy Industry safety (focusing on refineries and offshore drilling), and Prescription Drug Safety. Other options are possible, of course.

UNIT THREE MANAGING ORGANIZATIONAL IMAGE(S) (3/28-4/25)

Part One: Rhetoric and Organizational Image/Crisis/Reputation Management
Readings: Conrad, chp. 5

Part Two: Case Study 1: The Revival of Nuclear Power?

**Reading:** George Dionisopoulos & Steve Goldzwig, “The Atomic Power Industry and the NEW Woman”

**Discussion Questions:** (1) What advantages/disadvantages do the core assumptions of American culture provide for nuclear industry rhetors? (2) What advantages/disadvantages do they hold for anti-nuclear industry rhetors? Why? (3) What role can/does "science" and scientific discourse play in organizational legitimation?

**Reading:** George Diosonopolous & Richard Crable, “Definitional Hegemony as a Public Relations Strategy”

**Discussion Questions:** (1) What legacy did the TMI accident leave for nuclear industry rhetors? (2) Pretend that President Obama asks you to devise strategies for persuading Americans to support the expansion of nuclear energy. What problems do you face in doing so (for the purpose of this question pretend that the term "Americans" includes those pesky blue states)? What strategies would you employ? Why? How would your approach differ from the one used by the industry after TMI

**Reading:** Pdf on the revival of nuclear power

Case Study 2: We will need to choose a second case study. During recent semesters my classes have chosen The (Mis)adventures of Walmart; Various Organizations’
Responses to Gulf Coast Hurricanes, BP during the Deepwater Horizon incident; and Toyota Motor Companies Various Recalls.

Second Examination.

• **Americans with Disabilities Act (ADA) Policy Statement**

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

• **Academic Integrity Statement and Policy**

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

• **Grading Scale:**

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

  As stated in Student Rules, it is the student’s responsibility to attend class. There is no additional attendance policy beyond that statement.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Jonathan Meer, Department of Economics
     Joseph Ura, Department of Economics
     Timothy Gronberg, Head, Department of Economics
     Steven Oberhelman, Interim AOC Dean, Liberal Arts

DATE: July 8, 2015

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ECON 312

We recommend that ECON 312 Poverty and Inequality be certified as a writing (W) course for four academic years (1/15 to 1/19). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 35%
2. Course content appropriate to the major
3. Total number of words: 2250
4. Instructor to student ratio for one section: 1:25

In previous versions of this course students wrote four short papers; in the current version they will write a proposal and a paper based on the proposal, with a rough draft that receives written instructor comments and a peer review workshop. The proposal is also an avenue for formative feedback. Feedback is further provided one-to-one in conferences. Instruction includes reading and discussing models, taking the Evans Library’s plagiarism quiz, and a University Writing Center workshop.
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):

**ECON 312: Poverty and Inequality**

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: 
Printed name and signature  
(Date)

Received: 
Valerie Balester 6/29/15 
W and C Course Coordinator, University Writing Center  
(Date)

Approvals:

College Dean: 
Printed name and signature  
(Date)

Department Head:  
Printed name and signature  
(Date)
Poverty, Inequality, and Social Policy

Course Information:
Economics 312
Spring 2016
8:45-10:00 AM, TR
Allen 1006

Instructor Information:
TBA

Office hours: TBA

Course Description:
This course examines the determinants of inequality in market earnings, the philosophical and economic reasons for redistributing income, the issues in measurement of inequality and poverty and examines the major social insurance and welfare programs and policies and how they affect income distribution, consumption, expenditures, and performance of the economy. It also investigates economic causes and consequences of inequality as well as the economic effects of government programs that address poverty and inequality.

Prerequisite: Econ 323 or concurrent enrollment.

Learning Outcomes: Successful completion of the course enables students to:

1. Analyze and measure inequality at the individual and group level, both at a point in time and over several years.
2. Identify and develop economic understanding of the tools utilized in analysis of social programs and policies
3. Assess how various government programs impact labor supply, savings, investment, human capital accumulation, and economic growth and welfare.


Readings: Papers are assigned from the readings on reserves at the library in addition to chapters from the textbook. Most of these readings are available on e-reserves at Evans Library. Other readings are available by accessing the urls provided below. New readings may be added and assigned as the semester progresses. Students are responsible for accessing and acquiring the assigned readings.
Readings on reserve are available by accessing e-reserves at:
http://library-reserves.tamu.edu/areslocal/index.htm
The course password is: econ_312_s2015

Course Website: eCampus

Technology: Cellphones and other electronic devices besides laptops are not permitted during lecture or any exam. Please turn off and/or silence cellphones at the start of the lecture. Laptops can be used for taking notes and accessing course materials.
Grading: This is a writing intensive course. The relative percentages of the course grade are reflected in the following table. Three unannounced bonus quizzes will be given during lectures. Each is worth 2% of the final course grade, for a total of 6%. Quizzes will cover material from the previous lecture. Grading scale (90 ≤ A ≤ 106, 80 ≤ B <90, 70 ≤ C <80, 60 ≤ D <70, F ≤ 60).

<table>
<thead>
<tr>
<th>Test/Project</th>
<th>Date</th>
<th>Percent of Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1</td>
<td>February 17</td>
<td>20</td>
</tr>
<tr>
<td>Paper Proposal</td>
<td>February 5</td>
<td>5</td>
</tr>
<tr>
<td>Paper Rough Draft</td>
<td>March 12</td>
<td>n/a</td>
</tr>
<tr>
<td>Test 2</td>
<td>March 31</td>
<td>20</td>
</tr>
<tr>
<td>Final Paper</td>
<td>May 5th</td>
<td>30</td>
</tr>
<tr>
<td>Final</td>
<td>May 8, 1-3pm</td>
<td>25</td>
</tr>
</tbody>
</table>

Written Paper Proposal: this is a two-page outline proposing the research paper topic. I will be available during office hours to assist with the development of your paper topic. This assignment must be submitted to me via email no later than February 5, 2016.

Rough Draft: this must follow the outline on the written proposal and must be between 2000 and 2200 words. I will provide written feedback about both your discussion of the topic and the technical aspects of your writing. You must submit this assignment to me via email by March 12, 2016.

Additionally, we will spend time during one class session after rough drafts are returned to peer-edit another student’s paper using a rubric I will provide. During this time, I will share some general insight about technical aspects of writing that could be improved upon in the rough drafts that I graded and that you will gain additional helpful feedback from your peers. Writing instruction will also occur periodically during class throughout the semester.

Final Written Paper: this must be between 2000 and 2200 words and I expect that you will have integrated my feedback on the rough draft into this final work. Again, please talk to me during office hours for assistance. You must submit this assignment to me via email no later than May 5, 2015.

A failing paper means a failing course grade.

Make-up Policy: A make-up test will be given to students who have an excused absence. The absence must conform to Student Rule 7 http://student-rules.tamu.edu/rule07.

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

Texas A&M University is dedicated to the discovery, development, communication and application of knowledge in a wide range of academic and professional fields and assumes as its historic trust the maintenance of freedom of inquiry and an intellectual environment nurturing
the human mind and spirit. Living in accordance with the Aggie Code of Honor is critical to these ideals, to the goal of assuming a place of preeminence in higher education, and to the development of the whole student.

For additional information please visit: http://aggiehonor.tamu.edu

**Americans with Disabilities Act (ADA) Policy Statement:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 979-845-1637. For additional information visit http://disability.tamu.edu

**Tentative Course Outline**

**Inequality**

WEEK 1: Labor Supply
Browning and Browning, Appendix

WEEK 2: Inequality
Browning, Chapter 2
Stigler, “Determinants of the Distribution of Labor Incomes” in Inequality and Poverty

WEEK 3: Inequality Measurement
Litchfield (1999)

WEEK 4: Income Inequality and Mobility
Juhn, Murphy, and Pierce (1993)
Kopczuk, Saez, and Song, (2010)
Alvaredo, Atkinson, Piketty, and Saez (2013)
Mankiw (2013) and JEP Correspondence (2014)
Chetty, Hendren, Kline, and Saez, (June 2014)

WEEK 5: Wealth Inequality
Saez and Zucman (2014)
TEST #1 FEBRUARY 17th

WEEK 6: Group Inequalities
Goldin (2014)
Borjas (2006)

WEEK 7: Discrimination
Becker (1992)
Bertrand and Mullainathan (2004)
Hamermesh (1994)

**Poverty, Policies, and Programs**

WEEK 8: Overview & Measuring Poverty
Browning, Chapter 5
Meyer and Sullivan (2012)

**PAPER ROUGH DRAFT DUE MARCH 12**

WEEK 9: Income Redistribution  
Bertrand de Jouvenel, “The Ethics of Redistribution” and Wallich, “Inequality and Growth” in *Inequality and Poverty* Congressional Budget Office (2013)

WEEK 10: Education & Minimum Wage  
Weiss, 1995  
Browning and Zupan, Chapter 18, Section 18.1

WEEK 11: Negative Income Tax and Earned Income Tax Credit  
Browning and Browning, Chapter 9  
Browning and Browning, Chapter 9

Unemployment Insurance  
Browning and Browning, Chapter 9  
TEST #2 MARCH 31st

Unemployment Insurance  
Browning and Browning, Chapter 9  
Browning and Browning, Chapter 5

WEEK 12: Social Security, Medicare, and Medicaid  
Browning, Chapter 7  
The Kaiser Family Foundation (2013)

WEEK 13: Tax Policy & Other Transfers  
Browning, Chapter 9  
Congressional Budget Office (2014)  
Browning, Chapter 10

WEEK 14: Consumption Inequality  
Meyer and Sullivan, (2013)  
FINAL PAPER DUE MAY 5th

**FINAL EXAM MAY 8th 1-3 PM**

**Links to articles not on e-reserves**
Gary S. Becker – 1992 Nobel Prize Lecture  


Congressional Budget Office, 2013, “Growth in Means-Tested Programs and Tax Credits for Low-income Households.”
http://www.cbo.gov/publication/43934

Raj Chetty, Nathaniel Hendren, Patrick Kline, and Emmanuel Saez, June 2014, “Where is the Land of Opportunity? The Geography of Intergenerational Mobility in the United States.”
http://obs.rc.fas.harvard.edu/chetty/mobility_geo.pdf

Litchfield, Julie A., 1999, “Inequality: Methods and Tools”


**Other Links:**
Raj Chetty presentation at the World Bank
TO: Faculty Senate Executive Committee  
FROM: Valerie Balester, Chair, W and C Course Advisory Committee  
CC: Martin Peterson, Department of Philosophy & Humanities  
    Gary Varner, Head, Department of Philosophy & Humanities  
    Steven Oberhelman, Interim AOC Dean, Liberal Arts  
    Prasad Enjeti, AOC Dean, Dwight Look College of Engineering  
DATE: July 8, 2015  
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ENGR/PHIL 482  

We recommend that ENGR/PHIL 482 Ethics and Engineering be certified as a writing (W) course for four academic years (1/16 to 1/20). 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: 4000
4. Instructor to student ratio for one section: 1:25

ENGR/PHIL 482 is now flipped: students attend two meetings each week, a face-to-face meeting, and Friday recitation. Online content is delivered via eCampus to supplement meetings. A team of five instructors (two from philosophy and three from engineering) works with 18 supervised graduate teaching assistants to teach the course. Students write three short papers and a final essay (with a draft for formative feedback). Students have the opportunity to revise up to two of the three short papers. For the final essay, students get feedback on a short proposal and a full-length draft, the latter of which is peer reviewed. Graduate teaching assistants provide instruction in recitation, which include the use of models, review of student work, and discussions and reading about writing topics.
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):
   **ENGR 482 Ethics and Engineering (crosslists PHIL 482)**

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: Ray James
Printed name and signature: [Signature] 5/13/2015 (Date)

Received: [Signature] 7/13/15
W and C Course Coordinator, University Writing Center

Approvals:

**College Dean:** Prasad Enjeti
Printed name and signature: [Signature] 5/13/2015 (Date)

**Department Head:** Prasad Enjeti
Printed name and signature: [Signature] 5/13/2015 (Date)

D.H. for ENGR is College Dean

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 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/ENGR 482 Ethics and Engineering

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: [signature]  MAY 6, 2015
Printed name and signature  (Date)

Received: [signature]  6/3/15
W and C Course Coordinator, University Writing Center  (Date)

Approvals:

College Dean: [signature]  [signature]  5/4/15
Printed name and signature  (Date)

Department Head: [signature]  [signature]  5/4/15
Printed name and signature  (Date)
ENGR/PHIL 482 Ethics and Engineering

Fall 2015

Dr. Martin Peterson  Dr. Ray James, P.E.  Mr. Glen Miller  Dr. Debiyoti Banerjee  Dr. John W. Poston, Sr.
YMCA 428B  CE/TTI 201  YMCA 418  MEOB 310  Bizzell Hall East 305
martinpeterson@tamu.edu  r-james@tamu.edu  glenmiller@tamu.edu  dbanerjee@tamu.edu  j-poston@tamu.edu
979-847-6132  979-845-1353  979-847-6131  979-845-4500  979-845-6443

** Office hours for the instructors are by appointment to maximize flexibility: please call or email.**

COURSE DESCRIPTION

Development of techniques of moral analysis and their application to ethical problems encountered by engineers, such as professional employee rights and whistle blowing; environmental issues; ethical aspects of safety, risk and liability, and public welfare; conflicts of interest; emphasis on developing the capacity for independent ethical analysis of real and hypothetical cases.

LEARNING OUTCOMES AND MAJOR OBJECTIVES

As a result of meeting the requirements in this course, students will:

- Know some common methods for identifying, analyzing, and resolving ethical problems.
- Develop the capacity to think analytically, critically, and creatively about ethical issues in engineering.
- Know some of the classic cases in engineering ethics and some of the typical ethical and professional issues which arise in engineering.
- Know the NSPE code, the code of one’s own professional society, and the major professional societies and organizations in engineering.
- Develop a basic understanding of ethical theories and how they inform engineering codes of ethics and common engineering practices.
- Improve oral and written communication skills.

To achieve these outcomes and objectives, students are given the opportunity and encouragement to participate actively in class discussions. Students are required to do a substantial amount of writing in response to the material presented in the course. They are expected to write clearly and concisely. Students will receive frequent feedback on their submissions, and they have access to a suite of writing instruction lessons on eCampus.

PREREQUISITES: Junior classification

REQUIRED TEXTS


Additional readings are available on the course website.

ACCESS TO CLASS MATERIALS

Access class materials through eCampus at [http://eCampus.tamu.edu](http://eCampus.tamu.edu)

To log in, select the top box labeled “TAMU (Net ID)” and login with your NetID and password. You will be presented with a screen with a list of courses associated with your name. Select the Ethics and Engineering course.
STRUCTURE OF THE COURSE
Students will attend two meetings each week, a 75-minute face-to-face (F2F) meeting, and a one-hour-fifty-minute Friday recitation. These meetings will be supplemented with online content delivered through eCampus.

TECHNOLOGY POLICY
Laptops, cell phones, and other media devices, except those used as assistive technology, should not be used in the F2F meetings. The use of prohibited devices may result in the student being marked absent for the F2F meeting. The technology policy for each recitation is set by the TA.

ATTENDANCE AND PARTICIPATION
Attendance is required for F2F meetings and Friday recitations. The best way to master material for this class is to prepare properly, listen attentively, participate in activities, and ask questions when a topic is unclear. Students who arrive late, leave early, or are clearly unprepared may be counted as absent based on an assessment made by their TA. **Proper preparation includes bringing a copy of assigned texts to the meeting.**

Students must attend the F2F meeting for which they are registered unless they have coordinated in advance with their TA or their absence was such that prior planning was not possible.

In addition to absences that are considered excused by the university, two absences related to job interviews or academic conferences will be considered excused for the purpose of the course. Documentation must be submitted to the TA before the F2F or recitation meeting, preferably a week in advance. Those with excused absences should attend coordinate with their TA to attend another F2F session if their class schedules permit.

All students are expected to attend the Sue G. and Harry E. Bovay Lecture, in which a distinguished individual from academia, industry, or government is invited to address the class.

In addition to the aforementioned absences that are considered excused for the purpose of the course, students can miss two meetings other than the Bovay lecture without penalty. Further absences each result in a 2.5% deduction from the student’s course grade.

GRADED COMPONENTS

**Online Quizzes**
Students will take two kinds of graded online quizzes. The first is in the online sessions, in which students will be asked two kinds of questions. Knowledge Checks are ungraded questions that are interspersed in each session. They are intended to prepare the student for the concluding Quiz, which is graded. The second kind of graded online quiz covers assigned readings and is offered through the eCampus quiz assessment tool. Students are responsible for completing these quizzes before the deadlines listed on the course schedule.

The lowest five quiz grades will be excluded from the calculation of this portion of the course grade.

*** Note: for issues related to online quizzes, please email Mr. Curry O’Day at techhelp482@tamu.edu. ***

**In-class Presentation**
Students will work in groups of four or five on an in-class presentation. Groups will be assigned by TAs. Presentations must include visual aids. Students are expected to prepare their presentations outside class. Each student in the group must give part of the presentation in class. More detailed instructions will be provided during the semester.
Writing Assignments

Writing assignments are an opportunity for students to gain fluency with the theories, ideas, issues, and cases presented in the class and to develop their own thoughts on these topics. Students will write several Short Papers and one longer Essay. The Short Papers include short reports and response papers over material covered in the class. Each Short Paper should be between 667 and 8000 words in length. The Essay gives students the opportunity to develop a more extensive argument over the material covered in the course. It must be at least 2000 words in length.

Students will have three opportunities to write Short Papers. Each Short Paper is worth 5% of the course grade. Students can revise up to two Short Papers. To earn a better grade, resubmissions should be substantially better than the initial submission and should respond to relevant TA comments. They will generally be due a week after the paper has been returned to the student. The maximum score that a revision can earn is 20 points above the grade given the initial submission.

Revised papers that include plagiarized material will usually have a penalty applied based on plagiarism on the initial submission. The penalty is the sole discretion of the instructors and the Aggie Honor Council.

The Essay assignment consists of several parts. The first step is a submission of a short (250 word) proposal. The second step is an Initial Submission of the paper, which is a full-length paper completed to the best of the student’s abilities. It is worth 25% of the grade for the Essay. Students will then participate in a Peer Review. Failure to provide substantive feedback to their peers will result in a penalty of up to 10% for this assignment. Students will then prepare a Final Submission that responds to relevant comments from their peers and their TA. It is worth 75% of the grade for the Essay.

Detailed requirements for the Short Papers and the Essay will be distributed via eCampus.

All papers must be submitted to the appropriate turnitin.com link on eCampus. Failure to submit your essay to turnitin.com will result in a zero (0) for the assignment. Your TA may also require you to turn in a hard copy (paper copy) of your essay. A standard penalty of five (5) percentage points per day is assessed to papers submitted after the deadline, either electronically to turnitin.com or the hard copy to the TA, though the penalty may be modified based on the TA’s discretion.

Students are encouraged to use the supplemental resources posted on eCampus to improve their writing mechanics and the coherence, conciseness, and clarity of their papers.

A Helpful Writing Resource

The University Writing Center (UWC), located in 214 Evans Library and 205 West Campus Library, offers one-on-one consultations to writers. UWC consultations are highly recommended but are not required. Help is available with brainstorming, researching, drafting, documenting, revising, and more; no concern is too large or too small. UWC consultants will also help you improve your proofreading and editing skills. If you visit the UWC, take a copy of your writing assignment, a hard copy of your draft or any notes you may have, as well as any material you need help with. To find out more about UWC services or to schedule an appointment, call 458-1455, visit the web page at writingcenter.tamu.edu, or stop by in person.

Exams

There will be a mid-term and a final exam. The mid-term and the final exam may include multiple-choice, short answer, and essay questions. The final exam is cumulative.
COMPONENT WEIGHTING FOR COURSE GRADE CALCULATION

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Online Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Presentation</td>
<td>5%</td>
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<tr>
<td>Short Papers</td>
<td>15%</td>
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<tr>
<td>Essay (initial + final)</td>
<td>20%</td>
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<tr>
<td>Midterm Exam</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
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GRADING

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
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<td>B</td>
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<td>D</td>
<td>60% - &lt;70%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60%</td>
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This is a Writing Intensive course. According to University guidelines, failure to earn an average of at least a D on the writing assignments (Short Papers and the Essay) will result in a grade of F in the course, regardless of other grades.

AGGIE HONOR CODE & ACADEMIC INTEGRITY

“An Aggie does not lie, cheat, or steal or tolerate those who do.”
The Honor Code and the Honor Council Rules and Procedures can be found at http://aggiehonor.tamu.edu/.

University rules concerning scholastic dishonesty will be rigorously enforced in this class. Plagiarism is defined in the TAMU Student Rules as the “appropriation of another person’s ideas, processes, results, or words without giving appropriate credit.” You should credit your use of anyone else’s words, graphic images, or ideas using standard citation styles. Moreover, you may not submit your own work from another course. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. A single incident of cheating may lead to an F* in the class.

Submitting an assignment late is far better than plagiarizing. The standard penalty for late submission is a 5% deduction (for the paper, not the course) for each day the paper is late.

GRADE COMPLAINTS

We are happy to discuss and possibly change grades provided two conditions are met. First, the student must have waited at least 24 hours after he or she received the graded assignment. Take this time to carefully review all the comments given by instructors. Second, the student must bring a written statement that explains the discrepancy he or she sees between the quality of the work and the grade it received. The appeal must be made within 7 days from the time the student received the graded assignment.

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.

A NOTE ON E-MAIL COMMUNICATION

As preparation for writing effectively in their careers, students are expected to communicate professionally with instructors and TAs using email. Professional style includes an appropriate salutation and closing and reasonable care in the construction of the message. Emails to instructors should always include the student’s section number and the name of the student’s TA.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Forrest Fleischman, Department of Ecosystem Science and Management
    David Baltensperger, Interim Head, Department of Ecosystem Science & Management
    Kim Dooley, AOC Dean, College of Agriculture and Life Sciences
DATE: July 8, 2015
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ESSM 406

We recommend ESSM 406 Natural Resources Policy be certified as a writing (W) course for four academic years (1/16 to 1/20). 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: 82%
2. Course content appropriate to the major
3. Total number of words: 10,100
4. Instructor to student ratio for one section: 1:25

The course has been substantially restructured. The writing on the previous syllabus consisted of a single research paper, which was revised with instructor feedback. The revised syllabus contains 11 shorter writing assignments: students write 5 individual policy memos over the course of the semester of approximately 800 words (25% of the final grade). They then work in teams to revise each of these memos, and submit a second version of each memo as a team project (25% of the final grade). Finally, they individually write a final 2500 word essay that synthesizes the writing in all of the previous assignments (i.e., they are expected to include their answers to all previous assignments, but meld them into a single comprehensive essay). The first 10 writing assignments are similar in format, so by receiving feedback on prior assignments, students learn how to master the policy memo format. In addition, students have an opportunity to revise each of the 5 individual assignments in teams, and thereby can learn to improve from their peers. The final assignment is somewhat longer (2500 words), but follows the same format and requires students to discuss the same topics as they had discussed on prior assignments, and thus all feedback on prior assignments enables students to improve their writing for the final assignment. For instruction, students get readings on writing a policy memo, online lectures about writing issues, and encouragement to work with the instructor or assistants in conferences.
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):
   ESSM 406: Natural Resources Policy

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

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

Instructor / Coordinator: Forrest Fleischman  
Printed name and signature  
(Date)  
May 8, 2015

Received:  
Valerie Balester  
W and C Course Coordinator, University Writing Center  
(Date)  
3/27/15

Approvals:  

College Dean:  
Printed name and signature  
(Date)  
5/26/2015  

Department Head:  
Printed name and signature  
(Date)  
5/18/2015
Natural Resource Policy (ESSM 406)
Fall 2014

Course Goal: Students should be able to apply theories about environmental policy & human-environment interactions to solving practical problems in ecosystem management, and should be able to communicate the application of these theories clearly in writing.

Learning Objectives:

1. Students will develop an understanding of fundamental theories about environmental policy and be able to apply them to specific environmental problems.
2. Students will develop the ability to write clear and concise briefs about environmental policy problems.
3. Students will develop knowledge about specific environmental policies of general importance, as well as environmental policies in their area of interest.
4. Students will develop skills at collaborating with interdisciplinary groups of their peers.

Instructor:
Forrest Fleischman, Assistant Professor
310 Horticulture/Forest Science Building (HFSB)
forrestf@tamu.edu
Office hours: Wednesday & Thursday, 1:30 pm – 3:30 pm or by appointment. For distance-ed students, I can also arrange to have skype videoconferences or phone conversations.

Teaching Assistants:
Szu-Hung “Vickey” Chen, Lecturer.
Department of Ecosystem Science and Management
253 Centeq Building (CEN)
vchenclass@gmail.com
Office hours: Tuesday and Thursday 10 am - 111 AM or by appointment.

Amelia Min-Venditti, Graduate TA
Department of Ecosystem Science and Management
123 Animal Industries Building (ANIN)
aminvenditti@tamu.edu
Office hours: Monday and Thursdays 11:30-1:30 (except on Mondays when assignments are due). Please email if possible prior to meeting.

Berry W. Isensee, Undergraduate TA.
bwi1011@neo.tamu.edu
Office hours: Weds and Thursday, 3-6 pm (email him to make an appointment)

Please note that Teaching Assistants do not make final determinations of grades, and cannot grant extensions or change grades. Concerns about grades need to be addressed to Dr. Fleischman
Class Schedule & Prerequisites:
This course is taught online. There is no regularly scheduled class meeting time. Students should expect to spend 8-10 hours per week on the course, most of it online, and will be responsible for collaborating with other students via online platforms and handing in written assignments on a weekly or bi-weekly basis. Thus, students must have regular access to a computer with a high-speed internet connection to participate in the course. Students are expected to be familiar with, or rapidly familiarize themselves with the eCampus learning environments. Students having trouble with the system should contact the TAs for assistance immediately. There are no formal prerequisites for this course at this time, however a minimum of a prior course in ecology and a prior course in economics is strongly recommended.

Textbook & Readings:
This course has no required textbook. Readings and video lectures will be posted on eCampus. Students are responsible for accessing and downloading reading assignments. Supplemental readings are also posted under “Resources.”

Assessment:
In order to assess whether students have achieved the course goals, students will write a final paper in which they apply theories of environmental policy to understanding an environmental policy problem within their specific area of interest. The paper will be based on a series of shorter assignments written over the course of the term. Students will receive feedback on these short writing assignments, which they can use both in improving their final assignment, as well as in the group assignments (described below). Students who receive low grades on their short individual writing assignments should pay close attention to the feedback they receive, as the larger number of points in the final projects means that they can earn good grades if they use this feedback to improve. This course satisfies the criteria for a “W” course set forth by the university. Students who enrolled in the distance-ed sections of the course (section numbers beginning with 7) will not receive “W” credit, but will complete the same assignments. Nearly all of the grade for this course will be based on written work.

In addition to individual writing assignments, students will also work with a team of students with similar interests to prepare memos. The purpose of these group assignments is two-fold. First, professional workplaces in the ecosystem science and management field are highly collaborative places, and employers are looking for new hires who know how to work in teams – thus, these assignments allow students to practice an essential job skill. Second, research shows that students learn more effectively when they can try their ideas out with their peers, and not only with their professors. In a normal classroom based class, students have plentiful opportunities to learn from their peers, but in this online course, students’ opportunity to learn from their peers comes primarily from collaborating on writing these assignments. Through these collaborative assignments, students will benefit from being exposed to a greater diversity of opinions and working styles. Students may find that their individual papers improve due to their participation in groups. Students may find collaborative tools such as the online videoconferencing provided by Skype or Google, Google docs, or Dropbox particularly useful in completing these assignments. Upon completing each team project, you will be responsible for filling out a peer assessment, which will be sent to you via email. You will receive 10 points for
completing the assessment, and the collected results of the assessment will be utilized to form part of your grade for the team assignment.

The specific form of writing emphasized in this class is the policy memo. This is the form of communication that advisors and consultants give to their superiors to communicate core ideas. Writing of this type is expected to be concise, straightforward, and avoid jargon as much as possible. Passive voice is avoided and writers use the first person. This style may be somewhat different from writing styles you have learned in other classes, so during the first unit of the class we will read more about the specific form policy memos should take.

Each unit in this class will have 2 quizzes are designed to facilitate your learning process, to provide feedback to the instructor about what elements of the course are working well, and to provide a forum for peer grading. The instructor will be experimenting with new software to conduct these quizzes more effectively, so please be patient with possible technical glitches. While some elements of the quizzes may be graded (to test your reading comprehension), in most cases you will receive credit merely for completing the assignment.

Help with Writing:

Recent studies of employers hiring college graduates have found that communication skills, including writing, along with critical thinking and problem solving, are the skills most valued by employers (e.g. see https://chronicle.com/article/Giving-Employers-What-They/139877/). It is thus imperative that students improve their writing skills. Thus, in addition to the feedback and practice students will receive in this class, I strongly encourage all students, regardless of ability, to take advantage of the resources provided by the University Writing Center (http://www.writingcenter.tamu.edu). These services include *free* consultations at any stage of the writing process, and can conduct consultations in person, over the phone, or through email. Actually these consultations are not really free – students pay for them in student fees, so not using them is like throwing your fee money away. Students will get the most benefit out of these consultations if they attend them well before deadlines, and go to the consultations with complete information about the assignments, including the posted grading rubrics. Students can receive 10 points of extra credit if they submit proof of having visited the writing center for this class prior to October 15th.

Expectations & Workload: This course is taught entirely online. The online format gives students considerable flexibility in when they do the work for the class, however students should not mistake this flexibility for a lack of work. Because a typical 3 unit course requires 3 hours of in-class time plus approximately 2 hours outside of class for every hour in class, students should expect to spend 8-10 hours per week working on this class. Students should expect approximately 100 pages of challenging reading per week, and a writing assignment due approximately every 2 weeks, along with substantial group work.

Honor code, fair use, and collaboration:

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

Students are expected to be familiar with the Aggie honor code: http://aggiehonor.tamu.edu/. In this course there are two honor code issues that students should be particularly aware of:
1. Fair use. Students are expected to be familiar with the principles of fair use prevalent in academic life. Further instruction on these principles will be offered during the first week of class, however a summary is as follows: students should give credit whenever they present the ideas of others, and should not attempt to pass off others ideas or words as their own.

2. Collaboration. Students are expected to complete both individual and collaborative projects as part of this course. It is essential that students complete individual assignments individually without discussing details of the writing assignment with members of your collaborative group. Because we will be grading all of your writing assignments, it will be easy for us to detect if you are violating this expectation.

Late Assignments, Extensions, Re-grades:

Because the online nature of this course provides great flexibility for students in terms of when they work on and complete assignments, students are expected to complete work by the prescribed deadlines. Students who are not available to hand in an assignment on the day it is due for whatever reason are responsible for handing it in ahead of time. Assignments handed in up to 24 hours late will receive 50% credit, and assignments will not be accepted after this time, except in the case of excused absences, as defined by university policy (http://student-rules.tamu.edu/academicrules). Students who have excused absences, as outlined in university policy, are required to contact the professor via email at the earliest possible date to make alternate arrangements.

Regrades: Even professors make mistakes. If you are concerned that your grade is in error on any assignment, you may request a re-grade. Regrades requests must be submitted via email to professor Fleischman within 72 hours of the release of the problematic grade. The email should clearly state the reason the grade is incorrect, with reference to the specific part of the grading rubric & memo where the mistake was made. The professor will regrade the entire assignment, thus a regrade may result in the student receiving a lower grade.

Americans with Disabilities Act 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.

Course Grading Rubric

- There will be 5 unit pre-quizzes, 5 unit post-quizzes, 5 peer evaluations, a team-maker survey, a plagiarism tutorial, and a final post-test, each worth 10 points. (180 points total)
- The individually written memos will be worth 60 points each (250 points total)
- Group written memos will be worth 50 points each. (250 points total) Grades on group memos will be adjusted based on the peer evaluations mentioned above.
The final memo is worth 330 points.
Total =1010 points

Grading Scale:

- 900-1010 = A
- 800-899 = B
- 700-799 = C
- 600-699 = D
- Below 599 = F

*Exception. In order to pass the course, students must achieve higher than a 60% score on the writing portion of the class (excluding the 180 points of quizzes). Students who have less than a 60% score on the writing assignments will receive an F regardless of the number of points they receive on quizzes.

Note that by making the course 110 points, I effectively allow a student to drop one quiz grade without affecting their average.

In the unusual case that a student has a grade between the 99 and the 00 (e.g. 899.4), conventional rounding rules will be followed (i.e. 899.4 is rounded down to 899, a B, 899.5 will be rounded up to 900, an A)

Course outline *Subject To Change* Please check the latest version on eCampus.

Unit 1: September 1 - September 16: Course Introduction

Policy is a word that refers to authoritative decisions made by groups of people. The most prominent policies are national laws, such as the Endangered Species Act or the Clean Water Act, but policies exist at many levels – for example, the Aggie Honor Code is a policy of Texas A&M University. Even small groups of people often have policies – for example, in my house we clean every Tuesday.

In this unit we will read the introductory chapters of three widely utilized policy textbooks, which will give a background in three different approaches to understanding what policy is and how the study of policy can be approached.

Assignment #1: Unit 1 quiz. Due Wednesday September 3rd at 11 AM Central Time. 10 points.

Assignment #2: Individual Memo 1: Topic Proposal. Due Friday September 5th at 11 AM Central time. 50 points, 600 words. Students will write a short proposal for the ecosystem policy they wish to study for the remainder of the term, and will be responsible for locating 5 sources of information about this topic. In assignment 4, students will share these proposals with members of their team (teams will be assigned by the instructor), and select the proposal they most wish to pursue as a team. Further details will be provided in the rubric. A series of readings, posted under the Resources tab in eCampus provide further details of how to write a policy memo, how to conduct research, and provide examples of appropriate topics.
Assignment #3: Team Maker Survey: Due Friday, September 5th, at 11 AM, Central Time. 
Students will take a short survey to help the faculty make teams for the group projects.

Assignment #4: Plagiarism Tutorial. Due Monday September 8th at 11 AM Central Time. 
10 points. Students will study the plagiarism tutorial available at the Indiana University Bloomington, School of Education Tutorial home page (https://www.indiana.edu/~istd/) and will take the included test. At the end of this test they will be able to print out a “confirmation certificate” which will indicate the exact date, time, and IP address from which they completed the test. Students will submit this confirmation certificate via a link on eCampus.

Assignment #5: Group Memo 1: Group topic proposal. Due Monday, September 15th at 11 AM Central Time. 50 points, 600 words. On Tuesday, September 9th, students will be assigned to groups of 4-6, based on the interests expressed in assignments 2 & 3, and will be responsible for writing an memo in which they justify the selection of a group topic and provide a list of 10 references on this topic. Students should take into account feedback received on their individual project proposals in drafting these group topics. Groups will be required to continue working on this topic for the remainder of the term.

Assignment #6 & 7: Post-unit quiz & Peer Assessment: due September 16th at 11 AM Central, 10 points each.

Unit 1 reading list:

- Introductory articles on policy:

- Review the information on the ecampus page under Resources, much of which is designed to help you get started researching and writing your policy memos.

Unit 2: September 16-October 6: Justifications for public decision-making about natural resources:

In this unit we will focus on understanding the conceptual frameworks that justify most kinds of ecosystem policies. Students may have encountered some of these frameworks in previous coursework, as they are widespread not only in resource studies, but also in other policy areas. The goal of this unit is to help students understand and identify the kinds of policy problems they are dealing with. This in turn serves as a foundation for understanding what kinds of politics may occur and what kinds of solutions may be effective.

Assignment #8: Unit 2 quiz. Due Monday September 22nd at 11 AM Central Time.
Assignment #9: Individual Memo #2. Due Friday September 26th at 11 AM Central Time. **50 points, 800 words.** In this individual memo, students will begin a structured analysis of the environmental problem their group has selected to focus on. Students must work alone on this assignment, but will have a chance to collaborate for group memo #2. In this assignment, students should analyze which of the four classes of justifications for environmental policy apply to their problem (these are externalities, public goods, common-pool goods, and social justice).

Assignment #10: Group Memo #2. Due Monday October 6th at 11 AM Central Time. **50 points, 800 words.** In this group memo, students will synthesize what they’ve learned from their work on individual memos to address how the four classes of justifications for environmental policy apply to their problem.

Assignment #11 & 12: Post-unit quiz & Peer Assessment. Due Tuesday October 7th at 11 AM Central, **10 points each.**

Readings for Unit 2:

- **Basic reading:**

- **Externality & Public Goods**

- **Common Pool goods**

- **Social Justice**

Unit 3: October 6th – November 5th: Policy Solutions
In this unit we examine the successes and failures of different approaches to policy problems. Because there are many such solutions, we divide this into two sub-units.

**Unit 3.1: October 6th – October 21st: Markets and Governments as environmental problem-solvers.**

**Assignment #13: Unit 3.1 quiz: Due Friday October 10th at 11 AM - 10 points**

**Assignment #14: Individual Memo 3: Due Monday October 13th at 11 AM. 50 points. 800 words.** In this memo students will explain the relationship of “traditional” solutions to environmental problems, such as private property, market mechanisms, and command and control regulation to the environmental problem they are studying. Students will explain what approaches are in use, what would be appropriate, the reasons these approaches are in use, and the costs and benefits of using the approach.

**Assignment #15: Group memo 3: Due Friday October 24th at 11 AM. 50 points. 800 words.** In this memo students will build on their individual memo to write a group paper in which they explain the relationship of “traditional” solutions to environmental problems, such as private property, market mechanisms, and command and control regulation to the environmental problem they are studying.

**Assignment #16 & 17: Post-unit Quiz & Peer Assessment. Due Monday October 27th at 11 AM. 10 Points each.**

**Readings**

- Command & control regulation
- Property & markets
Unit 3.2: October 27th - November 11th: Collaboration and Community as environmental problem-solvers.

Assignment #18: Unit 3.2 quiz: Due Weds. Oct 29th at 11 AM. 10 points.

Assignment #19: Individual Memo 4: Due Friday October 31st at 11 AM. 50 points. 800 words. In this memo students will explain the role of communities and collaborative efforts in solving the environmental problem they are studying. Students will explain what approaches are in use, what would be appropriate, the reasons these approaches are in use, and the costs and benefits of using the approach.

Assignment #20: Group memo 4: Due Monday November 10th at 11 AM. 50 points. 800 words. In this memo students will build on their individual memo to write a group paper in which they explain the role of communities and collaborative efforts in solving the environmental problem they are studying.

Assignment #21 & 22: Post-unit Quiz & Peer Assessment. Due Tuesday November 11th at 11 AM. 10 Points each.

Readings:


Unit 4: November 11th - December 2nd: Implementing and Changing Ecosystem Policies

Assignment #23: Unit 4 quiz. Due Monday Nov. 17 at 11 AM. 10 points
Assignment #24: Individual Memo 5: Due Friday November 21st at 11 AM. 50 points. 800 words. In this memo students will discuss tools for policy change & implementation that are in use. Students will explain what approaches are in use, what would be appropriate, the reasons these approaches are in use, and the costs and benefits of using the approach.

Assignment #25: Group memo 5: Due Monday Dec 1st at 11 AM. 50 points. 800 words. In this memo students will build on their individual memo to write a group paper in which they explain the role of communities and collaborative efforts in solving the environmental problem they are studying.

Assignment #26 & 27: Post-unit Quiz. Due Tuesday December 2nd at 11 AM. 10 points each

Readings:


Final Memo: Assignment #28: Final Assessment: Due December 9th at midnight, Central Time. 2500 words. 320 points. Individual memo in which students describe the primary cause of the problem they are writing about and explain what they think the most effective solution to the problem is & why.

Assignment #29: Final Post quiz. Due December 9th at midnight, Central Time. 10 points. The purpose of the final posttest is solely to get feedback on the success of the class, and to allow the students to compare their answers from the pre and post tests to see how their knowledge has grown over the course of the semester.

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1 I encourage you to choose a subset of the case studies in this publication to read. The introduction helps situate the case studies but is not required, and the conclusion (after page 85) is not necessary. You are not required to read all of the cases, but you should read a few that you find more interesting.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Frederic Parke, Department of Visualization
Tim McLaughlin, Head, Department of Visualization
Leslie Feigenbaum, AOC Dean, Department of Architecture
DATE: July 8, 2015
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: VIST 375

We recommend that VIST 375 Foundations of Visualization be certified as a writing (W) course for four academic years (9/15 to 9/19). 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: 32%
2. Course content appropriate to the major
3. Total number of words: 3200
4. Instructor to student ratio for one section: 1:25

Students write 8 two-page papers on selected visualization topics. Each paper is a minimum of 400 words. These papers go through three iterations. The first is a rough draft that is peer reviewed. After the peer review is complete, a revised draft is submitted. This draft is reviewed by the Writing Assistant, who provides constructive feedback. This feedback helps students prepare a final draft, which is reviewed by the instructor who assigns a grade and provides additional feedback. For instruction, students read about writing topics and discuss the readings in class, and after each assignment is returned they have a discussion of writing problems noted by their instructor. They also have access to a graduate assistant to help them with writing concerns.

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):

   VIS375-900 FOUNDATIONS OF VISUALIZATION

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: FREDERIC L. PARKES
Printed name and signature
(Date)

Received: Valerie Balester 6/1/15
W and C Course Coordinator, University Writing Center
(Date)

Approvals:

College Dean: LEE L. TUSCALOOSA
Printed name and signature
(Date)

Department Head: TIM MCLAUGHLIN
Printed name and signature
(Date)
Course title and number: VIST 375-900 Foundations of Visualization
Term: Spring 2015
Meeting times and location: 4:10-5:25 MW Langford C207

Course Description

A comprehensive introduction to visualization concepts, techniques and applications. This course will introduce the major topic areas of visualization including; cultural context, application areas, visual perception, the digital image, visual language, coordinate systems, geometric representation, modeling, animation, image synthesis, image compositing, ethics and the future of visualization. Examples will be used to illustrate various visualization topics and application areas. Possible example areas include computer animation, computer art and sculpture, interactive games, scientific visualization, virtual reality and visual special effects.

This is not a programming course, however, we will make use of existing software tools to illustrate visualization topics and for some assignments.

This is a ‘W’ writing intensive course. Writing related topics and issues will be included in course readings, lectures and discussion. There will be eight 400-500 word writing assignments. These writing assignments will focus on aspects of visualization and will be coordinated with course topics. Achieving a passing grade in this course is dependent on achieving a cumulative passing grade on the writing assignments.

This is a required course for VIST majors. It is a writing intensive course and fulfills a writing requirement for graduation.

Prerequisites: MATH 152, VIST 271, junior or senior classification

Learning Outcomes

- To introduce the context and the foundation concepts, algorithms, techniques and applications of visualization; resulting in a comprehensive fundamental understanding of computer based visualization and the capability to recognize and select visualization techniques appropriate for particular applications.
- An additional objective is to enhance each student's ability to discuss, analyze and present visualization concepts in correct, effective written form.

Instructor Information

Name: Frederic Parke
Telephone number: 979 845-6596
Email address: parke@viz.tamu.edu
Office hours: MW 3:00-4:00pm or by appointment
Office location: Langford C418

Resource Materials

F. Parke, Ed., VIST 375 Course Notes, Spring 2015 (web-based notes)
Located at http://www.viz.tamu.edu/courses/vist375/15spring
Grading Policies

- Grades will be based on in-class participation (10%), a midterm exam (15%), a final exam (15%), weekly quizzes (28%), and writing assignments (32%).
- Achieving a passing grade in this course is dependent on achieving a cumulative passing grade on the writing assignments.
- Weekly in-class quizzes will be on assigned reading and topics discussed in class.
- The instructor's qualitative judgment of the student's class participation will include such factors as attendance, preparation and informed participation in discussions and participation in peer review of writing assignments. Daily participation is graded on a scale of 3-0 where 3 is good, 2 is ok, 1 is poor. Unexcused absences result in a daily participation grade of 0.
- Being late to class results in a one point participation deduction.

There will be eight 400-500 word writing assignments related to the material covered in the assigned reading and in-class discussions. Each writing assignment will be reviewed three times, first as an initial draft, then as a revised draft and then again in its final form. Each draft stage will be reviewed with constructive feedback.

The initial draft will be peer reviewed. The revised draft and the final drafts will be read by and constructive feedback provided by the course graduate assistant.

Final writing assignment drafts will be graded by on a scale of 0-3, where 3 is good, 2 is ok, 1 is poor, 0 not submitted. Final writing assignment drafts submitted late will lose 1 point. Final writing drafts submitted more than one week late will graded as 'not submitted.'

Submitting the initial draft to peer review will earn one additional point for your writing grade. Submitting the revised draft of each writing assignment after peer review and when due will count as one additional point of your writing grade. Each writing assignment can earn up to 5 points – 1 for submission to peer review, 1 for submitting, when due, a revised draft for review and up to 3 points for the final draft grade.

Attendance Policy

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Course Activities, Assignments, Topics and Dates

Weekly short in-class quizzes.
Eight writing assignments spaced throughout the semester.
Midterm exam.
The table below shows the intended ordering of course topics.
There may be some variation in this schedule as the course progresses.
Concepts of effective writing will be interwoven with the topics listed below.

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Final Exam: 3:30 – 5:30 pm Friday May 8, 2015
Course title and number  VIST 375-901 Foundations of Visualization
Term  Fall 2014
Meeting times and location  4:10-5:25 MW Langford C207

Course Description

A comprehensive introduction to visualization concepts, techniques and applications. This course will introduce the major topic areas of visualization including: cultural context, application areas, visual perception, the digital image, visual language, coordinate systems, geometric representation, modeling, animation, image synthesis, image compositing, ethics and the future of visualization. Examples will be used to illustrate various visualization topics and application areas. Possible example areas include computer animation, computer art and sculpture, interactive games, scientific visualization, virtual reality and visual special effects.

This is not a programming course, however, we will make use of existing software tools to illustrate visualization topics and for some assignments.

This is a 'W' writing intensive course. Writing related topics and issues will be included in course readings, lectures and discussion. There will be eight 400-500 word writing assignments. These writing assignments will focus on aspects of visualization and will be coordinated with course topics. Achieving a passing grade in this course is dependent on achieving a cumulative passing grade on the writing assignments.

This is a required course for VIST majors. It is a writing intensive course and fulfills a writing requirement for graduation.

Prerequisites: MATH 152, VIST 271, junior or senior classification

Learning Outcomes

• To introduce the context and the foundation concepts, algorithms, techniques and applications of visualization; resulting in a comprehensive fundamental understanding of computer based visualization and the capability to recognize and select visualization techniques appropriate for particular applications.
• An additional objective is to enhance each student's ability to discuss, analyze and present visualization concepts in correct, effective written form.

Instructor Information

Name  Frederic Parke
Telephone number  979 845-6596
Email address  parke@viz.tamu.edu
Office hours  MW 3:00-4:00pm or by appointment
Office location  Langford C418

Resource Materials

F. Parke, Ed., VIST 375 Course Notes, Fall 2014 (web-based notes) Located at http://www.viz.tamu.edu/courses/vist375/14fall
Grading Policies

- Grades will be based on in-class participation (10%), a midterm exam (15%), a final exam (15%), weekly quizzes (28%), and writing assignments (32%).
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- Weekly in-class quizzes will be on assigned reading and topics discussed in class.
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**Final Exam:** 3:30 – 5:30 pm Monday December 15, 2014

**NOTE:** Monday October 27th is the College of Architecture Research Symposium.
All classes are cancelled that day.
Students are expected to attend the Research Symposium.
Course title and number: VIST 375-900 Foundations of Visualization
TERM: Spring 2013
Meeting times and location: 5:30-6:45 TR Langford C111

Course Description

A comprehensive introduction to visualization concepts, techniques and applications. This course will introduce the major topic areas of visualization including; cultural context, application areas, visual perception, the digital image, visual language, coordinate systems, geometric representation, modeling, animation, image synthesis, image compositing, ethics and the future of visualization. Examples will be used to illustrate various visualization topics and application areas. Possible example areas include computer animation, computer art and sculpture, interactive games, scientific visualization, virtual reality and visual special effects.

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Instructor Information

Name: Frederic Parke
Telephone number: 845-6596
Email address: parke@viz.tamu.edu
Office hours: MW 12:00-12:40pm; MW 2:20-3:00pm; TR 5:00-5:30pm
Office location: Langford C418

Resource Materials

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**Final Exam:** 3:30 – 5:30 pm Wednesday May 8, 2013