Memorandum

October 7, 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:

- RELS 491 Research
- RPTS 401 Tourism and Recreation Enterprises
- WFSC 481 Seminar in Wildlife & Fisheries Science

Courses submitted for C certification:

- NUTR/FTSC 491 Undergraduate Research and Communication

Courses submitted for W recertification:

- DCED 301 Dance History
- DCED 401 Dance Pedagogy
- FREN 336 Contemporary France
- GEOL 311 Principles of Geologic Writing
- KNFB 416 Middle & Secondary School Kinesiology
- MAST 425 Thesis and Technical Writing
- MUSC 312 Music in Modern Western Culture
- SOCI/RPTS 404 Sociology of Community
- SOCI 230 Classical Sociological Theory
- WFSC 484 Internship
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Donnalee Dox, Department of Performance Studies and Religious Studies Program
     Jeff Morris, Performance Studies
     Steven Oberhelman, AOC Dean, Liberal Arts
DATE: October 5, 2015
SUBJECT: REPORT ON CERTIFICATION OF W COURSE: RELS 491

We recommend that RELS 491 Research 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: 100%
2. Course content appropriate to the major
3. Total number of words: 2,500
4. Instructor to student ratio for one section: 1:15

Students write a topic statement indicating their research paper topic, responses to reading questions in essay form, a reflection on writing in religious studies, and a final essay. Research topics are used to guide students, through class discussion and in the development of their final research papers; each topic statement is revised and developed throughout the semester. The instructor’s responses to the study questions also prepare students for writing the final research paper, and the final essay is peer reviewed and reviewed by the instructor before the due date. Instruction includes discussion of the writing in class readings, which serve as models for student writing, and students are required to read from A Guide to Writing in Religious Studies.
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):
   RELS 491 Research

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

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

Instructor / Coordinator: Donnalee Dox 8/17/15
Printed name and signature (Date)

Received: Valerie Balester 8/20/15
W and C Course Coordinator, University Writing Center (Date)

Approvals:

College Dean: John Doe 8/15
Printed name and signature (Date)

Department Head: Donnalee Dox 8/17/15
Printed name and signature (Date)
RELS 491: Research

Fall 20**
Day/time TBA
Location TBA

Instructor: D. Dox
Office: LAAH 219
Hours: By appointment
Phone: 458-1870 (office)
e-mail: dox@tamu.edu

REVISED 9/26/15

Course Information and Syllabus

Subject: This is a writing-intensive course focusing on research in the study of ancient and modern religious thought, practices and culture. Students enrolled in this course will receive W credit and must also be enrolled in an approved section of a 300- or 400-level course in the Religious Studies minor or University Studies concentration in Religious Thought, Practices, and Cultures. Writing assignments for this course will be coordinated with the subject matter and writing assignments of the co-requisite course for each student.

Prerequisites: Enrollment in RTPC concentration or Religious Studies minor.

Course Objectives:
- Conduct successful research in religious studies (history, philosophy, arts, practices, traditions, etc.).
  - Master library research techniques,
  - Use and analyze contemporary resources in the study of religions,
  - Engage in critical use of internet sources,
  - Conduct field work if applicable
- Analyze historical texts, and conduct specialized research in areas such as neuroscience or the arts.
- Apply research techniques in writing, including mastery of the scholarly essay format, including appropriate standards of style, citation, and acknowledgment.

Required Texts:

Grading of written assignments:
- Reflection on writing in religious studies 20% 100 week 6, 7
- Research topic statement 20% 100 week 8, 9
- Response to study questions 20% 100 weeks 1-5
- Final essay 40% 200 weeks 11-13

Grading Scale:
A=450-500 Demonstrates exceptional, consistent comprehension, ability to conceptualize, and expression
B=400-449 Above average work that demonstrates more than competency in comprehension, conceptualization, and/or expression
C=350-399 Acceptable, competent work overall
D=300-349 A preponderance of unacceptable work
F=below 300 No acceptable work submitted
Class Participation & Preparation: Come to class ready to discuss readings, write your ideas and thoughts, and refine your own and others’ writing. Study questions will be handed out in class. If you are not able to attend a class, it is your responsibility to get a summary of the class missed and study questions and to keep up with reading.

Attendance: Attendance is expected in all class sessions. See http://student-rules.tamu.edu/rule07 for current policy on University-excused absences. For illness- or injury-related absences of fewer than three days, an Explanatory Statement of Absence or a note from a health care professional confirming date and time of visit will be required in order to count the absence as University-excused; for absences of three days or more, a note containing a medical professional’s confirmation that absence from class was necessary will be required (see Rule 7.1.6.1). Make-up work will be given and late assignments accepted in accordance with University Regulations (7.3).

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


Writing Assignments: Students interested in religious studies often flourish in careers that require thought and verbal or written expression: scholarly research, public service and non-profit work, public policy consulting and lobbying, popular writing for journals and other types of publications, and counseling. It is critical for students to write well and to distinguish between different kinds of writing and audiences. All work graded in this class is written. Grades are based on your ability to think and conceptualize as well as the content, organization, linguistic sophistication, and grammatical accuracy of each assignment. You have the opportunity to revise and resubmit any assignment within a week after you receive the grade.

- **Research topic statement**: 2 pages, double-spaced (500 words). This is a succinct, clear, distillation of your research topic for the semester based on preliminary research. What topic will you research? What motivates you to take up this particular topic? What are your questions? What approach will you take? Why is this topic important? Include a preliminary bibliography of at least 5 sources. **Send an electronic copy to your professor before the due date class meeting and bring a hard copy to class.** We will discuss the statements in class, your fellow students will provide you with written peer review and you will get feedback from your professor (hence the electronic and hard copies). You will have a week to revise your statement before turning it in for a grade.

- **Response to study questions**: 5 study questions will be distributed in the first weeks of class. Your written response to these questions will help you bring your research topic into focus, give you practice with written and oral communication, and give your professor a chance to assess your writing. Your responses are also the basis for class discussion. For each study question, write a 1 page, double-spaced (250 word) analysis of how you would approach the question as a researcher in religious studies (what sources would you use, what methods or theories, what ideas does the question spark for you). Responses are due the class period after the questions are given and will be graded. **Feedback from your professor will focus on your grasp of the material, depth of analysis, and preparation for final essay (e.g., suggestions for further reading, how to develop your topic, narrowing broad interests to a thesis). Optional revision:** If you wish to re-write your response before the next class session, the revision will graded and recorded.

- **Reflection on writing in religious studies**: 5 double spaced pages (1,250 words) in which you reflect on your own approach to the study of religion: what interests you and why, how is
the knowledge religious studies scholars pursue useful or valuable in the modern world, what do you want to know more about as you pursue your concentration in religious thought, practice and cultures? Discussion in week 6, due week 7. This writing exercise will help you articulate your approach to writing about topics in religious studies. Feedback from your professor on the reflection paper will focus on your writing style.

**Final essay.** 10 double-spaced pages (2,500 words), plus end-notes and a bibliography of at least 10 sources. This is an expository research essay that develops your research on the question posed in your topic statement. Send an electronic copy of your essay draft to your professor before the due date class meeting and bring a hard copy of your essay to class (week 11). Drafts should be a draft of your entire essay. We will discuss the draft essays in class during week 12. Your fellow students will provide you with written peer review and you will get feedback from your professor (hence the electronic and hard copies). You will then have a week to revise your essay before it is due for final grading (week 13).

**Schedule**

Week 1. Introduction to course and to methods in religious studies.

*Study question 1 given*

*Guide*, Part 1 7-12 (generating questions, free writing, outlining)

Week 2. Why study religion?

“Theories of Religion” (75-92), “Religious Studies” (125-144)

*Study question 2 given*

*Guide*, Part II 13-17 (thesis, motive)

Week 3. How do we study religion? As human behavior


*Guide*, Part II 18 (the body of the paper)

*Study question 3 given*

Week 4. How do we study religion? As human experience

“Psychology of Religion” (186-202), “Phenomenology of Religion” (203-224)

*Guide*, Part II 19-22 (using textual evidence, refuting counterarguments)

*Study question 4 given*

Week 5. How do we study religion? As human thought

“Theology” (93-110), “Psychology of Religion” (111-124)

*Study question 5 given*

*Guide*, Part II 23-24 (topic sentences and signposting, concluding your essay)

Week 6. What do we study?


*Guide*, Part II 25 (checklist for successful writing)

Discussion to prepare for reflection papers

Week 7. What do we study?

“Myth and Ritual” (372-396)

Reflections on writing in religious studies due (following checklist)

Week 8. What do we study?

“Religion and Politics” (445-460)

*Research topic statement due for in-class peer and prof review*

*Guide*, Part III 27-28 (using historical methods)

Week 9. How do people practice religion?

“Geography, Space and the Sacred” (476-491)
Week 10.  How do people practice religion?
“Religion and the Environment” (492-508)

Week 11.  How do people practice religion?
“Religious Pluralism” (426-442)

Week 12.  Continue working on your own final essay.
Review your assigned fellow student’s draft (what are you learning?)

Week 13.  Wrap-up, summary of course content and writing in religious studies

Week 14.  Essays returned with grade and professor comments.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Rick Harwell, Department of Recreation, Parks, & Tourism Sciences
Gary Ellis, Head, Department of Recreation, Parks, & Tourism Sciences
Kim Dooley, AOC Dean, College of Agriculture and Life Sciences
DATE: October 5, 2015
SUBJECT: REPORT ON CERTIFICATION OF W COURSE: RPTS 401

We recommend that RPTS 401 Tourism and Recreation Enterprises 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: 50%
2. Course content appropriate to the major
3. Total number of words: 9,250
4. Instructor to student ratio for one section: 1:25

RPTS 401 is a four-credit class. Students write three case study summaries and a business plan. Class time is devoted to business writing and presentation skills. Students receive written and oral instructor feedback on drafts of all their writing assignments; for the business plan, they get feedback as they write each section. Instruction includes weekly lab time devoted to coaching on style and grammar, lecture, discussion and reading about writing, in particular business writing, and referral to University Writing Center resources.
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):
   RPT5401: Tourism and Recreation Enterprises

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]
Printed name and signature
(Date)

Received: [Signature]
W and C Course Coordinator, University Writing Center
(Date)

Approvals:

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

Department Head: [Signature]
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
INSTRUCTOR
Rick Harwell, CPRP, Assistant Professor of the Practice
Mailing address: 2261 TAMU, College Station, TX 77843-2261
Office: AGLS Building, 600 John Kimbrough Blvd. #457
Phone: 979.845.2240
Email: Rick.harwell@ag.tamu.edu

COURSE DESCRIPTION
This four credit course will address market and financial feasibility analysis; resource characteristics, location and market aspects of tourism and recreation enterprises; sources of funding for facility development; approaches to marketing recreation, park and tourism services; business plan development and students will apply knowledge to case study situations. Since this is a writing intensive course, a good portion of lab time will be focused on enhancing student writing skills by providing coaching, feedback and instruction. Prerequisites: RPTS 304 or RPTS 423 and senior classification.

COURSE OBJECTIVES
At the completion of the course, students who have applied themselves and learned the material should be able to demonstrate the following:
- Articulate various financial strategies to tourism and recreation enterprises
- Demonstrate an understanding of fiscal management including budgeting principles, practices and revenue generation
- Prepare a business plan consistent with the theories and principles presented in this class
- Discuss/Apply the concepts of market segmentation, target markets, marketing mix and pricing strategy
- Demonstrate improved writing and presentation skills over the course of the semester

REQUIRED COURSE READINGS
2. www.LivePlan.com: You will need to purchase a subscription to this business plan software for the semester.
3. Other readings & projects will be announced throughout the semester

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.
COURSE EVALUATION

<table>
<thead>
<tr>
<th>Course</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>75 pts</td>
<td>A</td>
</tr>
<tr>
<td>Comprehensive final exam</td>
<td>125 pts</td>
<td>B</td>
</tr>
<tr>
<td>Case study summary one</td>
<td>50 pts</td>
<td>C</td>
</tr>
<tr>
<td>Case study summary two</td>
<td>50 pts</td>
<td>D</td>
</tr>
<tr>
<td>Case study summary three</td>
<td>50 pts</td>
<td>F</td>
</tr>
<tr>
<td>Business Plan (written)</td>
<td>100 pts</td>
<td></td>
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<tr>
<td>Business plan (verbal)</td>
<td>50 pts</td>
<td></td>
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<tr>
<td><strong>Total Points</strong></td>
<td>500 pts</td>
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</tr>
</tbody>
</table>

GRADING SCALE

- **A** = 450-500
- **B** = 400-449
- **C** = 350-399
- **D** = 300-349
- **F** = 299 or below

COURSE REQUIREMENTS

- Exam one will cover readings and lectures up to that date.
- The final examination will cover all course material and lectures.
- Case study executive summaries:
  - a. You will be presented with three in-depth case studies during the semester which will propose new tourism and recreation enterprises.
  - b. Your task is to prepare an executive summary of the each case study based on the following outline. **Each executive summary should be a minimum of four pages in length.**
    1. One paragraph abstract
    2. Proposed enterprise
    3. Proposers background
    4. Financial summary
    5. Analysis
    6. Recommendations
  - c. You will have an opportunity to have each case study summary reviewed in advance so you may edit the content, grammar, writing style, etc. as necessary. Drafts will be returned within one week.
- Business Plan (written)
  - a. Utilizing the LivePlan software as a tool, prepare a written business plan a minimum of twenty-five pages in length, not counting appendices
  - b. Lab time will be utilized to develop your business plan. This time will also allow for feedback on your ideas, your writing style, investing potential, etc.
  - c. You will have an opportunity to have each major section of your business plan reviewed in advance so you may edit the content, grammar, writing style, etc. as necessary. Drafts will be returned within one week.
- Business Plan (verbal)
  - a. Present your business plan “Shark Tank” style to a panel of mock investors
  - b. Your presentation should last no more than ten minutes including time for Q & A.
  - c. Delivery should be as creative as possible while conveying the essentials of your business strategy
  - d. Remember, the panel members are investors to whom you will need to “sell” your product(s) and/or service(s).
  - e. You presentation will be graded by the panel members and your fellow students.
WRITTEN ASSIGNMENT REQUIREMENTS
- Typed using 12-point Times New Roman font
- Double spaced with 1 inch margins
- Include page numbers in bottom right
- Include a cover sheet with your name, the name of the assignment, the class name, and the date
- Reference(s), if necessary should be in APA format

ASSIGNMENTS POLICY
Assignments must be submitted at the beginning of the class period on the due date. Assignments handed in after the due date and time will not be accepted. A documented University excused absence can be used to mitigate this penalty. Students must discuss grades within one week after the specific assignment has been returned to the student to avoid questions regarding specific grades and assignments later in the semester. At the completion of the semester the accumulated points on the 500 point scale will be final. Students will not be given “extra” points.

CLASS ATTENDANCE
The University views class attendance as the responsibility of an individual student. Attendance is essential to complete this course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07. All attendance related issues, questions and absences should be communicated through email for documentation purposes.

EMAIL
All email correspondence with students will be conducted through the email account established through TAMU. Classroom announcements, readings, updates and general course information may be communicated through email so daily checks of your TAMU email account is important. When emailing instructor, always put course and section number in the subject line.

WEBSITE
The course will be listed on the TAMU E-campus website: http://ecampus.tamu.edu/.

ELECTRONICS
Cell Phones, text messaging, and other devices that disrupt the class must be turned off or put away. Laptop and tablet use during class should be focused on learning material about this class. If you would like to use a laptop to take notes, you will be asked to stay on task, not surfing the web, social media, email, etc., and come with a fully charged battery.

STUDENTS WITH DOCUMENTED DISABILITIES
The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you
would like to be considered for disability accommodations, you must first register with disability services and provide medical documentation to support your request for consideration by contacting the Department of Disability services in Cain Hall, call 845-1637, or email disability@tamu.edu.

COURSE SCHEDULE* (CS = Case Study, BP = Business Plan)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings/Activities</th>
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<tbody>
<tr>
<td>One</td>
<td>Intro., class activity, Business Writing</td>
<td>Chapter 1, intro. to Liveplan</td>
</tr>
<tr>
<td>Two</td>
<td>Entrepreneurship and Business Planning</td>
<td>Chapter 2, CS1 draft due</td>
</tr>
<tr>
<td>Three</td>
<td>Business Concept: Products and Services</td>
<td>Chapter 3, CS1 final due, draft BP Company section due</td>
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<tr>
<td>Four</td>
<td>Retail</td>
<td>Chapter 4, draft BP Services section due</td>
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<tr>
<td>Five</td>
<td>Market Analysis and Marketing</td>
<td>Chapters 5 &amp; 6, CS2 draft due</td>
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<tr>
<td>Six</td>
<td>Management and Leadership</td>
<td>Chapter 7, CS2 final due, draft BP Mktg. Analysis section due</td>
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<tr>
<td>Seven</td>
<td>Review and mid-term exam</td>
<td>Chapters 1-7</td>
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<tr>
<td>Eight</td>
<td>Service Quality and Ethics</td>
<td>Chapters 8 &amp; 9, CS3 draft due, draft BP Strategy &amp; Implementation section due</td>
</tr>
<tr>
<td>Nine</td>
<td>Protecting Your Assets</td>
<td>Chapter 10, CS3 final due, draft BP Web Plan section due</td>
</tr>
<tr>
<td>Ten</td>
<td>Financial Planning and Analysis, Business Presentation Skills</td>
<td>Chapter 11, draft BP Mgmt. section due</td>
</tr>
<tr>
<td>Eleven</td>
<td>Completing and implementing the business plan, Preparing for your career</td>
<td>Chapters 12 &amp; 13, draft Fin. Plan section due</td>
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<tr>
<td>Twelve</td>
<td>Shark Tank panel presentations</td>
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<tr>
<td>Thirteen</td>
<td>Shark Tank panel presentations</td>
<td></td>
</tr>
<tr>
<td>Fourteen</td>
<td>Shark Tank panel presentations</td>
<td>Final written BP due</td>
</tr>
<tr>
<td>Fifteen</td>
<td>Summary, wrap-up and final exam</td>
<td></td>
</tr>
</tbody>
</table>

*Subject to change
TO: Faculty Senate Executive Committee

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

CC: Saundra Lorenz, Department of Nutrition & Food Sciences
    Stephen Talcott, Department of Nutrition & Food Sciences
    Boon Chew, Head, Department of Nutrition & Food Sciences
    Kim Dooley, AOC Dean, College of Agriculture and Life Sciences

DATE: October 5, 2015

SUBJECT: REPORT ON CERTIFICATION OF C COURSE: NUTR/FTSC 491

We recommend that NUTR/FTSC 491 Undergraduate Research and Communication be certified as a Communication (C) course for four academic years (1/15 to 1/19). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 84%
2. Course content appropriate to the major
3. Total number of words: 2000
4. Total minutes of oral presentation: 15
5. Instructor to student ratio for one section: 1:25

NUTR/FTSC 491 is a one-credit course in which students write a thesis and present orally on it with slides. Formative feedback will consist of written instructor comments on rough drafts of the thesis prior to submission by participating faculty advisors. They may also provide feedback during one-to-one conferences. They will provide feedback on slides and an outline of the presentations two weeks prior to delivery of the presentation. For instruction, students will be required to view four relevant University Writing Center podcasts (e.g., academic integrity, science writing), and must take quizzes on these to certify their completion. Each semester a course coordinator will be responsible for checking student participation and administering the course.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

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

NUTR/E FTC 491C Undergraduate Research and 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: __________________________ 8/27/15 (Date)
Saundra Lorenzo / Saundra Forg
Printed name and signature

Received: __________________________ 9/3/15
Valerie Balester
W and C Course Coordinator, University Writing Center

Approvals:

College Dean: __________________________ 8/28/15
Kim Dooley
Printed name and signature

Department Head: __________________________ 8/28/15
Boo P. Chew
Printed name and signature
College of Agriculture and Life Sciences  
Department of Nutrition and Food Science

NUTR/FSTC 491C  
Undergraduate Research and Communication  
Term: TBD  
Location: TBD

Course Coordinator: TBA  
Office: TBA  
Office phone: TBA  
Email: TBA  
Office hours: TBA

Course Description: Research conducted under the direction of faculty members in nutrition or food science. Selected nutrition majors are permitted to register for NUTR/FSTC 491C based on submission of a completed application and agreement of research advisor. NUTR/FSTC 491C is a one-credit communication-intensive course that will include research, a written thesis, and an oral presentation presenting research results. The goal is to provide “hands-on” research, thesis preparation, and a professional oral presentation to peers and other research advisors and faculty members.

Prerequisites:
- Students must complete the application with the appropriate approval and signatures.
- Students must have at least one semester research experience with data collection.
- Senior Classification.

Learning Outcomes:
- Students are expected to locate, summarize, and critique published research related to research project.
- Students are expected to demonstrate effective written communication by writing a clear and accurate document describing the methods and results of their research.
- Students are expected to manage research literature and citations using an appropriate software tool.
- Students are expected to demonstrate effective oral communication skills by presenting research findings appropriate for a professional setting.

Course Requirements:
- Each student must view four podcasts on scientific writing and academic integrity available through the University Writing Center (writingcenter.tamu.edu).
- Each student must coordinate with research advisor a timeline of activities that includes research activities and thesis section submission dates. The student must incorporate research advisor comments/recommendations into the final thesis.
- Each student will prepare and deliver an oral presentation that reports their research outcomes. The date of this presentation will be scheduled by the course coordinator and provided at the beginning of the semester.
- Course grade will be determined as follows:
Written thesis  
40 points
Oral Presentation  
60 points

Total  
100 points

- Since this course satisfies a University “C” requirement for this major, students will not receive credit for this course without earning a passing (≥60%) grade on both the written thesis and oral presentation.

Text: Style guide recommended by research advisor.

Assignments and Grading:

1. By the end of the third week of the semester, students must view podcasts available through the TAMU Writing Center and pass quizzes (available on eCampus) earning a score of 80% or higher on each one.

Academic Integrity

http://writingcenter.tamu.edu/Students/Handouts-Guides/Guides-%28What-Are-You-Writing-%29/Academic-Writing/Academic-Integrity

Science Writing: Practice Makes It (Almost) Perfect

http://writingcenter.tamu.edu/Students/Handouts-Guides/Guides-%28What-Are-You-Writing-%29/Academic-Writing/Scientific-Writing/Practice-Makes-It-%28Almost%29-Perfect

Literature Reviews


Presentation Slides

http://writingcenter.tamu.edu/Students/Handouts-Guides/Guides-%28What-Are-You-Writing-%29/Presentations/Presentation-Slides

2. Adopt and learn to use a bibliography/research management software tool, such as EndNote or RefWorks. The TAMU Library provides guides for both:

EndNote

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

RefWorks

http://guides.library.tamu.edu/RefWorks

3. A written thesis (2000 word minimum) describing your research is required; the minimum 2000 word requirement does not include title page or references. The thesis will be completed in sections; drafts of these sections must be submitted to the faculty research supervisor by due dates established by the research supervisor. Once feedback has been received, revise your
draft accordingly, incorporating suggested edits into final thesis.

4. Graded drafts of thesis sections will contribute to the points for the “written thesis” as follows:

<table>
<thead>
<tr>
<th>Section</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Draft of Introduction</td>
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<td>10%</td>
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<tr>
<td>Draft of Methods</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>Draft of Entire Thesis</td>
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<td>20%</td>
</tr>
<tr>
<td>Final Thesis</td>
<td>24</td>
<td>60%</td>
</tr>
</tbody>
</table>

5. Oral presentation: Each student will give an oral presentation about their research project. The oral presentation will be given at the end of the semester at a time scheduled by the course coordinator.

The presentation should be an overview of your research. The presentation needs to contain: Introduction; research methods; results of research, including figures/tables; and conclusion.

- Make sure you are comfortable with the equipment you will use for your presentation.
- Submit a draft of your presentation and test it on the computer you will use at least one week before your presentation.
- The presentation is required to be 15 minutes in length. A ± 2 minute window is allowed before point deductions occur.
- An outline of the presentation along with some sample slides must be turned in for evaluation 2 weeks before the scheduled presentation data. This draft will be reviewed and returned with recommendations 1 week before the presentation date.

Academic Integrity and Misconduct:
While you are a student at Texas A&M University, you are expected to exhibit the characteristics of integrity in this academic setting, which includes being honest, trustworthy, respectful, fair, and responsible (exhibit personal accountability).

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

Texas A&M University defines academic misconduct, or dishonesty, as: “Misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research. It does not include honest error or honest differences in interpretations or judgments of data. Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case. Academic dishonesty includes the commission of any of the following acts: cheating, fabrication, falsification, multiple submissions, and complicity.” (Source: Aggie Honor System Office. http://aggiehonor.tamu.edu/Descriptions/. Accessed 19 July 2011)

If you have additional questions regarding plagiarism or cheating, please consult the latest issue of the Texas A&M University Student Rules, (http://student-rules.tamu.edu).

The Aggie Honor System requires violations of honor be handled by the Aggie Honors Council with consistent and more severe consequences. See the Aggie Honor System web site,
www.tamu.edu/aggiehonor to learn the definitions of academic misconduct and the process and sanctions that will result if Aggie honor is violated.

Plagiarism:
As stated in the Student Rules at Texas A&M University:

“Student Rule 20.5: “The appropriation of another person's ideas, processes, results, or words without giving appropriate credit.” (http://aggiehonor.tamu.edu/Descriptions/Plagiarism.aspx)

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

Any form of academic misconduct will not be tolerated. If evidence of academic misconduct is found, you will receive a “0” for the assignment; there will be no option to make up the assignment. In addition, you risk being reported to the Aggie Honor System Office. See the Aggie Honor System web site, http://aggiehonor.tamu.edu/ to learn the definitions of academic misconduct and the process and sanctions that will result if Aggie honor is violated.

Students must submit all section of thesis, include final thesis, onto the “Turnitin” website to identify places where plagiarism might exist. After submission, you must go through the report generated and revise your assignment to address these problems BEFORE submitting your final version for evaluation and/or grading. Paper evaluation will include a determination as to whether you revised the document appropriately. If this is not done, 5 points will be deducted from your final grade.

Americans With Disabilities Act (ADA) Policy Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life/Services for Students with Disabilities, in room B118 in Cain Hall. The phone number is 845-1637.
Application for NUTR/FSTC 491C Undergraduate Research and Communication

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<thead>
<tr>
<th>Name (Print)</th>
<th>UIN</th>
<th>Term</th>
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NUTR or FSTC 491C

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<th>Course Number</th>
<th>Section Number</th>
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Working Thesis Title

Research Advisor (Print)

Research Advisor Agreement

I agree to (1) coordinate a time line of activities with my student that include research activities, (2) read and provide feedback on thesis drafts, (3) provide guidance on their professional presentation, and (4) provide the requested assessment data to the assessment committee.

<table>
<thead>
<tr>
<th>Signature of Research Advisor</th>
<th>Name (Print)</th>
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<tbody>
<tr>
<td>Date</td>
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</table>

Approved: Department of Nutrition and Food Science Undergraduate Advising Office
**Coordinator Responsibilities:**
A course coordinator will be assigned each semester students are enrolled in NUTR/FSTC 491C. Coordinator responsibilities include:

1. reminding students of criteria for evaluation;
2. coordinating/organizing/assessing completion of writing instruction through UWC podcasts and eCampus quizzes;
3. scheduling/organizing oral presentation date/location; and
4. assisting with collection of department assessment data.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Christine Bergeron, Department of Health & Kinesiology
    Richard Kreider, Head, Department of Health & Kinesiology
    Christopher Cherry, AOC Dean, College of Education and Human Development
DATE: October 5, 2015

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: DCED 301

We recommend that DCED 301 Dance History 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: 50%
2. Course content appropriate to the major
3. Total number of words: 2000
4. Instructor to student ratio for one section: 1:24

Since original certification was granted, the course has been redesigned by a new instructor. Students write one research paper, which is written in stages and reviewed in draft form three ways. First, peers review each other's work; next, students review the draft that peers commented on at the writing center; finally, their instructor reviews the final draft, after peers and the writing center have reviewed it. There is instruction in the form of a workshop and a module on writing a research paper. For additional writing practice, students participate in written discussion boards.
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):

DCED 301 Dance History

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: Christine Bergeron
Printed name and signature
(Date)

Received: Valerie Balester 9/11/15
W and C Course Coordinator, University Writing Center
(Date)

Approvals:

College Dean: R. Cherry
Printed name and signature
(Date)

Department Head: Richard Kraider
Printed name and signature
(Date)
DCED 301-900: Dance History
Online Writing Intensive
Department of Health and Kinesiology, Texas A&M University

Instructor: Christine Bergeron

Guest Lecturers: Kathleen Byrne & Jessica Ray Herzogenrath

Office: Office Location: PEAP 247
Email: cbergeron@hlkn.tamu.edu

Office Hours: by appointment

Text: Articles and web links provided online
Course website: http://courses.education.tamu.edu/

Course Overview
Dance History is an online humanities course which investigates the relationship between dance and society throughout history. Evaluating the development of dance from the nineteenth century to present day, this course discusses how events throughout history influence choreography and dance technique. Parallels between society, dance, visual arts, and music during a specific time in history will be addressed.

Designated as a writing course, DCED 301 will fine tune writing skills through various graded and ungraded writing observations and assignments. Through these assignments, the technical aspect of writing and critical thinking skills will be honed in on, expanding the student’s understanding of dance history.

Course Objectives:
1. Students will view a variety of choreographic works and will be able to identify the choreographer, time period, historical, and social significance.
2. Students are asked to critically analyze choreographic works through responding to discussion questions on videos and readings. They will develop an informed opinion about dance and its influence on society.
3. Students will address the parallels between society, dance, visual arts, and music during a specific time in history. (example: Dance and Picasso, Cunningham/Cage)
4. Students will evaluate the development of dance from the 19th century to Present Day.
5. Students will be able to identify philosophies of choreographers that have shaped the world of dance and how those philosophies have impacted their choreographic works and society.
6. Students will demonstrate writing abilities appropriate for the analysis of choreography by responding through discussion questions on video links.
7. Students will demonstrate the ability to gather research and write an insightful well organized paper regarding some given aspect of Dance History.

General Course Content:
1. Course syllabus and expectations; Writing Center; Moodle
2. Romantic Ballet; the Romantic Ballerinas; Blais; Perrot; Romantic Ballets: La Sylphide, Giselle, Pas de Quatre; Bournonville; Post Romanticism in France: Arthur Saint-Leon: Coppelia
3. Russian Ballet; Petipa: The Sleeping Beauty; Ivanov: The Nutcracker/Swan Lake; Early 20th Century reformers
4. Experimentalism in Ballet; Diaghilev’s Ballet Russes; Fokine; Nijinsky; Massine; Balanchine; Pavlova
5. Ballet Rising; Nureyev; Baryshnikov; Ballet comes to America; Rise of American Ballet; in musical theater; New York City Ballet; American Ballet Theater; Tudor; Robbins; Feld
6. Early Modern Dance; America’s Pioneers; Duncan; St. Denis; Shawn; Denishawn; German influence: Wigman and Holm; Weidman; Tamaris
7. America After Denishawn; Bennington; Graham; Humphrey;
8. The Second Generation; Limon; Horton; Dunham; Primus; Ailey; Sokolow; Lang
9. Reinterpreting Modern Dance; Nikolais; Taylor; Hawkins; Cunningham
10. Postmodernism; Monk; Childs; early Tharp; Brown; Rainer; Halprin; Paxton
11. Movies and Musicals; Chaplin; Ruby Keeler; Eleanor Powell; Busby Berkely; Fred Astaire; Ginger Rogers
12. Jazz and Tap dance
13. Social and Popular Dance
14. Current Artists

Course Work:

Research Paper: 250
The paper is 8 pages long (double spacing, minimum 2,000 words) and is created using 6-8 scholarly resources (websites such as wikipedia are not accepted). The paper is graded in multiple levels to provide the students with the tools necessary for success. These include an outline and bibliography including a thesis and concluding statement (15 pts); a peer reviewed draft --students will be provided a rubric to guide their grading (35 pts); a writing center reviewed portion (completion grade); an instructor reviewed draft (100 pts) that will be returned for preparation for the final draft (100). Further instructions are provided online.

Final Exam: 150
The final exam will be a cumulative exam based on readings and video observations from the semester. The essay writing exam will be online and students will have one hour to complete it. You must take this exam alone and from separate IP addresses. See Academic Integrity Statement below. Make sure you have a good internet connection since it is a timed exam.

Class Participation: 100
60 points from discussion posts and quizzes
40 points from actively participating in course by doing readings, watching lecture, and watching video links

The discussions and quizzes will begin on the second module (Romantic Ballet). Since this is an online course, it is essential that the students keep up with the reading and view the online lectures.

- **Discussion Posts:** When the weekly participation is in the form of a discussion, students will respond to two discussion questions (one on the readings and one on the videos) with an original thought on each. They will then respond to a peer’s post (on either the video or reading). If one post is on time and the other is not, half credit will be given.

- **Quizzes:** When the weekly participation is in the form of a quiz.

- **NOTE:** All discussion posts and quizzes are due by the date and time specified. Late posts will not count toward class participation points without proper documentation. See a list of accepted documentation in Rule 7 of the student rules: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

Note: Keep up with due dates.
Grade Scale:

500-450 = A  
449-400 = B  
399-350 = C  
349-300 = D  
299-0 = F

Writing Course Statement:
Students who fail the writing portion of this course but still have a passing grade in the other course work will be considered failing. This course has been approved as a Writing credit course and must uphold specific standards in regard to the writing portion of the course.

University Writing Center (UWC): TAMU’s writing center offers undergraduate assistance with all stages of writing, including online help. You can find the writing center on the second floor of the Evans Library. See www.uwc.tamu.edu for details and hours of operation.

Americans with Disabilities Act (ADA) Policy Statement
The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.

Plagiarism
The handouts used in this course are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

Academic Integrity Statement
"An Aggie does not lie, cheat, or steal or tolerate those who do."
All syllabi shall contain a section that states the Aggie Honor Code and refers the student to the Honor Council Rules and Procedures on the web http://www.tamu.edu/aggiehonor

It is further recommended that instructors print the following on assignments and examinations:
"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

*this syllabus is subject to change
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Christine Bergeron, Department of Health & Kinesiology
    Richard Kreider, Head, Department of Health & Kinesiology
    Christopher Cherry, AOC Dean, College of Education and Human Development
DATE: October 5, 2015
SUBJECT: REPORT ON CERTIFICATION OF W COURSE: DCED 401

We recommend that DCED 401 Dance Pedagogy 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: 40%
2. Course content appropriate to the major
3. Total number of words: 2500
4. Instructor to student ratio for one section: 1:24

Students write a teaching philosophy statement, which is extensively reviewed in draft form before being turned in, two peer assessments, and two observations of teaching. For the teaching philosophy, peers first review each other’s work; next, students review the draft that peers commented on at the writing center; finally, their instructor reviews the final draft, after peers and the writing center have reviewed it. There is a workshop class on writing for each of the three writing assignments. In addition, students get practice by writing extensive and detailed lesson plans.
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):

DCED 401 Dance Pedagogy

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: Christine Bergem
Printed name and signature
(Date)

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

Approvals:

College Dean: P Cherry
Printed name and signature
(Date)

Department Head:
Printed name and signature
(Date)
DCED 401 – DANCE PEDAGOGY
WRITING INTENSIVE
Department of Health and Kinesiology – Dance Program

INSTRUCTOR: Christine Bergeron
EMAIL: cbergeron@hktn.tamu.edu

CLASS TIME: Tues/Thurs 12:45-2pm
OFFICE HOURS: by appointment
REQUIRED TEXT: Kassing, Gayle and Jay, Danielle; Dance Teaching Methods and Curriculum Design;
Human Kinetics, Champaign, IL; 2003.

COURSE DESCRIPTION: This course provides students with the tools to effectively design and teach a dance technique class. Several aspects required of a dance teacher will be studied such as developing a lesson plan, preventing injury with proper technique, understanding the pacing and progression of a dance class, and using communication skills to provide feedback to students. Class assignments and observations of various dance forms will allow students to investigate different ways of teaching dance.

Designated as a writing course, DCED 401 will fine tune writing skills through various graded and ungraded writing observations and assignments. Through these assignments, the technical aspect of writing and critical thinking skills will be honed in on, expanding the student’s understanding of dance pedagogy.

LEARNING OUTCOMES:

- Apply dance vocabulary and effectively communicate dance instruction to the classroom.
- Develop teaching strategies for various dance classes and levels through class assignments and peer teaching.
- Apply dance knowledge and resources to develop a unique learning experience for students.
- Construct level appropriate classes in various styles that demonstrate use of overall themes and concept, objectives and instructional procedures and classroom management.
- Analyze dance class observations to critique teaching strategies and student learning styles.
- Design and lesson plans for the classroom using TEKS.
- In peer and self-evaluations of teaching, compare and contrast overall development of the students teaching strategies.
- Demonstrate the ability to write an insightful well organized paper regarding the student’s teaching philosophy and peer and self-assessments of teaching.

COURSE WORK:
WRITING INTENSIVE:
TEACHING PHILOSOPHY: 130pts
The paper is 2 pages long (double spacing, minimum 500 words). The paper is graded in multiple levels to provide the students with the tools necessary for success. These include an outline including a thesis and concluding statement (10 pts); a peer reviewed draft --students will be provided a rubric to guide their grading (20 pts); a writing center reviewed portion (completion grade); an instructor reviewed draft (50 pts) that will be returned for preparation for the final draft (50pts).

PEER ASSESSMENT: 100 pts (you will be assigned a peer to observe)
You will be instructed to write two peer assessment papers. Each paper should be 2 pages long (double spacing, minimum 500 words). After viewing the teaching video of your peer write a reflective critical paper providing them feedback about their teaching assignment.

OBSERVATIONS: 95 pts
- Two written instructor observations @ 30 pts each = 60 pts; (each paper will be a minimum of one page single spaced observation – a minimum of 500 words per paper). Additional guidelines will be available in class.
OTHER COURSE ASSIGNMENTS:
TEACHING:
2 @ 100pts each = 200 pts Lesson plan (50 pts); physical teaching 50 pts

FINAL PORTFOLIO:
Teaching Portfolio: 100 pts (includes lesson plans and activities)

ASSIGNMENTS:
Written Assignments: 5 assignments @ 5 pts each = 25 pts
In class teaching – 2 @ 30 pts each = 60

GRADE SCALE: 710 (needs to be 250pts writing)
710-639 = A  
638-568 = B  
567-497 = C  
496-426 = D  
425 and below = F

WRITING COURSE STATEMENT:
Students who fail the writing portion of this course but still have a passing grade in the other course work will be considered failing. This course has been approved as a Writing credit course and must uphold specific standards in regard to the writing portion of the course.

University Writing Center (UWC): TAMU’s writing center offers undergraduate assistance with all stages of writing, including online help. You can find the writing center on the second floor of the Evans Library. See www.uwc.tamu.edu for details and hours of operation.

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<th>Week One</th>
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<tbody>
<tr>
<td>Reading: Ch 3</td>
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<tr>
<td>Syllabus; Class Introduction; Writing Center; Peer teaching activity; Teaching and Learning Dance Ch. 1&amp;2</td>
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</table>

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<thead>
<tr>
<th>Week Two</th>
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<tbody>
<tr>
<td>Reading: Ch 4&amp;5 “Guiding Students in Learning Dance” and “Understanding Dance Teaching Methods” Learning Styles and creating a “centerpiece” combination; Cueing, music and sight reading activities</td>
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<tr>
<th>Week Three</th>
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<tbody>
<tr>
<td>Reading: Ch 6</td>
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<tr>
<td>Writing your teaching philosophy – ideas and strategies to write a successful teaching philosophy Start peer teaching and feedback – how to write an effective and constructive assessment of peer teaching</td>
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<tr>
<th>Week Four</th>
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<tr>
<td>Reading: Ch 9&amp;11 “Developing the Lesson Plan” and “Writing and Delivering the Lesson Plan” Peer teaching Observing and writing up your teaching observations</td>
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<th>Week Five</th>
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<tr>
<td>Reading: Ch 10 “Selecting the Appropriate Assessment Tools for Dance” Peer teaching</td>
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<td>Week Six</td>
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<tr>
<td>Reading: Ch 13 “Sample Units for Dance Forms”</td>
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<tr>
<td>Peer teaching</td>
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<td>Feedback and Assessment of teaching – “critiquing your first peer assessment”</td>
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<td>Week Seven</td>
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<tr>
<td>Reading: Ch 13 “Sample Units for Dance Forms”</td>
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<tr>
<td>New cycle of peer teaching</td>
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<td>Week Eight</td>
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<td>Reading: Ch 13 “Sample Units for Dance Forms”</td>
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<td>Peer teaching</td>
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<tr>
<td>Week Nine</td>
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<tr>
<td>Peer teaching</td>
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<td>Feedback and Evaluation of teaching – sharing your written feedback</td>
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<td>Week Ten</td>
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<td>New cycle of peer teaching</td>
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<td>Week Eleven</td>
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<td>Peer teaching</td>
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<tr>
<td>Week Twelve</td>
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<tr>
<td>Peer teaching</td>
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<tr>
<td>Feedback and Evaluation of teaching – sharing your written feedback</td>
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<tr>
<td>Week Thirteen</td>
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<tr>
<td>Reading: Ch 12 “Creating a Curriculum”</td>
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<tr>
<td>How to develop a dance curriculum with model guides</td>
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<tr>
<td>Week Fourteen</td>
<td>2</td>
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<tr>
<td>Teaching improvisation, choreography</td>
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<tr>
<td>Reflection</td>
<td></td>
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<tr>
<td>Evaluation of Peer Teaching</td>
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**Total Hours** 30

**ATTENDANCE POLICY**

Attendance is a critical component of all DCED/KINE movement classes and is essential to learning dance technique. Additionally, due to the progressions found in teaching activities, it is crucial, for safety reasons, to require regular attendance.

A student shall be allowed 2 unexcused absences without penalty. For each additional unexcused absences beyond the first two unexcused absences, 15 points will be deducted from the final grade. Excused absences as defined in Rule 7 of the Texas A&M University Student Rules will not result in any point deduction. However, written documentation will be required to receive an excused absence.

Student absences will be excused for one of the eight University approved reasons:
1. Participation in an activity appearing on the University’s authorized activity list.
2. Death or major illness in a student’s immediate family.
3. Illness of a dependent family member
4. Participation in legal proceedings or administrative procedures that require a student’s presence.
5. Religious Holy Day
6. Illness that is too severe or contagious for the student to attend class (to be determined by Health Center or off campus physician)
7. Required participation in military duty
8. Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

For additional information please visit http://student-rules.tamu.edu.

**TARDIES:**
One point will be deducted from the final grade for each tardy up to 10 minutes. After 10 minutes, the student is considered absent.

**OBSERVATION POLICY:**
Observation Days are to be approved by the faculty member prior to class. These days are reserved for emergency situations regarding the student such as injury or illness. Each day a student observes incurs a specific assignment laid out in the Observation Policy which can be found online at http://tamudance.tamu.edu. The students are required to participate in 80% of the course in order to complete the course, any lower participation will result in failure or incomplete. Students observing must fill out an injury form, have a doctor’s note, and fill out a return to dance form prior to returning to class. For more specific information and appropriate forms visit the dance program’s website at http://tamudance.tamu.edu.

**ACADEMIC INTEGRITY STATEMENT**
"An Aggie does not lie, cheat, or steal or tolerate those who do."

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

For additional information please visit www.tamu.edu/aggiehonor/

**ATTENTION STUDENTS:**
1. It is the responsibility of the student to inform his/her instructor if they have a condition that may impair or influence participation in an activity class (e.g. physical handicap, allergies, use of medication, etc.).
2. Should you become unable to participate in your regular activity class, contact your instructor immediately regarding transfer to a modified activity class.
3. The courses in which you have elected to participate are either required as part of your major or elected. Regardless of the case, you must realize that there is a certain assumption of risk which you engender when you participate in activity classes such as these. You must be aware of this assumption.

**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, please contact the Department of Student Life, Disability Services in Room B-116 Cain Hall the Building, or call 458-1102.

**PLAGARISM**
The handouts used in this course are copyrighted. By “handouts,” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

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

This syllabus is subject to change.

UPDATED: 8/15
TO: Faculty Senate Executive Committee

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

CC: Nathan Bracher, International Studies
    Stefanie Harris, International Studies
    Robert Shandley, Head, International Studies
    Steven Oberhelman, AOC Dean, Liberal Arts

DATE: October 5, 2015

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: FREN 336

We recommend that FREN 336 Contemporary France 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: 55%
2. Course content appropriate to the major
3. Total number of words: 2700
4. Instructor to student ratio for one section: 1:22

Since original certification, an oral presentation and an outline/annotated bibliography have been added to ensure better progress and preparation. All the writing is in French. Students write three formal essays; in addition, for practice and feedback they write three in-class essays. Feedback on the in-class compositions serves as preparation for the formal essays. The instructor, after correcting each batch of compositions, reviews the most salient problems encountered and outlines strategies for overcoming them. Attention is given to writing, rhetoric, and style in the study of documents read for the class. The addition of an oral presentation also provides an opportunity for students to produce a handout that is graded for writing quality.
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):

FREN 336 Contemporary France

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:  Nathan Bracher  (signature)  18 Aug, 2015
Printed name and signature (Date)

Received:  Valerie Balester  8/20/15
W and C Course Coordinator, University Writing Center (Date)

Approvals:

College Dean:  Steven Durell  (signature)  8/19/15
Printed name and signature (Date)

Department Head:  Robert P. Shandley  (signature)  8/19/15
Printed name and signature (Date)
FRANÇAIS 336-900: CONTEMPORARY FRANCE

Dr. N. Bracher
Bureau: Academic 329A
Tél: 845-0470, 845-2124 (department) e-mail: nbracher@tamu.edu

Office hours: 12 – 3 pm Tue. & Thur.
and by appointment

Prerequisite: FREN 202 or equivalent (university level Intermediate French II) by transfer or placement


General Description: This course focuses on French culture and society from the perspectives of sociology, linguistics, and anthropology. We will be dealing more with the contexts, habits, and structures that make it possible to understand current events and present day institutions in France than with the events and institutions themselves. We will moreover repeatedly stress the cultural differences that make for the sharp contrasts between American and French approaches to the basic issues of society as well as for frequent cultural misunderstandings.

Learning Objectives:
- Students will be able to identify the nature and origins of cultural misunderstandings.
- Students will be able to describe salient features of social institutions such as the family, schools, universities, media, and religions in France.
- Students will be able to explain crucial social, cultural, economic, and political issues in the context of globalization, new technologies, major waves of migration, and the European Union.
- Students will be able to perform these tasks in French

Schedule & Homework: The syllabus below points out which chapters of our text Les Français will be covered from one week to the next. There will also be a number of online press articles to read on eCampus. It is absolutely indispensable for each student to read the pages indicated before class.

Writing Assignments: Each student will write four (4) “In Class Compositions” of 200 – 300 words on the dates indicated in bold. The subjects of these essays will be provided by the instructor and will be based on previous readings and discussions. A select number of these in-class compositions will reappear on the three exams, which will focus on material found in the textbook and studied in lectures and class discussions. Moreover, each student will submit three papers of 600 to 900 words in length, and presenting an analysis of a press dossier or assigned reading. Specific instructions will provided at least one week before each paper is due. Some adjustments and modifications of the schedule may prove necessary. All changes will be announced by the professor.

Oral Presentations: Each student will give an oral presentation in French of 3 to 5 minutes on a topic to be chosen in close consultation with the instructor. Students will also submit a tentative outline and annotated bibliography on the date indicated to ensure sufficient progress on the assigned project.

Grading: the overall grade will be determined according to the following percentages:
- In-class compositions .................................. 25%
- Papers .................................................. 30%
- Tentative outline & annotated bibliography .... 5%
- Oral Presentation ........................................ 10%
- Mid-semester exam ..................................... 10%
- Final Exam ............................................. 20%

(A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = 59 and below; students must have a passing grade in the writing components in order to pass the course.)

N.B. Absences: Please see http://student-rules.tamu.edu/rule7.htm for current policy on university-excused absences. For illness- or injury-related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also
contain the medical professional’s confirmation that absence from class was necessary (see Rule 7.1.6.1)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in B-118 Cain Hall. The phone number is 845-1637.

Academic Honesty: The rules of academic integrity will govern the conduct of this course. TAMU students are responsible for respecting and promoting the Aggie Honor Code, which applies to plagiarism, one of the most serious violations. Plagiarism consists of passing off as one's own the ideas, words, work, etc. which belong to another. For questions about plagiarism or other forms of academic dishonesty, consult the Aggie Honor System web site at http://www.tamu.edu/aggiehonor/.

Programme de travail

18 – 23 janvier: Les Français: Préfaces (v-ix), 1-11: Intro. Pts de vue américains sur la France

**23 janvier** In-class composition 1**

23 – 27 janvier
Chapitre 1: 13-32: "Points de vue français sur l'espace"

30 janvier – 3 février
Ch. 2. 33-54: "Points de vue français sur le temps"

**3 février** Paper 1, first version**

6 -- 10 février:
Ch. 6 97-111: "Socialisation et modes d'évasion"
Ch. 7 112-126: "Démographie et intervention de l'état"

10 février: In-class composition 2

13 -- 17 février:
Ch. 12, 191-200: "L'enseignement: écoles, collèges, lycées"
Ch. 13, 201-209: "Universités et grandes écoles"

**17 février:** Revised version of paper 1**

22 – 24 février:
Ch. 14: "L'économie" p. 210-218

27 février:
Ch. 8: "La famille française aujourd'hui", p. 127-135

**29 février:** Mid-semester exam**

2 – 9 mars: p. 81- 85 “La famille française traditionnelle”
Ch. 8: "La famille française aujourd'hui", p. 135-142

**9 mars:** Paper 2, first version**

12 – 16 mars: VACANCES DE PRINTEMPS

19 – 23 mars: Ch. 10, 158-173: "Le gouvernement" + les élections présidentielles en France

**23 mars** Revised Version of paper 2**

26 – 30 mars: Ch. 10, 158-173: "Le gouvernement"+ les élections présidentielles en France

*30 mars: Tentative outline and annotated bibliography for Oral Presentation*

2 – 6 avril
Ch. 11, 174-190: "L'administration"
9 avril: In-class composition 4
**9 – 13 avril: Oral Presentations**
16 – 18 avril: Ch. 16, p. 235-253 : “La société française aujourd’hui”
**20 avril: Paper 3**
20 – 25 avril: Ch. 17, 261-273: "La religion"
27 avril – 1 mai: Ch. 19, 288-296: "Les loisirs"; Ch. 21, 309-330 Français et Américains

VENDREDI 4 MAI de 3H à 5H: ***EXAMEN FINAL***

N. B. Il sera parfois nécessaire de modifier le programme. Tout changement sera annoncé par le professeur.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Franco Marcantonio, Department of Geology & Geophysics
     Michael Pope, Head, Department of Geology & Geophysics
     Chris Houser, AOC Dean, College of Geosciences
DATE: October 5, 2015
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: GEOL 311

We recommend that GEOL 311 Principles of Geologic Writing 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: 85%
2. Course content appropriate to the major
3. Total number of words: 3500
4. Instructor to student ratio for one section: 1:20

GEOL 311 is a one-credit course. Students write a series of five assignments that help them develop as geologic writers. They start with a personal reflection about why they are majoring in geology; they also write a research topic proposal, a paper on the value of articles they are reading, an abstract, and a research article. The value paper is peer reviewed, and all papers get written and oral instructor feedback on drafts. Instruction takes the form of readings in geology, geophysics, and geochemistry, lecture on writing issues such as paraphrasing and summarizing or writing abstracts, and in-class writing and discussion. Students also are referred to resources specific to science and geoscience writing.

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

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

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

   GEOL 311 - Principles of Geologic Writing

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

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

Instructor / Coordinator: Franco Marcantonio
Printed name and signature
(Date)

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

Approvals:

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

Department Head: Mike Pope
Printed name and signature
(Date)
Course title and number: GEOL 311 Principles of Geological Writing
Term: Summer II 2015
Meeting times and location: TR 10:00 AM – 11:15 AM, Room 327 Halbouty
Instructor: Franco Marcantonio

Course Description and Objectives

GEOL 311 is a course in written communication within the geological sciences. Students will read different examples of geological literature, and opportunities will be provided to: research scientific literature; summarize and paraphrase; edit and revise; reference and cite; write proposals and articles.

Learning Outcomes

Students will learn the norms of geological writing and develop the personal writing process needed to produce successful science writing.

Instructor Information

Name: Franco Marcantonio
Telephone number: 845-9240
Email address: marcantonio@tamu.edu
Office hours: By appointment (call or email any time to schedule appointment)
Office location: 257 Halbouty

Writing Resources

University Writing Center: http://writingcenter.tamu.edu/

Grading Policies

Final grades will depend on a combination of class discussion and participation, drafts and final copies of written assignments.
Class discussion, participation in peer review: 15%

Writing assignments: 85%

Breakdown of writing assignments:
Write (1) personal reflection: 10 %
Write (2) research topic proposal: 15 %
Write (3) value of papers to research topic: 15 %
Write (4) abstract: 15 %
Write (5) article: 30 %

Each assignment will be evaluated based on content accuracy, clarity of expression, organization, style, and mechanics (grammar, punctuation).

<table>
<thead>
<tr>
<th>Meeting/Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1/July 7</td>
<td>Goals and Resources</td>
</tr>
<tr>
<td>2/July 9</td>
<td>How to read a journal article and IMRAD</td>
</tr>
<tr>
<td>3/July 14</td>
<td>Search tools</td>
</tr>
<tr>
<td>4/July 16</td>
<td>Citations and references</td>
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<tr>
<td>5/July 21</td>
<td>Peer Review</td>
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<tr>
<td>6/July 23</td>
<td>Paraphrasing and summarizing</td>
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<tr>
<td>7/July 28</td>
<td>Abstracts</td>
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<tr>
<td>8/July 30</td>
<td>Genres of scientific writing</td>
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<tr>
<td>9/August 4</td>
<td>One-on-one consultation with student pairs; no class meeting (will schedule consults)</td>
</tr>
<tr>
<td>10,11/August 6, 7</td>
<td>One-on-one consultation with student pairs;</td>
</tr>
<tr>
<td>August 10</td>
<td>hand in final article (assignment #5)</td>
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</tbody>
</table>

TENTATIVE DUE DATES

July 9 Assignment #1 Personal Reflections
July 14 Assignment #2 Part 1 Researching topics and compiling abstracts (Choose topic)
July 16 Assignment #2 Part 2 Summarizing and Critiquing due
July 21 Assignment #3 First draft due of document explaining contribution (i.e., value) of individual paper to larger research topic you have selected—Peer Review in class
July 23 Assignment #3 Second draft of document due to peer
July 28 Assignment #3 “Contribution” final draft due
July 30 Assignment #4 Abstract first draft due
August 4 Assignment #5 First draft of article due
August 6  Assignment #5 Second draft of article due
August 6, 7  One-on-one meetings in pairs with Marcantonio
August 10  Assignment #5 Final draft due.

University Policies:

**AGGIE HONOR CODE:** "An Aggie does not lie, cheat, or steal or tolerate those who do."
For more information, see Honor Council Rules and Procedures.  
http://compliance.tamu.edu/CodeConduct.aspx  Academic integrity is an essential force in the academic life of a university. It enhances the quality of education and celebrates the genuine achievements of others. It is, without reservation, a responsibility of all members of the Texas A&M University Community to actively promote academic integrity. Apathy or acquiescence in the presence of academic dishonesty is not a neutral act -- failure to confront and deter it will reinforce, perpetuate, and enlarge the scope of such misconduct.

**PLAGIARISM:** As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. (Please see http://library.tamu.edu/help/help-yourself/using-materials-services/online-tutorials/academic-integrity/academic-integrity-3.html)

**The Americans with Disabilities Act (ADA):** is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room 126 of the Koldus Building. The phone number is 845-1637.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Ron E. McBride, Department of Health & Kinesiology
    Richard Kreider, Head, Department of Health & Kinesiology
    Christopher Cherry, AOC Dean, College of Education and Human Development
DATE: October 5, 2015
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: KNFB 416

We recommend that KNFB 416 Middle and Secondary School Kinesiology 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: 45%
2. Course content appropriate to the major
3. Total number of words: 4500
4. Instructor to student ratio for one section: 1:15

One of the assignments has been changed, but otherwise, there have been no significant changes since original certification. Students write ten 200-word posts in the teaching laboratory, an encyclopedia article, and a curriculum project. The curriculum project is completed in a group. They get feedback on every written assignment, and they get feedback on the introduction of their article, and again on a rough draft at mid-semester. Writing instruction includes topics like APA style, grammar, and sentence and paragraph structure.
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):
KNFB 416 Middle and Secondary School Kinesiology

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.

Ron E. McBride
Instructor / Coordinator:
Printed name and signature
(Date)

Received: Valerie Balester 9/27/15
W and C Course Coordinator, University Writing Center
(Date)

Approvals:

College Dean:
Printed name and signature
(Date)

Department Head:
Printed name and signature
(Date)

**Catalog Description:** Physical activities, teaching strategies, media techniques and curriculum in middle and secondary schools. Prerequisites: Completion of Phases I-III of the secondary program; admission to teacher education; approved acceptance to field experience (must complete and clear criminal history background check).

**Attendance:** Attendance to class and all teaching experiences is an expectation and therefore is not part of the points earned toward the course grade. No make ups will be given without a University excused absence. Illness confirmation must be obtained congruent with student rule 7.1.6.2b and Rule 7.1.6.3 which states that “An absence for a non acute medical service does not constitute and excused absence.” Please abide by this definition. It means that Dr. Appointments for purposes other than illness are not excused absences. An absence may be excused if the student contacts the instructor prior to the class for an illness, family emergency etc. No absences are permitted for the lab. Any absence in lab will require a make-up.

**Writing Intensive Approach:** The course is designated as a university Writing Intensive class and written assignments represent an important part of the grade. Specifically, 20% of the final grade will be based on the quality of your written work. This includes basic writing mechanics, appropriate formatting and use of APA style as well as the overall effectiveness of communicating your ideas in a succinct and thoughtful manner. It is recommended that students take advantage of the University writing lab. Failure to earn a passing grade on the writing requirements precludes the assignment of W credit, irrespective of making a passing grade for the entire course on a straight calculation basis. Students cannot receive W credit for this course without earning a passing grade on the writing component, no matter how the points are distributed. Students cannot receive W credit for this course without earning a passing grade on the writing component, no matter how the points are distributed.

**Course Objectives:** At the conclusion of the semester the students will be able to:
1. Plan and teach skill and concept-based lessons, using both direct and indirect teaching styles that are safe, provide for accurate analysis/feedback of student performance, and incorporate the skills of effective teaching.

2. Describe the contemporary adolescent’s needs and how physical education programs may enhance their development.

3. List and describe the anatomy of Mosston’s spectrum of teaching styles.

4. Demonstrate through planning and teaching the ability to:
   - Select and implement strategies for building a community of learners
   - Make necessary methodological or organizational changes in a lesson as it progresses
   - Evaluate one’s own and other’s teaching
   - Motivate students to participate in physical activity and be self-learners

5. List and demonstrate use of class management and discipline techniques to create a relatively uninterrupted lesson flow.

6. Plan and implement a yearly curriculum and a unit plan appropriate for students in middle and secondary schools.

7. Explain the role and importance of Health Related Fitness and wellness in the program.

8. Prepare a 60-second commercial advocating physical activity.

9. Use current professional journals to inform practice on such issues as discipline and advocacy.

10. Provide evidence of critical thinking and teacher as reflective practitioner through written assignments in lecture, lab and class/group discussions.

The following three KNFB 416 projects are to be posted in your electronic portfolio December 9 (last day of classes)

1. Encyclopedia Article Assignment
2. Advocacy Project
3. Curriculum Planning Project

Grading Criteria: The final grade will be determined by scores in three major performance areas: Individual Performance, Group Performance, and Lab Evaluation.

NOTE: To receive an A, you must have ≥90% or better in each of the three performance areas. All other grades will be calculated on an average of the three performance areas. 80-89=B, 70-79=C, 60-69=D, below 60=F

<table>
<thead>
<tr>
<th>Individual Performance</th>
<th>Points</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>*</td>
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<tr>
<td>Final Exam</td>
<td>*</td>
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<tr>
<td>Encyclopedia Article</td>
<td>35</td>
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<td></td>
<td>100</td>
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<table>
<thead>
<tr>
<th>Group Performance</th>
<th>Points</th>
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<tbody>
<tr>
<td>Curriculum Planning Project</td>
<td>50</td>
</tr>
<tr>
<td>Advocacy Project</td>
<td>*</td>
</tr>
<tr>
<td>Peer Evaluation</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Lab Post Assignments

*Weighting to be decided by consensus on the first day of class

**Individual Performance**

**Quizzes:** Chapter quizzes are to be completed in Moodle prior to class on the date they are due (see syllabus). Once you open the quiz you will have one attempt at it, but there is no time limit until the due date and time. The purpose of the quizzes is to ensure that you have read and are knowledgeable about the material(s) for class discussions.

**Final Exam:** is a written analysis of a video-taped physical education lesson. This test requires a synthesis of all course components of effective teaching and are able to articulate teaching middle and secondary physical education. The questions will be distributed prior to exam day but may not be written upon until the video is shown.

**Encyclopedia Article:** is a semester long writing project culminating in a well-written paper of 1500 words. Based on a facet of teaching in middle and secondary school physical education, an encyclopedia entry will be created using peer reviewed literature to provide the most up to date information on the topic. A maximum 4-slide presentation will be used to present your information to the class.

**Group Performance**

**Curriculum Planning Project:** In groups you will develop a yearly curriculum based on the TEKS and NASPE standards and using a specific curricular approach (Tactical Games, Sport Education Model, Fitness Education, or Personal and Social Responsibility). From the yearly curriculum a single 3-week unit plan will be prepared. This will be a multi-slide powerpoint format. On the due date, email the full presentation to the course instructor (No rubric necessary for this assignment).

**Advocacy Project:** Each group will create and upload to YouTube a 60 second commercial advocating for physical education/activity. This project must use current research to effectively convince the audience that physical education is important for youth.

**Peer Evaluation:** Each group member will evaluate the other members on teamwork, reliability, contributions, to the group projects and contributions to discussions throughout the semester.

**Lab Post Assignments:**

For each lab there is a “post assignment” in which you reflect on your teaching performance in a well written carefully documented (APA style) format to receive a grade. The post assignments must be uploaded into Moodle. All lab post assignments and inquiries are to be directed to Jiling.

**Note:** An important outcome in this course and in the preparation of future teachers in general, is to facilitate the development of reflective practitioners. Today’s teachers must be able to reflect on (analyze, assess) his/her teaching in an objective manner. What went well in this class? Why? What did not go so well? Why not? Are my students getting what they need to become thoughtful and productive citizens capable of competing in a global economy? These skills are in demand by business, industry, and society in general. The task of a teacher is not an easy one given the present state of our public schools (and society in general), but nevertheless this is the challenge we must meet. This course will constantly challenge you to become thoughtful and reflective teachers. Therefore, be ready to provide educationally sound rationales to support your ideas, opinions and thoughts.
<table>
<thead>
<tr>
<th>Week of</th>
<th>Monday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 8/31</td>
<td>-Orientation to class work, establish groups and set grade weights. -Goals paper assigned.</td>
<td>Degree Audit – Casey Schumacher Skills of teaching  -Review lesson planning  <em>Read and print out</em> Middle and Secondary School TEKS</td>
</tr>
<tr>
<td>2 9/7</td>
<td><strong>Goals Paper Due</strong> -- bring a hard copy with you to class  - Peer review of Goals Paper  -Compare and contrast HS and MS TEKS  -Select grade level for Group project <em>Read Chapter 3 in text</em>  <em>Read and print out</em> 3-Storey <em>Intellect Model from Moodle</em></td>
<td><strong>Quiz 1 – Chapter 3 Writing Instruction – Cover Page</strong>  -Introduce Encyclopedia writing assignment, select writing partner, and topics  -Develop guiding philosophy for Curriculum Project  -Write student centered objectives  -Develop Student Centered Activities  <em>Read Chapter 4 in text</em>  <em>Read one article on curricular approaches posted in Moodle</em></td>
</tr>
<tr>
<td>3 9/14</td>
<td><strong>Quiz 2 – Chapter 4</strong>  -Select curricular approach for Planning Project--See Moodle  -Selecting peer reviewed journal articles for Encyclopedia assignment (Jiling) <em>Find and download 1-2 peer reviewed articles for the Encyclopedia assignment Watch APA formatting video</em>  <em>Read and download</em> The Great Dodgeball Debate article</td>
<td><strong>Bring Peer reviewed article to class for evaluation</strong>  <strong>Writing Instruction – Intro Paragraph</strong>  The PE student and Dodgeball  Develop outline &amp; intro paragraph of Encyclopedia article and format Resources in APA format.  Develop scope and sequence for yearly curriculum.</td>
</tr>
<tr>
<td>4 9/21</td>
<td><strong>Quiz 3 – Chapters 6 &amp; 7 Writing Instruction</strong> – On line Resources  Motivation in Secondary PE. How do we get them to participate? Groups develop stance and defend in debate.</td>
<td>The reality of the gymnasium  Guest speakers: Coach Nelson &amp; Coach Westbrook <em>Upload 1st paragraph of Encyclopedia article in Moodle.</em></td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Assignment</td>
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<tr>
<td>5</td>
<td>9/28</td>
<td><strong>Begin working on 1st draft of encyclopedia article</strong></td>
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<td></td>
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<td>1st Draft of Encyclopedia article due&lt;br&gt;Bring 1 copy to class for partner review&lt;br&gt;Develop management and discipline rationale for unit plans&lt;br&gt;Craft parent letter for curriculum plans&lt;br&gt;<em>Read Chapter 15 in text&lt;br&gt;Begin using pedometers (fitbits)&lt;br&gt;Investigate other available pedometers</em></td>
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<tr>
<td>6</td>
<td>10/5</td>
<td><strong>Quiz 5 – Chapter 10</strong>&lt;br&gt;Assessment and grading in PE</td>
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<tr>
<td>7</td>
<td>10/12</td>
<td>Quiz 6 – Chapter 12&lt;br&gt;Legal Liability&lt;br&gt;Guest speaker: Dr. Paul Batista</td>
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<tr>
<td>8</td>
<td>10/19</td>
<td>Sociocultural Interaction Model – development of culturally responsive environment in Physical Education&lt;br&gt;Guest Speaker: Dr. Wagner</td>
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<tr>
<td>9</td>
<td>10/26</td>
<td><strong>Quiz 6 – Chapter 12</strong>&lt;br&gt;Legal Liability&lt;br&gt;Guest speaker: Dr. Paul Batista</td>
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<td>10</td>
<td>11/2</td>
<td>Advocacy in Physical Education&lt;br&gt;Develop story board for Advocacy project&lt;br&gt;2nd Draft of Encyclopedia Article Due in Moodle</td>
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<tr>
<td>11</td>
<td>11/9</td>
<td>Revisit Alternative Assessment&lt;br&gt;Generate rubric for Unit</td>
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<tr>
<td>12</td>
<td>11/16</td>
<td>Work on Curriculum and Unit Plans&lt;br&gt;Advocacy Project Paper Due.</td>
</tr>
<tr>
<td>13</td>
<td>11/23</td>
<td><strong>4 slide - Encyclopedia Presentations</strong> – email prior to the 25th for class distribution**&lt;br&gt;Corbin, C. (2002). Physical Activity for everyone: What...**</td>
</tr>
</tbody>
</table>
**Final Draft of Encyclopedia Article due in Moodle.** Prepare 4 slide presentations

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>14</td>
<td>11/30</td>
<td>Effective Teaching Culminating Group Discussion</td>
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<tr>
<td>12/14</td>
<td>Final Exam: Monday, Dec. 14 10:30-12:30</td>
<td>Bring a Blue Book to the Final Examination</td>
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</tbody>
</table>

**12/3** Curriculum Project Presentations—(Informal) Group presentations Peer Evaluations Final Exam Distributed

*Calendar may change to accommodate guest speakers and/or school holiday*

**Link to TExES Study Guide:**


**USE THESE ONLINE SEARCH ENGINES ONLY:**

**Educational Resources Information Centre (ERIC):** eric.ed.gov

**EBSCO :** web.a.ebscohost.com/ehost/search/advanced?sid=9f2b8171-7e8c-4005-af5b-dfa1892d6c90%40sessionmgr4004&vid=0&hid=4201

**Google Scholar:** scholar.google.com

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**

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

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

**Copyrighted Materials:**

Most of the handouts and lecture materials used in this course are copyrighted (including but not limited to syllabus, exams, and in-class materials). These are legally protected documents, so please do not reproduce these materials for any use other than those related to this
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Carol Bunch-Davis, Department of Liberal Studies/Maritime Studies
    JoAnn DiGeorgio-Lutz, Head, Department of Liberal Studies/Maritime Studies
    Donna Lang, AOC Dean, Texas A&M Galveston
DATE: October 5, 2015
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: MAST 425

We recommend that MAST 425 Thesis and Technical Writing 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: 80%
2. Course content appropriate to the major
3. Total number of words: 5000
4. Instructor to student ratio for one section: 1:15

MAST 425 requires that students write three article review essays, an annotated bibliography, and a formal academic research proposal. Each student meets individually with the instructor to discuss the written comments on rough drafts of each review essay. The research proposal is scaffolded into four sections (introduction; rationale; literature review; and methodology), which are submitted as rough drafts over four weeks of the course. Students conference with the instructor for each rough draft section. The course also uses in-class draft workshops that provide models for thesis development, paragraph development, transitions, and other topics, which students then apply to their work in progress during the workshop. Other writing instruction comes from reading and developing critical reading skills. The course text is Lester's The Essential Guide: Research Writing Across Disciplines, which include example essays and writing advice.

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):
   MAST 425 Thesis & Technical Writing

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

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

Instructor / Coordinator: [Signature]
Printed name and signature
(Date)

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

Approvals:

College Dean: Patrick Louchevarro
Printed name and signature
(Date)

Department Head: JoAnn DiGeorge Lute
Printed name and signature
(Date)
MAST 425
Thesis & Technical Writing
(Writing for Maritime Studies)
Spring 2016

Dr. Carol Bunch Davis Email: davisc@tamug.edu
Office Hours: Thursday 10:00 to noon and by appointment
Office Phone: 740-4425 Office Location: CLB 207C
Meeting time and location: TBA

Course Overview, Goals and Objectives
The goal of the research writing course in Maritime Studies is to help students attain the rhetorical techniques effective writers need to produce professional expository prose and helps students apply these strategies to challenging writing tasks, particularly as these involve intertextual argumentation and analysis. The course focuses on strengthening your ability to critique and interpret information from a variety of sources and to employ that information to advance the student's own argumentative positions.

Prerequisites: Junior or Senior classification

Other required reading available at e-learning

Learning Outcomes
- Develop a sound writing process which includes prewriting, drafting and revision
- Apply critical reasoning skills within the conventions of academic discourse
- Express strong academic reading skills
- Analyze and conduct intertextual arguments
- Choose more extended forms of academic writing
- Relate and interpret information from a variety of sources to advance an argumentative position

Course Requirements & Grading:
Research Proposal 30%
Review Essays (3 at 10% each) 30%
Annotated Bibliography 20%
Research Citations 10%
Conferences 10%
The Research Proposal

An academic research proposal is the first step in producing a thesis. Its intent is to convince an academic committee or a supervisor that your topic and approach are sound, so that you gain approval to continue with the actual research. In addition to indicating your plan of action, an academic proposal should show your theoretical positioning and your relationship to past work in the field. The proposal should contain these elements: 1) an introduction to the topic 2) Rationale for the selected topic that explains why it is important or useful within the concerns of the discipline or course. The most important aspect of the rationale is the development of a specific focus of your work, the research question which provides the reader with the specific topic you will study and the argument you will make about that topic 3) A literature review of existing published work-or the writing that relates to the topic. The review should explain the relationship between your work and existing scholarship and also make a case for how your proposed research will explore new territory within the field. 4) A summary of your intended approach to the topic or your methodology—or the tools you will use to interpret and explain your findings.

These key elements will comprise your proposal which will be a minimum of 2,400 words (8 pages) document developed from a topic of your choosing and through an engaged writing process that requires prewriting, drafting and revision of the text before a final document is produced at the semester’s end. Students will be required to select a research topic that has nautical, seafaring, oceanic, or maritime themes within a liberal arts field such as Philosophy, Literature, Art, Anthropology, Public Policy, History, Museums, or Journalism. You will begin drafting this document early on in the semester through a series of in-class writing workshops and you will also utilize individual and peer review conferences to facilitate your revision process. The writing workshops as well as the article abstract and review essay assignments are essential to the successful completion of the course. Prior to the development of the full proposal, each student will be asked to write a short proposal on three prospective research topics of no fewer than 300 words.

Review Essays

The three review essays will play an important role in the development of the proposal. These documents will be no fewer than 700 words (or 2.5 pages) in length. In them you will evaluate, analyze, and respond to the research of scholars within the field and may be either books or journal articles. While they will likely focus on a topic of interest to you, the texts you choose to review may also serve as part of the literature review included in your proposal. Consequently, the review assignments serve two purposes. First, they help sharpen your critical reading and writing skills by asking you to summarize and engage with the work of other writers and scholars in writing. Second, the essays that you choose to review can help you to better evaluate the literature that you will need to include, or perhaps exclude, from the literature review.
portion of your research proposal. In effect, they will serve as the critical framework which guides your proposal document.

The library holds many journals in Maritime Studies including International Journal of Nautical Archaeology & Underwater Exploration, Shipwreck Anthropology, Oceanic Linguistics, Maritime Life & Traditions, Sea History, and the International Journal of Nautical Archaeology and Underwater Exploration among other titles that you may choose in order to write your review essays. We will have an in-class research orientation early in the semester to become familiar with these and other journals in addition to learning how to access the journals using online resources available through our library.

**Annotated Bibliography**

As you read and evaluate essays throughout the semester, these texts will become part of the annotated bibliography you will develop and turn in at the end of the course. Any book or article that you locate that relates to your topic should be included in the annotated bibliography. This document includes the bibliographic information for the book or article, alphabetized by the author's last name. The annotation of each source summarizes and evaluates the work you read and explains its relationship to your research proposal. The annotated bibliography should contain a minimum of 10 sources or entries drawn from the in-class research sessions. It should be no fewer than 500 words.

**Research Sessions**

We will schedule several research sessions throughout the semester in order to help develop your proposal and to build the annotated bibliography. Students will be required to identify sources from several databases as potentially useful for his/her work by the end of each session with an annotation describing the potential use of the source of no fewer than 100 words total for each session. These are required sessions and will include short assignments to be completed before the end of the session.

**Evaluation of work**

Final drafts of the research proposal will be assessed against an evaluation rubric that outlines criteria in six areas: 1) cogency, or the analytical insight or argumentative force of the writing 2) addressing the issue, or the extent to which the paper explores the issues set forth in the assignment prompt 3) support, or the extent to which the paper's assertions are supported with examples and evidence appropriate to the audience 4) style, or the effectiveness of the paper's sentence structure, fluency and its tone in terms of its purpose and intended audience 5) control, or the organizational quality of the paper both in terms of its overall structure and its individual paragraphs and 6) grammar and mechanics which refers to the quality of the paper at the surface level including grammar, spelling, punctuation and format.
Grading Scale
100 – 90 = A
89 – 80 = B
79 – 70 = C
69 – 60 = D
59 – 0 = F

Attendance
Don't miss classes or conferences and keep up with reading and assignments. Conferences are central to the workshop format of the class and we will spend nearly half of the class in conferences. Be aware that they are not optional and both your work and your grade will suffer as a consequence of missing them. Individual conferences will be held in my office in CLB. Group conferences will be held in our classroom.

Absences:
Information concerning absences can be found in the University Student Rules Section 7. The university views class attendance as an individual student responsibility. All students are expected to attend class and to complete all assignments. For a University excused absence, the student should contact the Counseling Office to request a letter for the instructor stating that the Associate Vice President for Student Affairs, or his or her designee has verified the student's absence as excused. Please consult the University Student Rules for reasons for excused absences, detailed procedures and deadlines. If the absence is excused in the process as outlined in the University Student Rules, the student must be given the opportunity to make up the work. The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unauthorized absence. See Part III; Student Grievance Procedures, Section 49, Unexcused Absences, for more information on appealing an instructor's decision. See rule 7 at http://www.tamug.edu/stulife/Academic%20Rules/Rule%207.pdf

Make-up Policy
Submit your work on time. Unless you have a university excused absence, late work will not be accepted.

Americans with Disabilities Act (ADA) Policy Statement
The Americans with Disabilities Act (ADA) is a federal non-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this law requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Counseling Office, Seibel Student Center, or call (409)740-4587. For additional
information visit

CHEATING WILL NOT BE TOLERATED!!!

TAMU Plagiarism Policy
As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."

Statement on Academic Dishonesty
For many years Aggies have followed a Code of Honor: "Aggies do not lie, cheat, or steal, nor do they tolerate those who do." As such, it is the responsibility of students and faculty members to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty. The Aggie Code of Honor and the Scholastic Dishonesty sections in the TAMUG University Rules handbook will be the standard upon which scholastic integrity is maintained in this course. Academic dishonesty infractions will result in failure of this course as a minimum sanction. Honor Council Rules and Procedures are listed on the web page
http://www.tamug.edu/HonorSystem

Family Educational and Rights to Privacy Act (FERPA)
FERPA is a federal law designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. To obtain a listing of directory information or to place a hold on any or all of this information, please consult the Admissions & Records Office.

Items that can never be identified as public information are a student's social security number or institutional identification number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your confidentiality.
COURSE SCHEDULE

Week 1
Introduction and overview
Assigned reading tbd

Week 2
Research orientation: using the library and online resources, how to write an Annotated Bibliography
Assigned reading tbd

Week 3
Discussion of the elements of the proposal
Class research session
Research topic proposal due

Week 4
First review essay due
In-class writing workshop
Assigned reading tbd

Week 5
In-Class conferences
Discussion of the Proposal Introduction
Class research session

Week 6
Proposal Introduction due
In-class conferences
Assigned reading tba

Week 7
Discussion of review essays
Class research session
Assigned reading tba

Week 8
Second review essay due
In-class writing workshop
Discussion of the Proposal rationale
Week 9
Proposal rationale due
In-class conferences
Assigned reading tbd

Week 10
Discussion of the Proposal literature review
Assigned reading tbd

Week 11
Class research session
Assigned reading tbd
Proposal literature review due

Week 12
Third review essay due
Discussion of the Proposal methodology
In-class writing workshop
Assigned reading tba

Week 13
Discussion of the Proposal methodology
In-class conferences
Bibliography review

Week 14:
Proposal Methodology and Annotated Bibliography due
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Jeffrey M. Morris, Department of Visualization
Donnalee Dox, Head, Department of Performance Studies
Steven Oberhelman, AOC Dean, Liberal Arts
DATE: October 5, 2015
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: MUSC 312

We recommend that MUSC 312 Music in Modern Western Culture 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: 55%
2. Course content appropriate to the major
3. Total number of words: 2600
4. Instructor to student ratio for one section: 1:15

Since recertification, the course has been changed by a new instructor to have a new focus. Students write a research paper and six timed writings and give two oral presentations. The timed writings and the feedback students get from them prepare them to write the research paper; timed writings are graded and returned as the semester progresses so students can use them in writing the research paper. Instruction includes in-class discussions of representative writing in the field and of examples of superior writing in the field. We discuss the style, content, organization, use of sources, and anything else that students should take note of when they write. We also provide a list of resources for writing about music.
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
(prefix, number, and complete course title):

MUSC 312 Music in Modern Western Culture

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: Jeffrey M. Morris [Signature] 8-29-15
Received: Valerie Balester [Signature] 9/11/15
W and C Course Coordinator, University Writing Center

Approvals:

College Dean: Steven M. Oberhelman [Signature] 9/3/15
Department Head: [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
MUSC 312: Music in Modern Western Culture
TR 9:35-10:50
LAAH 109
Spring 2015
Professor Rumya Putcha
Office: LAAH 268
Office hours: By appointment

Course Objectives
MUSC 312 – Music in Modern Western Culture traces the history, compositional styles, and impact of music from the late 18th century to the 21st century. Prerequisite: MUSC 205. Successful completion of this course satisfies the TAMU University Core Curriculum Humanities credit, Visual and Performing Arts credit, as well as International and Cultural Diversity Requirements.

This course will engage students in a critical evaluation of music in Western society. Through research, music analysis, lecture, and daily assigned reading, students will explore the functionality and significance of music in the context of political, social, and cultural developments.

Required

Suggested

Learning Outcomes
When you complete this course successfully, you should be able to
• Demonstrate knowledge of Western music, its composers, and its history from the late 18th century to the present day
• Recognize aurally some of the musical forms, styles and features across the Western music spectrum
• Gain fluency in musical styles, forms, and genres of Western music, and knowledge of their historical, social, and cultural contexts

Daily assignments
For each class, you will have to do preparatory work in advance. This will consist of reading and listening assignments as specified below. Students are expected to have read the assigned pages and to have actively listened to the related listening prior to the day’s lecture.

Presentations
You will present on music/composers that you pick and research on your own. These presentations are an opportunity to listen to music that we haven’t covered in class in our readings or discussions and a way to bring your own ideas and tastes to class to share with your classmates.

Research Paper
This paper can be an extension of the music you chose to cover in your presentations. It should be a research paper with at least 5 sources and follow the Chicago Manual of Style formatting. 12 pt Times New Roman font.
Due May 7 by 5 pm

Listening/Score Quizzes
These quizzes are meant to hone your ability to identify music and tie it to compositional styles that are associated with particular historical eras of music making.
Final Exam
The final exam will address material from lectures and daily assigned readings and listening assignments. Format will include short answer and essay questions.

Attendance
This is a small class. It goes without saying that I will notice it if you are not present. You are not allowed more than two unauthorized absences for the duration of the semester. After you are absent for a third time, your grade will be lowered a full letter grade.

See [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07) for clarity on the attendance policy and for the make-up policy for this class. Authorized absences for university-sponsored events require you to submit an Explanatory Statement for Absence from Class form (available at [http://attendance.tamu.edu](http://attendance.tamu.edu)) within 5 days (72 hours) of the absence. If you fail to follow the appropriate procedures, your absence will be considered unauthorized.

On the Office of Disability Accommodation
If you have a disability, visit the TAMU Department of Disability Services. Verify your disability to me in writing within the first week of the course, and obtain a completed Accommodation Request Form. For those taking exams at the Disability Services Office, please see me at least a week before the exam to arrange for me to send the test over to their office. In some cases, you may need to schedule an appointment to take the listening portion of the exam in my office.

Academic Dishonesty
“An Aggie does not lie, cheat, or steal, or tolerate those who do.” For additional information, see: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu). Cheating, or “academic dishonesty,” must be avoided at all costs. Cheating could involve any instance or variation of—and is not limited to—the following:

- Handing in work not written by you,
- Signing the attendance sheet for someone who is absent,
- Submitting work that you have already submitted to another class, without the instructor’s consent,
- Lying to the instructor.

All actions regarding cheating will be taken in accordance with the TAMU Student Conduct Services.

General Conduct
- Students must come to class having prepared thoroughly beforehand.
- Phones, especially, must be kept out of sight entirely.

Participation and Citizenship
Students must be ready and willing to participate actively in class discussions when the opportunity arises, either by responding to questions or asking them at appropriate times. Fulfillment of participation/citizenship points will be determined by in-class participation.

How to Be Prepared for Class
1. READING: Read the daily assigned excerpts from the textbook carefully. Take note of the main points, and make sure you understand them. If there is a subtitled (or otherwise highlighted) section about a person, piece, style, trend, place, etc., make sure to retain what it is and why it is important.
2. LISTENING: When you first read about a listening excerpt in your anthology, get a sense of what to listen for before listening to the excerpt. Your goal is to become able to hear most or all of the features that the textbook discusses. This process requires multiple instances of focused listening. We will do much of this in class but I expect you to practice these skills on your own as well.
Grading Policies

- **Class attendance** and informed involvement in discussion: 20%
- **Two five-minute class presentations** (10% each): 20%
- **Three listening quizzes** (5% each): 15%
- **One five to seven page paper**: 25%
- **Final exam** (Date and Time TBD): 20%

Readings and Assignments

**Week 1 - Introductions**
January 20: Course Overview, History of (Western) Music Preamble
January 22: Seaton Ch 13-14

**Week 2 – What is Classicism?**
January 27: Seaton Ch 15-16
January 29: Seaton Ch 17

**Week 3 – From Classicism to Romanticism**
February 3: Seaton Ch 18
February 5: Seaton Ch 19

**Week 4 – Romanticism and the Idea of the 19th Century**
February 10: Seaton Chapter 20
February 12: Dalhaus Chapter 1

**Week 5 – 1814-1930 and the Germans**
February 17: Dalhaus Chapter 2
February 19: Close Listening: Beethoven, Schubert, Schumann, Mendelssohn

**Week 6 – 1830-1848, the Virtuosos and the Bourgeois**
February 24: Dalhaus Chapter 3
February 26: **QUIZ #1**, Close Listening: Rossini, Chopin, Liszt, Berlioz

**Week 7 – 1848-1870, Wagner v. Brahms**
March 3: Dalhaus Chapter 4
March 5: Close Listening: Wagner, Brahms

**Week 8 – Presentations, Round One**
March 10: Group 1
March 12: Group 2

**Week 9 – 1870-1889, Nationalism, Exoticism and History**
March 24: Dalhaus Chapter 5
March 26: Close Listening: Tchaikovsky, Bizet, Saint-Saëns
Week 10 – 1890-1914, Introducing Modernism
March 31: Dalhaus Chapter 6
April 2: **QUIZ #2**, Close Listening: Strauss, Schönberg, Mahler

Week 11 – Atonality and the “Next” Century
April 7: Dalhaus Chapter 7, Morgan Ch 1 (skim) Morgan Ch 2
April 9: Morgan Ch 3

Week 12 – East meets West
April 14: Morgan Ch 4-6
April 16: **QUIZ #3**, Close Listening: Stravinsky, Bartok, Ives

Week 13 – The Inter and Post War
April 21: Morgan Ch 7-8
April 23: Morgan Ch 9-10

Week 14 – Presentations, Round Two
April 28: Group 1
April 30: Group 2

Week 15 – Final thoughts and Thoughts about the Final
May 5: Review
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Katheryn Ann Dietrich, Department of Sociology
     Jane Sell, Head, Department of Sociology
     Steven Oberhelman, AOC Dean, Liberal Arts
DATE: October 5, 2015

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: SOCI 230

We recommend that SOCI 230 Classical Sociological Theory 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: 40%
2. Course content appropriate to the major
3. Total number of words: 3000
4. Instructor to student ratio for one section: 1:25

Students complete eight short essays in which they answer a thought-provoking question related to their course reading and a take-home final essay exam (a comparative theoretical analyses related to a contemporary social issue). The eight essays help prepare students for the final. They are returned with instructor comments in a timely manner, so feedback on one can be used to write the next. The instructor provides written feedback on a draft of the final that students may use to revise. Students also have the opportunity to revise and resubmit the first four of these essays. Instruction includes readings, lecture, and discussions about writing throughout the semester, a workshop on writing clearly and concisely, and instructor conferences on request.

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):
SOCI 230, Classical Sociological Theory

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: Kathy D. Allain
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): 9-24-15

Department Head: (Signature) (Date): 9-15-2015
Printed name and signature (Date)
INSTRUCTOR: Dr. Katheryn Dietrich  
306 Academic Building  
Office Phone: 845-9223  
e-mail: kdietrich@tamu.edu

OFFICE HOURS: MW 12:30-3:00 or by appointment

REQUIRED READINGS are posted online on our eCampus site.

COURSE DESCRIPTION:  
Role of theory in sociological study; the development of classical theoretical perspectives providing the foundation for contemporary theory. 3 credits. No prerequisites.

OBJECTIVES  
The objectives of SOCI 230 are to introduce the classical theories that form the foundation for contemporary explanation of social and cultural processes. We will be studying the works of especially renowned social theorists, all of who profoundly influenced the development of sociology as a scientific discipline. This study will include learning and evaluating the logical arguments of the theorists and using these arguments to help us understand contemporary events.

This section of SOCI 230 is a writing intensive course. This means that the course is designed to enhance students' writing capabilities in the discipline of sociology. To accomplish this objective, the course includes writing assignments that will be graded for both substantive content and writing skills. Writing instruction will be incorporated into class lectures and discussions as needed throughout the semester.

GRADING  
<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Grade Range</th>
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</thead>
<tbody>
<tr>
<td>3 Unit Exams</td>
<td>45% (15% ea)</td>
<td>A=90-100</td>
</tr>
<tr>
<td>*Writing Assignments</td>
<td>25%</td>
<td>B=80-89</td>
</tr>
<tr>
<td>*Take-Home Final Exam</td>
<td>15%</td>
<td>C=70-79</td>
</tr>
<tr>
<td>Class Discussion/Attendance</td>
<td>15%</td>
<td>D=60-69</td>
</tr>
</tbody>
</table>

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

Unit Exams  
Exams will consist primarily of long- and short-answer essay questions but will include some multiple choice questions. They will cover assigned readings AND class lectures. [NOTE: You can NOT expect to pass this course if you do not come to class regularly and take good notes.] Make-up examinations will be given only for officially excused absences (i.e., a written and signed excuse by a doctor or TAMU official).

*Writing Assignments  
Students are required to complete 8 written assignments in which they answer a question related to the logical argument of a designated reading assignment for that particular class day. The reading will be an original work by the theorist that is cited in bold in the schedule and specified in the assignment instructions.

YOU MUST SUBMIT THE ASSIGNMENTS ON ECAMPUS. NO EMAILED ASSIGNMENTS WILL BE ACCEPTED. The purpose of these assignments is to prepare you for the lecture and discussion. Hence, THE ASSIGNMENTS ARE DUE BY 10AM THE DAY OF THE ASSIGNED LECTURE. 5 points will be deducted from the assignment grade for every hour the assignment is late. NO LATE ASSIGNMENTS WILL BE ACCEPTED AFTER CLASS TIME (11:30AM THE DATE OF THE ASSIGNMENT).
The instructor will grade the assignments according to: (1) substantive content—the student’s thoughtful analysis of the logical arguments of the theorists and the degree to which the student uses specific examples from contemporary society to illustrate his/her points; (2) writing technique—organization, clarity of expression, punctuation, and spelling. Students are allowed to revise and resubmit Assignment 1 through 4 to obtain a 95 grade.

*Take-Home Final Exam*

The take-home exam will be a comparative theoretical analysis in which the students apply ideas from several theorists to understand a contemporary social issue. Students will be given a choice from several social issues. The essay must be a minimum of 1000 words (about 4 pages). A first draft of the take-home exam is due on eCampus on the last TAMU class day (see schedule below). The instructor will review and provide feedback on the draft and students are encouraged to use this feedback to revise and resubmit the final submission, which is due on eCampus the date of the scheduled final exam for the class (see schedule below).

**Class Discussion/Attendance**

Much of the benefit of this class will come through class discussion. As such, class attendance is paramount. Attendance will be determined through an attendance sheet that will be circulated at the beginning of each class (which means if you are late, you will not receive an attendance grade). You will also be expected to participate in class discussion, so it is imperative that you read the assigned readings before class and be prepared to answer questions related to these readings. This does not mean that you need to have the correct answer to every question, but it does mean you need to be prepared to discuss the assigned material. I also encourage you to use class participation as an opportunity to ask questions and address issues in which you have a personal interest. Keep in mind, though, that this is a sociology course. Consequently, discussions should be based on scholarly thought and systematic evidence, not opinions or anecdotes.

**ACCESSING eCampus**

In addition to assignment instructions and drop boxes, I will use eCampus to post your exam review questions, syllabus, any changes to the schedule, and other important notices. To access eCampus, you need to set up a university computer account, if you have not already done so. Then simply type in the URL: ecampus.tamu.edu. Click on the TAMU login, then at the prompt, type in your NetID and password. If you are unable to do this on your home computer, you can always use the computers at a University Computer Center.

**NOTE:** I will NOT grade any assignments I receive by email. All assignments MUST be submitted via eCampus.

**ACADEMIC HONESTY**

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

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

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc. which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and submit it as your own, even if you have the permission of that person. Any student in this class who copies the work of another person and turns it in as his or her own will receive a grade of zero on the paper or examination and be referred to the Dean for appropriate disciplinary action. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules under the section “Scholastic Dishonesty.”

**RELIGIOUS HOLY DAYS**

If I have scheduled an exam during a day that is designated a holy day by your religion, you are entitled to take a makeup exam if you desire. Please notify me prior to the regularly scheduled exam.
THE AMERICAN WITH DISABILITIES ACT
The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Disability Services at Cain Hall, Room B118, phone: 845-1637.

TENTATIVE COURSE SCHEDULE

** THE NATURE OF SOCIOLOGICAL THEORY **
AUG 31  

SOCIOCULTURAL FOUNDATIONS OF CLASSICAL SOCIOLOGICAL THEORY
SEP 2-4  
Social Forces

SEP 7  

SEP 9  

SEP 11  

SEP 16  
Biographical, Social, & Intellectual Influences
* “France: Revolution and Collectivism.” Pp. 17-19 in Ashley and Orenstein
* “Background.” Pp. 47-54 in Ashley and Orenstein

SEP 18  
Comte’s Positivism: Statics and Dynamics

SEP 21  
The Biographical, Social, and Intellectual Context of Spencer’s Thought
* “Methodology.” Pp. 138-143 in Ashley and Orenstein

SEP 23  
Spencer’s Theories of Society: Evolution and Militant vs. Industrial Societies

SEP 25  
REVIEW FOR EXAM 1
**SEP 28** EXAM 1

ÉMILE DURKHEIM (1858-1917): THEORIES OF SOCIAL INTEGRATION

SEP 30

The Biographical, Social, and Intellectual Context of Durkheim's Thought


Durkheim's Methodology: Conceptualizing 'Society' and 'Social Facts'


OCT 2

Division of Labor in Society


OCT 5

Social Implications of Suicide

* “Egoistic Suicide and Anomic Suicide,” by Émile Durkheim, translated excerpt from Suicide [1897]. Pp. 78-90 in Farganis.

OCT 7

Functions of Religion


KARL MARX (1818-1883): CLASS CONFLICT

OCT 9

Biographical and Social Influences


Intellectual Influences


Marx's Theoretical Methodology: Dialectical Materialism


OCT 12

A Class-Based Theory of History


OCT 14,16

Marx’s Critique of Capitalism

Contemporary Relevance of Marx’s Sociology
* “Theoretical Implications of Marx’s Sociology” and “Political Implications of Marx’s Sociology.” Pp. 162-164 in Coser.

VILFREDO PARETO (1848-1923): SENTIMENT, POWER, AND THE ECONOMY
OCT 19
Biographical, Social, and Intellectual Influences
* “Italy: City-States and Machiavellianism.” Pp. 20-21 in Ashley and Orenstein.

Pareto’s Theories of Power and Economy

OCT 21

OCT 23
REVIEW FOR EXAM 2

***OCT 26
EXAM 2

GEORG SIMMEL (1858-1918): DIALECTIC OF THE INDIVIDUAL AND SOCIETY
OCT 28
Biographical, Social, and Intellectual Contexts

Simmel’s Dialectical Methodology

OCT 30, NOV 2
Forms of Sociation: Their Relation to Size, Differentiation, & Conflict
**“Interaction: Forms and Types,” “Social Geometry,” “Numbers,” and “Distance.” In Ritzer.

Social Types: Examples of the Stranger and Secrecy

NOV 4
Simmel’s Philosophical Sociology: Culture, Money, the Metropolis

NOV 6

Contemporary Relevance of Simmel’s Sociology

MAX WEBER (1864-1920): THE SPIRIT OF CAPITALISM AND ITS IRON CAGE
NOV 9
Biographical and Social Contexts
* Pp. 254-256 in Coser.

Weber’s Methodology: Verstehen, Historial Comparison, Ideal Types
The Protestant Ethic and the Spirit of Capitalism

Social Stratification and Systems of Domination in Modern Society

Modern Bureaucracy

The Rationalization of Society

Contemporary Relevance of Weber's Sociology

W. I. Thomas (1863-1947)AND CHARLES HORTON COOLEY (1864-1927): THE INDIVIDUAL AND SOCIETY

The Social Context

W.I. Thomas's Theory of Man’s Motivations and Perceptions

Cooley’s Theory of the Social Self

GEORGE HERBERT MEAD (1863-1931): SOCIAL BEHAVIORISM

Biographical and Intellectual Contexts

Mead's Behaviorist Orientation

The Mind

The Self

DEC 2
REVIEW FOR EXAM 3
TO: Faculty Senate Executive Committee

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

CC: Sarah N. Gatson, Department of Sociology
    Jane Sell, Head, Department of Sociology
    Gary Ellis, Head, Department of Recreation, Parks, & Tourism Sciences
    Steven Oberhelman, AOC Dean, Liberal Arts

DATE: October 5, 2015

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: SOCI/RPTS 404

We recommend that SOCI/RPTS 404 Sociology of Community 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: 50%
2. Course content appropriate to the major
3. Total number of words: 6700
4. Instructor to student ratio for one section: 1:13

SOCI/RPTS 404 is a service-learning course, and a graduate assistant works with the instructor. Students write two concept papers in which students are tested on course content and a 5000-word proposal that goes through an outlining and drafting process. For additional practice, students write field notes and notes on an interview, although these are not counted in the total above. This class is meant to reproduce the actual ways in which scholars often produce their research, a tested collaborative method of introducing students to the research and writing process. Both peer review and advanced peer review (through comments by both graduate student team leaders and the faculty instructor), in-class draft workshops of all aspects of the research and writing process, and oral instructor lecture and comments/discussion are used as formative feedback. The writing textbook A Short Guide to Writing About Social Science by Lee Cuba is assigned.

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):

SOCII RPTS 404 Sociology of Community

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: ___________________________ 8/26/15
Printed name and signature Sarah Gatson (Date)

Received: ________________________________________ 8/31/15
W and C Course Coordinator, University Writing Center (Date)

Approvals:

College Dean: ___________________________ 8/31/15
Printed name and signature Steven M. Oberhelman (Date)

Department Head: ___________________________ 8-27-2015
Printed name and signature Jose Sell (Date)
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE

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

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

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

RPT5 404 (cross-listed with SOCI 404)

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.

Dr. Sarah Garton teaches this course and submitted the syllabus and form through Sociology.

Instructor/Coordinator: Susan G. Scott

Printed name and signature

(Date)

Received:

Valerie Balester
8/27/15

W and C Course Coordinator, University Writing Center

(Date)

Approvals:

College Dean: Kim Dooley

Printed name and signature

(Date)

Department Head: Gary D. Ellis

Printed name and signature

(Date)
***THIS IS YOUR CONTRACT; PLEASE READ IT CAREFULLY***

SOCI 404W (Cross-listed with RPTS 404W)  
Sociology of the Community-Writing Intensive  
Service-Learning Course: Community Food Security  

TR 12:45-2:00 p.m., Spring 2016  
Dr. Sarah N. Gatson  

Office: 427 Academic; 845-7267; gatson@tamu.edu  
Office hours: 11-12:30, TR; 12:30-2:30 W; and by appointment

Course Description: Organization of American communities examining the bases of community, types of communities and the changes faced by communities. This course will involve an analysis of the social construction, social experience, and community as an institution and as a set of everyday relationships and networks. In this course, we will discuss particular concepts of community and its attendant institutions and roles as important cornerstones of ways to structure social interactions on various levels, especially relations of power and inequality in society. The objective of the course is to challenge our taken for granted notions about these topics, and ask the sociological questions, “How constructed/natural is community?” and “What is community, and what is it for?” The course will deal primarily with these issues over the last two decades or so, with an eye simultaneously towards a historical grounding of our understanding of contemporary issues.

Learning Outcomes:

- Students will be able to articulate an understanding of the general sociological perspective on community.
- Students will be able to discuss and present informed and reasoned opinions upon institutional roles and social interactions as they relate to community.
- Students will demonstrate the ability to express themselves in a variety of written formats, and will produce basic research papers involving mainly secondary research and preliminary primary research.
- Students will be able to appraise the applicability of work produced in the class to a variety of professional endeavors.

Pre-requisites (undergraduate): Junior or Senior Classification, or permission of the instructor;  
RECOMMENDED: SOCI 205 OR SOCI 330 OR RPTS 308 OR RPTS 408 OR ALED 422.  
This class is intended for SOCI majors who need a W-course credit, and want research experience. HOWEVER, this class is open to any level student in any major interested in and willing to do the work.
Americans with Disabilities Act (ADA) Policy Statement: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

Academic 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.

Required Readings:
Books:
Feeding the Family: The Social Organization of Caring as Gendered Work, Marjorie L. DeVault
Marginalizing Access to the Sustainable Food System: An Examination of Oakland's Minority Districts, Camille Tuason Mata
Practicing Sociology in the Community: A Student’s Guide, Phyllis Ann Langton & Dianne Anderson Kammerer
A Short Guide to Writing About Social Science, Lee Cuba

Tutorials for Atlas.ti
Text tutorials: http://www.humboldt.edu/sociology/docs/AtlasTTTutorial.pdf
http://www2.bgsu.edu/downloads/cas/file115689.pdf

Video tutorial:
http://www.youtube.com/playlist?list=PL8CTEdsSSmZG7znMUsXLekGikQYrPB-v5

Readings:
Readings from City & Community, journal of the Community & Urban Sociology Section of ASA:
“Nimby and the Civic Good,” Gibson, 2005.

Recommended Reading:
Middletown, Robert Lynd and Helen Lynd
Race, Caste, and Class, Oliver Cromwell Cox
Black Metropolis, St. Clair Drake and Horace Cayton
The Urban Villagers, Herbert Gans
New Communitarian Thinking, ed., Amitai Etzioni.
The Essential Communitarian Reader, ed., Amitai Etzioni.
Hanging Out in the Virtual Pub, Lori Kendall
Life Online, Annette Markham
Bowling Alone, Robert Putnam
Communities of Play, Celia Pearce & Artemesia
Conjuring Crisis, George Baca
City & Community, Special issue on Gentrification: Volume 10, Number 3, September 2011.

Course Requirements & Evaluation [200 points total; 180-200 (A), 160-179.5 (B), 140-159.5 (C), 120-139.5 (D), Below 120 (F)]:

IT IS YOUR RESPONSIBILITY TO MAKE SURE I HAVE ALL YOUR ASSIGNMENTS IN, AND IN ON TIME. Late work will only be accepted with a University-excused absence. Additionally, please note that I WILL NOT RE-GRADE assignments in order to round up to a higher grade. For example, 179 and 179.5 are Bs, and will not be rounded up to a 180/A.

CLASS PARTICIPATION & ABSENCE POLICY: I do not take attendance; it is your responsibility to come to class on time and to be responsible for the material covered therein. While I am happy to answer questions pertaining to the course, I will not re-provide lectures or produce my lecture notes for you – THE POWERPOINTS USED IN CLASS AND
AVAILABLE ONLINE ARE NOT FULL NOTES; THEY ARE OUTLINES. If you miss class for any reason, your best option for getting back up to speed is to communicate with other students, whom you may ask to share their notes. Please see Rule 7 under Part I (http://student-rules.tamu.edu/search/rule7.htm) for details on excused absences, which I only need to be notified of in the event of missing an assignment or exam deadline, so that make-up work may be scheduled.

**ASSIGNMENTS** – All assignments should be uploaded to corresponding assignment areas on eCampus. Make sure to save a copy of all assignments. ALWAYS MAKE SURE TO MAKE A BACK-UP COPY; NEVER ERASE YOUR PAPER FROM DISK UNTIL AFTER THE SEMESTER ENDS, TO AVOID “LOST” PAPERS. If you ever have trouble uploading an assignment, MAKE SURE TO EMAIL A COPY to me either through eCampus or to my regular TAMU account by the deadline – emails are automatically time-stamped, and you will not be sanctioned for missing the deadline. When the assignment is one that other students need to review and give feedback on, I will upload it for you when necessary.

**ONE-MINUTE PAPERS:** 5%/10 points (2 X 5 points). Twice during the semester, you will respond in writing for one minute to a discussion prompt/question. Then we will discuss the papers as a class. These serve as reflection/check-ins regarding how you are dealing with being in the research field.

**CONCEPT PAPERS:** 10%/20 points. (2 X 10 points) These are short, 1-2 page papers used to assess your grasp of concepts and materials discussed in class. They are based on discussion prompts that I will either present in class or post online at our eLearning site. The graded CPs should be saved and referred to when writing your final papers. Please refer to the schedule on pages 5-6 below for due dates for each CP.

**RESEARCH PROPOSAL:**

For the proposal, you will be part of a collaborative research community, and will participate in several aspects of an ongoing research project directed by Dr. Gatson that examine the issue of community food security in the Brazos Valley. As part of the research process, you will be part of a three- to five-member team within the class, and part of a larger research community that is focused on this project. Each team will be responsible for developing their own piece of the project that contributes to the development of community food security in the Brazos Valley, and critically assessing that piece. **FOR EXAMPLE:** Assess the potential for developing a community seed library or seed bank; Assess the potential of making the Bryan/College Station area more amenable to the raising of small farm animals; Assess the potential for implementing curbside recycling of food waste for municipal composting in Bryan and College Station. Each team member will be responsible for collecting, coding, and sharing their interviews and
participant observation field notes of their community engagement activities vis-à-vis these activities. These field notes serve as your, and the research community’s, primary data.

**SERVICE-LEARNING COMPONENT: 5%/10 POINTS** Additionally, each team will be responsible for installing 1-3 3x3 raised bed, or 1-3 vertical, gardening kits (provided by Dr. Gatson) at household locations within the Brazos Valley [Weather Dependent, we will install on each of 4 weekends during weeks 5-8].

As this is a writing intensive course in sociology, your proposals will be based on the authentic research experiences of the class a whole. While I expect you to incorporate relevant course materials into your papers, **DO NOT** merely use summary references from any lecture slides from class or research presentations, and **DO NOT** use a few cursory references to the assigned, recommended, or externally researched sources you choose to use. While you do not need to touch on every concept/topic/source discussed/assigned during the class, appropriate selection and in-depth use of the course materials, in addition to those external sources discovered through the building of a literature review is the pathway to a superior grade. As we engage in the process of producing the final proposals, I will provide a further list of references that may aid you in your analysis, and provide guidance on how to extend these projects into full-blown research projects (either individual or collaborative) for presentation at either the TAMU Student Research Week, TAMU System Pathways Research Symposium, as a Senior Thesis or Honors Thesis Project, or a journal article submission.

This paper has several separate staged assignments attached to it, designed to provide you with an authentic experience in researching and writing your own project from beginning to end. They are as follows:

**Interview assignment:** 15%/30 points. **Due online Week 8.** You will be given an interview schedule to follow, and assigned a study participant to interview. You will conduct and transcribe (either by having taken notes during the interview or having recorded the interview) the interview, and turn it in with some summary reflection on the experience.

**Field notes assignment:** 15%/30 points. **Due online Week 10.** Choose from among your experiences with the community engagement portions of this course, and prepare a set of field notes and preliminary coding of those notes. **NO MORE THAN FIVE PAGES IN LENGTH, using regular course guidelines for papers.**

**Draft #1/Outline:** 10%/20 points: **Due online Week 11.** We will use an outline method that will have you focus on your research questions, your methods, and your literature review in detail. At the end of the course, this outline may be referred to again in order to revise and further develop your paper into an externally submitted research paper/article/poster, as desired. (**NOTE:** 5 points of this assignment is awarded based on providing AT LEAST 2 other students with feedback on their drafts).
Draft #2: 10%/20 points. Due online Week 13. A full draft of the body of the paper (INCLUDING references cited, relevant appendices, etc.). Feedback should be incorporated, and if not, a reason for not incorporating it should be given, either in an explanation within the body of the paper, or in a separate post to the group through eCampus. (NOTE: 5 points of this assignment is awarded based on providing AT LEAST 2 other students with feedback on their drafts).

Final proposal: 30%/60 points. 15-20 pages (NOT including the references cited/bibliography section or end notes). This should be a fully completed paper, including title page, abstract, footnotes/endnotes, references cited, and relevant appendices, tables, and figures.

Schedule (‘*’ highlights weeks when an assignment is due):
Week 1: 1/18-22:
T: Introductory discussion: What is an ideal community?
   The Brazos Valley – home to one of the largest universities in the nation, and to one of the poorest communities in the nation.
R: Langton & Kemmerer, pp.1-20; Cuba Ch. 4-5; Online resource tutorial; Writing Instruction and the Research Paper: CITI Training discussion; Discussion of Concept Paper requirements.

*Week 2: 1/25-29:
T: Granovetter; Gatson & Zweerink, “The Place of Networks”; Mata, Chapter 1
R: Langton & Kemmerer, pp.23-45; Cuba, pp. 56-60; 85-86. (Constructing the abstract)

*Week 3: 2/1-5:
T: Marshall; Anderson; Ryle & Robinson
R: DeVault, pp.1-34
CP # 1 due by 5p.m., Friday, Feb. 1

*Week 4: 2/8-12:
T: Langton & Kemmerer, pp.47-65
R: Mata, Chapters 2-3
CP # 2 due by 12p.m., Friday, Feb. 8

*Week 5: 2/15-19:
T: DeVault, pp.35-94
R: Mata, Chapters 4-5

*Week 6: 2/22-26:
T: Mata, Chapter 6
R: WRITING WORKSHOP: Cuba Ch. 1, 3, 7 and discussion of interviewing and coding techniques

Week 7: 2/29-3/4:
T: DeVault, pp.95-166; Langton & Kemmerer, pp.67-82
R: Demerath & Levinger; Paulsen; Alkon & Traugot; Hunter

*Week 8: 3/7-11:
T: White & Guest; Hampton & Wellman; Stern & Dillman; Ashton & Thomas
R: WRITING WORKSHOP: Cuba Ch. 8 and discussion of field observation and coding techniques; Langton & Kemmerer, pp.85-111
Interview Assignment due by 12 pm Friday, March 8
3/14-18: SPRING BREAK

Week 9: 3/21-25:
   T: Bahr, et al.; Brown-Saracino
   R: Gibson

*Week 10: 3/28-4/1:
   T: Gatson *Mothers and Food* chapter, forthcoming; DeVault, pp.167-226
   R: Chupp & Joseph; Langton & Kemmerer, pp.114-124; Concluding discussion: *What is an ideal community, and how do we make one?*
   Field Notes Assignment due by 12 pm Friday, March 29

*Week 11: 4/4-8:
   TR: Free writing time, general Q&A with Dr. Gatson
   Draft#1 due, by 12pm Friday, April 5

Week 12: 4/11-15:
   TR: Free writing time, general Q&A with Dr. Gatson;

*Week 13: 4/18-22:
   T: WRITING WORKSHOP: Locating presentation arenas; Locating publication arenas
   R: WRITING WORKSHOP: Free writing time, general Q&A with Dr. Gatson
   Draft #2 due, by 12pm Friday, April 19

Week 14: 4/25-29:
   TR: Check-in, Final proofreading; Free writing time, general Q&A with Dr. Gatson

*Final Proposals will be due on Monday, May 9, 2016 by 5 p.m.
Format for Papers

All papers must conform to the following guidelines:

Cover page: This page should have your name, course and section number, and any other identifying information. Do NOT repeat any of this information in the text of your paper, unless it is in a header or footer (i.e. it should not be used to take up space in the body of the paper).

Margins: All margins (top, bottom, right and left) must be 1 inch. If you are using Microsoft Word, click on File; click on Page Set up; under Margins, enter the number “1.” If you have trouble doing this, SEE ME prior to turning in the paper.

Spacing: Double-spaced, except for any lengthy (taking up more than four lines of text) quotations, which should be indented and single spaced. Do NOT put an extra space between paragraphs.

Font: You must use 12-point font. Size matters. Style (as long as it isn’t one of the fancy or symbol fonts) doesn’t. Personally, I prefer Times New Roman.

Length: Adhere to the page-length requirement in the syllabus for each paper assignment – these length requirements are meant to highlight the need for editing to make your paper more concise and clear. If, before you turn in the paper, you find that you are more than a line or two under or over the required length, this is a signal to you that you need to do some re-writing.

Grammar and Proofreading: Adhere to standard American English spelling and grammar requirements. Proofread your papers, as spell-checking with a computer program is not the same thing as using language properly, and spell-check will not alert you to typographical errors other than misspelled words. If you have concerns about your proof-reading skills, ask a classmate to proof your paper for you, as it is often easier to catch someone else’s mistakes. You may also go to the Writing Center in the English Department – for more information: http://www-english.tamu.edu/wcenter/usingcenter.html

Sources/Works cited/Bibliography: If the paper is a research rather than a short response paper (i.e., you are required to outside research of primary and/or secondary materials), please include a full bibliographic section, in alphabetical order, of the sources you used. Within the text itself, you may use whatever citation format with which you are most comfortable. If you are unfamiliar with citation formats, you may check out the online Chicago Manual of Style for commonly used formats: http://www.chicagomanualofstyle.org/tools.html. The parenthetical method of citation within the text – (Gatson, 1997: 56) or (Gatson, 1997, p.56) is generally more concise and easy to read. Online sources are fine for general research, but must be cited as such, and you must be able to explain why they are relevant when a research article was just as available as a source. News articles may be used as sources if they are being used to illustrate the existence of a phenomenon or cultural concept, but NOT as independent research sources like law review articles or scholarly journal articles or books.
All of the above are meant to be read as requirements aside from the content requirement of critical engagement with the course materials. These requirements may seem nit-picky to you, but they are required because the various ways students have of getting around length and style requirements often make the papers vastly unequal and difficult to grade on an acceptable standard.

_The papers will be graded on the following percentage system: 40% for content, and understanding and application of the material; 30% for clarity and structure of your argument; and 30% for the grammar and style/format and proofreading rules._

Making the same guidelines errors will result in more points off than that occurrence in the first paper.
### Sample Grading Rubric

<table>
<thead>
<tr>
<th>Use of sociological concepts</th>
<th>The writer skillfully intertwines several sociological concepts to advance a sophisticated argument or understanding of social issues</th>
<th>The writer uses 2 or 3 sociological concepts well and develops them, but does not construct a framework that links all of the concepts together.</th>
<th>The writer uses a couple of concepts, but does not explain them in sufficient detail to demonstrate why they can explain or illustrate the social phenomena under examination.</th>
<th>The writer selects sociological concepts inappropriate for the topics under discussion/investigation, and misuses them.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>The paper is clearly organized. For instance, each paragraph’s topic sentence clearly introduces a new topic or issue, while advancing an identifiable argument or interpretation of the issues.</td>
<td>The paper is well organized, but there are gaps in the writer’s logic in moving from one concept or issue to another.</td>
<td>The paper’s topic sentences and explanation of concepts are incomplete and misleading.</td>
<td>The paper lacks coherence. The lack of organization is unacceptable in college writing.</td>
</tr>
<tr>
<td>Presentation</td>
<td>The paper is polished and presented in a sophisticated manner.</td>
<td>The paper is relatively well written, but there are a few awkward sentences and phrases that could have been corrected.</td>
<td>The paper has many awkward sentences and phrases, and the sentences do not “hang together” in a way that propels the paper forward.</td>
<td>The paper is not written at a level appropriate for college writing.</td>
</tr>
<tr>
<td>Grammar</td>
<td>The paper contains no grammatical errors.</td>
<td>The paper contains minor grammatical errors that could have been corrected with more thorough revision.</td>
<td>The paper contains several grammatical errors unacceptable in college writing.</td>
<td>The paper is rife with grammatical errors that are unacceptable in college writing.</td>
</tr>
<tr>
<td>Overall score</td>
<td>Awesome!</td>
<td>Good work.</td>
<td>Satisfactory.</td>
<td>Needs considerable improvement.</td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee

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

CC: Nova Silvy, Department of Wildlife & Fisheries Sciences
Michael Masser, Head, Department of Wildlife and Fisheries Sciences
Kim Dooley, AOC Dean, College of Agriculture and Life Sciences

DATE: October 5, 2015

SUBJECT: REPORT ON CERTIFICATION OF W COURSE: WFSC 481

We recommend that WFSC 481 Seminar in Wildlife & Fisheries Sciences 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: 100%
2. Course content appropriate to the major
3. Total number of words: 2250
4. Instructor to student ratio for one section: 1:30

WFSC 481 is a one-credit course where students write four summaries of professional articles and a fifth article comparing two articles. Students will conduct peer reviews on drafts of the first and fourth summaries. Writing instruction will consist of lecture and modeling with professional essays on issues such as abstracts in a specific journal format.
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):
   WFSC 481

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] 28 July 2015
Printed name and signature (Date)

Received: [Signature] 8/10/2015
W and C Course Coordinator, University Writing Center (Date)

Approvals:

College Dean: Kim Dooley [Signature] 7/31/2015
Printed name and signature (Date)

Department Head: [Signature] 7/30/15
Printed name and signature (Date)

1214 Sterling C. Evans Library
5000 TAMU
College Station, TX 77843-5000

Tel. 979.458.1455 Fax 979.458.1486
writingcenter.tamu.edu
WFSC 481: Seminar in Wildlife and Fisheries Sciences

Spring 2016

WFSC 481W. Writing Seminar. Written discussion of selected topics from technical literature on recent advances in the field.

Course Objectives. A semester-long seminar related to topics in wildlife and fisheries sciences. Students will need to pick a topic within their area of interest. They will need to find four different articles on the topic of interest and write summaries of those articles.

Instructor: Nova Silvy

e-mail: n-silvy@tamu.edu

Attendance and Participation
All students are expected to attend classes to obtain information on how to summarize and write a comparison paper and turn in writing assignments on time in order to receive feedback during class.

Ethics and Professionalism
It is expected that students will help provide a good environment for learning and be open to diverse ideas during the internship. Students represent the WFSC Program and department and will be expected to act in a professional manner during the experience and throughout all writing assignments.

Reading and Writing (Expected Outcome)
Writing is a process of practice and editing. The intent of the writing assignments is to improve your ability to:
• Communicate clearly and effectively
• Demonstrate competence in use of English grammar and the language of biologists, conservationists, and natural resource professionals
• Write in a scientifically correct manner, including citations

Assignments (Deadlines, Format, Rules)
Each assignment is due within the first 10 minutes of each class on the date indicated on the syllabus.
Late assignments will be penalized.
Use the following format for all documents: 1” margins, Times New Roman, 12-point font.
All assignments will need to be double spaced and will follow the style of the Journal of Wildlife Management

Grading
A=90-100; B=80-89; C=70-79; D=60-70; F= less than 60.
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>(Points)</th>
<th>(Total = 100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 Feb</td>
<td>1st Summary</td>
<td>(10)</td>
<td></td>
</tr>
<tr>
<td>1 Mar</td>
<td>2nd Summary</td>
<td>(10)</td>
<td></td>
</tr>
<tr>
<td>15 Mar</td>
<td>3rd Summary</td>
<td>(10)</td>
<td></td>
</tr>
<tr>
<td>01 April</td>
<td>4th Summary</td>
<td>(10)</td>
<td></td>
</tr>
<tr>
<td>30 April</td>
<td>Comparison Paper</td>
<td>(60)</td>
<td></td>
</tr>
</tbody>
</table>

**1. Summary (1.5 - 2 pages) 10 points each for a total of 40 points**
The student will choose a specific topic at the beginning of class and will find 4 different articles. Throughout the semester, the student will summarize each of the articles discussing the purpose, findings, and significance to the field. If the article is a scientific study, than the student also will need to discuss methods, data, and analysis in addition to purpose, findings, and significance. Faculty will provide feedback for each summary.

**2. Comparison Paper (3 - 4 pages) 60 points**
The student will compare four different papers they examined throughout the semester. The student will discuss similarities and differences among the papers along with the validity of the papers. If there are specific points made by the papers, the student will discuss them.

**3. Student's final grade.** The final grade is based on the quality of writing for the 4 summaries and the comparison paper.

**The University Writing Center (writingcenter.tamu.edu)**
Individual consultation: face-to-face or online help with your writing (2nd floor Evans Library).

**Academic Integrity Statement (aggiehonor.tamu.edu)**
Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the University community from the requirements or the processes of the Honor System.

**Plagiarism**
Plagiarism is defined as theft or inadequate citation of other work, including (but not limited to) primary and secondary literature and internet sources. Plagiarism will result in a grade of 'zero' for the assignment AND a deduction of the equivalent amount of points from the grade. For example, a score of minus 10 points (−10) would be the penalty per writing assignment if plagiarism occurs. Most instructors use turnitin.com to monitor plagiarism.

**Disability Services (disability.tamu.edu)**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Disability Services Office, Rm.
B116 Cain Hall, or call (979) 845-1637.
TO: Faculty Senate Executive Committee

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

CC: Nova Silvy, Department of Wildlife and Fisheries Sciences
    Faegen Lee, Department of Wildlife and Fisheries Sciences
    Michael Masser, Head, Department of Wildlife and Fisheries Sciences
    Kim Dooley, AOC Dean, College of Agriculture and Life Sciences

DATE: October 5, 2015

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: WFSC 484

We recommend that WFSC 484 Internship 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: 100%
2. Course content appropriate to the major
3. Total number of words: 2250
4. Instructor to student ratio for one section: 1:24

Since original certification, additional writing assignments have been added to the course. Students write a progress report and a final report about their internship. They get instructor comments on an outline and preliminary draft of the final report. Instruction is provided in the form of oral and online feedback by the instructor during required meetings with the student and includes review of the basics of professional journal style and format and organization. Students are informed how to obtain writing assistance from the University Writing Center and online resources.
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):

WFSC 484- Internship

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: Nova Silvy
Printed name and signature

3/7/2015
(Date)

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

7/13/15
(Date)

Approvals:

College Dean: Kim Dorley
Printed name and signature

7/13/2015
(Date)

Department Head: Nova Silvy
Printed name and signature

3/7/2015
(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
WFSC 484W: Internship in Wildlife and Fisheries Sciences

Fall 2015

WFSC 484W. Internship. A supervised research or professional internship experience conducted in an area directly relevant to the student's field of specialization. Prerequisite: approval of WFSC department. Writing-Intensive (3 cr.)

Course Objectives. A semester-long professional internship related to the area of wildlife or fisheries sciences. Internship or field experience may be completed through but not limited to a business, nongovernmental organization, government agency (local, state, national, or international) or faculty-approved project to expose the student to research, biological conservation, wildlife or fisheries management, or related activity. Prior approval from the department will be required

WFSC Advising Office Contact Information
Advisor: Adrea Dottavio, Senior Academic Advisor
Office: 202B Nagle Hall
Telephone: 979-845-5704
E-mail: adottavio@tamu.edu

Advisor: Faegen Lee, Academic Advisor
Office: 202A Nagle Hall
Telephone: 979-862-4215
E-mail: fdlee@tamu.edu

Instructor: PENDING- Students will be assigned to a faculty advisor and registered for WFSC 484. We try to assign faculty advisors based on how closely their research interests relate to the student internship.

The WFSC advising department will review and approve all internship agreements.

Attendance and Participation
If you have any questions about course assignments, feel free to contact the WFSC Academic Advising Office by email, telephone, or stop by our office. We normally will reply to e-mail within 24-48 hours.

Ethics and Professionalism
It is expected that students will help provide a good environment for learning and be open to diverse ideas during the internship. Students represent the WFSC Program and department and will be expected to act in a professional manner during the experience and throughout all writing assignments.

Reading and Writing (Expected Outcome)
Writing is a process of practice and editing. Formal writing of >2,000 words will be required during the internship. The intent of the writing component of this professional experience is to facilitate and improve your ability to:
• Communicate clearly and effectively
• Demonstrate competence in use of English grammar and the language of biologists, conservationists, and natural resource professionals
• Write in a scientifically correct manner, including citations

Assignments (Deadlines, Format, Rules)
Each assignment is due by email no later than 11:55 PM on the date indicated on the syllabus. Late assignments will not be graded.
Use the following format for all documents: 1” margins, Times New Roman, 12-point font.
Memos and resumes are single-spaced. Progress reports, the preliminary outline, annotated bibliography, and final report are double-spaced. If you prepare figures or tables for your progress reports or final report, insert them at the end of the document. Submit all work as a word document or word file

Grading
A=90-100; B=80-89; C=70-79; D=60-70; F= less than 60.

SYLLABUS for WFSC 484 Writing-Intensive

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>(Points)</th>
<th>(Total = 100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>XX Oct</td>
<td>Progress Report</td>
<td>(35)</td>
<td></td>
</tr>
<tr>
<td>XX Dec</td>
<td>Final Report</td>
<td>(65)</td>
<td></td>
</tr>
</tbody>
</table>

1. Progress report (1-2 pages) 35 points
A mid-term report of your progress is due once half of your internship is completed. Indicate your assigned duties (work or research), successes (or disappointments) with your experience, and where you are in achieving your stated goals. Your faculty advisor will read, edit, and make suggestions on your midterm progress report.

The final report will have 6 sections: Introduction (who with, when, and where you interned), Description of your assigned Duties, Accomplishments, Discussion, and a Critique of Internship. Any figures or tables will be prepared in a professional manner. Your faculty advisor will read, edit, and make suggestions on your draft resume, which you will revise, paying particular attention to details, such as fonts, headings, and style format (tabs, italics, etc.).

Your corrected final report is due to your faculty advisor during dead week prior to finals. The student also will send a corrected final report to their internship supervisor.
The final report will be 2000-3000 words, double-spaced. Submit this as a word document or PDF file. References, figures, tables and critique are not included in the total word count; 2000-3000 words reflect the text portion of the document.

3. Student’s Final Grade. The final grade will be based on the quality of this final report and progress report.

Note: A field journal is optional (to be determined by faculty advisor), but if required, must be submitted electronically as a Word file.
The University Writing Center (writingcenter.tamu.edu)
Individual consultation: face-to-face or online help with your writing (2nd floor Evans Library).

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Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the University community from the requirements or the processes of the Honor System.

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Disability Services (disability.tamu.edu)
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Disability Services Office, Rm. B116 Cain Hall, or call (979) 845-1637.