NEW COURSES
Texas A&M University
Departmental Request for a New Course
Undergraduate ✗ Graduate ✗ Professional
Submit original form and attach a course syllabus.

Form Instructions:
1. Course request type: [✓ Undergraduate] [☐ Graduate] [☐ First Professional (DDS, MD, JD, PharmD, DVM)]
2. Request submitted by (Department or Program Name): Africana Studies Program
   AFST 398 Africana Cinema
3. Course prefix, number and complete title of course: [AFST 398 Africana Cinema]
4. Catalog course description (not to exceed 50 words):
   Overview of African cinema; historical survey of cinema from Africa and the African Diaspora; introducing films produced in several geographical regions and reflecting different filmmaking traditions.

5. Prerequisite(s): Approval of instructor
   Cross-listed with: [FILM 398]
   Stacked with: n/a
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? [☐ Yes] [✓ No] If yes, from ________ to ________
7. Is this a repeatable course? [✓ Yes] [☐ No] If yes, this course may be taken ________ times.
   Will this course be repeated within the same semester? [☐ Yes] [✓ No]
8. Will this course be submitted to the Core Curriculum Council? [☐ Yes] [✓ No] ICD: Yes
9. How will this course be graded? [✓ Grade] [☐ S/U] [☐ P/F (CLMD)]
10. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with those departments. Attach approval letters.
12. [✓] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-control/export-control-basics-for-distance-education).

13. Prefix: [AFST] Course #: [398] Title (excluding punctuation): Africana Film

<table>
<thead>
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<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>HCL Code</th>
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</table>

Approval recommended by:
Violet Johnson [Date: 7/22/15]
Department Head or Program Chair (Type Name & Sign)
Chair, College Review Committee [Date: 9-14-15]

Juan Alonso [Date: 7/22/15]
Department Head or Program Chair (if cross-listed course)
Dean of College [Date: 9-11-15]

Submitted to Coordinating Board by:
Chair, GC or UCC [Date:]

Associate Director, Curricular Services [Signature]

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
AFST 398/FILM 398: Africana Cinema Fall 2016

MWF 11:30-12:20
Harrington Education Center 503

Carmela Garritano, Associate Professor
Office hours 9am-11am and by appointment MWF
Office location 305A Bolton
Office phone 979.458.2732
Email cgarritano@tamu.edu

Prerequisites: U3 or U4 or approval of instructor.

Description and Policy Statement
Catalogue Description:
Overview of African cinema. (3-0). Credit 3. A historical survey of cinema from Africa and the African diaspora, introducing students to films produced in several geographical regions and reflecting different filmmaking traditions.

Course Description:
This course will present a historical overview of Africana cinemas. Beginning with the social realist films of Sembene Ousmane and the modernist cinema of Djibril Diop Mambety and concluding with Nollywood, the transnational, commercial media industry in Nigeria and Ghana, the course surveys a range of films from Africa and the African diaspora to emphasize the diversity of films and filmmaking practices that make up this artistic field. We’ll study the art cinema of auteurs such as John Akomfrah, Mahamat-Saleh Haroun, Fanta Régina Nacro, and Abderrahmane Sissako as well as films by a group of emergent filmmakers concerned with contemporary political issues, such as environmental sustainability, globalization, and gender and sexuality. We will discuss modes of production and distribution and investigate the changing structural, technological, and material conditions that have sustained and contained African film and media. An engaging and interdisciplinary list of readings, drawn from film criticism, media studies, anthropology, and history will facilitate our study.

Learning Outcomes:
After completing this course, students will be able to
- Differentiate a major, global filmmaking tradition outside of Hollywood from mainstream Hollywood filmmaking;
- Analyze important African and African diaspora films and the ideas and themes they explore;
- Apply concepts and terms appropriate to the analysis of film texts;

Required Texts (including ISBN numbers)
- Africa Shoots Back: Alternative Perspectives in Sub-Saharan Francophone African Film
  (Indiana UP, 2003), by Melissa Thackway
  ISBN 0253216427

Prabhu  
ISBN 9781405193030

- Many printouts of additional readings: Most of our course readings will be made available electronically on e-Campus. **You are expected to print the readings and bring the handouts with you to class on the days we are discussing them.** This is REQUIRED. Printing the handouts should be understood as equal to purchasing a third book for the course and is not optional. Failure to bring handouts to class will result in me asking you to leave class to go print the materials.

**Watching assigned films:** (class screenings, Media Matrix, and Media Reserves) You are required to attend the weekly film screenings, for which you enrolled when you registered for the course. Those screenings are considered part of your coursework. To facilitate your papers and other coursework on the films, the films will be available for personal streaming on Media Matrix. Find them at [mediamatrix.tamu.edu](http://mediamatrix.tamu.edu). DVD copies also have been placed on course reserve, at Media and Reserves (4th floor, Library Annex), in case you need to see them because of an excused absence or wish to review the film.

**Course Work:**

**eCampus discussion board (20%)**

**Ten post-screening comments and/or questions**

After ten of our film screenings -- and before the class meetings immediately following those screenings -- you are required to post a thoughtful comment or a detailed and engaging discussion question. I do not want an evaluative statement: “I liked this film.” Or “This film was boring.” Nor do I want you to ask a question about what you didn’t understand. Instead, make a comment that shows me what you noticed and what you are thinking about. Take the time to compose an analytical comment or question that demonstrates that you watched the film attentively, did the course readings carefully, and are in the process of analyzing -- or making meaning from -- the film. Here are *a few* possibilities:

- Discuss what you noticed. What motifs, parallels, or other repetitions did you notice?
- How does the film speak to the other films we have studied? Does it engage similar themes, issues?
- Describe distinctive features of the cinematography.
- Discuss the *mise en scène*. How has it been created? What meanings does it suggest?
- How is the plot structured?
- Comment on a crucial scene.
- Is music, or sound, important? How?

**At least five posts must be completed before midterm.**

To earn credit, the comment must be posted before the class meeting that immediately follows the screening. No exceptions. Write and upload your comment early enough to avoid computer glitches or crashes. The posts will be evaluated at mid-term and at the end of the semester. Sample comments/questions and a grading rubric will be distributed separately.

**Quizzes (20%)**
You will take fifteen quizzes at ten points each on course readings and films. The quizzes are unannounced, short, and intended to test that you did the assigned work, understood what you read or watched, and have retained important information and ideas. *Quizzes can be made-up if your absence is excused.* Please review the university policy for what constitutes an excused absence: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

**Essays (one at 10% and the second at 20%) 30%**
You will be required to write two essays on the films screened for this class. Essay #1 will be due around mid-term and Essay #2 will be due near the end of the semester. A detailed assignment sheet and a sample grading rubric for each essay will be provided later in the semester.

**Final exam (30%)**
At the time allotted to this class for the final exam, students will take a cumulative final. The exam will include short answer, multiple choice, and essay questions on the films, readings, and class discussions.

**Grade scale**

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100-90%</td>
<td>A</td>
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<tr>
<td>89-80%</td>
<td>B</td>
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<tr>
<td>79-70%</td>
<td>C</td>
</tr>
<tr>
<td>69-60%</td>
<td>D</td>
</tr>
<tr>
<td>59-0%</td>
<td>F</td>
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</tbody>
</table>

**Class Policies**

**Attendance and Participation:** Students are expected to attend every class and to arrive promptly. This is a discussion-based course and your understanding of course material depends on diligent participation and group collaboration, and so your attendance will help you to be successful in this course.

Refer to [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07) for regulations on excused/unexcused absences due to illness, observation of religious holidays, and for the list of university-authorized activities.

**eCampus:** eCampus is an online environment that will extend your learning outside the classroom. I will use eCampus to distribute announcements and to post readings and other assignments as I see necessary. You are required to use eCampus. **All documents downloaded from eCampus should be printed and brought to class when the reading is due.**

**Laptops and cell phones** and other electronic devices: Please keep your laptops and cell phones closed, silent, and put away.

**E-Mail Communication:** Check your mail every day for announcements, assignments, and other updates to the class syllabus. Maintaining informed and in communication via e-mail is a university requirement, per Rule 61, which "establishes e-mail as an official means of communication (equivalent to the U.S. Postal Service) at Texas A&M University. It also establishes student responsibilities for use of official TAMU e-mail accounts and official e-mail correspondence." Please refer to [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).
rules.tamu.edu/rule61, particularly sections 61.2.3 and 61.2.4.

**Scholastic Honesty:** “An Aggie does not lie, cheat or steal, or tolerate those who do.” Turning in work that is not your own or any other form of scholastic dishonesty will result in a major course penalty, including failure. Visit http://aggiehonor.tamu.edu/ for a full discussion of scholastic dishonesty, as well as student rights and responsibilities, procedures, and disciplinary consequences.

**Students with Disabilities:** The Americans with Disabilities Act (ADA) 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, Cain Hall, rm. B118, phone number 845-1637. For additional information visit http://disability.tamu.edu.

**Grading Scale/Rubric for the Essays**

- **A** This essay contains few, if any, errors in sentence structure and coherence; it develops an interesting, insightful, tightly focused argument. The argument is complex and fully developed, and the essay provides the reader with clear, well-researched support; argumentation fully justifies the author’s conclusions. The style of the paper is eloquent and sophisticated.

- **B** This essay contains few errors in sentence structure, and develops a clear, coherent argument. Support and explanation of that argument, however, are either insufficient to convince the reader completely or do not make clear how the author reaches his or her conclusions.

- **C** This essay is fundamentally sound at the level of sentence structure and diction, but its arguments rely too heavily on assertion, not research. Specific support is either unclear or missing, and the focus of the essay may stray from its stated argument to make a more general or unrelated point. There may also be problems of coherence, complexity, or in the overall development of the argument.

- **D** This essay contains serious problems at the level of sentence structure and diction. It is marred by repeated mechanical errors and/or awkward constructions that obscure meaning. The argument relies almost completely on assertion, with no clear support, development, or analysis.

- **F** This essay does not meet the minimum standards for academic writing as described in the assignment sheet and grading rubric and/or it did not follow assignment guidelines.
Schedule
Week 1: Introductions
Screening: Sanders of the River

Readings:
- Thackway, “Introduction”

On eCampus:
- From Teaching African Cinema, “Historical Background”
- From Granta: “How to Write about Africa,” by Binyavanga Wainaina

Week 2: The Distribution of African Films
Screening: Sacred Places

Reading:
On eCampus:
- From Roman Labato’s Shadow Economies of Cinema, “Introduction” and “Chapter Four: Nollywood at Large”
- From African Experiences of Cinema, “African Films are Foreigners in their Own Countries,” By Emmanuel Sama

Week 3: The beginnings: African cinema, Anti-colonialism, and Cultural Nationalism
Screening: Black Girl/Borom Sarret/Camp de Thiaraye

Reading:
- Thackway, “Chapter Two: Cultural Identity, Representation and Voice”
- Prabhu, “Africa Watch: Parameters and Contexts”

Week 4: Return to the source
Screening: Wend Kuuni

Reading:
On eCampus:
- “Oral Literature and African Film: Narratology in Wend Kuuni,” by Manthia Diawara
- “The missing narrative in Wend Kuuni (time and space), by Marie – Magdeleine Chirol
Week 5: The Worldliness of Djibril Diop Mambety
First Essay due
Screening: Hyènes

Reading:
- Frank Ukadike’s conversation with Djibril Diop Mambety, with pictures!
- On eCampus: “The Politics of Reading the “Postnational”: Hybridity and Neocolonial Critique in Djibril Diop Mambéty’s Hyènes”

Week 6: First Films by African Women
Screening: Femmes aux Yeux Ouverts and These Hands

Reading:
- Trackway, “Chapter Six: African Women and Film”

On eCampus
- “Western Feminism and African Feminist Filmmaking,” by Kenneth Harrow

Week 7: Documentary
Screening: Lumumba: Death of a Prophet and Sometimes in April

Reading:
- Prabhu “Chapter Eight: African Narration”
- On e-Campus: “What Types of Documentary Are There?,” by Bill Nichols
- “Critical Dialogues: Transcultural Modernities and Modes of Narrating Africa in Documentary Films”

Week 8: Representing the African Diaspora
Screening: Afrique Sur Seine and Clando

Reading:
Thackway, “Chapter Five: Filming the Immigrant Experience”

Week 9: Sexuality in Recent African Cinema
Watch: Karmen Gei

Read:
- On eCampus: Anjali Prabhu’s chapter on Karmen Gei
- “Variant Sexualities and African Modernity in Joseph Gaye Ramaka’s Karmen Gei,” by Babacar M’Baye
• “Homosexuality is not Un-Africa” Interview with Wanuri Kahiu

**Week 10: African Cinema or World Cinema?**
Screening: GrisGris
• On eCampus: Thackway, “Exile and the ‘Burden of Representation’”
• Diawara “The New African Cinema Wave”

**Week 11: Nollywood and the Emergence of Video Film**
Screening: *Living in Bondage*
Read on eCampus:
• “Nnebue: The Anatomy of Power,” by Jon Haynes
• “The Capital Gap: Nollywood and the Limits of Informal Trade,” by John McCall
• “‘Praise the Lord’: Popular Cinema and the Pentecostalite Style,” by Birgit Meyer

**Week 12: New Nollywood**
Screening: *Phone Swap*
• Read on eCampus: “New Nollywood: Kunle Afolayan,” by Jon Haynes
• “Evolving Nollywood Templates for Minor Transnational Film,” by Moradewun Adejumobi

**Week 13: The Nollywood Diaspora**
Screening: *Ije*
• Read on eCampus: “From Nollywood to Nollyworld,” by Alessandro Jedlowski
• “The Nollywood Diaspora,” by Jon Haynes

**Week 14: Genre and African film: Sci-Fi and African Action**
Screening: *Pumzi* and *Riva Viva!*
Second essay presentations and feedback
Texas A&M University

Departmental Request for a New Course
Undergraduate 
Graduate 
Professional

Submit original form and attach a course syllabus.

Form Instructions

1. Course request type:
   - Undergraduate
   - Graduate
   - First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):
   Department of Agricultural Economics

3. Course prefix, number and complete title of course:
   AGEC 223 Establishing Agribusiness Entrepreneurship Networks I

4. Catalog course description (not to exceed 50 words):
   Introduction to successful entrepreneurs and other professionals, identifying suggested strategies and tactics in starting and sustaining viable rural and metropolitan business ventures; emphasis on importance of and how to develop relationships with a broad spectrum of mentors.

5. Prerequisite(s):
   Open to all majors.
   Stacked with:

   Cross-listed with:
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course?
   - Yes
   - No
   If yes, from ______ to ______

7. Is this a repeatable course?
   - Yes
   - No
   If yes, this course may be taken ______ times.

   Will this course be repeated within the same semester?
   - Yes
   - No

8. Will this course be submitted to the Core Curriculum Council?
   - Yes
   - No

9. How will this course be graded?
   - Grade
   - S/U
   - P/F (CLMD)

10. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   An elective for BS in AGEC, an elective for BS AGBU, an elective for other majors as approved by their advisor(s)

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-control/export-control-basics-for-distance-education).

13. Prefix | Course # | Title (excluding punctuation)
   AGEC   | 223     | AGEC Entre Netwks I

   Leet. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | HCE Code |
   1.00 | 0.00 | 1.00   | 0101020005 | 0140         | 16          | -         | 17       |

   Approval recommended by:
   C. Parr Rossen
   Department Head or Program Chair (Type Name & Sign) Date

   Robert Knight
   Chair, College Review Committee Date

   Kim Dooley
   Dean of College
   Date

   Tim Scott
   Chair, GC or UCC Date

   Submitted to Coordinating Board by:
   Associate Director, Curricular Services

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services - 07/14
AGEC 223 – ESTABLISHING AGRIBUSINESS ENTREPRENEURSHIP NETWORKS I

Fall 2015
Section 200 HONORS – Wednesday, 3:00-3:50
Section 500 – Wednesday, 3:00-3:50
HEEP Building (West Campus), room 101

COURSE CREDIT: 1-0 for 1

Instructor: M. Edward Rister
Office: AGLS 211B
Phone: 979-845-3801; 979-255-5211
E-Mail: e-rister@tamu.edu
Office Hours: Tuesday and Friday, during 8:30am – 11:30 by appointment [or see me before or after class to identify another mutually convenient time]

COURSE DESCRIPTION
Provides students an introduction to successful entrepreneurs and other professionals, identifying suggested strategies and tactics in starting and sustaining viable rural and metropolitan business ventures. Emphasis is on importance of, and how to develop, relationships with a broad spectrum of mentors.

PREREQUISITES
Open to all majors.

LEARNING OUTCOMES
1. Students will be able to define what agri/metropolitan entrepreneurship is.
2. Students will be able to recognize opportunities available in agri/metropolitan entrepreneurship.
3. Students will assemble and organize a base foundation of mentors for future reference when starting their own business and/or working in someone else’s business venture.
4. Students will identify the attributes of successful mentors and be able to utilize that information when expanding their mentor network in the future.
5. Students will classify the various types of mentors important for inclusion in their agri/metropolitan entrepreneurship networks.
6. Students will evaluate the core characteristics of successful agri/metropolitan business ventures important for consideration with respect to sustaining a startup or continuing venture.
COURSE OBJECTIVES
The primary objectives of AGEC 223 are to acquaint students with what agri/metropolitan entrepreneurship is and how to proceed in developing a network of mentor experts to assist them throughout their professional careers. Specific course objectives beyond those directly associated with attaining the Learning Outcomes include:
1. Students will develop a rapport with ‘real-world’ agri/metropolitan entrepreneurs and other professionals, augmenting their understanding of managerial issues of importance in attaining success in an agri/metropolitan business venture.
2. Students will begin to appreciate and understand the importance of a management ‘dashboard’ for monitoring and controlling the critical production, marketing, and financial functions of an agri/metropolitan venture.
3. Students will develop and utilize a method for assimilating an agri/metropolitan entrepreneurship network.
4. Students will enhance their listening, writing, oral, and computer skills associated with their engagements with a series of ‘real-world’ “Profs-for-a-Day.”
5. Students will realize their inherent interest in being an entrepreneur.

TEXTBOOK AND RESOURCE MATERIALS
No formal textbook is required. Resource materials include a series of handouts associated with the various ‘real-world’ “Profs-for-a-Day” who will meet with the class during the semester. An example lineup of such speakers is illustrated in the Course Topics and Calendar of activities section.

GRADING POLICIES
Expect your grades to be assigned as follows on the basis of the points you earn during the semester (after credit for bonuses and after deductions for non-professional behavior), with no rounding up of numeric grades nor allowance for any “extra” work.

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<th>Percentage Points Earned During the Semester</th>
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<td>80 – 89.999999</td>
<td>B</td>
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<tr>
<td>70 - 79.999999</td>
<td>C</td>
</tr>
<tr>
<td>60 - 69.999999</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
</tr>
</tbody>
</table>

Each student’s earned letter grade is determined on the basis of weighted points earned during the semester according to the categories and weights noted in the following discussion and remainder of this Syllabus. The instructor and T.As reserve the right to adjust/curve the overall grades at the end of the semester; that is, no individual graded item is curved during the
semester. Students are guaranteed semester grades for AGEC 223 according to the above-specified structure. In the event of an end-of-the-semester adjustment/curve, the instructors may adjust/curve a different amount of points at each grade break, depending on apparent, subjectively-determined, substantial breaks in calculated grades for the class. **As a general rule, DO NOT expect a curve nor ask for one. Also, do not request “extra work” to raise your grade; that is, do the assigned work at the level of competency that will earn you the grade you want in this class.** Also, all assignments and terms of the course are “cast in stone” – do not ask for substitution work in place of assignments you are unable to fulfill; rather, work more diligently on the remaining assignments to make up the points you lost due to not submitting/performing the missed assignment.

**Grading Criteria for HONORS Students:**
Students seeking to enroll in the AGEC 223 HONORS section are advised they need a 3.5 cumulative GPR and that GPR applies to courses taken ONLY at Texas A&M plus they must be recognized by their department’s Undergraduate Office as an Honors-qualified student. Two separate sets of grading criteria apply to Non-Honors and Honors student, with considerable overlap. In addition to the regular class work required of AGEC 223, the following additional work is required of Honors-enrolled students:

Only Honors students will be required to (a) develop a personal Strengths/Weaknesses, Opportunities/Threats self-assessment, and (b) identify the critical elements of a management ‘dashboard’ associated with an agri/metropolitan business of their choosing. The grades for these additional assignments are incorporated into the “Homework and Quizzes” category of the grading criteria.

**There are three basic categories comprising the grading structure of AGEC 223:**

1. Basic Overhead Items;
2. Homework and Quizzes; and
3. Final Exam.
The percentage of semester points (the semester total is 100%) for each category and the elements thereof are noted below, with two distinct criteria noted for Non-Honors and Honors students.

<table>
<thead>
<tr>
<th>Basic Overhead Items</th>
<th>Non-Honors</th>
<th>Honors</th>
<th>All</th>
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</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>25%</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Professional Conduct &amp; Class Citizenship</td>
<td>15%</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Attendance and Participation in September 2015 ACE Day <a href="http://aceday.tamu.edu/">http://aceday.tamu.edu/</a></td>
<td>5%</td>
<td>5%</td>
<td>45%</td>
</tr>
<tr>
<td>Homework and Quizzes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaker Summaries</td>
<td>30%</td>
<td>20%</td>
<td></td>
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<tr>
<td>Personal SWOT</td>
<td>5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elements of a Management Dashboard</td>
<td>5%</td>
<td></td>
<td></td>
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<tr>
<td>Speaker Thank-You Notes</td>
<td>5%</td>
<td>5%</td>
<td></td>
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<tr>
<td>Speaker Engagement</td>
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<td>5%</td>
<td></td>
</tr>
<tr>
<td>Quizzes</td>
<td>5%</td>
<td>5%</td>
<td>45%</td>
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<tr>
<td>Final Exam</td>
<td>10%</td>
<td>10%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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Note that students enrolled in AGEC 223 will be stacked, in the same classroom, as students enrolled in AGEC 423. While the exposure to the slate of speakers is the same, the grading criteria/expectations for AGEC 223 students will be at a lower level than that accorded AGEC 423 students. In AGEC 223, a greater component of the grade will be associated with attendance (i.e., 25% vs. 10%); a lower (i.e., 5% less) component of the grade will be associated with the speaker summaries, with the students not expected to be as in-depth in their discussions of the speakers’ presentations relative to the students’ individual entrepreneurial aspirations; and the students will have a lesser share of their grade associated with the final exam (i.e., 10% vs. 20%), with the expectation being that their assimilation of the different speakers’ presentations will be at introductory level as exhibited by their association of the speakers’ real-world accomplishments with impacts on their own interests in seeking entrepreneurial business pursuits.

In addition to the details which follow, students are advised to consult University Student Rules [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07) and [http://student-rules.tamu.edu/rule10](http://student-rules.tamu.edu/rule10) for additional information regarding Attendance and Grading.

**Basic Overhead Items.** Professionalism is a major component of AGEC 223. In that regard, each student’s daily, timely attendance, and professionalism in the classroom and instructors’ offices are major components of his/her final grade. Each unexcused absence results in a deduction of 3.333333 points from the student’s calculated final numeric grade prior to determination of the course letter grade. A total of six or more unexcused absences (i.e., approximately 40% of the course) shall result in a course grade of F. Any student having six or more total absences, with less than or equal to two of those absences being unexcused shall qualify for receiving an Incomplete grade, with the coursework to be completed during a subsequent semester. These grading criteria standards are imposed because students missing the stated number of classes, for whatever reason, have essentially missed a significant and substantial part of the class.
Professional Conduct & Class Citizenship (refer to Professional Conduct Rules on next page) includes class participation, class behavior, adhering to class “Sandbox” rules (distributed on the first day of class), and other aspects of the class policies designated in this syllabus. This Syllabus identifies the Structure (expectations) of AGEC 223 professionalism, and your Conduct determines your Performance grade.

The College’s annual Fall and Spring Agricultural Career Exposition (ACE) Days (http://aglifesciences.tamu.edu/students/aceday/) are great opportunities for networking, observing others’ “entrepreneurial” skills and qualities, AND exploring the job market. All students are expected to attend and participate in ACE Day on September 29, 11:00 a.m. - 4:00 p.m., in the MSC Bethancourt Ballroom. Mark your calendar and make arrangements (e.g., trade work shifts – work is not an accepted reason for you not fulfilling this class requirement) to be able to do so. Substitution of another college’s career day event is not allowed for this assignment. There is an assignment for this activity for you to complete during and after your attendance. This assignment will be distributed during mid-September and its submission to the instructor is expected the week following the event.

Professional Conduct Rules (a.k.a. Sandbox Rules). The genesis of this section of the Course Grading Criteria originated while I (Rister) was enrolled (during 1979-1980) in a three-course accounting sequence taught by Dr. Dennis Gaffney of Michigan State University in the Business School (now the Eli Broad College of Business). Dr. Gaffney instilled in us the value of professionalism in all that we do, in and out of the classroom. He had a set of “Sandbox Rules” for our classes and it is to him I credit my classroom management style, strategy, and tactics. My classes are routinely complemented by our numerous guest “prof-for-a-day” speakers and many real-world mentors who work with the students for their professional appearance, engagement skills, and courtesy, all of which I believe are foundations for success in their post-graduation careers; anecdotally, numerous parents have noted their appreciation for these standards of excellence in my classes. The breadth of, and detail, in these Sandbox Rules have evolved during my time in the classroom at Texas A&M University (since June 1981). Drawing on a presentation by Dr. Jeff Conant, professor of marketing in Mays Business School, and Dr. David Reed, Associate Dean in the College of Agriculture and Life Sciences, both here at Texas A&M University, I recognize the challenges of engaging millennial students. Substantial specificity must be presented in terms of my expectations of students, rather than my simply assuming a one-time discussion of such items will accomplish my objectives. As noted by Dr. Conant, the course syllabi is the contract between the students and the instructor. Thus, it is essential that this syllabus be comprehensive in regards to the details of course grading criteria. With regards to professionalism in the classroom, I am a firm believer in the “Structure, Conduct, and Performance” paradigm. These “Sandbox Rules” represent the Structure of desired Conduct in AGEC 223. Knowing this information, it is expected students’ Performance will not only meet but surpass these standards. As incentives for doing so, a substantial component of AGEC 223 grading criteria is associated with students’ attainment of these behavioral standards. Be professional, Aggies!

In terms of implementing these Sandbox Rules, just as instructors are required to post the course syllabi prior to the beginning of class and review that syllabi with students during the first day of
class, it is my expectation that students will read the syllabus. The first day of class is a “day of grace,” with no grade deductions registered for transgressions/violations prior to the Sandbox Rules having been explicitly identified, the underlying rationale of the expectations explained, and the value/cost of meeting the noted standards identified. To the latter point, the 15% grade accorded the Professional Conduct & Class Citizenship category is affected by a 1% point deduction off of the overall semester numeric grade for each noted violation of the Sandbox Rules up to a total possible loss of 12%, with the remaining 3% of the category’s grade subjectively determined by a composite evaluation of the instructor (50% of the grade) and the three student assistants (in the aggregate, they determine the remaining 50% of the 3%). In reference to the subjective grading aspect of the category, the instructors’ focus is on students’ personal interactions with them in and out of the classroom and the numerous guest speakers and mentors who join us in the classroom and for evening dinner meetings.

Think of and approach coming to class as if you were going to a daily management meeting. As such, we will follow a set of rules and business etiquette that is similar to what you will encounter in the professional world, including these AGEC 223 “Sandbox Rules.” There are no exceptions to these rules. No additional rules will be added during the semester.

- Adhere to the Aggie Honor Code at all times;
- No food or drink (including alcohol and water) in lecture or at help sessions;
- No tobacco products in lecture or at help sessions – no exceptions, please;
- No profanity during lecture or at help sessions;
- No cellular telephones, beepers, iPods, iPads, computer laptops (including during the presence of a guest “Prof-for-a-Day” in our class), or other electronic devices are to be used during lecture or at help sessions (this means no texting, voice mail, outgoing calls, answering calls, ringing of your telephone, etc.);
- No pets (e.g., dogs, cats, snakes, mice, birds, etc.) in lecture or at help sessions (see instructors for exceptions for guide dogs & other companion aid animals);
- No reading of The Battalion or other non-class materials during class time;
- Programmable calculators MAY NOT BE USED during exams (in fact, use of calculators in AGEC 223 is discouraged at all times – use Excel!);
- HATS, CAPS AND OTHER HEAD COVERS OFF (APPLIES TO BOTH MEN AND WOMEN) DURING LECTURE, HELP SESSIONS, in instructors’ offices, and in the TAs’ offices – NOTE: exceptions will be made for religious beliefs situations;
- SUNGLASSES OFF (totally – do not prop on top of your head; same for regular glasses when not being used for reading) (APPLIES TO BOTH MEN AND WOMEN) DURING LECTURE, HELP SESSIONS, in instructors’ offices, and in the TAs’ offices;
- NO INSTANT MESSAGING (or Text or Twittering or FaceBook, etc.), E-MAILING, OR INTERNET ACTIVITY OF ANY KIND BESIDE AGEC 223 CLASSWORK IS ALLOWED DURING CLASS TIME;
- DO NOT use a computer or any other electronic device during the presence of a guest “Prof-for-a-Day” in our class;
- DO NOT use the computer or any other electronic device while the instructors are lecturing, unless explicitly told to do so – take handwritten notes instead;
Call or e-mail in advance of missing a class (not a requirement, but this is the instructors’ preference – your professionalism will be rewarded);

Adhere to all announced and posted Microcomputer Lab procedures during help sessions;

Clean up and remove your “trash” as you leave lecture; better yet, pick up others’ “trash” and also remove it from the classroom as you leave the room. Set an example for others and leave the classrooms in as good, or better, appearance than when we arrived (as posted in several Rudy’s BBQ restaurants located throughout Texas, “Your mother is not here. Please clean up your own mess.”); and

Bottomline, be professional and courteous to all. Remember why you and your classmates are here – to learn, to network, and to prepare for the future.

Homework and Quizzes. Students are expected to develop a summary for each “Prof-for-a-Day” speaker using a WORD template provided by the instructor. These summaries are to be submitted electronically within one week of the presentation using eCampus – no hard copies or e-mailed versions accepted. The speaker summaries are graded according to content (50%), grammar (30%), and spelling (20%); no late submissions are accepted. Personal handwritten thank-you notes are expected for each speaker within one week of the presentation and will be graded according to content (50%), grammar (30%), and spelling (20%). Professional thank-you card materials are required (i.e., typed or handwritten notes on notebook paper and use of letter-size envelopes are unacceptable). A recommended format and examples of acceptable thank-you notes will be distributed on the first day of class. Random quizzes regarding the “Prof-for-a-Day” presentations will be administered.

Makeup Policy. No late submissions are accepted – for unexcused absences, grades of zero are assigned. In the case of documented excused absences, students are allowed to choose one of the following two options on the first day they return to class (at which time they are expected to present their documentation identifying the absence(s) as excused):

a. An alternative assignment will be made to the student and is expected to be submitted within one month prior to or at the final exam period, whichever date comes first; or

b. The student may show up in a classroom at 7:00 a.m. on the next Friday (i.e., this is the announced date and time of a weekly scheduled makeup period for all of the instructor’s classes) at a location to be determined given the instructor’s 8:00 a.m. teaching responsibilities and take a quiz related to material covered in class during the student’s absence, with the instructor’s expectation being that the student will have talked with classmates to assimilate and learn the material missed during his/her absence. Different choices among these two options may be made by the student for each excused absence.

Final Exam. The Final Exam is scheduled for Tuesday, December 15, 2015, 10:30 a.m. to 12:30 p.m. (mark your calendar!). The focus of the final exam is on the content of the weekly presentations by the guest ‘real-world’ “Profs-for-a-Day,” with the students expected to be able to assimilate and synthesize that content into concise, articulate summaries related to the various themes identified and emphasized during the semester.
AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

If you have any question in regards to this issue, please speak to me early in the semester – do not hesitate to contact me – do NOT wait until the time of or after the first grade of the semester – contact me well before that time.

COURSE TOPICS, CALENDARS OF ACTIVITIES, AND MAJOR ASSIGNMENT DATES

Major dates of importance to place on your calendar at the beginning of the semester include those identified on the following page. As noted previously, speaker summaries and thank you notes are due within one week of the “Prof-for-a-Day’s” presentation. The slate of speakers identified is both illustrative and tentative, with the exact speaker identities and timing to be determined during the summer of 2015. All class dates, except that for the final exam (which is on a Tuesday), are on Wednesday.

MISCELLANEOUS

If you have any questions, give me a call. Call me in this order: C:979.255.5211 or O:979.845.3801 or H:979.690.0180. Please call between 6:30 a.m. and 7:30 p.m.; be sure and leave a message and your name if I do not answer.

Also, be sure and include AGEC 223 and your name in the subject line of all e-mails you send me. Be sure and flag your e-mail with the word QUESTION in the subject line when you are needing a response – otherwise, it may get lost in the shuffle for a few days.

Come to class the first week prepared to take notes (i.e., bring some paper and one or more pens and pencils). Taking notes and reviewing those notes with your classmates are strongly encouraged. As a general rule, most information presented is not repeated.

Congratulations on being in our class! Your TAs and I are looking forward to a great semester and year. Thanks.

Gig ‘em,

Ed Rister ’74
Professor, and Associate Head
The M. Edward Rister ’74 Chair in Rural Entrepreneurship,
Dept. of Agricultural Economics
Texas A&M University
2124 TAMUS (this line is required on all correspondence)
College Station, TX 77843-2124
<table>
<thead>
<tr>
<th>Date</th>
<th>Class Day Nbr</th>
<th>Name of Prof-for-a-Day</th>
<th>Business/Location</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-Sep</td>
<td>1</td>
<td>RISTER n/a</td>
<td>n/a</td>
<td>Course Semantics</td>
</tr>
<tr>
<td>9-Sep</td>
<td>2</td>
<td>Benjamin Knox Benjamin Knox Gallery</td>
<td>College Station</td>
<td>Entrepreneurship -- Establishing and Growing Your Business</td>
</tr>
<tr>
<td>16-Sep</td>
<td>3</td>
<td>Bill Corrigan Corrigan-Goddard Family Investments</td>
<td>Dallas</td>
<td>Entrepreneurs' Family- and Self-Responsibilities</td>
</tr>
<tr>
<td>23-Sep</td>
<td>4</td>
<td>Bryan Bracewell Southside Market and BBQ Elgin</td>
<td>Entrepreneur -- Family Business</td>
<td></td>
</tr>
<tr>
<td>30-Sep</td>
<td>5</td>
<td>Jim Pillans Archer Daniels Midland Milling Company</td>
<td>Colleyville</td>
<td>Planning for Your Business' Success</td>
</tr>
<tr>
<td>7-Oct</td>
<td>6</td>
<td>Don Sullins Archer Daniels Midland Milling Company</td>
<td>Colleyville</td>
<td>Succeeding As An Entrepreneur in the Corporate World</td>
</tr>
<tr>
<td>14-Oct</td>
<td>7</td>
<td>Steve Cooper Cooper Enterprises</td>
<td>El Campo</td>
<td>Entrepreneurship -- Identifying Your Opportunities</td>
</tr>
<tr>
<td>21-Oct</td>
<td>8</td>
<td>Paul Burrough National Finance Credit Corp. of Texas Fort Worth</td>
<td>Financing Considerations</td>
<td></td>
</tr>
<tr>
<td>28-Oct</td>
<td>9</td>
<td>Terri Neutzler The Pink Zebra College Station</td>
<td>Marketing &amp; Employee Management</td>
<td></td>
</tr>
<tr>
<td>4-Nov</td>
<td>10</td>
<td>Michael Yamada Harley's College Station</td>
<td>Entrepreneurship -- Retail Niche Survival</td>
<td></td>
</tr>
<tr>
<td>11-Nov</td>
<td>11</td>
<td>Ted Abele Conapco Kansas City, MO</td>
<td>Investment Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>18-Nov</td>
<td>12</td>
<td>Jim Astin First Bank Texas Stamford, TX</td>
<td>Financing Considerations</td>
<td></td>
</tr>
<tr>
<td>25-Nov</td>
<td></td>
<td>Reading Day – No Classes</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>2-Dec</td>
<td>13</td>
<td>Joe &amp; Shirley Swinbank Swinbank Companies &amp; Yorkshire Academy Houston</td>
<td>The Spirit of Being an Entrepreneur</td>
<td></td>
</tr>
<tr>
<td>9-Dec</td>
<td>14</td>
<td>Patrick Williams Texas A&amp;M Foundation College Station</td>
<td>Who Are You?</td>
<td></td>
</tr>
<tr>
<td>15-Dec</td>
<td></td>
<td>FINAL EXAM</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ACADEMIC INTEGRITY

Scholastic Honesty. A note on cheating -- it is not tolerated! If you are caught in the act, you will automatically receive a zero on the work in question. Your instructor will then proceed in completing the Honor Code Violation Report form and report you, through the Department of Agricultural Economics Undergraduate Office and Department Head, to the Aggie Honor System Office.

For many years Aggies have followed a Code of Honor, which is stated in this very simple statement:

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

The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified.

The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

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

On all AGEC 223 course work, assignments, and examinations at Texas A&M University, unless otherwise specified at the time of the assignment/exam, the following Honor Pledge will be preprinted, to be completed and signed by the student:

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

_______________________________________ _______________________
Student’s Signature Date

_______________________________________ _______________________
Student’s Printed Name UIN

“*An Aggie does not lie, cheat, or steal, or tolerate those who do.*”
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:  
   - Undergraduate  □ Graduate  □ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):
   Department of Agricultural Economics
3. Course prefix, number and complete title of course:
   AGEC 423 Establishing Agribusiness Entrepreneurship Networks II
4. Catalog course description (not to exceed 50 words):
   Engagement opportunities with successful agri/metropolitan entrepreneurs and other professionals, focusing on strategies and tactics for starting and sustaining viable rural and metropolitan business ventures; emphasis on importance of, and how to, develop relationships with a broad spectrum of mentors.
5. Prerequisite(s):
   Concurrent enrollment in AGEC 424; junior or senior classification or approval of instructor. May not enroll in AGEC 223 and AGEC 423 during the same semester.
6. Is this a variable credit course?  □ Yes  □ No  If yes, from ______ to ______
7. Is this a repeatable course?  □ Yes  □ No  If yes, this course may be taken ______ times.
   Will this course be repeated within the same semester?  □ Yes  □ No
8. Will this course be submitted to the Core Curriculum Council?
   □ Yes  □ No
9. How will this course be graded:  □ Grade  □ S/U  □ P/F (CLMD)
10. This course will be:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
   An elective for BS in AGEC, an elective for BS AGBU, an elective for other majors as approved by their advisor(s)
11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
12. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix  Course #  Title (excluding punctuation)
   AGEC  423  Est AGBU Entre Netwks II
   Lect.  Lab  Other  SCEI  CIP and Fund Code  Admin. Unit  Acad. Year  EICE Code
   1.00  0.00  1.00  0101020005  0140  16 - 17  0  0  3  6  3  2
   Approval recommended by:
   C. Parr Rosson
   Department Head or Program Chair (Type Name & Sign)  Date

   Robert Knight
   Chair, College Review Committee
   Date

   Kim Dooley
   Dean of College
   Date

   Tim Scott
   Chair, GC or UCC
   Date

   Submit to Coordinating Board by:
   Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
AGEC 423 – ESTABLISHING AGRIBUSINESS
ENTREPRENEURSHIP NETWORKS II

Fall 2015
Section 200 HONORS – Wednesday, 3:00-3:50
Section 500 – Wednesday, 3:00-3:50
HEEP Building (West Campus), room 101

COURSE CREDIT: 1-0 for 1

Instructor: M. Edward Rister
Office: AGLS 211B
Phone: 979-845-3801; 979-255-5211
E-Mail: e-rister@tamu.edu
Office Hours: Tuesday and Friday, during 8:30am – 11:30 by appointment [or see me before or
after class to identify another mutually convenient time]

COURSE DESCRIPTION
Provides students engagement opportunities with successful agri/metropolitan entrepreneurs and
other professionals, focusing on strategies and tactics for starting and sustaining viable rural and
metropolitan business ventures. Emphasis is on importance of, and how to develop, relationships
with a broad spectrum of mentors.

PREREQUISITES
Must be concurrently enrolled in AGEC 424, “Rural Entrepreneurship I.” May not enroll in both
AGEC 223 and AGEC 423 during the same semester. Junior or senior classification or approval of
instructor.

LEARNING OUTCOMES
1. Students will be able to define what agri/metropolitan entrepreneurship is.
2. Students will be able to recognize opportunities available in agri/metropolitan entrepreneurship.
3. Students will assemble, extend, and organize a base foundation of mentors for future reference
   when starting their own business venture and/or working in someone else’s business venture.
4. Students will identify the attributes of successful mentors and be able to utilize that information
   when expanding their mentor network in the future.
5. Students will classify the various types of mentors important for inclusion in their
   agri/metropolitan entrepreneurship networks.
6. Students will evaluate the core characteristics of successful agri/metropolitan business ventures
   important for consideration with respect to sustaining a startup or continuing venture.
COURSE OBJECTIVES
The primary objectives of AGEC 423 are to acquaint students with what agri/metropolitan entrepreneurship is and how to proceed in developing a network of mentor experts to assist them throughout their professional careers. Specific course objectives beyond those directly associated with attaining the Learning Outcomes include:
1. Students will establish a rapport with ‘real-world’ agri/metropolitan entrepreneurs and other professionals, thereby providing a mechanism for enhancing their understanding of managerial issues of importance in attaining success in an agri/metropolitan venture.
2. Students will realize the importance of a management ‘dashboard’ for monitoring and controlling the critical production, marketing, and financial functions of an agri/metropolitan venture.
3. Students will refine their approach to assimilating an agri/metropolitan entrepreneurship network.
4. Students will enhance their listening, writing, oral, and computer skills associated with their engagements with a series of ‘real-world’ “Profs-for-a-Day.”
5. Students will review, reflect on, and realize their inherent interest in being an entrepreneur.

TEXTBOOK AND RESOURCE MATERIALS
No formal textbook is required. Resource materials include a series of handouts associated with the various ‘real-world’ “Profs-for-a-Day” who will meet with the class during the semester. An example lineup of such speakers is illustrated in the Course Topics and Calendar of activities section.

GRADING POLICIES
Expect your grades to be assigned as follows on the basis of the points you earn during the semester (after credit for bonuses and after deductions for non-professional behavior), with no rounding up of numeric grades nor allowance for any “extra” work.

<table>
<thead>
<tr>
<th>Percentage Points Earned During the Semester</th>
<th>Associated Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 and 90+</td>
<td>A</td>
</tr>
<tr>
<td>80 – 89.999999</td>
<td>B</td>
</tr>
<tr>
<td>70 - 79.999999</td>
<td>C</td>
</tr>
<tr>
<td>60 - 69.999999</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
</tr>
</tbody>
</table>

Each student’s earned letter grade is determined on the basis of weighted points earned during the semester according to the categories and weights noted in the following discussion and remainder of this Syllabus. The instructor and TAs reserve the right to adjust/curve the overall grades at the end.
of the semester; that is, no individual graded item is curved during the semester. Students are guaranteed semester grades for AGEC 423 according to the specified structure. In the event of an end-of-the-semester adjustment/curve, the instructors may adjust/curve a different amount of points at each grade break, depending on apparent, subjectively-determined, substantial breaks in calculated grades for the class. As a general rule, DO NOT expect a curve nor ask for one. Also, do not request “extra work” to raise your grade; that is, do the assigned work at the level of competency that will earn you the grade you want in this class. Also, all assignments and terms of the course are “cast in stone” – do not ask for substitution work in place of assignments you are unable to fulfill; rather, work more diligently on the remaining assignments to make up the points you lost due to not submitting/performing the missed assignment.

Grading Criteria for HONORS Students:
Students seeking to enroll in the AGEC 423 HONORS section are advised they need a 3.5 cumulative GPR and that GPR applies to courses taken ONLY at Texas A&M plus they must be recognized by their department’s Undergraduate Office as an Honors-qualified student. Two separate sets of grading criteria apply to Non-Honors and Honors student, with considerable overlap. In addition to the regular class work required of AGEC 423, the following additional work is required of Honors-enrolled students:

Only Honors students will be required to (a) develop a personal Strengths/Weaknesses, Opportunities/Threats self-assessment, and (b) identify the critical elements of a management ‘dashboard’ associated with an agri/metropolitan business of their choosing. The grades for these additional assignments are incorporated into the “Homework and Quizzes” category of the grading criteria.

There are three basic categories comprising the grading structure of AGEC 423:

1. Basic Overhead Items;
2. Homework and Quizzes; and
3. Final Exam.
The percentage of semester points (the semester total is 100%) for each category and the elements thereof are noted below, with two distinct criteria noted for Non-Honors and Honors students.

<table>
<thead>
<tr>
<th>Basic Overhead Items</th>
<th>Non-Honors</th>
<th>Honors</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>10%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Professional Conduct &amp; Class Citizenship</td>
<td>15%</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Attendance and Participation in September 2015 ACE Day</td>
<td>5%</td>
<td>5%</td>
<td>30%</td>
</tr>
<tr>
<td>Homework and Quizzes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaker Summaries</td>
<td>35%</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Personal SWOT</td>
<td></td>
<td></td>
<td>5%</td>
</tr>
<tr>
<td>Elements of a Management Dashboard</td>
<td></td>
<td></td>
<td>5%</td>
</tr>
<tr>
<td>Speaker Thank-You Notes</td>
<td>5%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Speaker Engagement</td>
<td>5%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Quizzes</td>
<td>5%</td>
<td>5%</td>
<td>50%</td>
</tr>
</tbody>
</table>

| Final Exam                                | 20%        | 20%    | 20% |

TOTAL 100%

Note that students enrolled in AGEC 423 will be stacked, in the same classroom, as students enrolled in AGEC 223. While the exposure to the slate of speakers is the same, the grading criteria/expectations for AGEC 423 students will be at a higher level than that accorded AGEC 223 students. In AGEC 423, a lesser component of the grade will be associated with attendance (i.e., 10% vs. 25%); a higher (i.e., an increase of 5%) component of the grade will be associated with the speaker summaries, with the students expected to be more in-depth in their discussions of the speakers’ presentations relative to the students’ individual entrepreneurial aspirations; and the students will have a greater share of their grade associated with the final exam (i.e., 20% vs. 10%), with the expectation being that their assimilation of the different speakers’ presentations will be at a higher cognitive level as exhibited by their association of the speakers’ real-world accomplishments with established elements of entrepreneurship success.

In addition to the details which follow, students are advised to consult University Student Rules http://student-rules.tamu.edu/rule07 and http://student-rules.tamu.edu/rule10 for additional information regarding Attendance and Grading.

**Basic Overhead Items.** Professionalism is a major component of AGEC 423. In that regard, each student’s daily, timely attendance, and professionalism in the classroom and instructors’ offices are major components of his/her final grade. Each unexcused absence results in a deduction of 3.333333 points from the student’s calculated final numeric grade prior to determination of the course letter grade. A total of six or more unexcused absences (i.e., approximately 40% of the course) shall result in a course grade of F. Any student having six or more total absences, with less than or equal to two
of those absences being unexcused shall qualify for receiving an Incomplete grade, with the coursework to be completed during a subsequent semester. These grading criteria standards are imposed because students missing the stated number of classes, for whatever reason, have essentially missed a significant and substantial part of the class.

Professional Conduct & Class Citizenship (refer to Professional Conduct Rules on next page) includes class participation, class behavior, adhering to class “Sandbox” rules (distributed on the first day of class), and other aspects of the class policies designated in this syllabus. This Syllabus identifies the Structure (expectations) of AGEC 423 professionalism, and your Conduct determines your Performance grade.

The College’s annual Fall and Spring Agricultural Career Exposition (ACE) Days (http://aglifesciences.tamu.edu/students/aceday/) are great opportunities for networking, observing others’ “entrepreneurial” skills and qualities, AND exploring the job market. All students are expected to attend and participate in ACE Day on September 29, 11:00 a.m. - 4:00 p.m., in the MSC Bethancourt Ballroom. Mark your calendar and make arrangements (e.g., trade work shifts – work is not an accepted reason for you not fulfilling this class requirement) to be able to do so. Substitution of another college’s career day event is not allowed for this assignment. There is an assignment for this activity for you to complete during and after your attendance. This assignment will be distributed during mid-September and its submission to the instructor is expected the week following the event.

Professional Conduct Rules (a.k.a. Sandbox Rules). The genesis of this section of the Course Grading Criteria originated while I (Rister) was enrolled (during 1979-1980) in a three-course accounting sequence taught by Dr. Dennis Gaffney of Michigan State University in the Business School (now the Eli Broad College of Business). Dr. Gaffney instilled in us the value of professionalism in all that we do, in and out of the classroom. He had a set of “Sandbox Rules” for our classes and it is to him I credit my classroom management style, strategy, and tactics. My classes are routinely complemented by our numerous guest “prof-for-a-day” speakers and many real-world mentors who work with the students for their professional appearance, engagement skills, and courtesy, all of which I believe are foundations for success in their post-graduation careers; anecdotally, numerous parents have noted their appreciation for these standards of excellence in my classes. The breadth of, and detail, in these Sandbox Rules have evolved during my time in the classroom at Texas A&M University (since June 1981). Drawing on a presentation by Dr. Jeff Conant, professor of marketing in Mays Business School, and Dr. David Reed, Associate Dean in the College of Agriculture and Life Sciences, both here at Texas A&M University, I recognize the challenges of engaging millennial students. Substantial specificity must be presented in terms of my expectations of students, rather than my simply assuming a one-time discussion of such items will accomplish my objectives. As noted by Dr. Conant, the course syllabi is the contract between the students and the instructor. Thus, it is essential that this syllabus be comprehensive in regards to the details of course grading criteria. With regards to professionalism in the classroom, I am a firm believer in the “Structure, Conduct, and Performance” paradigm. These “Sandbox Rules” represent the Structure of desired Conduct in AGEC 423. Knowing this information, it is expected students’
Performance will not only meet but surpass these standards. As incentives for doing so, a substantial component of AGEC 423 grading criteria is associated with students’ attainment of these behavioral standards. Be professional, Aggies!

In terms of implementing these Sandbox Rules, just as instructors are required to post the course syllabi prior to the beginning of class and review that syllabi with students during the first day of class, it is my expectation that students will read the syllabus. The first day of class is a “day of grace,” with no grade deductions registered for transgressions/violations prior to the Sandbox Rules having been explicitly identified, the underlying rationale of the expectations explained, and the value/cost of meeting the noted standards identified. To the latter point, the 15% grade accorded the Professional Conduct & Class Citizenship category is affected by a 1% point deduction off of the overall semester numeric grade for each noted violation of the Sandbox Rules up to a total possible loss of 12%, with the remaining 3% of the category’s grade subjectively determined by a composite evaluation of the instructor (50% of the grade) and the three student assistants (in the aggregate, they determine the remaining 50% of the 3%). In reference to the subjective grading aspect of the category, the instructors’ focus is on students’ personal interactions with them in and out of the classroom and the numerous guest speakers and mentors who join us in the classroom and for evening dinner meetings.

Think of and approach coming to class as if you were going to a daily management meeting. As such, we will follow a set of rules and business etiquette that is similar to what you will encounter in the professional world, including these AGEC 423 “Sandbox Rules.” There are no exceptions to these rules. No additional rules will be added during the semester.

✔ Adhere to the Aggie Honor Code at all times;
✗ No food or drink (including alcohol and water) in lecture or at help sessions;
✗ No tobacco products in lecture or at help sessions – no exceptions, please;
✗ No profanity during lecture or at help sessions;
✗ No cellular telephones, beepers, iPods, iPads, computer laptops (including during the presence of a guest “Prof-for-a-Day” in our class), or other electronic devices are to be used during lecture or at help sessions (this means no texting, voice mail, outgoing calls, answering calls, ringing of your telephone, etc.);
✗ No pets (e.g., dogs, cats, snakes, mice, birds, etc.) in lecture or at help sessions (see instructors for exceptions for guide dogs & other companion aid animals);
✗ No reading of The Battalion or other non-class materials during class time;
✗ Programmable calculators MAY NOT BE USED during exams (in fact, use of calculators in AGEC 423 is discouraged at all times – use Excel!);
✗ HATS, CAPS AND OTHER HEAD COVERS OFF (APPLIES TO BOTH MEN AND WOMEN) DURING LECTURE, HELP SESSIONS, in instructors’ offices, and in the TAs’ offices – NOTE: exceptions will be made for religious beliefs situations;
✗ SUNGLASSES OFF (totally – do not prop on top of your head; same for regular glasses when not being used for reading) (APPLIES TO BOTH MEN AND WOMEN) DURING LECTURE, HELP SESSIONS, in instructors’ offices, and in the TAs’ offices;
× NO INSTANT MESSAGING (or Text or Twittering or FaceBook, etc.), E-MAILING, OR INTERNET ACTIVITY OF ANY KIND BESIDE AGEC 423 CLASSWORK IS ALLOWED DURING CLASS TIME;
× DO NOT use a computer or any other electronic device during the presence of a guest “Prof-for-a-Day” in our class;
× DO NOT use the computer or any other electronic device while the instructors are lecturing, unless explicitly told to do so – take handwritten notes instead;
✓ Call or e-mail in advance of missing a class (not a requirement, but this is the instructors’ preference – your professionalism will be rewarded);
✓ Adhere to all announced and posted Microcomputer Lab procedures during help sessions;
✓ Clean up and remove your “trash” as you leave lecture; better yet, pick up others’ “trash” and also remove it from the classroom as you leave the room. Set an example for others and leave the classrooms in as good, or better, appearance than when we arrived (as posted in several Rudy’s BBQ restaurants located throughout Texas, “Your mother is not here. Please clean up your own mess”); and
✓ Bottomline, be professional and courteous to all. Remember why you and your classmates are here – to learn, to network, and to prepare for the future.

Homework and Quizzes. Students are expected to develop a summary for each “Prof-for-a-Day” speaker using a WORD template provided by the instructor. These summaries are to be submitted electronically within one week of the presentation using eCampus – no hard copies or e-mailed versions accepted. The speaker summaries are graded according to content (50%), grammar (30%), and spelling (20%); no late submissions are accepted. Personal handwritten thank-you notes are expected for each speaker within one week of the presentation and will be graded according to content (50%), grammar (30%), and spelling (20%); no late submissions are accepted – in the case of excused absences, those assignments are disregarded during grade calculations and for unexcused absences, grades of zero are assigned. Professional thank-you card materials are required (i.e., typed or handwritten notes on notebook paper and use of letter-size envelopes are unacceptable). A recommended format and examples of acceptable thank-you notes will be distributed on the first day of class. Random quizzes regarding the “Prof-for-a-Day” presentations will be administered.

Makeup Policy. No late submissions are accepted – for unexcused absences, grades of zero are assigned. In the case of documented excused absences, students are allowed to choose one of the following two options on the first day they return to class (at which time they are expected to present their documentation identifying the absence(s) as excused):

a. An alternative assignment will be made to the student and is expected to be submitted within one month prior to or at the final exam period, whichever date comes first; or
b. The student may show up in a classroom at 7:00 a.m. on the next Friday (i.e., this is the announced date and time of a weekly scheduled makeup period for all of the instructor’s classes) at a location to be determined given the instructor’s 8:00 a.m. teaching responsibilities and take a quiz related to material covered in class during the student’s absence, with the instructor’s expectation being that the student will have talked with classmates to assimilate and learn the material missed during his/her absence.
Different choices among these two options may be made by the student for each excused absence.

**Final Exam.** The Final Exam is scheduled for Tuesday, December 15, 2015, 10:30 a.m. to 12:30 p.m. (mark your calendar!). The focus of the final exam is on the content of the weekly presentations by the guest ‘real-world’ “Profs-for-a-Day,” with the students expected to be able to assimilate and synthesize that content into concise, articulate summaries related to the various themes identified and emphasized during the semester.

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

If you have any question in regards to this issue, please speak to me early in the semester – do not hesitate to contact me – do NOT wait until the time of or after the first grade of the semester – contact me well before that time.

**MISCELLANEOUS**

If you have any questions, give me a call. Call me in this order: C:979.255.5211 or O:979.845.3801 or H:979.690.0180. Please call between 6:30 a.m. and 7:30 p.m.; be sure and leave a message and your name if I do not answer.

Also, be sure and include **AGEC 423 and your name in the subject line of all e-mails you send me.** Be sure and flag your e-mail with the word QUESTION in the subject line when you are needing a response – otherwise, it may get lost in the shuffle for a few days.

Come to class the first week prepared to take notes (i.e., bring some paper and one or more pens and pencils). Taking notes and reviewing those notes with your classmates are strongly encouraged. As a general rule, most information presented is not repeated.

Congratulations on being in our class! Your TAs and I are looking forward to a great semester and year. Thanks.

Gig ‘em,

Ed Rister ‘74  
Professor, and Associate Head  
The M. Edward Rister ‘74 Chair in Rural Entrepreneurship,  
Dept. of Agricultural Economics  
Texas A&M University  
2124 TAMUS (this line is required on all correspondence)  
College Station, TX 77843-2124
COURSE TOPICS, CALENDARS OF ACTIVITIES, AND MAJOR ASSIGNMENT DATES

Major dates of importance to place on your calendar at the beginning of the semester include those identified in the following table. As noted previously, speaker summaries and thank you notes are due within one week of the “Prof-for-a-Day’s” presentation. The slate of speakers identified is both illustrative and tentative, with the exact speaker identities and timing to be determined during the summer of 2015. All class dates, except that for the final exam (which is on a Tuesday), are on Wednesday.

AGEC 423 Calendar of Activities [based on the University Academic Calendar for Fall 2015]

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Day Nbr</th>
<th>Name of Prof-for-a-Day</th>
<th>Business</th>
<th>Location</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-Sep</td>
<td>1</td>
<td>RISTER</td>
<td>n/a</td>
<td>n/a</td>
<td>Course Semantics</td>
</tr>
<tr>
<td>9-Sep</td>
<td>2</td>
<td>Benjamin Knox</td>
<td>Benjamin Knox Gallery</td>
<td>College Station</td>
<td>Entrepreneurship -- Establishing and Growing Your Business</td>
</tr>
<tr>
<td>16-Sep</td>
<td>3</td>
<td>Bill Corrigan</td>
<td>Corrigan-Goddard Family Investments</td>
<td>Dallas</td>
<td>Entrepreneurs' Family- and Self-Responsibilities</td>
</tr>
<tr>
<td>23-Sep</td>
<td>4</td>
<td>Bryan Bracewell</td>
<td>Southside Market and BBQ</td>
<td>Elgin</td>
<td>Entrepreneur -- Family Business</td>
</tr>
<tr>
<td>30-Sep</td>
<td>5</td>
<td>Jim Pillans</td>
<td>Brazos Valley SBDC</td>
<td>BCS</td>
<td>Planning for Your Business' Success</td>
</tr>
<tr>
<td>7-Oct</td>
<td>6</td>
<td>Don Sullins</td>
<td>Archer Daniels Midland Milling Company</td>
<td>Colleyville</td>
<td>Succeeding As An Entrepreneur in the Corporate World</td>
</tr>
<tr>
<td>14-Oct</td>
<td>7</td>
<td>Steve Cooper</td>
<td>Cooper Enterprises</td>
<td>El Campo</td>
<td>Entrepreneurship -- Identifying Your Opportunities</td>
</tr>
<tr>
<td>21-Oct</td>
<td>8</td>
<td>Paul Burrough</td>
<td>National Finance Credit Corp. of Texas</td>
<td>Fort Worth</td>
<td>Financing Considerations</td>
</tr>
<tr>
<td>28-Oct</td>
<td>9</td>
<td>Terri Neutzler</td>
<td>The Pink Zebra</td>
<td>College Station</td>
<td>Marketing &amp; Employee Management</td>
</tr>
<tr>
<td>4-Nov</td>
<td>10</td>
<td>Michael Yamada</td>
<td>Harley's</td>
<td>College Station</td>
<td>Entrepreneurship -- Retail Niche Survival</td>
</tr>
<tr>
<td>11-Nov</td>
<td>11</td>
<td>Ted Abele</td>
<td>Conapco</td>
<td>Kansas City, MO</td>
<td>Investment Entrepreneurship</td>
</tr>
<tr>
<td>18-Nov</td>
<td>12</td>
<td>Jim Astin</td>
<td>First Bank Texas</td>
<td>Stamford, TX</td>
<td>Financing Considerations</td>
</tr>
<tr>
<td>25-Nov</td>
<td>Reading Day – No Classes</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>2-Dec</td>
<td>13</td>
<td>Joe &amp; Shirley Swinbank</td>
<td>Swinbank Companies &amp; Yorkshire Academy</td>
<td>Houston</td>
<td>The Spirit of Being an Entrepreneur</td>
</tr>
<tr>
<td>9-Dec</td>
<td>14</td>
<td>Patrick Williams</td>
<td>Texas A&amp;M Foundation</td>
<td>College Station</td>
<td>Who Are You?</td>
</tr>
<tr>
<td>15-Dec</td>
<td>FINAL EXAM</td>
<td></td>
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</table>
ACADEMIC INTEGRITY

Scholastic Honesty. A note on cheating – **it is not tolerated!** If you are caught in the act, you will automatically receive a zero on the work in question. Your instructor will then proceed in completing the Honor Code Violation Report form and report you, through the Department of Agricultural Economics Undergraduate Office and Department Head, to the Aggie Honor System Office.

For many years Aggies have followed a Code of Honor, which is stated in this very simple statement:  

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

The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified.

The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

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

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**On all AGEC 423 course work, assignments, and examinations at Texas A&M University, unless otherwise specified at the time of the assignment/exam, the following Honor Pledge will be preprinted, to be completed and signed by the student:**

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

<table>
<thead>
<tr>
<th>Student’s Signature</th>
<th>Date</th>
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<table>
<thead>
<tr>
<th>Student’s Printed Name</th>
<th>UIN</th>
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</table>

> “An Aggie does not lie, cheat, or steal, or tolerate those who do.”
Texas A&M University

Departmental Request for a New Course
Undergraduate ✦ Graduate ✦ Professional
✦ Submit original form and attach a course syllabus.

Form Instructions

1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (DDS, MD, JD, PharmD, DVA)

2. Request submitted by (Department or Program Name): Department of Animal Science

3. Course prefix, number and complete title of course:
ANSC 215 Introduction to Livestock Evaluation

4. Catalog course description (not to exceed 50 words):
Live market animal appraisal in relation to carcass and composition; criteria for selection of breeding livestock; and techniques for preparation and delivery of oral reason.

5. Prerequisite(s):

Cross-listed with:

Stacked with:

Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? ☐ Yes ☑ No

If yes, from _____ to _____

7. Is this a repeatable course? ☐ Yes ☑ No

If yes, this course may be taken _____ times.

Will this course be repeated within the same semester? ☐ Yes ☑ No

8. Will this course be submitted to the Core Curriculum Council? ☐ Yes ☑ No

9. How will this course be graded: ☑ Grade ☐ S/U ☐ P/F (CLMD)

10. This course will be:

   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   Animal Science undergraduate students

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix Course # Title (excluding punctuation)
ANSC 215 Intro to Livestock Eval

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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<tr>
<td>1.00</td>
<td>3.00</td>
<td>2.00</td>
<td>0110010005</td>
<td>0270</td>
<td>16</td>
<td>17</td>
<td>0</td>
</tr>
</tbody>
</table>

Approval recommended by:

H. Russell Cross
Department Head or Program Chair (Type Name & Sign) Date

Robert Knight
Chair, College Review Committee Date

Mark Hussey
Dean of College Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 07/14
ANSC 215-500
Introduction to Livestock Evaluation
Spring 20XX
M 1:00-1:50 Lecture; M 1:50-2:50 and W 1:00-2:50 Laboratory

Instructors: Brant Poe
Office: 114 Kleberg Center
Secretary: Becky Lewis
Phone: 845-7616

LEARNING OUTCOMES AND ATTENDANCE POLICY

Course Description: To introduce basic livestock evaluation skills and enhance the student’s ability to master selection criteria for both market and breeding animals. This class will be a pre-requisite for current sophomores at Texas A&M who wish to enroll in ANSC 315 the following fall semester and compete on the livestock judging team.

Learning Outcomes: Students will be able to rank market steers, lambs, hogs, and goats based upon the relationships of live animal appraisal with carcass quality and composition. Students will also be able to state criteria for selection of livestock that will be productive in a breeding environment. In addition to knowing general knowledge of each livestock species, students will be able to use techniques for preparation and delivery of oral reasons in defense of their placings.

Course Location: The class will meet at various locations including Kleberg 127 (KLCT), Pearce Pavilion (PRPV), ASTREC Beef and Sheep Centers and Freeman Arena (EQCT). Note that the sites are tentative locations and could change based on livestock availability. Changes will be noted during preceding class meeting. If questions arise, contact 845-7616 for location.

Textbook: Introduction to Livestock Evaluation Manual by Franke; Purchased during the first week of class.

Attendance: You are expected to attend class because a majority of your grade will be based on the daily grades associated with livestock evaluations, class placings and written/oral reasons, 2-4 classes of livestock per day. Please see www.student-rules.tamu.edu for more information on attendance policy.

Make-Up Policy: If an absence is excused, the instructor will either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. See Student Rule 7 for details (http://studentrules.tamu.edu/rule07). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

Extra Credit: Extra credit will be given to students who assist with the spring 4-H and FFA contests. Up to two points added to the student’s final grade for participation in the youth contests.

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.


ANIMAL SCIENCE 215 GRADING POLICY

<table>
<thead>
<tr>
<th>Daily Class Grades: placing and reasons scores for 2-4 classes per day</th>
<th>60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average of Exams 1 and 2</td>
<td>40%</td>
</tr>
<tr>
<td>FINAL GRADE</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grading Scale

| 90-99 | A  
| 80-89.9 | B  
| 70-79.9 | C  
| 60-69.9 | D  
| ≤ 59.9  | F  |
| Week 1 | Introduction to Livestock Evaluation (KLCT 127)  
Proper Scoring and Note-taking (KLCT 127) |
<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Introduction to Oral Reasons (KLCT 127)</td>
</tr>
</tbody>
</table>
| Week 3 | Continuation of Oral Reasons Presentation (KLCT 127)  
Reading Structure in Livestock (KLCT 127) |
| Week 4 | Breeding Cattle Evaluation and Practice Classes (TAMU Beef Unit)  
Practice Classes/Reasons on Breeding Cattle Classes (Pearce Pavilion) |
| Week 5 | Breeding Sheep Evaluation and Practice Classes (TAMU Sheep Unit)  
Reasons on Breeding Sheep Classes (Pearce Pavilion) |
| Week 6 | Breeding Swine Evaluation and Practice Classes (Pearce Pavilion)  
Reasons on Breeding Swine Classes (Pearce Pavilion) |
| Week 7 | Exam 1  
Review Exam 1 Results/Introduction to Market Animal Evaluation (KLCT 127) |
| Week 8 | Market Lamb Evaluation and Practice Classes (TAMU Sheep Unit)  
Market Steer Evaluation and Practice Classes (TAMU Beef Unit) |
| Spring Break |  |
| Week 9 | Market Hog Evaluation and Practice Classes (Pearce Pavilion)  
Reasons on Market Hog Classes (Pearce Pavilion) |
| Week 10 | Market Goat Evaluation and Practice Classes  
Set-up for Livestock Judging Clinic/Practice Classes (Pearce Pavilion) |
| Week 11 | Practice Classes and Reasons (Pearce Pavilion)  
Carcass Evaluation (KLCT 127) |
| Week 12 | Carcass Evaluation (KLCT 127)  
Practice Classes (Pearce Pavilion) |
| Week 13 | Practice Classes and Reasons (Pearce Pavilion)  
Horse Evaluation (Freeman) |
| Week 14 | Exam 2  
Hand back and Review Exam 2 Results |
| Week 15 | Final Exam |
Texas A&M University
Departmental Request for a New Course
Undergraduate ∙ Graduate ∙ Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: [ ] Undergraduate [ ] Graduate [ ] First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Biological and Agricultural Engineering
3. Course prefix, number and complete title of course: BAEN 431: Fundamentals in Bioseparations
4. Catalog course description (not to exceed 50 words): Design principles and application of chemical engineering unit operations to the production of therapeutic and bioactive molecules.

5. Prerequisite(s): CHEN 282 or CHEN 382 or BAEN 302 or BMEN282
   Cross-listed with: CHEN 431
   Stacked with: BAEN 631
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? [ ] Yes [ ] No
   If yes, from ________ to ________
7. Is this a repeatable course? [ ] Yes [ ] No
   If yes, this course may be taken ________ times.
   Will this course be repeated within the same semester? [ ] Yes [ ] No
8. Will this course be submitted to the Core Curriculum Council? [ ] Yes [ ] No
9. How will this course be graded? [ ] Grade [ ] S/U [ ] P/F (CLMD)
10. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

    BS BAEN, BS CHEN

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
12. [ ] I verify that I have reviewed the FAQ for Export Controls Basics for Distance Education (http://pnr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

    Title (excluding punctuation): Fundamentals in Bioseparations

<table>
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<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
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Approval recommended by:

Stephen W. Searcy
Department Head or Program Chair (Type Name & Sign) Date

Bob Knight
Chair, College Review Committee Date

Kim Dooly
Dean of College Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8231 or sandra.williams@tamu.edu.
Curricular Services – 07/14
Course instructor:
Dr. Zivko Nikolov
303G Scoates
znikolov@tamu.edu

Course (catalog) description:
Design principles and application of chemical engineering unit operations to the production of therapeutic and bioactive molecules.

Course Prerequisites: CHEN 282 or CHEN 382 or BAEN 302 or BMEN282, U3 or U4 classification

Skill Prerequisites:
Knowledge of fundamental concepts of biotechnology.
• Familiarity with basic concepts in biotechnology. You are expected to have a basic understanding of how cells function and how they can be manipulated.

Knowledge of fundamental concepts of chemical engineering.
• Have basic skills in algebra, differential calculus, integral calculus, and differential equations. Be able to balance chemical reactions. You are expected to have a basic understanding of transport phenomena (fluids, heat, and mass transfer).

Textbook:

Course Learning Outcomes:
By the end of the course, students should be able to do the following things:

1. Identify design parameters important in production of bioactive molecules. Define different biological production systems (cells) and methodologies for producing therapeutic molecules. Apply mass and energy balance principles to analyze efficiency of biomass and product formation.

2. Apply engineering principles to unit operations in biotechnology. Describe design principles underlying unit operations in bioseparations. Design equipment utilized in bioprocess applications.


4. Work effectively in teams. Recognize the skills needed to function in a modern engineering environment. Develop and refine written and oral communication skills.

Class schedule: 2 lectures per week, 75 min each

Tentative Course Outline
Each student will prepare a written report of 8-10 pages (typed, double-spaced) of text in length on a bioprocess approved by the instructor. An oral presentation (20-25 min) to the class will be required and graded.

**TERM PROJECT:**

*Term project will include application of SuperPro Designer simulator to selected bioprocesses.*

- Undergraduate students enrolled in BAEN/CHEN 431 will be given a bioprocess case study and will be required to use SuperPro software for cost analysis.
- Graduate students enrolled in BAEN 631 will be responsible for learning how to use SuperPro Designer software, synthesize a selected bioprocess, evaluate process feasibility, and perform cost analysis.

Each student will prepare a written report of 8-10 pages (typed, double-spaced) of text in length on a bioprocess approved by the instructor. An oral presentation (20-25 min) to the class will be required and graded.
Course Grading:
Quizzes & HWs 20%
2 Exams 50%
Term Project 30%

Homework: Homework may be discussed with others but not copied. Group assignments will be submitted as a single assignment for each group. Late work will only be accepted if it adheres to the student rules regarding absences (see link below).

Exams: One week notice will be given for exams. The exams and term projects must be independent and original efforts. Make-up exams will be allowed only for university excused absences. The instructor must be notified prior to the exam, if possible, for absences other than emergency illness or injury.

http://student-rules.tamu.edu/rule07

Tentative grading scale

90 – 100: A  
80 – 89: B  
70 – 79: C  
60 – 69: D  
Below 60: F

<table>
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<th>Course Outcomes</th>
<th>Program Objectives</th>
</tr>
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<tr>
<td>Identify design parameters important in production of bioactive molecules</td>
<td>1,4</td>
</tr>
<tr>
<td>Apply engineering principles to unit operations in Biotechnology</td>
<td>1,2,5</td>
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<tr>
<td>Perform economic analysis of processes in Bioseparations</td>
<td>3,4,5</td>
</tr>
<tr>
<td>Work effectively in teams.</td>
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</table>

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."
http://aggiehonor.tamu.edu
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions:
1. Course request type: ✓ Undergraduate □ Graduate □ First Professional (Ph.D., M.D.)
2. Request submitted by (Department or Program Name): Department of Biology
3. Course prefix, number and complete title of course: BIOL 462 Amazon River Tropical Biology

Catalog course description (not to exceed 50 words):
History, ecology, evolutionary-biology, geography and culture of the Amazon River and Rio Negro; exploration of the world's most bio-diverse river during a 10-day expedition from Manaus, Brazil; survey biota, record observations about the ecosystem, select research topics, development of presentations.

5. Prerequisites: BIOL 107, 112, 113, 357 or RENR 205; or approval of instructor

6. Cross-listed with: WESC 482

7. Is this a variable credit course? □ Yes ✓ No

8. Will this course be repeated within the same semester? □ Yes ✓ No

9. Will this course be submitted to the Core Curriculum Council? □ Yes ✓ No

10. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   BA BIOL, BS BIOL, BMCB, MBIO, ZOOL

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with those departments. Attach approval letters.

12. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://orep.arsm.org/external/exports- controls/export-control-basics-for-distance-education)

13. Course # Title (excluding punctuation)

   BIOL 462 Amazon River Tropical Biology

   Lect. Lab. Other SCII CPIL and Fund Code Admin. Unit Acad. Year PCC Code
   3.00 0.00 0.00 3.00 2613001000 0440 16 - 17 0 0 3 6 3 2

   Approval recommended by: [Signature]

   Department Head or Program Chair (Type Name & Sign) Date

   Chair, Core Curriculum Committee Date

   Dean of College Date

   Submitted to Coordinating Board by: Chair, OC or UCC Date

   Associate Director, Curricular Services Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-820; or sanahuwa@tamu.edu.
Curricular Services – 07/16
COURSE DESCRIPTION/SUMMARY: Amazon River Tropical Biology is a one-semester study abroad course (3 credits) that focuses on the natural history, ecology, evolutionary biology, geography, and culture of the Amazon River and Rio Negro, a massive black-water tributary. Students will discover the attributes of the world’s largest and most bio-diverse river basin during a 10-day expedition that embarks in early January from Manaus, Brazil. During this boat-based expedition, students will learn about tropical biology by surveying biota and recording observations about this unique ecosystem. Upon completion of the expedition, students will select research topics and develop presentations that will be reported to the class in weekly two-hour sessions during the spring semester.

PREREQUISITES: One introductory BIOL or WFSC course which may be selected from RENR 205, BIOL 107, BIOL 112, BIOL 113, BIOL 357, or equivalent course and approval of instructor.

LEARNING OUTCOMES: Upon successful completion of this course students should be able to:

1. Describe and discuss the geography, natural history, and culture of the Brazilian Amazon.
2. Articulate a basic understanding of tropical biology gained from both individual and collective group participation in field experiences in diverse ecosystems in the central Amazon River.
3. Identify unique aspects of Brazilian Amazon culture and language (Portuguese).
4. Systematically observe, record, and analyze observations of flora, fauna, and geography.
5. Identify local species with the assistance of field guides and texts.
6. Develop and express ideas, thoughts, and reactions to observations through written journal entries.
7. Demonstrate ability to measure environmental parameters using scientific data collection equipment.
8. Effectively collaborate in groups to hypothesize, research, and interpret scientific principles.
9. Independently research a topic in tropical biology, create a presentation, and effectively communicate the presentation to peers and evaluators.
10. Critically analyze scientific research presentations through questioning and discussions.
11. Interact professionally with peers, instructors, expedition staff, and the local population.

COURSE MATERIALS:

1. No textbook required for course.
2. Field journal or notebook (black marble cover with lined pages)
3. List of required items for field excursion will be provided prior to departure.
**MAJOR TOPICS OF INSTRUCTION AND STUDENT RESEARCH:**

- Geography – patterns of geology, soils, water chemistry, vegetation, land use, etc. within the Guyana Shield region of the central Amazon
- Patterns in plant diversity – growth forms, canopy/understory profile, etc. – in relation to habitat features (elevation/flooding, soils, water type)
- Herbivory in relation to habitat – incidence of leaf damage, plant growth form/diversity
- Fungal diversity, associations with habitat types, patterns of trait variation, local assemblage structure, etc.
- Insect diversity, associations with habitat types, patterns of trait variation, local assemblage structure, etc.
- Fish diversity, associations with habitat types, patterns of trait variation, local assemblage structure, etc.
- Reptile and amphibian diversity, associations with habitat types, patterns of trait variation, local assemblage structure, etc.
- Bird diversity, associations with habitat types, patterns of trait variation, local assemblage structure, etc.
- Mammal diversity, associations with habitat types, patterns of trait variation, local assemblage structure, etc.
- Crypsis – insects, fishes
- Coevolution – insects and plants, hosts and parasites, predators and prey
- Diurnal versus nocturnal diversity – mammals, reptiles, fishes
- Biological conservation – human impacts, biological preserves, sustainable use of natural resources

**ATTENDANCE AND PARTICIPATION POLICY:**

During the field trip, participation is expected for all group field excursions, including explorations of terrestrial and aquatic habitats in boats or walking beaches and forest trails, and for organized group discussions, including lectures given by the course instructors. Illness or injury that may prevent participation in a given group activity must be reported to the instructors, who then may excuse participation in the activity without penalty with regard to grading criteria.

In addition to participation in the field expedition, regular attendance and punctuality is expected during scheduled class sessions during the spring semester. The Biology and Wildlife & Fisheries Departments do not accept the TAMU Explanatory Statement of Absence Form as adequate verification for an absence. To avoid penalty according to grading criteria, students must provide verification for the reason of absence (see Student Rules 7, [http://student-rules.tamu.edu/](http://student-rules.tamu.edu/)). Prior notification of absence is expected whenever possible (Student Rule 7.3). For an absence due to illness or injury, a student must notify the instructor within two working days of the absence. Additionally, the student must provide, within one week, written and signed evidence of consultation with a medical professional confirming that the injury or illness was serious enough to justify the absence.

**COURSE WEBSITES:** Syllabi and course materials can be located at [http://ecampus.tamu.edu](http://ecampus.tamu.edu).

**FIELD EXPEDITION DISCUSSIONS:** Field outings will primarily occur during early morning hours and late afternoon/evening hours to avoid the extreme mid-day temperatures. Between field outings, students will participate in discussions about tropical ecology/biology led by the instructors.
**FIELD OBSERVATION JOURNAL:** The first morning on the boat, students will be instructed on the protocol of taking notes in a field observation journal. These notes may include site names, habitat descriptions, GPS coordinates, recordings of environmental parameters, species names (with reference to photographs), and other significant discoveries. These transcripts should also include ecological principles that relate to habitats that had been explored. Special attention should be devoted to topics selected by students for investigation in greater depth following completion of the field trip. Students will present summaries of their topics during spring semester class sessions. Field journals will be given to the instructors during the first class session of the spring semester.

**RESEARCH TOPIC PRESENTATIONS:** At the first scheduled class meeting, each student will be assigned a date for their topic presentation. Presentations will be 20 minutes in length and should include between 15 and 30 slides (a Powerpoint or another suitable file type). Students may submit their presentation materials as electronic files for review and comment by the instructors two weeks prior to their assigned presentation date. Comments, including suggestions for improvements, will be returned to students at least one week prior to the date of their presentation dates.

### COURSE GRADE:

Final course grade will be determined by five criteria:

1. **Participation during field expedition** (participation in field excursions, search and identification of flora and fauna, use instruments to measure environmental parameters, recording of environmental and species data, and group discussions during field trip) (evaluation scale for participation is **excellent**—complete & highest quality; **very good**—nearly complete and highest quality; **average**—nearly complete and good quality; **poor**—incomplete and average quality or complete and poor quality; **fail**—no participation) = 30% of total grade

2. **Field observations journal** (evaluation based on the quality and completeness of notes regarding visited habitats, records of environmental parameters, species, conservation issues, and local culture based on the following scale: **excellent**—high quality and complete, **very good**—good quality and complete, **average**—average quality and complete or good quality but incomplete, **poor**—average or poor quality and incomplete, **fail**—failure to complete a field journal) = 20% of final grade

3. **Topic presentation material/file** (grading rubric provided) = 15% of final grade

4. **Oral presentation of topic** (grading rubric provided) = 15% of final grade

5. **Attendance and participation at weekly student presentations** (attendance at each class session, contribution to discussions of presentation topics) (evaluation scale for participation is based on the frequency and quality of questions, observations and/or novel insights offered following presentations by classmates; **excellent**—frequent and high quality, **very good**—frequent and average quality, **average**—occasional and average quality, **poor**—very infrequent and low quality, **fail**—no contribution to discussions) = 20% of final grade

Designation of letter grades should be expected to be determined as follows:

A(Excellent) = 90-100%, B(very good) = 80-89%, C(average) = 70-79%, D(poor) = 60-69%, F(fail) ≤ 59%
OTHER INFORMATION:

Policy on Possession and/or consumption of alcoholic beverages and illegal drugs while in Brazil:
Consumption or possession of illegal drugs while in Brazil is strictly forbidden. In general, substances illegal in the United States (marijuana, cocaine, methamphetamine, etc.) are also illegal in Brazil. Any student possessing illegal drugs while in Brazil will receive a final grade of “F” in the course and will immediately be returned to the United States and referred to a TAMU academic advisor for counseling. Although certain drugs and/or medications may be legal to purchase and possess in Brazil, their importation and use (with or without a prescription) may not be legal in the United States. Any questions or concerns should immediately be brought to the attention of one of the course instructors. Any prescription drugs brought into Brazil should remain in their original container, which includes the student’s name, medication type, and prescribing physician’s name.

In Brazil, the legal drinking age is 18 years. For safety and security reasons, all students are strongly cautioned against drinking alcohol. There may be occasions where social drinking is appropriate, but students are expected to act as adults and professionals. The instructors retain final authority in limiting the consumption of alcoholic beverages by students. This rule is not debatable and failure to follow the instructor’s decision may result in a final grade of “F” for the student and expulsion from the course.

Q-Drop: Tuesday, April 19 (5:00 pm) is the deadline for dropping a course with no penalty (Q grade). If students have any question as to whether or not to Q-drop, they should talk to their instructor before this date.

Academic Integrity: "An Aggie does not lie, cheat, steal, or tolerate those that 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 rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. Academic misconduct involves any of the following offenses: cheating, fabrication, falsification, multiple submissions, plagiarism, and complicity in any of these offenses. All incidents of academic dishonesty will be referred to the Biology Lower Division Program, are subject to academic penalties, and will be reported to the Texas A&M Honors System Office at http://aggiehonor.tamu.edu.

Disability 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 for their disabilities. Students who have a disability requiring an accommodation should contact the Disability Services in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

Copyright Statement: The handouts used in this course are copyrighted. "Handouts" are all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, power point slides, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, students do not have the right to copy the handouts, unless the instructor expressly grants permission.
Copyright 2016 (Kirk O. Winemiller; Leslie K. Winemiller) as to this syllabus and all lectures. Students are prohibited from selling (or being paid for taking) notes during this course to or by any person or commercial firm without the express written permission of the professor teaching this course. Students are also prohibited from posting notes on the internet without the express written permission of the professor teaching this course.

Course Schedule

Students registered for the field course will attend one pre-departure meeting with instructors during the fall semester. This pre-departure meeting will review course objectives and content, international trip preparation and logistics, and basic precautions for health, safety and security. Upon returning to campus, students will attend scheduled 2-hour class sessions (Wednesdays 5:20-7:20 pm) at which time students will give 20-minute oral presentations on research topics related to the field trip experience. Students are expected to attend each session and actively participate during the question and answer period that follows each presentation.

BIOL 462 and WFSC 462 Amazon River Tropical Biology, Brazil, Spring 2016
Schedule of Field Trip Events

Day 1, January 8:
Depart Houston International Airport at 9:38 am for Manaus, Brazil, connecting through Miami, arrive Manaus airport 11:29 pm; board bus for transfer to downtown Manaus hotel.

Day 2, January 9:
Breakfast at hotel. Graduate students from INPA (Instituto Nacioinal de Pesquisas do Amazonia) will accompany the group to the municipal fish market that offers a remarkable display of fish diversity as well as other natural products from the rainforest. The group also can visit the famous Manaus Opera House that was built during the rubber boom, and where the first opera was performed in 1896. Later, the INPA students will give the group a tour of the INPA campus and labs. Lunch and dinner will be in Manaus. In the evening, the group will board a bus for transfer to Amazon River ship at Pier of Tropical Hotel Manaus; Brief orientation of the ship and cabin assignment.

Day 3, January 10:
During the night the ship will have entered the Rio Negro, and the next morning the motorized canoes will enter a small tributary called Cuieriras to access a hiking area in the forest known as the campina “orchid field”. During hikes, students will learn about tropical forest ecology, terrestrial animal biodiversity, with many examples to illustrate principles of ecology and evolution. After returning to the boat for lunch, students will work on field notes and discuss observations from the hike as the ship moves further up the Rio Negro. At this location, students will gather in the dining hall to hear a lecture describing regional geology, natural history of the Amazon, and a concise history of settlement and economic development.

Day 4, January 11:
In the morning, the group explores the rapids of a small black water river called Igarape Cachoeira to observe and photograph the unique fish fauna associated with this habitat. Students will learn to record water quality parameters using a digital YSI multiprobe, and will learn about community ecology and adaptive radiation by studying the diverse Amazonian fish
fauna. Coming down from the Cuieiras River, the ship will enter the maze of channels of the Rio Negro’s Anavilhanas Archipelago, with more than 380 islands, an excellent region for observing birds and other diurnal wildlife. After nightfall, the canoes will pass along narrow channels to survey the region’s nocturnal wildlife. After returning to the ship and dinner, students will hear lectures about tropical ecology and work on their field notes.

**Day 5, January 12:**
After the ship passes upriver during the night, the canoes will explore the red, acidic waters of the Aturia River during a full-day expedition. Water parameters will be measured, and some rapids bordered by white sand bars will be surveyed by snorkeling and sampling fishes with nets. Lunch will be served along the banks of the river. A short hike leads to a marshy, sandy area that is habitat for hundreds of carnivorous sundew plants, and here students will learn about oligotrophic ecosystems, nutrient cycling, and ecological stoichiometry. The group will return to the ship, which will continue moving up the Rio Negro. On board ship during the evening, students will work on field notes and continue discussion of tropical ecology and evolution.

**Day 6, January 13:**
After moving upstream during the night, the ship will dock at a small village on the edge of the Rio Negro called Novo Airao famous for resident pink river dolphins and for being the only significant settlement on the border of the vast Anavilhanas Archipelago Protected Area, where no harvest of natural resources is permitted. Students will visit a cooperative for regional development with workshops for making woodcarvings, utensils, jewelry, and soap from natural materials from the Amazon forest. Sponsored by a local NGO, this cooperative promotes economic and social development for the indigenous people, and their items are available for purchase. After lunch, the ship will pass further upriver and stop at a small sand island surrounded by the very darkly stained, black water of the Rio Negro, and here the group will observe the diverse seeds that collect along the shore and measure water quality parameters. After dinner on the ship, students will work on field notes and discuss the day’s observations.

**Day 7, January 14:**
In the morning, the ship will continue upstream on the Rio Negro to the mouth of the Rio Branco, a major clear water tributary that drains savannas of the Roraima region of the Guyana Shield. The canoes will access channels and oxbow lakes to investigate rich aquatic biodiversity, including some of top predators including, peacock bass, river dolphins, and black caiman. Water quality measurements will be taken, and predatory fishes will be sampled using fishing poles and photographed. On the ship’s deck during the evening, students will learn about food web ecology and work on field notes.

**Day 8, January 15:**
In the morning and afternoon, the canoes will explore a small clear water tributary known as Agua Boa where diverse fishes and other aquatic animals can be observed while snorkeling. After surveying the water parameters and fauna of this region, the group will return to the ship to begin passage down the Rio Negro for the return to Manaus. During the return journey, there will be lectures about the region’s geography, geology, ecology, and conservation biology, and students will have time to work on their field notes and discuss ideas for their research reports.

**Day 9, January 16:**
The ship continues down the Rio Negro, and the forest and wildlife can be observed from the ship’s upper deck. While the ship is underway, there will be plenty of time for more lectures.
about the region’s geography, geology, ecology, and conservation biology, and for students to work on their field notes and discuss with the instructors and peers their ideas for their research reports. Depending on time, the ship may stop again briefly in Porto Airao. The ship will continue downriver throughout the night.

Day 10, January 17
The ship will cruise in front of city of Manaus with sights of harbor, fish market, and then to the “Meeting of the Waters” where black waters (darkly stained, acidic) of Rio Negro and white waters (muddy, neutral pH) of the Rio Solimões meet to form the Amazon River. The ship will navigate upstream through channels of the Solimoes River to view the varzea forest of the whitewater floodplains, and students will learn about tropical forest ecology. Later in the early evening the motorized canoes will explore a tributary of the Amazon River for an up-close exploration of the remarkable biodiversity of the region.

The ship will return to the pier at the Tropical Hotel Manaus for transport to the airport with flight departing at 12:40 am, January 18, and arriving to Houston during the early morning on the same day.
Texas A&M University

Departmental Request for a New Course
Undergraduate • Graduate • Professional

Submit original form and attach a course syllabus.

Form Instructions:
1. Course request type: ☑ Undergraduate □ Graduate □ First Professional (D.D.S; M.D.; J.D.; Pharm.D; D.V.M)
2. Request submitted by (Department or Program Name): Arie McFerrin, Department of Chemical Engineering
3. Course prefix, number and complete title of course:
   CHEN 431: Fundamentals in Bioseparations
4. Catalog course description (not to exceed 50 words):
   Design principles and application of chemical engineering unit operations to the production of therapeutic and bioactive molecules.

5. Prerequisite(s):
   CHEN 282 or CHEN 382 or BAEN 302 or BMEN282

6. Cross-listed with:
   BAEN 431

7. Stacked with:
   BAEN 631

8. Cross-listed courses require the signature of both department heads.

9. Is this a variable credit course? ☑ Yes □ No
   If yes, from _______ to _______

10. Is this a repeatable course? ☑ Yes □ No
    If yes, this course may be taken _______ times.

11. Will this course be repeated within the same semester? ☑ Yes □ No

12. Will this course be submitted to the Core Curriculum Council? ☑ Yes □ No

13. How will this course be graded? ☑ Grade □ S/U □ P/F (CLMD)

14. This course will be:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

BS BAEN, BS CHEN

15. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

16. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-control-basics-for-distance-education).

17. Prefix | Course # | Title (excluding punctuation)
   ▌ | CHEN 431 | Fundamentals in Bioseparations
   Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code
   3.00 | 0.00 | 0.00 | 3.00 | 1407010006 | 0590 | 16 | 17 | 0 | 0 | 3 | 6 | 3 | 2 | 4 | Level

18. Approval recommended by:
   M. N. McFerrin

19. Department Head or Program Chair (Type Name & Sign)
   Date

20. Chair, College Review Committee
   Date

21. Stephen W. Searcy
   (if cross-listed course)

22. Dean of College
   Date

23. Submitted to Coordinating Board by:
   Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Walters at 845-8201 or sandra.walters@tamu.edu.
Curricular Services - 07/15

Effective Date: AUG 13 2015

CURRICULAR SERVICES

Received
JUL 23 2015
EASA

Received
SEP 07 2015
GRADUATE STUDIES

CURRICULAR SERVICES

Received
SEP 09 2015
BAEN/CHEN 431: Fundamentals in Bioseparations
Spring 2017
TR 3:55 – 5:10; 215 Scoates Hall

Course instructor:
Dr. Zivko Nikolov
303G Scoates
znikolov@tamu.edu

Course (catalog) description:
Design principles and application of chemical engineering unit operations to the production of therapeutic and bioactive molecules.

Course Prerequisites:  CHEN 282 or CHEN 382 or BAEN 302 or BMEN282, U3 or U4 classification

Skill Prerequisites:
Knowledge of fundamental concepts of biotechnology.
• Familiarity with basic concepts in biotechnology. You are expected to have a basic understanding of how cells function and how they can be manipulated.

Knowledge of fundamental concepts of chemical engineering.
• Have basic skills in algebra, differential calculus, integral calculus, and differential equations. Be able to balance chemical reactions. You are expected to have a basic understanding of transport phenomena (fluids, heat, and mass transfer).

Textbook:

Course Learning Outcomes:
By the end of the course, students should be able to do the following things:

1. Identify design parameters important in production of bioactive molecules. Define different biological production systems (cells) and methodologies for producing therapeutic molecules. Apply mass and energy balance principles to analyze efficiency of biomass and product formation.

2. Apply engineering principles to unit operations in biotechnology. Describe design principles underlying unit operations in bioseparations. Design equipment utilized in bioprocess applications.


4. Work effectively in teams. Recognize the skills needed to function in a modern engineering environment. Develop and refine written and oral communication skills.

Class schedule: 2 lectures per week, 75 min each

Tentative Course Outline
<table>
<thead>
<tr>
<th>Week #</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<td><strong>Exam #2</strong></td>
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**TERM PROJECT:**

**Term project will include application of SuperPro Designer simulator to selected bioprocesses.**

- Undergraduate students enrolled in BAEN/CHEN 431 will be given a bioprocess case study and will be required to use SuperPro software for cost analysis.
- Graduate students enrolled in BAEN 631 will be responsible for learning how to use SuperPro Designer software, synthesize a selected bioprocess, evaluate process feasibility, and perform cost analysis.

Each student will prepare a written report of 8-10 pages (typed, double-spaced) of text in length on a bioprocess approved by the instructor. An oral presentation (20-25 min) to the class will be required and graded.
Course Grading:
Quizzes & HWs 20%
2 Exams 50%
Term Project 30%

Homework: Homework may be discussed with others but not copied. Group assignments will be submitted as a single assignment for each group. Late work will only be accepted if it adheres to the student rules regarding absences (see link below).

Exams: One week notice will be given for exams. The exams and term projects must be independent and original efforts. Make-up exams will be allowed only for university excused absences. The instructor must be notified prior to the exam, if possible, for absences other than emergency illness or injury.

http://student-rules.tamu.edu/rule07

Tentative grading scale
90 – 100: A
80 – 89: B
70 – 79: C
60 – 69: D
Below 60: F

<table>
<thead>
<tr>
<th>Course Outcomes</th>
<th>Program Objectives</th>
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<tr>
<td>Identify design parameters important in production of bioactive molecules</td>
<td>1,4</td>
</tr>
<tr>
<td>Apply engineering principles to unit operations in Biotechnology</td>
<td>1,2,5</td>
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<tr>
<td>Perform economic analysis of processes in Bioseparations</td>
<td>3,4,5</td>
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<tr>
<td>Work effectively in teams.</td>
<td>5</td>
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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.”
http://aggiehonor.tamu.edu
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions

1. Course request type:  □ Undergraduate  □ Graduate  □ First Professional (D.O., M.D., Ph.D., PharmD, D.V.M.)

2. Request submitted by (Department or Program Name): Film Studies Program

3. Course prefix, number and complete title of course: FILM 349 Documentary Cinema

4. Catalog course description (not to exceed 50 words):
Introduction to History and theory of documentary cinema; examination of documentary film's ability to both reflect and shape the history of its time.

5. Prerequisite(s):

Cross-listed with: ___________________________________________  Stacked with: ___________________________________________

Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course?  □ Yes  □ No  If yes, from ______ to ______

7. Is this a repeatable course?  □ Yes  □ No  If yes, this course may be taken 2 times.

Will this course be repeated within the same semester?  □ Yes  □ No

8. Will this course be submitted to the Core Curriculum Council?  □ Yes  □ No  [CD: No]

9. How will this course be graded:  □ Grade  □ S/U  □ P/F (CL/MO)

10. This course will be:

a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

Film Studies Minor

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix  Course #  Title (excluding punctuation)

FILM  349  Documentary Cinema

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<td>0 0 3 6 3 2</td>
</tr>
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</table>

Approval recommended by:

Juan Alonso  6-10-15
Department Head or Program Chair (Type Name & Sign)  Date
Chair, College Review Committee  9-14-15

Department Head or Program Chair (Type Name & Sign)  Date
Dean of College  9-15-15

Submitted to Coordinating Board by:

Chair, GC or UCC  Date

Associate Director, Curricular Services  Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
Ms. Lisa Ellis
Email Address: lisaellis@tamu.edu
Office Hours: Tuesdays and Thursdays 9:00-10:00am or by appointment
Office Location: Bolton 305B
Office Phone: 979-458-8596

COURSE DESCRIPTION:

Introduction to history and theory of documentary cinema; examination of documentary film’s ability to both reflect and shape the history of its time.

This 14-week course introduces students to the history and theory of documentary cinema. The documentary film is a dramatic exploration of actual people and actual situations presented in an effort to find truth. The course will examine the documentary film’s ability to both reflect and shape the history of its time. Through readings, viewings, lecture and discussion the course will review and analyze the evolution of the documentary film genre and the various approaches utilized by non-fiction filmmakers. Additionally, the course explores the ethical questions inherently raised by this filmmaking process. As there are so many films and so little class time, the course is a primer with a content emphasis on the North American experience.

LEARNING OUTCOMES: In addition to receiving constructive critique of their work, at the close of this course students will be able to:

- Explain the historical development of documentary cinema.
- Summarize theory associated with the cinema.
- Critically assess documentary cinema.
- Design critical strategies as well as analytical reading and writing skills that may also be applied to other mediums and subject areas.

REQUIRED TEXTS:


- All materials listed in the Course Schedule. Additional readings are located in Readings section on Blackboard eCampus.
Films listed in the Course Schedule. You are responsible for viewing the required films each week. The films are available via Media Matrix and on 4-hour reserve at Evans Library. View analytically and take notes, as the films are a basis for classroom discussions. Chapter 2 of *A Short Guide to Writing About Films* is a helpful chapter located in the READING section on Blackboard eCampus.

COURSE POLICIES:

*Attendance and Participation:* Attendance is required. An unexcused absence will result in a participation grade penalty. The first unexcused absence deducts a point; the second subtracts another 2 points; the third another 3 points; and the fourth takes away the final 4 points. Excused absences are accepted. Please review the student rules on attendance for what is considered an excused absence: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

*Computers:* You may bring a computer to class to take notes on it; however, please refrain from sending email, opening web pages, playing games, or doing anything that will distract your classmates.

*Cell Phones:* Please turn off your cell phones and other devices during class.

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

*Academic Dishonesty:* You are expected to turn in original work for this course. Your papers must provide full citations for all references: direct quotes, paraphrased summaries, or borrowed ideas (including from online discussion posts). While you are encouraged to develop your thinking with your peers, you cannot use their material without citing it. Taking credit for another’s ideas or writing is plagiarism. Work from other courses will not be accepted in this course without explicit, prior permission of the instructor. Allowing your writing to be copied by another student is also considered cheating. Please review the Honor System Rules at: [http://aggiehonors.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx#definitions](http://aggiehonors.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx#definitions). For additional information visit: [http://aggiehonors.tamu.edu/](http://aggiehonors.tamu.edu/)

*An Aggie does not lie, cheat, or steal, or tolerate those who do.*
COURSE REQUIREMENTS:

Attendance: Attendance is required. Unexcused absences will result in a participation grade penalty. The first unexcused absence deducts a point; the second subtracts another 2 points; the third another 3 points; any class missed after the third class will result in 4 points taken away.

In-Class Response: On 10 random days, students will submit handwritten responses to prompts provided in class. The responses will relate to the weekly reading, film and topic. Each response is worth 2.5 points. The grade percentage of the responses totals equals 20%, since I will drop the lowest 2 response grades. If you are absent because of an excused absence, you will be given the chance to make up the work in accordance with Student Rule 7: http://student-rules.tamu.edu/rule07.

Discussion Leader: Students are responsible for leading one film discussion.

Mid-Term Paper: Students use prompts to write a 5-6 page paper, due October 15, 2015.

Final Term Paper: Students prepare a proposal, due November 19, 2015, and write an 8-10 page analytical paper, due December 11, 2015.

EVALUATION:

Grades and/or critical feedback will be given throughout the session as you complete work. The final course grade will reflect evaluation of individual assignments, energy and consistency of effort, contribution to class discussion, amount and quality of work during the session and participation. The following is a breakdown of points available and grading scale:

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<tr>
<th>Points</th>
<th>Scale</th>
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<tr>
<td>Participation</td>
<td>A</td>
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<td>Discussion Leader</td>
<td>B</td>
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<td>In-Class Response</td>
<td>C</td>
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<tr>
<td>Mid-Term Paper</td>
<td>D</td>
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<td>Final Paper Proposal</td>
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<td>Discussion Leader</td>
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<td>In-Class Response</td>
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<td>Mid-Term Paper</td>
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<td>Final Paper Proposal</td>
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<td>Scale</td>
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COURSE SCHEDULE

Week 1

9/1 Introduction to Course. What is a Documentary Film?

9/3 Documentary and the Explorer.

Read: NHD, Chs. 1-2
Week 2

9/8  Discussion
View: *Nanook of the North*, [1922, Robert Flaherty, US 78’]

View: *Man with a Movie Camera* [1929, Dziga Vertov, Russia, 68’]
Read: NHD, Ch. 3
Feldman, Seth. “Peace Between Man and Machine: Dziga Vertov’s The Man with a Movie Camera” in *Documenting the Documentary*.

Week 3

9/15  The Government and Documentary Film. Propaganda.
Read: NHD, Chs. 5-6

9/17  Discussion
View: *Triumph of the Will* [1935, Leni Riefenstahl, Germany, 114’]

Week 4

9/22  War and Documentary Film.
Read: NHD, Ch. 7.

9/24  The Postwar Documentary: Call to Prosecute.
View: *Night and Fog* [1955, Alain Resnais, France, 32’]
Read: Flitterman-Lewis, Sandy. “Documenting the Ineffable: Terror and Memory in Alain Resnais’s *Night and Fog*” in *Documenting the Documentary*

Week 5

Read: NHD, Ch. 11.

10/1  Discussion
View: *Don't Look Back* [1967, D.A. Pennebaker, USA, 96’]

**Assignment:** 5-6 Page Mid-Term Paper
Week 6

10/6  The Observer

10/8  Discussion

View: High School [1968, Frederick Wiseman, USA, ’75]
Read: Bordwell, David and Kristin Thompson. “High School” in Film Art

Week 7

10/13  Like Capote, Finding “the Poetry that Comes Out of Non-Fiction.”

10/15  Discussion

View: Salesman [1975, Albert Maysles, David Maysles, and Charlotte Zwerin
USA, 94’]

MID-TERM PAPER DUE: Submit a hardcopy in class and a digital copy via Turnitin.

Week 8

10/20  Power of the People. Power of the Form.
Read: NHD, Ch. 12.

10/22  Discussion

View: Harlan County, USA [1976, Barbara Kopple, USA 103’]


Week 9

10/27  Race, Ethnicity, Sexuality and Video.
Read: NHD, Ch. 13.

10/29  Discussion

View: Who Killed Vincent Chin? [1987, Christine Choy and Renee Tajima-Pena,
USA, 87’]

Week 10

11/3  Breaking the ‘Rules’.
Read: Nichols, Bill. Introduction to Documentary. Ch. 6 “What Types of
Documentary Are There?”

11/5  Discussion

View: Thin Blue Line [1988, Errol Morris, USA, 103’]
Read: Williams, Linda. “Mirrors Without Memories” in Documenting the
Documentary.
Week 11

11/10  Documentary and the Personal Statement.

11/12  Discussion
View:  *Roger and Me* [1989, Michael Moore, USA, 91’]
Read:  Bernstein, Matthew. “Documentaphobia and Mixed Modes: Michael
Moore’s *Roger and Me*” in *Documenting the Documentary*.

**ASSIGNMENT:** Final Paper Proposal. Due November 19, 2015
8-10 Page Final Paper. Due December 11, 2015 – 12:00pm

Week 12

11/17  Dramatic Power.
Read:  NHD, Ch. 14.

11/19  Discussion
View:  *Hoop Dreams* [1994, Steve James, USA, 170’]

**FINAL PAPER PROPOSALS DUE:** Submit a hardcopy in class on November 19, 2015.

Week 13


12/1   Discussion
View:  *Tarnation* [2003, Jonathan Caouette, USA, 88’]; *Capturing the Friedmans*
[2003, Andrew Jarecki, USA, 107’]
Read:  Orgeron, Marsha and Devin Orgeron. “Familial Pursuits, Editorial Acts:
Documentaries after the Age of Home Video “*The Velvet Light Trap*.

Week 14

12/3   Current State of Documentary Films.
Read:  NHD, Ch. 15-16.

Discussion
View:  *The Last Train Home* [2009, Lixin Fan, Canada, 85’]

**FINAL PAPER DUE:** Submit on eCampus via Turnitin by December 11, 2016 – 12:00pm
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
* Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:  ✔ Undergraduate  ☐ Graduate  ☐ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Film Studies Program
3. Course prefix, number and complete title of course: FILM 398 Africana Cinema
4. Catalog course description (not to exceed 50 words): Overview of African cinema; historical survey of cinema from Africa and the African Diaspora; introducing films produced in several geographical regions and reflecting different filmmaking traditions.

5. Prerequisite(s):  ✔ Undergraduate  ☐ Graduate  ☐ Stacked with: n/a
Cross-listed with: AFST 398
Stacked with: n/a
Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course?  ☐ Yes  ✔ No
   If yes, from ________ to ________
7. Is this a repeatability course?  ✔ Yes  ☐ No
   If yes, this course may be taken ________ times.
   Will this course be repeated within the same semester?  ☐ Yes  ✔ No
   If yes, this course may be taken ________ times.
8. Will this course be submitted to the Core Curriculum Council?  ☐ Yes  ✔ No  ICD: Yes
9. How will this course be graded?  ✔ Grade  ☐ S/U  ☐ P/F (CLMD)
10. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

Minor in Film Studies, Minor in Africana Studies
11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
12.  ✔ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://spr.tamu.edu/resources/exportcontrols-export-controls-basics-for-distance-education).

13. Prefix  Course #: Title (including punctuation)
    FILM  398  Africana Film

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Approval recommended by:
Juan Alonzo  7-20-15
Department Head or Program Chair (Type Name & Sign)  Date

Violet Johnson  7-22-15
Department Head or Program Chair (Type Name & Sign)  Date
(if cross-listed course)

Submitted to Coordinating Board by:
Chair, College Review Committee  Date

Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 07/14
AFST 398/FILM 398: Africana Cinema Fall 2016

MWF 11:30-12:20
Harrington Education Center 503

Carmela Garritano, Associate Professor
Office hours 9am-11am and by appointment MWF
Office location 305A Bolton
Office phone 979.458.2732
Email cgarritano@tamu.edu

Prerequisites: U3 or U4 or approval of instructor.

Description and Policy Statement
Catalogue Description:
Overview of African cinema. (3-0). Credit 3. A historical survey of cinema from Africa and the African diaspora, introducing students to films produced in several geographical regions and reflecting different filmmaking traditions.

Course Description:
This course will present a historical overview of Africana cinemas. Beginning with the social realist films of Sembene Ousmane and the modernist cinema of Djibril Diop Mambety and concluding with Nollywood, the transnational, commercial media industry in Nigeria and Ghana, the course surveys a range of films from Africa and the African diaspora to emphasize the diversity of films and filmmaking practices that make up this artistic field. We'll study the art cinema of auteurs such as John Akomfrah, Mahamat-Saleh Haroun, Fanta Régina Nacro, and Abderrahmane Sissako as well as films by a group of emergent filmmakers concerned with contemporary political issues, such as environmental sustainability, globalization, and gender and sexuality. We will discuss modes of production and distribution and investigate the changing structural, technological, and material conditions that have sustained and contained African film and media. An engaging and interdisciplinary list of readings, drawn from film criticism, media studies, anthropology, and history will facilitate our study.

Learning Outcomes:
After completing this course, students will be able to
- Differentiate a major, global filmmaking tradition outside of Hollywood from mainstream Hollywood filmmaking;
- Analyze important African and African diaspora films and the ideas and themes they explore;
- Apply concepts and terms appropriate to the analysis of film texts;

Required Texts (including ISBN numbers)
- Africa Shoots Back: Alternative Perspectives in Sub-Saharan Francophone African Film
  (Indiana UP, 2003), by Melissa Thackway
  ISBN 0253216427

Prabhu
ISBN 9781405193030

- Many printouts of additional readings: Most of our course readings will be made available electronically on e-Campus. **You are expected to print the readings and bring the handouts with you to class on the days we are discussing them.** This is REQUIRED. Printing the handouts should be understood as equal to purchasing a third book for the course and is not optional. Failure to bring handouts to class will result in me asking you to leave class to go print the materials.

Watching assigned films: (class screenings, Media Matrix, and Media Reserves) You are required to attend the weekly film screenings, for which you enrolled when you registered for the course. Those screenings are considered part of your coursework. To facilitate your papers and other coursework on the films, the films will be available for personal streaming on Media Matrix. Find them at mediamatrix.tamu.edu. DVD copies also have been placed on course reserve, at Media and Reserves (4th floor, Library Annex), in case you need to see them because of an excused absence or wish to review the film.

Course Work:

**eCampus discussion board (20%)**

**Ten post-screening comments and/or questions**

After ten of our film screenings -- and before the class meetings immediately following those screenings -- you are required to post a thoughtful comment or a detailed and engaging discussion question. I do not want an evaluative statement: “I liked this film.” Or “This film was boring.” Nor do I want you to ask a question about what you didn’t understand. Instead, make a comment that shows me what you noticed and what you are thinking about. Take the time to compose an analytical comment or question that demonstrates that you watched the film attentively, did the course readings carefully, and are in the process of analyzing -- or making meaning from -- the film. Here are a few possibilities:

- Discuss what you noticed. What motifs, parallels, or other repetitions did you notice?
- How does the film speak to the other films we have studied? Does it engage similar themes, issues?
- Describe distinctive features of the cinematography.
- Discuss the *mise en scène*. How has it been created? What meanings does it suggest?
- How is the plot structured?
- Comment on a crucial scene.
- Is music, or sound, important? How?

**At least five posts must be completed before midterm.**

To earn credit, the comment must be posted before the class meeting that immediately follows the screening. No exceptions. Write and upload your comment early enough to avoid computer glitches or crashes. The posts will be evaluated at mid-term and at the end of the semester. Sample comments/questions and a grading rubric will be distributed separately.

**Quizzes (20%)**
You will take fifteen quizzes at ten points each on course readings and films. The quizzes are unannounced, short, and intended to test that you did the assigned work, understood what you read or watched, and have retained important information and ideas. Quizzes can be made-up if your absence is excused. Please review the university policy for what constitutes an excused absence: http://student-rules.tamu.edu/rule07.

Essays (one at 10% and the second at 20%) 30%
You will be required to write two essays on the films screened for this class. Essay #1 will be due around mid-term and Essay #2 will be due near the end of the semester. A detailed assignment sheet and a sample grading rubric for each essay will be provided later in the semester.

Final exam (30%)
At the time allotted to this class for the final exam, students will take a cumulative final. The exam will include short answer, multiple choice, and essay questions on the films, readings, and class discussions.

Grade scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-90%</td>
</tr>
<tr>
<td>B</td>
<td>89-80%</td>
</tr>
<tr>
<td>C</td>
<td>79-70%</td>
</tr>
<tr>
<td>D</td>
<td>69-60%</td>
</tr>
<tr>
<td>F</td>
<td>59-0%</td>
</tr>
</tbody>
</table>

Class Policies
Attendance and Participation: Students are expected to attend every class and to arrive promptly. This is a discussion-based course and your understanding of course material depends on diligent participation and group collaboration, and so your attendance will help you to be successful in this course.

Refer to http://student-rules.tamu.edu/rule07 for regulations on excused/unexcused absences due to illness, observation of religious holidays, and for the list of university-authorized activities.

eCampus: eCampus is an online environment that will extend your learning outside the classroom. I will use eCampus to distribute announcements and to post readings and other assignments as I see necessary. You are required to use eCampus. **All documents downloaded from eCampus should be printed and brought to class when the reading is due.**

Laptop and cell phones: Please keep your laptops and cell phones closed, silent, and put away.

E-Mail Communication: Check your mail every day for announcements, assignments, and other updates to the class syllabus. Maintaining informed and in communication via e-mail is a university requirement, per Rule 61, which “establishes e-mail as an official means of communication (equivalent to the U.S. Postal Service) at Texas A&M University. It also establishes student responsibilities for use of official TAMU e-mail accounts and official e-mail correspondence.” Please refer to http://student-
rules.tamu.edu/rule61, particularly sections 61.2.3 and 61.2.4.

Scholastic Honesty: “An Aggie does not lie, cheat or steal, or tolerate those who do.” Turning in work that is not your own or any other form of scholastic dishonesty will result in a major course penalty, including failure. Visit http://aggiehonor.tamu.edu/ for a full discussion of scholastic dishonesty, as well as student rights and responsibilities, procedures, and disciplinary consequences.

Students with Disabilities: The Americans with Disabilities Act (ADA) 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, Cain Hall, rm. B118, phone number 845-1637. For additional information visit http://disability.tamu.edu.

Grading Scale/Rubric for the Essays

- A This essay contains few, if any, errors in sentence structure and coherence; it develops an interesting, insightful, tightly focused argument. The argument is complex and fully developed, and the essay provides the reader with clear, well-researched support; argumentation fully justifies the author’s conclusions. The style of the paper is eloquent and sophisticated.

- B This essay contains few errors in sentence structure, and develops a clear, coherent argument. Support and explanation of that argument, however, are either insufficient to convince the reader completely or do not make clear how the author reaches his or her conclusions.

- C This essay is fundamentally sound at the level of sentence structure and diction, but its arguments rely too heavily on assertion, not research. Specific support is either unclear or missing, and the focus of the essay may stray from its stated argument to make a more general or unrelated point. There may also be problems of coherence, complexity, or in the overall development of the argument.

- D This essay contains serious problems at the level of sentence structure and diction. It is marred by repeated mechanical errors and/or awkward constructions that obscure meaning. The argument relies almost completely on assertion, with no clear support, development, or analysis.

- F This essay does not meet the minimum standards for academic writing as described in the assignment sheet and grading rubric and/or it did not follow assignment guidelines.
Schedule

Week 1: Introductions
Screening: Sanders of the River

Readings:
- Thackway, “Introduction”

On eCampus:
- From Teaching African Cinema, “Historical Background”
- From Granta: “How to Write about Africa,” by Binyavanga Wainaina

Week 2: The Distribution of African Films
Screening: Sacred Places

Reading:
On eCampus:
- From Roman Labato’s Shadow Economies of Cinema, “Introduction” and “Chapter Four: Nollywood at Large”
- From African Experiences of Cinema, “African Films are Foreigners in their Own Countries,” by Emmanuel Sama

Week 3: The beginnings: African cinema, Anti-colonialism, and Cultural Nationalism
Screening: Black Girl/Borom Sarret/Camp de Thiaroye

Reading:
- Thackway, “Chapter Two: Cultural Identity, Representation and Voice”
- Prabhu, “Africa Watch: Parameters and Contexts”

Week 4: Return to the source
Screening: Wend Kuuni

Reading:
On eCampus:
- “Oral Literature and African Film: Narratology in Wend Kuuni,” by Manthia Diawara
- “The missing narrative in Wend Kuuni (time and space), by Marie – Magdeleine Chirol
Week 5: The Worldliness of Djibril Diop Mambety
First Essay due
Screening: Hyènes

Reading:
  • Frank Ukadike’s conversation with Djibril Diop Mambety, with pictures!
  • On eCampus: “The Politics of Reading the “Postnational”: Hybridity and Neocolonial
    Critique in Djibril Diop Mambéty’s Hyènes”

Week 6: First Films by African Women
Screening: Femmes aux Yeux Ouverts and These Hands

Reading:
  • Thackway, “Chapter Six: African Women and Film”

On eCampus
  • “Western Feminism and African Feminist Filmmaking,” by Kenneth Harrow
  • On e-campus: Sheila Petty, “(Re)Presenting the Self: Identity and Consciousness in
    the Feature Films of Safi Faye”

Week 7: Documentary
Screening: Lumumba: Death of a Prophet and Sometimes in April

Reading:
  • Prahbu “Chapter Eight: African Narration”
  • On e-Campus: “What Types of Documentary Are There?,” by Bill Nichols
  • “Critical Dialogues: Transcultural Modernities and Modes of Narrating Africa in
    Documentary Films”

Week 8: Representing the African Diaspora
Screening: Afrique Sur Seine and Clando

Reading:
    Thackway, “Chapter Five: Filming the Immigrant Experience”

Week 9: Sexuality in Recent African Cinema
Watch: Karmen Gei

Read:
  • On eCampus: Anjali Prahbu’s chapter on Karmen Gei
  • “Variant Sexualities and African Modernity in Joseph Gaye Ramaka’s Karmen Geï,”
    by Babacar M’Baye
• “Homosexuality is not Un-Africa” Interview with Wanuri Kahiu

**Week 10: African Cinema or World Cinema?**
Screening: GrisGris
- On eCampus: Thackway, “Exile and the ‘Burden of Representation’”
- Diawara “The New African Cinema Wave”

**Week 11: Nollywood and the Emergence of Video Film**
Screening: *Living in Bondage*
Read on eCampus:
- “Nnebue: The Anatomy of Power,” by Jon Haynes
- “'Praise the Lord’: Popular Cinema and the Pentecostalite Style,” by Birgit Meyer

**Week 12: New Nollywood**
Screening: *Phone Swap*
- Read on eCampus: “New Nollywood: Kunle Afolayan,” by Jon Haynes
- “Evolving Nollywood Templates for Minor Transnational Film,” by Moradewun Adejunmobi

**Week 13: The Nollywood Diaspora**
Screening: *Ije*
- Read on eCampus: “From Nollywood to Nollyworld,” by Alessandro Jedlowski
- “The Nollywood Diaspora,” by Jon Haynes

**Week 14: Genre and African film: Sci-Fi and African Action**
Screening: *Pumzi* and *Riva Viva!*
*Second essay presentations and feedback*
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: [Check] Undergraduate  [ ] Graduate  [ ] First Professional  [ ] MD, JD, PharmD, D.V.M.
2. Request submitted by (Department or Program Name): Department of Horticultural Sciences
3. Course prefix, number and complete title of course: HORT 416 Understanding Wine: From Vines to Wines and Beyond
4. Catalog course description (not to exceed 50 words):
Facets of wine in the United States and around the world; the history of wine, grape growing and winemaking, types of wine, wine etiquette, beer and spirits, sensory evaluation, wine marketing, and winery tasting room and event management.

5. Prerequisite(s): Must be 21 years of age; junior senior classification

6. Is this a variable credit course? [ ] Yes  [ ] No  If yes, from ______ to ______
7. Is this a repeatable course? [ ] Yes  [ ] No  If yes, this course may be taken ______ times.
8. Will this course be repeated within the same semester? [ ] Yes  [ ] No
9. Will this course be submitted to the Core Curriculum Council? [ ] Yes  [ ] No
10. How will this course be graded? [ ] Grade  [ ] S/U  [ ] P/F (CLMD)

This course will be:
(a) required for students enrolled in the following degree program(s) (e.g., B.A. in history)
(b) an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
B.A. in Horticulture; B.S. in Horticulture

If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://www.tamu.edu/resources/export-control/)

13. Prefix  Course #  Title (excluding punctuation):

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>HORT</td>
<td>416</td>
<td>Understanding Wine</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>EIC Code</th>
<th>Level</th>
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<td>16</td>
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<td>17</td>
<td>0</td>
</tr>
</tbody>
</table>

Approval recommended by:

[Signature]
Department Head or Program Chair (Type Name & Sign)  Date

[Signature]
Chair, College Review Committee  Date

[Signature]
Dean of College  Date

Submitted to Coordinating Board by:

[Signature]
Associate Director, Curricular Services  Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
HORT 416, Fall 2016
Understanding Wine: From Vines to Wines and Beyond
Monday/Wednesday 4:10-5:25PM
Horticulture-Forest Science Room 102

Instructor: Dr. Justin Scheiner
E-mail: jscheiner@tamu.edu
Phone: (979)845-1870
Office: Horticulture-Forest Science, 222
Office Hours: By appointment

Course description and prerequisites:
This course is an introduction to the many facets of wine in the United States and around the world. Topics include: the history of wine, grape growing and winemaking, types of wine, wine etiquette, beer and spirits, sensory evaluation, wine marketing, and winery tasting room and event management.

Wine sensory evaluation conducted in this course is for educational purposes only. Students must be at least 21 years of age to participate in sensory evaluation activities and are required to expectorate the wine.

Course Learning Outcomes:
At the end of this course, students should be able to:

- Discuss the history of wine around the world and its place in culture
- Explain how wine is made from grape to glass
- Describe the major types of wine and their origins
- Describe the major types of beer and distilled spirits
- Explain wine etiquette and the culinary aspects of wine
- Design a marketing plan for a small winery that focuses on event and tasting room management
- Discuss the legal aspects of producing and serving wine, beer, and spirits

Textbook and/or Resource Material:

Supplementary notes, slides from class, and other material will be available through e-Campus (http://ecampus.tamu.edu/get-started.php).

**Course Requirements and Grading:**
Grades are based on a total of 575 points. A standard grading scale will be utilized and the instructor reserves the right to curve individual exams or course grades upward if individual or class performance warrants such action. In no case will the curving of grades result in a lower grade than was earned using the standard scale enumerated herein. Do not count on a curved grading scale for the course.

**Quizzes (25 points each):** Eight quizzes will be given over the assigned reading material and material presented in class. Questions will consist of multiple choice and short answer. The lowest quiz grade will be dropped, and the final grade calculation will be based on a total of 175 possible quiz points. See course outline for quiz dates.

**Exams (100 points each):** Three exams will be given over the course of the semester. Each exam will cover the material presented in class and in assigned reading. Questions will consist of essay, short answer, and multiple choice. See course outline for exam dates.

**Marketing Plan (100 points):** Students will develop a marketing plan for a small winery that focuses on tasting room sales and events. The details of this assignment will be announced in class.

**Grades** - Final grades will be assigned based on the percentage of total possible points earned.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points earned (out of 575)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>517 - 575</td>
</tr>
<tr>
<td>B</td>
<td>460 - 516</td>
</tr>
<tr>
<td>C</td>
<td>402 - 459</td>
</tr>
<tr>
<td>D</td>
<td>345 - 401</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 345</td>
</tr>
</tbody>
</table>

**Policies and Expectations:**

**Assignments and Absences:** Late assignments will not be accepted. An excused absence, as defined in the university handbook, is required to avoid receiving zero points on any missed assignments. For additional information visit http://student-rules.tamu.edu/rule07
**Electronic Devices:** Cell phones should be turned off and put away during class. Laptops and tablets may be used in class for the purpose of taking notes and following along with course material.

**Tentative Course Outline**
*The instructor reserves the right to make changes to the course outline as necessary.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 29</td>
<td>The history of wine around the world</td>
<td>Ch. 1 pp. 4-23</td>
</tr>
<tr>
<td>Aug. 31</td>
<td>Intro to grape growing</td>
<td>Ch. 3 pp. 42-54</td>
</tr>
<tr>
<td>Sept. 5</td>
<td>Intro to winemaking</td>
<td>Ch. 3 pp. 54-63</td>
</tr>
<tr>
<td>Sept. 7</td>
<td>Types of wine: table wine</td>
<td>Ch. 4 pp 70-81</td>
</tr>
<tr>
<td>Sept. 12</td>
<td>Types of wine: table wine continued</td>
<td>Ch. 4 pp. 81-91</td>
</tr>
<tr>
<td></td>
<td><strong>Quiz 1</strong></td>
<td></td>
</tr>
<tr>
<td>Sept. 14</td>
<td>Types of wine: sparkling wine</td>
<td>Ch. 11 &amp; 12 pp. 216-237</td>
</tr>
<tr>
<td>Sept. 19</td>
<td>Types of wine: fortified wine and specialty wine</td>
<td>Ch. 13 pp. 242-251</td>
</tr>
<tr>
<td></td>
<td><strong>Quiz 2</strong></td>
<td></td>
</tr>
<tr>
<td>Sept. 21</td>
<td>Exam I</td>
<td>Notes provided instructor</td>
</tr>
<tr>
<td>Sept. 26</td>
<td>Beer</td>
<td>Notes provided by instructor</td>
</tr>
<tr>
<td>Sept. 28</td>
<td>Spirits</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Quiz 3</strong></td>
<td>Ch. 2 pp. 27-36</td>
</tr>
<tr>
<td>Oct. 3</td>
<td>Wine tasting and etiquette</td>
<td></td>
</tr>
<tr>
<td>Oct. 5</td>
<td>Tour of TAMU Vineyard</td>
<td>Ch. 14 pp. 277-283, Ch. 6 pp. 95-138</td>
</tr>
<tr>
<td>Oct. 10</td>
<td>Wine and food pairing</td>
<td></td>
</tr>
<tr>
<td>Oct. 12</td>
<td>Wine regions of the world: old world</td>
<td>Ch. 9&amp; 10 pp. 174-210</td>
</tr>
<tr>
<td></td>
<td><strong>Quiz 4</strong></td>
<td></td>
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<tr>
<td>Oct. 17</td>
<td>Wine regions of the world: new world</td>
<td>Ch. 8 pp. 160-167</td>
</tr>
<tr>
<td>Oct. 19</td>
<td>Tour of Peach Creek Vineyards</td>
<td></td>
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<tr>
<td></td>
<td><strong>Quiz 5</strong></td>
<td></td>
</tr>
<tr>
<td>Oct. 24</td>
<td>The wine industry in Texas</td>
<td>Notes provided by instructor</td>
</tr>
<tr>
<td>Oct. 26</td>
<td>The wine industry in the United States</td>
<td>Ch. 7 pp. 146-155</td>
</tr>
<tr>
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<td><strong>Quiz 6</strong></td>
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<tr>
<td>Oct. 31</td>
<td>Guest Speaker (TBA)</td>
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<tr>
<td>Nov. 2</td>
<td>Exam II</td>
<td>Notes provided by instructor</td>
</tr>
<tr>
<td>Nov. 7</td>
<td>Legal aspects of wine, beer, and spirits</td>
<td>Notes provided by instructor</td>
</tr>
<tr>
<td>Nov. 9</td>
<td>Understanding a wine label</td>
<td>What You Should Know About Grape Wine Labels ttb.gov/pdf/brochures/p51901.pdf</td>
</tr>
<tr>
<td>Nov. 14</td>
<td>Defining quality</td>
<td>Notes provided by instructor</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Notes</td>
</tr>
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<tr>
<td>Nov. 16</td>
<td>Wine Marketing</td>
<td>Notes provided by instructor</td>
</tr>
<tr>
<td></td>
<td>Quiz 7</td>
<td></td>
</tr>
<tr>
<td>Nov. 21</td>
<td>Winery tasting room management</td>
<td></td>
</tr>
<tr>
<td>Nov. 28</td>
<td>Winery event planning and management</td>
<td></td>
</tr>
<tr>
<td>Nov. 30</td>
<td>Work on winery marketing plan assignment in class</td>
<td>Notes provided by instructor</td>
</tr>
<tr>
<td></td>
<td>Quiz 8</td>
<td></td>
</tr>
<tr>
<td>Dec. 5</td>
<td>No class, redefined day – attend Friday classes</td>
<td></td>
</tr>
<tr>
<td>Dec. 7</td>
<td>Marketing Plan Presentations</td>
<td></td>
</tr>
<tr>
<td>Dec. 12</td>
<td>Final exam 3:30-5:30PM</td>
<td></td>
</tr>
</tbody>
</table>

Other Pertinent Course Information

**Americans with Disabilities Act (ADA)**

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

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.

**The Aggie Honor Code**

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

The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified.

The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other. For additional information visit [http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx](http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx)
Texas A&M University

Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions:
1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Public Health Studies
3. Course prefix, number and complete title of course: PHLT 432: Human Factors and Ergonomic Health and Safety
4. Catalog course description (not to exceed 50 words):
   Covers the basic principles of ergonomics including principles of anatomy, physiology, instrument design, and work environments; emphasis on ergonomic design, implementing ergonomic programs; will combine lectures, reading discussions, design homework, and in-class presentations.

5. Prerequisite(s):
   Public Health major; junior or senior classification; or approval of instructor.
   Cross-listed with: 
   Stacked with: 
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? ☐ Yes ☑ No 
   If yes, from ________ to ________

7. Is this a repeatable course? ☐ Yes ☑ No 
   If yes, this course may be taken ________ times.
   Will this course be repeated within the same semester? ☐ Yes ☑ No

8. Will this course be submitted to the Core Curriculum Council? ☐ Yes ☑ No

9. How will this course be graded: ☑ Grade ☐ S/II ☑ P/F (c/LMN)

10. This course will be:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography) 

   Bachelor of Science in Public Health

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://ypr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix Course # Title (excluding punctuation)

   PHLT 432 HUMAN FACTR & ERGO HLTH & SAFTY

   Lect. Lab Other SCH CIP and Fund Code Admin Unit Acad Year FICE Code
   3.00 0.00 3.00 5122010014 2414 16 - 17 0 0 3 6 3 2

   Approval recommended by:
   Gilbert Ramirez
   Department Head or Program Chair (Type Name & Sign) Date

   Department Head or Program Chair (Type Name & Sign) Date
   (if cross-listed course)

   Submitted to Coordinating Board by:
   Chair, GC or UCC Date

   CURRICULAR SERVICES

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 07/14

RECEIVED SEP 18 2015
Instructor Information

Course title and number  PHLT 432: Human Factors And Ergonomic Health and Safety
Term  Fall 2017
Meeting times and location  TBD

Instructor Name(s)

Teaching Assistant(s)
Telephone number
Email address
Office hours
Office location

Course Description

This course covers the basic principles of ergonomics including principles of anatomy, physiology, instrument design, and work environments. Emphasis will be on ergonomic design and implementing ergonomic programs. The course will combine lectures, reading discussions, design homework, and in-class presentations.

Prerequisites

Public Health major; junior or senior classification; or approval of instructor.

Learning Outcomes and Course Objectives

By completing the class assignments, through participation and by completing the readings, the student will be able to:

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Learning Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Goal 2.</strong> Value the scope and nature of problems and challenges addressed by the field of public health.</td>
<td></td>
</tr>
</tbody>
</table>
| Describe socioeconomic, behavioral, biological, environmental and other factors that impact population health and contribute to health disparities. | • Describe how the work environment affects the worker  
• Identify cumulative trauma disorders. |
| Employ the underlying science of human health and disease including opportunities for promoting and protecting health across the life course. | • Discuss the relevance of physiology in ergonomic measurement and design.  
• Discuss the relevance of physics in ergonomic measurement and design.  
• Discuss human-machine systems  
• Discuss applications ergonomic principles to human-machine systems.  
• Apply knowledge of ergonomics to workplace |
Grading Policies

The graded assignments and the percentages of the student's grade they will constitute are the following:

**Grading Scale**
- 90-100 Points
  - A
- 80-89 Points
  - B
- 70-79 Points
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<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Exam</td>
<td>35%</td>
</tr>
<tr>
<td>Project (iterative)</td>
<td>45%</td>
</tr>
<tr>
<td>topic</td>
<td>2</td>
</tr>
<tr>
<td>problem definition</td>
<td>3</td>
</tr>
<tr>
<td>outline</td>
<td>5</td>
</tr>
<tr>
<td>Paper draft</td>
<td>5</td>
</tr>
<tr>
<td>Paper final</td>
<td>15</td>
</tr>
<tr>
<td>Presentation</td>
<td>15</td>
</tr>
</tbody>
</table>

**Assignment Instructions:**

I. **Quizzes**: Four quizzes will be given in class during the semester on reading assignments, class lectures, and discussions. Make-up for university-excused absences is discussed below.

II. **Project Iterations**: In lieu of traditional homework assignments, students will turn in different stages of their project throughout the semester. This will keep students working on a reasonable timeframe. Each iteration will count towards points on the total project.

III. **Mid-semester Examination**: This exam will be multiple choice questions over topics covered in the first half of the semester. Questions will be similar to quiz questions.

IV. **Student Presentations**: At the end of the semester student groups will present an ergonomically modified common use tool of their choice (it must be unique within the class). The students will describe what led them to choose the tool, why modification was necessary, how their modifications improved it, and include a two and three dimensional design of the product.

**Attendance and Make-up Policies**

**Attendance**: Attendance is expected in this class. All students are expected to arrive on time and be ready to actively participate in lecture every day.

A university-excused absence is the **only** excuse acceptable for missing an assignment credit. For information regarding what constitutes an excused absence, please see http://studentrules.tamu.edu/rule07. For absences related to illness, confirmation of a visit to a health care professional will be required. For other university-excused absences, please see your advisor to ascertain the documents needed to confirm your absence.

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If this course uses eCampus: Within the course’s eCampus site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects.

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Please find a tutorial and resources under "Content." In addition, please find Turnitin, a software package that allows you to check whether you may have plagiarized your document. Please see Phuong Huynh: phuong@sph.tamhsc.edu for additional information.

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Purdue OWL APA Format Website: https://owl.english.purdue.edu/owl/resource/560/01/

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Constructive feedback from students on course evaluations is taken very seriously at the School of Public Health. I am asking for your assistance in helping the School in its assessment of courses and faculty through your participation in the evaluation of your courses. As public health professionals you will one day have the responsibility to evaluate colleagues and health initiatives. The School views providing feedback on the School's courses as part of your professional responsibility.

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Equal Opportunity Statement

The Texas A&M Health Science Center is an Equal Opportunity/Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Officer by phone at (979) 436-9208, email hr@tamhsc.edu, or by mail at 200 Technology Way, College Station, TX 77845.

DISCLAIMER

This syllabus is representative of materials that will be covered in this class; it is not a contract between the student and the institution. It is subject to change. These changes will be communicated via email or posted as announcements. If you have any problems related to this course, please feel free to discuss them with the instructor.

Title IX

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Texas A&M University and the Texas A&M Health Science Center are committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, the University does not discriminate on the basis of sex in its education programs and activities, and it encourages any student or non-student who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individuals persons or offices listed below.

WHERE TO REPORT:
James Nachlinger,
Executive Director, Payroll and HR Services
Title IX Coordinator
979-436-9207
nachlinger@tamhsc.edu

The University encourages students to immediately consult with or report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to the TAMHSC Title IX Coordinator. Students may also report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to any School of Public Health administrator, university administrator, official or unit supervisor, who is then responsible for promptly notifying any of the above Title IX coordinators of the reported incident.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
- Submit original form and attach a course syllabus.

Form Instructions

1. Course request type: [ ] Undergraduate [ ] Graduate [ ] First Professional (D.O., M.D., J.D., PharmD, D.V.M.)
2. Request submitted by (Department or Program Name): Public Health Studies
3. Course prefix, number and complete title of course: PHLT 433: Industrial Inspections and Audit Techniques
4. Catalog course description (not to exceed 50 words): This course covers the principles of conducting industrial audits for fire, safety, and security; course emphasis on the role of the health and safety professional, assessing safety programs, meeting regulatory requirements; will combine lectures, reading discussions, and case studies.

5. Prerequisite(s): Public Health major, junior or senior classification, or approval of instructor.

6. Is this a variable credit course? [ ] Yes [ ] No If yes, from _____ to _____
7. Is this a repeatable course? [ ] Yes [ ] No If yes, this course may be taken _____ times.
8. Will this course be repeated within the same semester? [ ] Yes [ ] No
9. Will this course be submitted to the Core Curriculum Council? [ ] Yes [ ] No
10. How will this course be graded? [ ] Grade [ ] S/U [ ] P/F (CLMD)
11. This course will be:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      Bachelor of Science in Public Health

12. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
13. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://spra.tamu.edu/resources/export-controls/export-control-basics-for-distance-education).

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHLT</td>
<td>433</td>
<td>INDUCTR INSPECT &amp; AUDIT TECH</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>HCE Code</th>
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<td>2414</td>
<td>16</td>
<td>17</td>
<td>0 0 3 6 3 2</td>
</tr>
</tbody>
</table>

Approval recommended by:

Gilbert Ramirez
Department Head or Program Chair (Type Name & Sign) Date

Ranjana Mehta
Chair, College Review Committee Date

Jay Maddock
Dean of College Date

Department Head or Program Chair (Type Name & Sign) Date
(if cross-listed course)

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
Instructor Information

Course title and number  PHLT 433: Industrial Inspections and Audit Techniques
Term                    Fall 2017
Meeting times and location TBD

Instructor Name(s)

Teaching Assistant(s)
Telephone number
Email address
Office hours
Office location

Course Description

This course covers the principles of conducting industrial audits for fire, safety, and security. Course emphasis is on the role of the health and safety professional in assessing safety programs and in meeting regulatory requirements. The course will combine lectures, reading discussions, and case studies.

Prerequisites

Public Health major; junior or senior classification; or approval of instructor.

Learning Outcomes and Course Objectives

By completing the class assignments, through participation and by completing the readings, the student will be able to:

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Learning Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Goal 3. Appreciate the breadth, depth and variety of intellectual and practical skills employed in the field of public health.</strong></td>
<td>• Describe the issues involved in conducting interviews, including language and confidentiality issues</td>
</tr>
<tr>
<td>Illustrate basic concepts related to data in public health including, collection tools and methods, analysis, and reporting with understanding of why evidence-based approaches are essential.</td>
<td>• Describe the audit process, including what happens, before, during, and after the audit.</td>
</tr>
<tr>
<td>Employ basic intervention processes and approaches to address public health concerns of populations.</td>
<td>• Discuss potential challenges and concerns from audits</td>
</tr>
<tr>
<td>Apply fundamental concepts and features of project implementation, including planning, assessment and evaluation.</td>
<td>• Discuss the logistics of conducting an audit.</td>
</tr>
<tr>
<td></td>
<td>• Create an audit program and protocol</td>
</tr>
</tbody>
</table>

- **Program Goal 4.** Appreciate the variety of communication methods and cultural competence required in the field of public health.

  Demonstrate basic concepts of public health-related communication, including culturally competent technical and professional writing and the use of other communication tools.

- Describe the issues involved in conducting interviews, including language and confidentiality issues.

---

**Textbook and/or Resource Material**


**Course Topics, Calendar of Activities, Major Assignment Dates**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction, overview of the audit process</td>
<td>Dunlap Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>Pre-audit and audit necessities.</td>
<td>Dunlap Chapter 2</td>
</tr>
<tr>
<td>3</td>
<td>Post-audit process and documentation review</td>
<td>Dunlap Chapters 3 &amp; 4 Quiz 1</td>
</tr>
<tr>
<td>4</td>
<td>Physical inspection and conducting interviews.</td>
<td>Dunlap Chapters 5 &amp; 6 Homework 1</td>
</tr>
<tr>
<td>5</td>
<td>Creating an audit program, and audit protocol</td>
<td>Dunlap Chapters 7 &amp; 8 Quiz 2</td>
</tr>
<tr>
<td>6</td>
<td>Audit scoring and auditor selection and training.</td>
<td>Dunlap Chapters 9 &amp; 10 Mid-semester exam review</td>
</tr>
<tr>
<td>7</td>
<td>Mid-Term Examination Week</td>
<td>Mid-term exam</td>
</tr>
<tr>
<td>8</td>
<td>Audit logistics and frequency</td>
<td>Dunlap Chapters 11 &amp; 12</td>
</tr>
<tr>
<td>9</td>
<td>Workplace safety auditing</td>
<td>Dunlap Chapter 13 Quiz 3</td>
</tr>
<tr>
<td>10</td>
<td>Security auditing</td>
<td>Dunlap Chapter 14</td>
</tr>
<tr>
<td>11</td>
<td>Fire auditing</td>
<td>Dunlap Chapter 14</td>
</tr>
<tr>
<td>12</td>
<td>Audits as a training tool, and employee involvement</td>
<td>Dunlap Chapter 16 &amp; 17 Quiz 4</td>
</tr>
<tr>
<td>13</td>
<td>Challenges with audits</td>
<td>Dunlap Chapter 18 Homework 3</td>
</tr>
<tr>
<td>14</td>
<td>In class case studies</td>
<td>Blackboard slide sets and other materials Exam 2</td>
</tr>
<tr>
<td>15</td>
<td>Final Examination (not required, Student Rule 8.1)</td>
<td></td>
</tr>
</tbody>
</table>

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The graded assignments and the percentages of the student’s grade they will constitute are the following:

- **Grading Scale**
  - 90-100 Points: A
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<table>
<thead>
<tr>
<th>Homework (3)</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-term Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>30%</td>
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</tbody>
</table>

**Assignment Instructions:**

I. **Quizzes:** Four quizzes will be given in class during the semester on reading assignments, class lectures, and discussions. Make-up for university-excused absences is discussed below.

II. **Homework:** Three homework assignments will be assigned during this course. Each assignment is due at the beginning of class (before presentations or discussions) on the assigned due date. These assignments will be short answer case study analyses.

III. **Mid-semester examination:** This exam will be multiple choice questions over topics covered in first half of the semester. Questions will be similar to quiz questions.

IV. **Examination 2:** This exam will be multiple choice and fill in the blank questions over topics covered throughout the semester, with emphasis on the second half of the semester. Questions will be similar to quiz and homework questions.

### Attendance and Make-up Policies

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DISCLAIMER

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WHERE TO REPORT:
James Nachlinger,
Executive Director, Payroll and HR Services
Title IX Coordinator
979-436-9207
nachlinger@tamhsc.edu

The University encourages students to immediately consult with or report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to the TAMHSC Title IX Coordinator. Students may also report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to any School of Public Health administrator, university administrator, official or unit supervisor, who is then responsible for promptly notifying any of the above Title IX coordinators of the reported incident.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions:
1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Public Health Studies
   PHLT 434: Project Cost Benefit and Economics
3. Course prefix, number and complete title of course:

4. Catalog course description (not to exceed 50 words):
   Covers how to estimate and manage project costs; emphasis on improving accuracy of cost projection, making better modifications to cost on work in-progress; will combine lectures, reading discussions, quizzes, and homework.

5. Prerequisite(s): Public Health major; junior or senior classification; or approval of instructor.

6. Is this a variable credit course? ☑ No
   If yes, from ______ to ______

7. Is this a repeatable course? ☑ No
   If yes, this course may be taken ______ times.

   Will this course be repeated within the same semester? ☑ Yes ☐ No

8. Will this course be submitted to the Core Curriculum Council? ☑ No

9. How will this course be graded: ☑ Grade ☐ S/U ☐ P/F (CLMD)

10. This course will be:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   Bachelor of Science in Public Health

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix Course # Title (excluding punctuation)

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<th>434</th>
<th>PRJCT COST BENEFIT &amp; ECON</th>
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<td>Lab</td>
<td>Other</td>
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Approval recommended by:

Gilbert Ramirez
Department Head or Program Chair (Type Name & Sign) Date

Ranjana Mehta
Chair, College Review Committee Date

Jay Maddock
Dean of College Date

Department Head or Program Chair (Type Name & Sign) Date
(if cross-listed course)

Submitted to Coordinating Board by:
Chair, GC or UCC Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
Instructor Information

Course title and number  PHLT 434: Project Cost Benefit and Economics
Term  Fall 2017
Meeting times and location  TBD

Instructor Name(s)

Teaching Assistant(s)
Telephone number
Email address
Office hours
Office location

Course Description

This course covers how to estimate and manage project costs. Course emphasis is on improving accuracy of cost projection and making better modifications to cost on work in-progress. The course will combine lectures, reading discussions, quizzes, and homework.

Prerequisites

Public Health major; junior or senior classification; or approval of instructor.

Learning Outcomes and Course Objectives

By completing the class assignments, through participation and by completing the readings, the student will be able to:

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Learning Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Goal 3.</strong> Appreciate the breadth, depth and variety of intellectual and practical skills employed in the field of public health.</td>
<td></td>
</tr>
</tbody>
</table>
| Illustrate basic concepts related to data in public health including, collection tools and methods, analysis, and reporting with understanding of why evidence-based approaches are essential. | • Explain multiple estimating models.  
• Discuss cost management for a project. |
| Employ basic intervention processes and approaches to address public health concerns of populations. | • Develop a deliverable-oriented work and a resource breakdown schedule. |
| Apply fundamental concepts and features of project implementation, including planning, assessment and evaluation. | • Develop a progress monitoring plan. |
| Identify basic concepts of legal, ethical, economic and regulatory dimensions public health and the roles, influences and responsibilities of government, private sector and other stakeholders. | • Discuss issues involved in external projects, such as, contracts, bidding, costs, and audits. |
Textbook and/or Resource Material
ISBN-10: 1567281442

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction, overview of project work</td>
<td>Rad Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>Building a deliverable oriented work breakdown schedule</td>
<td>Rad Chapter 2, Homework 1</td>
</tr>
<tr>
<td>3</td>
<td>WBS cases and development</td>
<td>Rad Chapter 2</td>
</tr>
<tr>
<td>4</td>
<td>Resource breakdown structure</td>
<td>Rad Chapter 3, Quiz 1</td>
</tr>
<tr>
<td>5</td>
<td>RBS detailed example and development</td>
<td>Rad Chapter 3, Homework 2</td>
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<tr>
<td>6</td>
<td>Parametric estimating models</td>
<td>Rad Chapter 4, Mid-semester examination review</td>
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<tr>
<td>7</td>
<td>Mid-Term Examination Week</td>
<td>Mid-term exam due</td>
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<tr>
<td>8</td>
<td>Analogous estimating models</td>
<td>Rad Chapter 4, Quiz 2</td>
</tr>
<tr>
<td>9</td>
<td>Progress monitoring</td>
<td>Rad Chapter 5, Quiz 3</td>
</tr>
<tr>
<td>10</td>
<td>Cost management</td>
<td>Rad Chapter 6</td>
</tr>
<tr>
<td>11</td>
<td>Contracts and specifications for external projects</td>
<td>Rad Chapter 7, Quiz 4</td>
</tr>
<tr>
<td>12</td>
<td>Bidding and project costs for external projects</td>
<td>Rad Chapter 7</td>
</tr>
<tr>
<td>13</td>
<td>External projects and audit process</td>
<td>Rad Chapter 7, Homework 4</td>
</tr>
<tr>
<td>14</td>
<td>Case study Exam 2</td>
<td>Blackboard slides, and materials Exam 2</td>
</tr>
<tr>
<td>15</td>
<td>Final Examination (not required, Student Rule 8.1)</td>
<td></td>
</tr>
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</table>

Grading Policies

The graded assignments and the percentages of the student's grade they will constitute are the following:

- **Grading Scale**
  
  90-100 Points A
  80-89 Points B
  70-79 Points C
  60-69 Points D
  0-59 Points F

- **Homework (4)** 20%
- **Quizzes (3)** 15%
- **Mid-term Exam** 30%
- **Exam 2** 35%

Assignment Instructions:

1. **Quizzes**: Three quizzes will be given in class during the semester on reading assignments, class lectures, and discussions. Make-up for university-excused absences is discussed below.
II. **Homeworks:** Four homework assignments will be assigned during this course. Each assignment is due at the beginning of class (before presentations or discussions) on the assigned due date.

III. **Mid-semester examination:** This exam will be multiple choice questions over topics covered in the first half of the semester. Questions will be similar to quiz questions.

IV. **Final examination:** This exam will be multiple choice and fill-in-the-blank questions over topics covered throughout the semester, with emphasis on the second half of the semester. Questions will be similar to quiz and homework questions.

### Attendance and Make-up Policies

**Attendance:** Attendance is expected in this class. All students are expected to arrive on time and be ready to actively participate in lecture every day.

A university-excused absence is the *only* excuse acceptable for missing an assignment credit. For information regarding what constitutes an excused absence, please see [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07). For absences related to illness, confirmation of a visit to a health care professional will be required. For other university-excused absences, please see your advisor to ascertain the documents needed to confirm your absence.

Unexcused assignments will result in a grade of a 0, for missed assignments.

If an absence is excused, the instructor will either provide the student an opportunity to make up any work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details ([http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)).

The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

Other absences may be excused at the discretion of the instructor with prior notification and proper documentation. In cases where prior notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class.

### Other Pertinent Course Information

Every effort will be made to ensure that power point lecture files, notes, articles and assignments are available online in a timely manner. Written assignments will be delivered thru the eCampus course website. Handouts, changes in assignments or the schedule of class modules will be announced on the eCampus course webpage. E-mail contact will be initiated with all students the first week of class.

### eCampus

If this course uses eCampus: Within the course’s eCampus site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects.

In order to access the course material you will need to go to Howdy and then click the eCampus button on the top right or look for Quick Links on the bottom of the School’s homepage or go to [http://ecampus.tamu.edu](http://ecampus.tamu.edu). Please do not contact your instructor with technical problems. If you are having a technical problem with the course, review the Blackboard Learn Tutorials (at the top-right of School’s
Office of Academic Assessment and Instructional Technology website), or contact John C. Lingsweiler in the School's Office of Academic Assessment and Instructional Technology. John may be reached at (979) 436-9409 or at lingsweiler@sph.tamhsc.edu For login issues (password not working), please contact TAMU Help Desk at helpdesk@tamu.edu via E-mail, or phone to (979) 845-8300. Your eCampus login is the same as your Howdy login (NetID).

**Computer Requirements for Online Courses**

For this and all online courses we recommend the minimum technical requirements outlined on our "SPH Computer Requirements for Online Courses" web page, located at http://www.sph.tamhsc.edu/assessment-instructional/com-requirement.html#distance-education/technical-specifications.html

All computing problems or other technical issues not related to eCampus, please contact:

- TAMHSC related account: helpdesk@tamhsc.edu via E-mail, or phone to (979) 862-8029
- TAMU related account: helpdesk@tamu.edu via E-mail, or phone to (979) 845-8300

**Important!!!** Save your work as you go along. Nothing is more discouraging than to lose an assignment due to a computer hang ups! You may want to also make hard copies of your work to have "proof" and save yourself time and trouble!

**Plagiarism Virtual Course**

Plagiarism is the leading form of academic dishonesty that the School of Public Health has to address. As a SPH student, you are responsible for knowing what plagiarism is and how to avoid it. All SPH students are automatically enrolled in Plagiarism Virtual Course on eCampus. This virtual course provides you with information and examples related to plagiarism in an effort to reduce the number of reported incidents. Please find a tutorial and resources under "Content." In addition, please find Turnitin, a software package that allows you to check whether you may have plagiarized your document. Please see Phuong Huynh: phuong@sph.tamhsc.edu for additional information.

**Reference Formatting**

All PHLT course writing assignments require student use the APA referencing format. Students are encouraged to become familiar with referencing software (e.g. RefWorks or EndNote) but are responsible in assuring appropriate citation styles are used.

TAMU Library Website on Citations: http://guides.library.tamu.edu/CitingSources

Purdue OWL APA Format Website: https://owl.english.purdue.edu/owl/resource/560/01/

Additional details on appropriate citation and how to avoid plagiarism can be found in the Virtual Plagiarism Course section of the syllabus.

**End of Course Evaluation**

Constructive feedback from students on course evaluations is taken very seriously at the School of Public Health. I am asking for your assistance in helping the School in its assessment of courses and faculty through your participation in the evaluation of your courses. As public health professionals you will one day have the responsibility to evaluate colleagues and health initiatives. The School views providing feedback on the School’s courses as part of your professional responsibility.

**SPH Mission**

Our mission is to create and apply knowledge acquired from the disciplines of public health to the
education of public health leaders and practitioners through our research, practice, and service in the state of Texas, nationally, and globally.

**Americans with Disabilities Act (ADA)**

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

**Academic Integrity**

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Students are expected to adhere to all TAMUS, TAMU, HSC, and School policies regarding academic integrity and classroom conduct. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student's responsibility to have a clear understanding of how to reference other individuals' work, as well as having a clear understanding in general as to the various aspects of academic dishonesty. A tutorial on this issue is available at: [http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html](http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html).

Information on the Aggie Honor Code can be found at [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

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

**Copyright Statement**

The materials used in this course are copyrighted. These materials 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 permission is expressly granted by the instructor.

**FERPA**

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Title IX Coordinator
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Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
Submit original form and attach a course syllabus.

Form Instructions:
1. Course request type:
   - [ ] Undergraduate
   - [ ] Graduate
   - [ ] First Professional
   - [ ] Ph.D.

2. Request submitted by (Department or Program Name)
   Select or Type Department/Program Name
   WFSC 462: Amazon River Tropical Biology

3. Course number and complete title of course:
   Cross-listed with:

4. Catalog course description (not to exceed 50 words):
   History, ecology, evolutionary-biology, geography, and culture of the Amazon River and Río Negro; exploration of the
   world’s most bio-diverse river during a 10-day expedition from Manaus, Brazil; survey biota, record observations about
   the ecosystem, select research topics, development of presentations.

5. Prerequisite(s):
   RENR 205, BIOL 107, BIOL 112, BIOL 113, BIOL 357, or approval of instructor.
   Cross-listed with:
   BIOL 462
   Stacked with:
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? [ ] Yes [ ] No
   If so, from ___ to ___

7. Is this a repeatable course? [ ] Yes [ ] No
   If yes, this course may be taken ___ times.
   Will this course be repeated within the same semester? [ ] Yes [ ] No
   Will this course be submitted to the Core Curriculum Council? [ ] Yes [ ] No

8. How will this course be graded? [ ] Grade [ ] S/U
   [ ] Pass/Fail

9. This course will be:
   - required for students enrolled in the following degree program(s) (e.g., B.A. or history)
   - an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
   - WFSC - All options and concentrations

10. Other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

11. WFSC - All options and concentrations

12. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://texasam.edu/ttu/resources/export-control-basics-for-distance-education).

Prefix   Course #   Title (excluding punctuation)
WFSC 462   Amazon River Tropical Biology

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<th>Other</th>
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<th>Admin. Unit</th>
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</table>

Approval recommended by:

Department Head or Program Chair (Type Name & Sign) Date

Chair, College or Company Date

Department Head or Program Chair (Type Name & Sign) Date of cross-listed course

Deans, College Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-4201 or sandra.williams@ttu.edu
Curricular Services – 07/15

RECEIVED
SEP 11 2015
CURRICULAR SERVICES
Amazon River Tropical Biology
BIOL 462/WFSC 462

SUNR-2016 SYLLABUS

Professors:
Dr. Leslie Kelso Winemiller
Senior Lecturer Dept. of Biology
e-mail: lesliw@mail.bio.tamu.edu
979-862-7484
320 Heldenfels

Dr. Kirk Winemiller
Professor- Dept. of Wildlife & Fisheries Sciences
e-mail: k-winemiller@tamu.edu
979-862-4020
110D Heep Labs

COURSE DESCRIPTION/SUMMARY: Amazon River Tropical Biology is a one-semester study abroad course (3 credits) that focuses on the natural history, ecology, evolutionary biology, geography, and culture of the Amazon River and Rio Negro, a massive black-water tributary. Students will discover the attributes of the world’s largest and most bio-diverse river basin during a 10-day expedition that embarks in early January from Manaus, Brazil. During this boat-based expedition, students will learn about tropical biology by surveying biota and recording observations about this unique ecosystem. Upon completion of the expedition, students will select research topics and develop presentations that will be reported to the class in weekly two-hour sessions during the spring semester.

PREREQUISITES: One introductory BIOL or WFSC course which may be selected from RENR 205, BIOL 107, BIOL 112, BIOL 113, BIOL 357, or equivalent course and approval of instructor.

LEARNING OUTCOMES:
Upon successful completion of this course students should be able to:

1. Describe and discuss the geography, natural history, and culture of the Brazilian Amazon.
2. Articulate a basic understanding of tropical biology gained from both individual and collective group participation in field experiences in diverse ecosystems in the central Amazon River.
3. Identify unique aspects of Brazilian Amazon culture and language (Portuguese).
4. Systematically observe, record, and analyze observations of flora, fauna, and geography.
5. Identify local species with the assistance of field guides and texts.
6. Develop and express ideas, thoughts, and reactions to observations through written journal entries.
7. Demonstrate ability to measure environmental parameters using scientific data collection equipment.
8. Effectively collaborate in groups to hypothesize, research, and interpret scientific principles.
9. Independently research a topic in tropical biology, create a presentation, and effectively communicate the presentation to peers and evaluators.
10. Critically analyze scientific research presentations through questioning and discussions.
11. Interact professionally with peers, instructors, expedition staff, and the local population.

COURSE MATERIALS:

1. No textbook required for course.
2. Field journal or notebook (black marble cover with lined pages)
3. List of required items for field excursion will be provided prior to departure.
MAJOR TOPICS OF INSTRUCTION AND STUDENT RESEARCH:

- Geography – patterns of geology, soils, water chemistry, vegetation, land use, etc. within the Guyana Shield region of the central Amazon
- Patterns in plant diversity – growth forms, canopy/understory profile, etc. – in relation to habitat features (elevation/flooding, soils, water type)
- Herbivory in relation to habitat – incidence of leaf damage, plant growth form/diversity
- Fungal diversity, associations with habitat types, patterns of trait variation, local assemblage structure, etc.
- Insect diversity, associations with habitat types, patterns of trait variation, local assemblage structure, etc.
- Fish diversity, associations with habitat types, patterns of trait variation, local assemblage structure, etc.
- Reptile and amphibian diversity, associations with habitat types, patterns of trait variation, local assemblage structure, etc.
- Bird diversity, associations with habitat types, patterns of trait variation, local assemblage structure, etc.
- Mammal diversity, associations with habitat types, patterns of trait variation, local assemblage structure, etc.
- Crypsis – insects, fishes
- Coevolution – insects and plants, hosts and parasites, predators and prey
- Diurnal versus nocturnal diversity – mammals, reptiles, fishes
- Biological conservation – human impacts, biological preserves, sustainable use of natural resources

ATTENDANCE AND PARTICIPATION POLICY:

During the field trip, participation is expected for all group field excursions, including explorations of terrestrial and aquatic habitats in boats or walking beaches and forest trails, and for organized group discussions, including lectures given by the course instructors. Illness or injury that may prevent participation in a given group activity must be reported to the instructors, who then may excuse participation in the activity without penalty with regard to grading criteria.

In addition to participation in the field expedition, regular attendance and punctuality is expected during scheduled class sessions during the spring semester. The Biology and Wildlife & Fisheries Departments do not accept the TAMU Explanatory Statement of Absence Form as adequate verification for an absence. To avoid penalty according to grading criteria, students must provide verification for the reason of absence (see Student Rules 7, http://student-rules.tamu.edu/). Prior notification of absence is expected whenever possible (Student Rule 7.3). For an absence due to illness or injury, a student must notify the instructor within two working days of the absence. Additionally, the student must provide, within one week, written and signed evidence of consultation with a medical professional confirming that the injury or illness was serious enough to justify the absence.

COURSE WEBSITES: Syllabi and course materials can be located at http://ecampus.tamu.edu.

FIELD EXPEDITION DISCUSSIONS: Field outings will primarily occur during early morning hours and late afternoon/evening hours to avoid the extreme mid-day temperatures. Between field outings, students will participate in discussions about tropical ecology/biology led by the instructors.
**FIELD OBSERVATION JOURNAL:** The first morning on the boat, students will be instructed on the protocol of taking notes in a field observation journal. These notes may include site names, habitat descriptions, GPS coordinates, recordings of environmental parameters, species names (with reference to photographs), and other significant discoveries. These transcripts should also include ecological principles that relate to habitats that had been explored. Special attention should be devoted to topics selected by students for investigation in greater depth following completion of the field trip. Students will present summaries of their topics during spring semester class sessions. Field journals will be given to the instructors during the first class session of the spring semester.

**RESEARCH TOPIC PRESENTATIONS:** At the first scheduled class meeting, each student will be assigned a date for their topic presentation. Presentations will be 20 minutes in length and should include between 15 and 30 slides (a Powerpoint or another suitable file type). Students may submit their presentation materials as electronic files for review and comment by the instructors two weeks prior to their assigned presentation date. Comments, including suggestions for improvements, will be returned to students at least one week prior to the date of their presentation dates.

**COURSE GRADE:**

Final course grade will be determined by five criteria:

1. **Participation during field expedition** (participation in field excursions, search and identification of flora and fauna, use instruments to measure environmental parameters, recording of environmental and species data, and group discussions during field trip) (evaluation scale for participation is excellent—complete & highest quality; very good—nearly complete and highest quality; average—nearly complete and good quality; poor— incomplete and average quality or complete and poor quality; fail—no participation) = 30% of total grade

2. **Field observations journal** (evaluation based on the quality and completeness of notes regarding visited habitats, records of environmental parameters, species, conservation issues, and local culture based on the following scale: excellent—high quality and complete, very good—good quality and complete, average—average quality and complete or good quality but incomplete, poor—average or poor quality and incomplete, fail—failure to complete a field journal) = 20% of final grade

3. **Topic presentation material/file** (grading rubric provided) = 15% of final grade

4. **Oral presentation of topic** (grading rubric provided) = 15% of final grade

5. **Attendance and participation at weekly student presentations** (attendance at each class session, contribution to discussions of presentation topics) (evaluation scale for participation is based on the frequency and quality of questions, observations and/or novel insights offered following presentations by classmates; excellent—frequent and high quality, very good—frequent and average quality, average— occasional and average quality, poor—very infrequent and low quality, fail—no contribution to discussions) = 20% of final grade

Designation of letter grades should be expected to be determined as follows: A(excellent)= 90-100%, B(very good)=80-89%, C(average)= 70-79%, D(poor)=60-69%, F(fail)= ≤ 59%
OTHER INFORMATION:

**Policy on Possession and/or consumption of alcoholic beverages and illegal drugs while in Brazil:** Consumption or possession of illegal drugs while in Brazil is strictly forbidden. In general, substances illegal in the United States (marijuana, cocaine, methamphetamines, etc.) are also illegal in Brazil. Any student possessing illegal drugs while in Brazil will receive a final grade of “F” in the course and will immediately be returned to the United States and referred to a TAMU academic advisor for counseling. Although certain drugs and/or medications may be legal to purchase and possess in Brazil, their importation and use (with or without a prescription) may not be legal in the United States. Any questions or concerns should immediately be brought to the attention of one of the course instructors. Any prescription drugs brought into Brazil should remain in their original container, which includes the student’s name, medication type, and prescribing physician’s name.

**In Brazil, the legal drinking age is 18 years. For safety and security reasons, all students are strongly cautioned against drinking alcohol.** There may be occasions where social drinking is appropriate, but students are expected to act as adults and professionals. The instructors retain final authority in limiting the consumption of alcoholic beverages by students. This rule is not debatable and failure to follow the instructor’s decision may result in a final grade of “F” for the student and expulsion from the course.

**Q-Drop:** Tuesday, April 19 (5:00 pm) is the deadline for dropping a course with no penalty (Q grade). If students have any question as to whether or not to Q-drop, they should talk to their instructor before this date.

**Academic Integrity:** "An Aggie does not lie, cheat, steal, or tolerate those that 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 rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. Academic misconduct involves any of the following offenses: cheating, fabrication, falsification, multiple submissions, plagiarism, and complicity in any of these offenses. All incidents of academic dishonesty will be referred to the Biology Lower Division Program, are subject to academic penalties, and will be reported to the Texas A&M Honors System Office at [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

**Disability 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 for their disabilities. Students who have a disability requiring an accommodation should contact the Disability Services in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Copyright Statement:** The handouts used in this course are copyrighted. "Handouts" are all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, power point slides, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, students do not have the right to copy the handouts, unless the instructor expressly grants permission.
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Course Schedule

Students registered for the field course will attend one pre-departure meeting with instructors during the fall semester. This pre-departure meeting will review course objectives and content, international trip preparation and logistics, and basic precautions for health, safety and security. Upon returning to campus, students will attend scheduled 2-hour class sessions (Wednesdays 5:20-7:20 pm) at which time students will give 20-minute oral presentations on research topics related to the field trip experience. Students are expected to attend each session and actively participate during the question and answer period that follows each presentation.

BIOL 462 and WFSC 462 Amazon River Tropical Biology, Brazil, Spring 2016
Schedule of Field Trip Events

Day 1, January 8:
Depart Houston International Airport at 9:38 am for Manaus, Brazil, connecting through Miami, arrive Manaus airport 11:29 pm; board bus for transfer to downtown Manaus hotel.

Day 2, January 9:
Breakfast at hotel. Graduate students from INPA (Instituto Nacioinal de Pesquisas do Amazonia) will accompany the group to the municipal fish market that offers a remarkable display of fish diversity as well as other natural products from the rainforest. The group also can visit the famous Manaus Opera House that was built during the rubber boom, and where the first opera was performed in 1896. Later, the INPA students will give the group a tour of the INPA campus and labs. Lunch and dinner will be in Manaus. In the evening, the group will board a bus for transfer to Amazon River ship at Pier of Tropical Hotel Manaus; Brief orientation of the ship and cabin assignment.

Day 3, January 10:
During the night the ship will have entered the Rio Negro, and the next morning the motorized canoes will enter a small tributary called Cuiéiras to access a hiking area in the forest known as the campina “orchid field”. During hikes, students will learn about tropical forest ecology, terrestrial animal biodiversity, with many examples to illustrate principles of ecology and evolution. After returning to the boat for lunch, students will work on field notes and discuss observations from the hike as the ship moves further up the Rio Negro. At this location, students will gather in the dining hall to hear a lecture describing regional geology, natural history of the Amazon, and a concise history of settlement and economic development.

Day 4, January 11:
In the morning, the group explores the rapids of a small black water river called Igarape Cachoeira to observe and photograph the unique fish fauna associated with this habitat. Students will learn to record water quality parameters using a digital YSI multiprobe, and will learn about community ecology and adaptive radiation by studying the diverse Amazonian fish
fauna. Coming down from the Cuieiras River, the ship will enter the maze of channels of the Rio Negro’s Anavilhanas Archipelago, with more than 380 islands, an excellent region for observing birds and other diurnal wildlife. After nightfall, the canoes will pass along narrow channels to survey the region’s nocturnal wildlife. After returning to the ship and dinner, students will hear lectures about tropical ecology and work on their field notes.

Day 5, January 12:
After the ship passes upriver during the night, the canoes will explore the red, acidic waters of the Aturia River during a full-day expedition. Water parameters will be measured, and some rapids bordered by white sand bars will be surveyed by snorkeling and sampling fishes with nets. Lunch will be served along the banks of the river. A short hike leads to a marshy, sandy area that is habitat for hundreds of carnivorous sundew plants, and here students will learn about oligotrophic ecosystems, nutrient cycling, and ecological stoichiometry. The group will return to the ship, which will continue moving up the Rio Negro. On board ship during the evening, students will work on field notes and continue discussion of tropical ecology and evolution.

Day 6, January 13:
After moving upstream during the night, the ship will dock at a small village on the edge of the Rio Negro called Novo Airao famous for resident pink river dolphins and for being the only significant settlement on the border of the vast Anavilhanas Archipelago Protected Area, where no harvest of natural resources is permitted. Students will visit a cooperative for regional development with workshops for making woodcarvings, utensils, jewelry, and soap from natural materials from the Amazon forest. Sponsored by a local NGO, this cooperative promotes economic and social development for the indigenous people, and their items are available for purchase. After lunch, the ship will pass further upriver and stop at a small sand island surrounded by the very darkly stained, black water of the Rio Negro, and here the group will observe the diverse seeds that collect along the shore and measure water quality parameters. After dinner on the ship, students will work on field notes and discuss the day’s observations.

Day 7, January 14:
In the morning, the ship will continue upstream on the Rio Negro to the mouth of the Rio Branco, a major clear water tributary that drains savannas of the Roraima region of the Guyana Shield. The canoes will access channels and oxbow lakes to investigate rich aquatic biodiversity, including some of top predators including, peacock bass, river dolphins, and black caiman. Water quality measurements will be taken, and predatory fishes will be sampled using fishing poles and photographed. On the ship’s deck during the evening, students will learn about food web ecology and work on field notes.

Day 8, January 15:
In the morning and afternoon, the canoes will explore a small clear water tributary known as Agua Boa where diverse fishes and other aquatic animals can be observed while snorkeling. After surveying the water parameters and fauna of this region, the group will return to the ship to begin passage down the Rio Negro for the return to Manaus. During the return journey, there will be lectures about the region’s geography, geology, ecology, and conservation biology, and students will have time to work on their field notes and discuss ideas for their research reports.

Day 9, January 16:
The ship continues down the Rio Negro, and the forest and wildlife can be observed from the ship’s upper deck. While the ship is underway, there will be plenty of time for more lectures
about the region’s geography, geology, ecology, and conservation biology, and for students to work on their field notes and discuss with the instructors and peers their ideas for their research reports. Depending on time, the ship may stop again briefly in Porto Airao. The ship will continue downriver throughout the night.

**Day 10, January 17**
The ship will cruise in front of city of Manaus with sights of harbor, fish market, and then to the “Meeting of the Waters” where black waters (darkly stained, acidic) of Rio Negro and white waters (muddy, neutral pH) of the Rio Solimões meet to form the Amazon River. The ship will navigate upstream through channels of the Solimoes River to view the varzea forest of the whitewater floodplains, and students will learn about tropical forest ecology. Later in the early evening the motorized canoes will explore a tributary of the Amazon River for an up-close exploration of the remarkable biodiversity of the region.

The ship will return to the pier at the Tropical Hotel Manaus for transport to the airport with flight departing at 12:40 am, January 18, and arriving to Houston during the early morning on the same day.