Memorandum

December 11, 2015

To: Executive Committee
    Faculty Senate

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

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

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

Courses submitted for W certification:

COMM/WGST 428          Women’s Rhetoric
OCNG 281                Seminar
OCNG 481                Seminar
WFSC 491                Research in Wildlife and Fisheries
WGST 481                Senior Seminar (Model 1)

Courses submitted for W recertification:

ANSC 481                Seminar
ANTH 489                The Neanderthals
BIOL 400                Tropical Biology
GEOG 404                Spatial Thinking
MARE 452                Senior Capstone Project II
MGMT 373                Managing Human Resources
POSC 381                Investigation of Professional Development in Poultry Science
SCSC 311                Principles of Crop Production

Courses submitted for C recertification:

ACCT 421                Critical Communication Skills for Accountants
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Kristan Poirot, Department of Communication
    Nancy Street, Department of Communication
    Marian Eide, Director, Women's & Gender Studies Program
    J. Kevin Barge, Head, Department of Communication
    Steven Oberhelman, AOC Dean, Liberal Arts
DATE: December 9, 2015
SUBJECT: REPORT ON CERTIFICATION OF W COURSE: COMM/WGST 428

We recommend that COMM/WGST 428 Women’s Rhetoric be certified as a writing (W) course for four academic years (9/15 to 9/19). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 50%
2. Course content appropriate to the major
3. Total number of words: 2000
4. Instructor to student ratio for one section: 1:24

Students write two rhetorical analysis essays on women’s rhetoric, and each one is peer reviewed during a workshop class. Another opportunity to revise the graded essay comes with the submission of a revision plan worked out in conference with the instructor. Instruction includes modeling, lecture, and discussion. Specifically, the class discusses writing as a rhetorical process and reads Campbell and Burkholder, “Rhetoric, Language, & Criticism.” Other course readings and lectures address the process of rhetorical analysis and include models of how to do an analysis and how to write and support an argument, organize an essay, organize paragraph, give feedback, and revise.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE

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

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns
   (enter prefix, number, and complete course title):
   COMM 428 Women's Rhetoric

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

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

Instructor / Coordinator: Nancy J. Street
  Printed name and signature 9/27/15

Received: Valerie Balester 10/1/15
  W and C Course Coordinator, University Writing Center

Approvals:

College Dean: Dr. Steven Oberhelman
  Printed name and signature 9/30/15

Department Head: Dr. Kevin Barge
  Printed name and signature 9/28/15

1.214 Sterling C. Evans Library
5003 TAMU
College Station, TX 77843-5000

Tel. 979.458.1455 Fax 979.458.1466
writingcenter.tamu.edu
Women’s Rhetoric

Dr. Kristan Poirot
Bolton 302E
Poirot@tamu.edu
Office Hours: TTh: 2:00-3:30; W: by appointment

Course Description:
Examination of the historical imbrication of masculinity and rhetoric in relation to women’s participation in political life, reception of women’s rhetoric in the public sphere, and remembrance and representation of women as rhetorical agents throughout history: consideration of women’s rhetoric in various cultural arenas. Junior or Senior classification

Women’s relationship to the rhetorical arts has been a tenuous one at best. Some definitions of rhetoric, such as Aristotle’s “the faculty of observing in any given case the available means of persuasion,” do not necessarily exclude women. Other definitions, however, like Quintillian’s “good man speaking well,” predict and reflect a historical imbrication of masculinity and rhetoric. This imbrication, as antiquated as it may seem, has continually shaped, amongst other things, (1) the ways women have sought to participate in political life, (2) the reception of women’s rhetoric in the public sphere, and (3) the ways (and lack there of) women are remembered and represented as rhetorical agents throughout history. Although women have demonstrated their rhetorical acumen in a variety of cultural arenas, this course focuses on the following contexts: (1) U.S. anti-slavery, suffrage, and New Left/Civil Rights Movements of the 1960s and (2) Texas (and Aggieland) public culture. Participants in the course will engage a variety of rhetorical forms, critically investigating the various ways “women” matter to the study of rhetoric.

This course is both reading and writing intensive and requires students to critically engage contemporary academic scholarship. I expect that students will use writing as one of the many tools to work through course concepts, ideas, and arguments.

Student Learning Outcomes:

At the conclusion of this course, students should be able to:

• Identify and discuss a variety of women’s rhetorical achievements and strategies between 1830 and 1965 in abolition, suffrage, and civil rights movements.
• Discuss components of rhetorical contexts.
• Write an effective rhetorical analysis.
• Critically analyze the gender dynamics in rhetorical events.

Required Texts:
• Course Packet (Available on library e-reserves)

Course Assignments:

- Exams (2 @ 75 points each) 150 pts.
- Reading Quizzes (10 pts. Each) 100 pts.
- Rhetorical Analysis Essays (125 pts. each) 250 pts.

Total: 500 pts
Grading Scale:
A: 450-500       D: 300-349
B: 400-449       F: 0-299
C: 350-399

*A student must receive passing grade on the Rhetorical Analysis essays in order to pass this class*

Exams: Over the course of the semester, you will be given two essay exams. These exams will be completed in class.

Reading Quizzes: Expect a quiz over the reading EVERY day in class. I will keep the highest 10 grades.

Rhetorical Analysis Essays (2): As a writing intensive course, we will write as a way to engage course materials. Some of this writing will be graded only for content (reading quizzes and essay exams), and other essays will be graded in terms of content as well as writing efficiency and rhetorical efficacy. The rhetorical analysis essays are your opportunity to showcase your understanding of the ways women’s rhetoric works in contexts. They will each be between 1000 and 1500 words.

For each of these essays, you will also be required to participate in a peer review process. Failure to participate in peer review will result in a letter grade deduction for the assignment.

You will also have the opportunity to revise your essay(s). In order to revise and essay, you must schedule an appointment with me to devise a revision plan. At this meeting, I will assign a due date for the revised essay. I will average the original grade with the revised draft grade.

 Academic Honesty & Integrity:
“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
I take academic honesty seriously. A violation of academic honesty and integrity includes, cheating, fabricating documents and sources, plagiarism, and submitting substantial portions of the same work for multiple credit. Each student is required to sign a document that states that he/she understands TAMU’s academic misconduct policies and demonstrates one’s commitment to the Aggie Honor Code. For more information visit:  http://aggiehonor.tamu.edu

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

Attendance Policy:
"The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07."

Late Work Policy:
Late work will only be accepted in cases of University excused absences.” University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.”

**Reading & Assignment Schedule**

**Unit One: Finding the Available Means**

**Week 1: Course Introduction/ What is Rhetoric & Rhetorical History?**

T: Course Introduction

Th: Campbell & Burkholder, “Rhetoric, Language, & Criticism”

**Week 2: Sex, Rhetoric & Citizenship**

T: Campbell, “Introduction”

Th: Zaeske, “Signatures of Citizenship”

**Week 3: Writing Rhetorical Analysis/Abolition**

T: Campbell & Burkholder, “Descriptive Analysis”
    Campbell & Burkholder, “Historical/Contextual Analysis”

Th: Grimke, “Pennsylvania Hall Address”

**Week 4: Conceptualizing Woman’s Rights**

T: Declaration of Sentiments
    Stanton, “1848 Address”

Th: Campbell, “Woman’s Rights Conventions”

**Week 5: Suffrage: Expediency vs. Natural Rights**

T: Anthony “Is it a Crime for US Citizen to Vote?”
    Campbell, “Seeking a Judicial Route to Suffrage”

Th: Willard, “Temperance & Home Protection”

**Week 6: Racism in the Movement**

T: Davis, “Racism in the Woman Suffrage Movement”
    Truth, “Ain’t I a Woman?”

Th: Grady, “New South”
    Wells, “Southern Horrors”

**Week 7: Racial Uplift/Peer Review**

T: Terrell, “What it Means to be Colored in the Capital of the United States”

Th: Essay # 1 Draft Due for Peer Review

**Week 8: Exam**

T: Essay #1 Due/ Exam Review

Th: Exam #1
Unit Two: In Any Given Situation

Week 9: Feminine Styles
T: Dow & Tonn, “Feminine Style”
Th: Revising Essay Strategies

Week 10: Leaving the New Left/ The Manifesto
T: Davis, excerpt from Moving the Mountain
   Hayden/King, “A Kind of Memo”
   “Goodbye to all that”
Th: SCUM Manifesto”
   “Bitch Manifesto”
   “Radical Women Manifesto”

Week 11: Sexual/Health Politics
T: Koedt, “Myth of the Vaginal Orgasm”
   Gerhard, excerpt from Desiring Revolution
Th: Poirot, “Revisions of Sex”

Week 12: Media & Sexuality
T: Bradley, excerpt from Mass Media and the Shaping of American Feminism
Th: Radicalesbians, “The Woman-Identified-Woman”
   Tate, “Constitutive Rhetoric”

Week 13: Women in Aggieland
T: Essay #2 Draft Due/ Peer Review
Th: “Intended for All”
   Essay #2 Due

Week 14: Course Wrap-Up
T: Course Wrap-Up
Th: Exam Review

Final Exam Period: Exam #2
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Shari Yvon-Lewis, Department of Oceanography
     Debbie Thomas, Head, Department of Oceanography
     Chris Houser, AOC Dean, College of Geosciences
DATE: December 9, 2015
SUBJECT: REPORT ON CERTIFICATION OF W COURSE: OCNG 281

We recommend that OCNG 281 Seminar be certified as a writing (W) course for four academic years (9/15 to 9/19). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 80%
2. Course content appropriate to the major
3. Total number of words: 4600
4. Instructor to student ratio for one section: 1:25

OCNG 281 is a one-credit course. Students complete 13 writing assignments for homework and 7 in-class writing assignments. The topics include abstracts and assignments designed to give practice in citation, and creation and captioning of visuals such as figures and tables appropriate for journals in the discipline. Feedback on these assignments are given within a week of submission; they are scaffolded and repeated at least 3-4 times each so feedback can be used to improve from one week to the next. Instruction for each assignment type occurs in class, and students are referred to resources that can assist them, such as those offered by the University Writing Center.
1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns

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

Dong 281, Seminar

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

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

Instructor / Coordinator: Shari Yvon-Lewis [Signature] 11/10/15

Printed name and signature (Date)

Received: Valerie Balester 11/12/15

W and C Course Coordinator, University Writing Center (Date)

Approvals:

College Dean: Chris Houser [Signature] 11/10/15

Printed name and signature (Date)

Department Head: Debbie Thomas [Signature] 11/10/15

Printed name and signature (Date)
Course title and number  OCNG 281: Seminar in Communicating Oceanography  
Term                             Fall 2016  
Meeting times and location      W 10:20-11:10  
                              O&M Room 617
Course Description and Prerequisites
This course will provide a basic background on the research being conducted in the Department of Oceanography through seminars given by Oceanography graduate students. Students will also learn basic writing skills for ocean science through instruction and assignments during the semester.
Pre-requisites: OCNG 251 or OCNG 401; or permission of instructor.
Learning Outcomes or Course Objectives
After you complete this course you will be able to:
  1. Describe several areas of research being pursued within the department of Oceanography.
  2. Use citation styles preferred for ocean sciences.
  3. Create figure and table captions appropriate to oceanographic journals.
  4. Write abstracts for scientific papers.
Instructor Information
Name                    Dr. Shari A. Yvon-Lewis  
Telephone number        979-458-1816  
Email address           syvon-lewis@tamu.edu  
Office hours            W 2:00-3:00 and F 10:15-11:15 or by appointment  
Office location         O&M 412
Textbook and/or Resource Material
Any auxiliary reading material will be posted on eCampus.
**Grading Policies**

Grading will be based on the following: Homework assignments (60%), in-class assignments (20%), critiques and discussion (20%). There will be no extra credit.

A homework writing assignment (200-400 words each) will be given each week (13 in total) and will be due at the following class period. Writing assignments include abstracts of presentations, abstracts of selected papers, citation formats, or figure caption exercises. Feedback on the assignment will be returned to the student during the following class and prior to completing a similar type of exercise. Each type of writing assignment will be given 3-4 times during the semester to allow for practice and improvement. Short writing assignments (abstracts, referencing, captioning, citations) will also be done in class (5 X 100 words). The final 20% of the grade will be assessed from the completion of constructive critiques of the oral presentations and in-class discussion of the presentation topics.

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday date</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Aug. 31</td>
<td>Syllabus and overview of semester; Plagiarism discussion</td>
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<tr>
<td>Week 2</td>
<td>Sep. 7</td>
<td>How to read an oceanographic paper and write and abstract</td>
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<td>Week 3</td>
<td>Sep. 14</td>
<td>Seminar</td>
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<td>Week 4</td>
<td>Sep. 21</td>
<td>How to write and abstract for an oral presentation</td>
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<td>Week 5</td>
<td>Sep. 28</td>
<td>Seminar</td>
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<td>Week 6</td>
<td>Oct. 5</td>
<td>Seminar</td>
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<td>Week 7</td>
<td>Oct. 12</td>
<td>Seminar</td>
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<td>Week 8</td>
<td>Oct. 19</td>
<td>Seminar</td>
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<tr>
<td>Week 9</td>
<td>Oct. 26</td>
<td>Seminar</td>
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<tr>
<td>Week 10</td>
<td>Nov. 2</td>
<td>Citations; Figure/Table captions</td>
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<tr>
<td>Week 11</td>
<td>Nov. 9</td>
<td>Seminar</td>
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<tr>
<td>Week 12</td>
<td>Nov. 16</td>
<td>Seminar</td>
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<td>Nov. 23</td>
<td>Thanksgiving Break-No Classes W-F</td>
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<tr>
<td>Week 13</td>
<td>Nov. 30</td>
<td>Seminar</td>
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<tr>
<td>Week 14</td>
<td>Dec. 7</td>
<td>Seminar</td>
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</tbody>
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**Attendance and Make-up Policies**

Excused absences will be based on Student Rule 7 (http://student-rules.tamu.edu/rule07). Make-ups will be allowed for excused absences. No make-ups will be allowed for unexcused absences.
Copyright

All materials generated for this class, which include but are not limited to syllabi, in-class materials, and eCampus materials are copyrighted. You do not have the right to redistribute these unless I expressly grant permission. Any posted lecture notes can be printed for your sole use and cannot be redistributed.

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 call Disability Services at 845-1637. For additional information visit http://disability.tamu.edu/

Academic Integrity

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

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
TO: Faculty Senate Executive Committee

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

CC: Mary Jo Richardson, Department of Oceanography
    Debbie Thomas, Head, Department of Oceanography
    Chris Houser, AOC Dean, College of Geosciences

DATE: December 9, 2015

SUBJECT: REPORT ON CERTIFICATION OF W COURSE: OCNG 481

We recommend that OCNG 481 Seminar be certified as a writing (W) course for four academic years (9/15 to 9/19). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 98%
2. Course content appropriate to the major
3. Total number of words: 5500
4. Instructor to student ratio for one section: 1:20

OCNG 481 is a one-credit course. Students will complete five reflections based on course readings, which will be graded with instructor comments and returned so that they can use comments from each to improve the next. They will also complete six seminar reports, again with feedback given as they complete each report. Students will examine example seminar reports to help them with the writing. For further writing instruction, students will read about writing from handouts and guides provided by the University Writing Center.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE

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

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

   (enter prefix, number, and complete course title):
   
   OCNW 481, Seminar

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

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

Instructor / Coordinator: Mary Jo Richardson
Printed name and signature
(Date)

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

Approvals:

College Dean: Chris House
Printed name and signature
(Date)

Department Head: Debbie Thomas
Printed name and signature
(Date)

1.214 Sterling C. Evans Library
5500 TAMU
College Station, TX 77843-5000

Tel. 979.458.1455 Fax 979.458.1466
writingcenter.tamu.edu
Course title and number: OCNG 481: Seminar. (1-0).
Term: Fall 2015
Meeting times and location: First meeting Monday, 31 August at 3 PM in O&M 306.
Seminars are on Mondays at 4 PM in O&M 112

Course Description and Prerequisites

Upon completion of this course, students will be able to:
- Acquaint students with current research themes in oceanography.
- May be repeated 4 times for credit.
- Prerequisite: Junior or senior classification.
- Reading assignments, seminars and evaluation of presentations.

Learning Outcomes or Course Objectives

By the end of this course, students will be able to:
- Summarize the main points of a seminar in a coherent abstract
- Explain current oceanographic research themes
- Critique oral and written work

Instructor Information

Name: Mary Jo Richardson
Telephone #: 979-845-7966
Email address: mrichardson@ocean.tamu.edu
Office hours: Tuesday, Thursday 11 AM – noon and by appointment (call my office to set up an appointment)
Office location: O&M 306C

Textbook and/or Resource Material

No textbook. Reading assignments will be posted on eCampus

Grading Policies

All assignments must be submitted via the eCampus course site.

Assignments are due each Wednesday night by midnight. This is a HARD deadline. eCampus submission closes at that time. There are TWO opportunities to make up a missed assignment. Due dates 18 November and 2 December.

- Six seminar reports: 65 points each, 390 points
- Five reading assignments: 40 points each, 200 points
- Organizational meeting: 10 points, 10 points

A 540 - 600
B 480 – 539
C 420 – 479
D 360 – 421
Course Topics, Calendar of Activities, Major Assignment Dates

In the course you will attend and report on six scientific seminars, complete written reports on five reading assignments and attend one organizational meeting.

See

https://docs.google.com/document/d/1G4a889hT7ELdpkgXHHk7cYZY5O5QwGQs8THv0sjQgl4/edit

for the updated seminar list. I update the list as titles or changes are announced.

**Reading assignments:** Assignments will be posted on eCampus.

**Seminar reports:** There are six seminars that you must attend from the seminars posted on the google doc. Submit a 1-2 page (500 words or more) abstract (synopsis of the scientific content) of the seminar.

There will be one formal class meeting, at the beginning of the semester and a meeting at the end of the semester for course evaluation.

Monday, 31 August, at 3:00 PM O&M 306. I will give an overview of the course and discuss the expectations of the course.

If you have any questions during the semester please stop by my office (O&M 306C), call my office (845-7966) or email me at mrichardson@ocean.tamu.edu

*Always be respectful of the speaker and audience in the seminars you attend. If you can't be on time or stay until the end of the allotted time, please, don't attend. Please silence all electronic devices during the seminars.*

**Course Schedule**

<table>
<thead>
<tr>
<th>Date/week</th>
<th>Topic</th>
<th>Required Reading</th>
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<tbody>
<tr>
<td>31 Aug (Mon)</td>
<td>Introductory meeting, O&amp;M 306, 3 PM</td>
<td>Reading assignment #1</td>
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<tr>
<td>7 Sep</td>
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<td>Reading assignment #2</td>
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<td>14 Sep</td>
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<tr>
<td>21 Sep</td>
<td>Seminar report #1</td>
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<tr>
<td>28 Sep</td>
<td>Seminar report #2</td>
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<tr>
<td>5 Oct</td>
<td>Seminar report #3</td>
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<tr>
<td>12 Oct</td>
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<td>Reading assignment #3</td>
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<tr>
<td>19 Oct</td>
<td>Seminar report #4</td>
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<td>26 Oct</td>
<td>Seminar report # 5</td>
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<td>2 Nov</td>
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<td>Reading assignment #4</td>
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<tr>
<td>9 Nov</td>
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<td>Reading assignment #5</td>
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<tr>
<td>16 Nov</td>
<td>Seminar report #6</td>
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<tr>
<td>30 Nov</td>
<td>Make up seminar report option #1</td>
<td></td>
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<tr>
<td>2 Dec</td>
<td>Make up seminar report option #2</td>
<td></td>
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<tr>
<td>9 Dec</td>
<td>Evaluations, O&amp;M 306, 3 PM</td>
<td></td>
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</tbody>
</table>
Other Pertinent Course Information
Attendance and Make-up Policies

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“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
TO: Faculty Senate Executive Committee

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

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

DATE: December 9, 2015

SUBJECT: REPORT ON CERTIFICATION OF W COURSE: WFSC 491

We recommend that WFSC 491 Research in Wildlife & Fisheries be certified as a writing (W) course for four academic years (9/15 to 9/19). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 83%
2. Course content appropriate to the major
3. Total number of words: 2600
4. Instructor to student ratio for one section: 1:10

WFSC 491 is a one-credit course for students doing independent research under the direction of a faculty member. Students go through a writing process that begins with defining a broad problem (the first writing assignment), then a specific problem (second assignment), a write-up of research objectives (third assignment), a procedures report (forth assignment), and finally results, conclusions, and discussions (fifth assignment). Prior to starting on the objective and problem, each student discusses in conference with their supervising professor scientific writing and how to write using a specific scientific journal. Students turn in drafts for the objective, methods, and results, conclusions, and discussions sections at least a week before they are due so that they can be given written instructor feedback. Students are required to attend the following workshops: thesis formatting, the writing process, & avoiding plagiarism. Students doing research in-abstentia are required to find a scientific journal article and discuss the mechanics of the journal article such as formatting, good writing mechanics, and avoiding plagiarism with the supervising professor.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

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

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

WFSC 491 - Research

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

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

Instructor / Coordinator: Nova Silvy
Printed name and signature
(Date)

Received: Valerie Balester 12/19/15
W and C Course Coordinator, University Writing Center (Date)

Approvals:

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

Department Head: Michael P. Morris
Printed name and signature (Date)
WFSC 491W: Research

Spring 2016

WFSC 491W. Research. A supervised research experience conducted in an area directly relevant to the student’s field of specialization. Prerequisite: approval of WFSC department. Writing-Intensive (3 cr.)

Course Objectives. Laboratory and/or field research supervised by a faculty member in wildlife and fisheries sciences. Prior approval from the department will be required.

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

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

Instructor: PENDING- Students must get a professor to agree to work with them for WFSC 491.

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

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

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

Writing workshops
Throughout the school year, students will be required to attend writing workshops that deal with the following topics: thesis formatting, the writing process, and avoiding plagiarism. If the
student is doing research in-abstentia, than the student will be required to watch videos of these workshops.

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

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>(Points)</th>
<th>(Total = 120)</th>
</tr>
</thead>
<tbody>
<tr>
<td>XX Jan</td>
<td>Report about possible research ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>XX Mar</td>
<td>Report about research concerns</td>
<td></td>
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<tr>
<td>XX Mar</td>
<td>Objective</td>
<td></td>
<td></td>
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<tr>
<td>XX April</td>
<td>Report on procedures and research</td>
<td></td>
<td></td>
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<tr>
<td>XX April</td>
<td>Results, conclusions, and discussion</td>
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</table>

-Dates for writing workshops will vary

1. **Report on possible research ideas (1-2 pages) (10 points)**
A report about what kinds of research you want to do and it affects your personal & professional goals. This report can be broad in concerns to what you wish to do.

2. **Report about research concerns (1-2 pages) (10 points)**
This narrows down what you specifically want to do. It gives a quick summary of what you wish to do, what you need, and what you hope to accomplish.

3. **Objective (1-2 pages) (20 points)**
This report states how your research answers your research concerns that you stated in previous assignments. In addition, you need to state how your research affects society in terms of one or more of the following: commercial, medical, conservation, environmental, etc. A rough draft of the objective must be turned in a week before the final draft is turned in in order to allow for appropriate feedback.

4. **Methods (2-3 pages) (20 points)**
This report states how you will go about answering the objectives that you stated in a previous report. All procedures of the research need to be discussed. A rough draft of the objective must be turned in a week before the final draft is turned in in order to allow for appropriate feedback.

5. **Results, conclusions, and discussion (2-3 pages) (40 points)**
This will state the results of your research. Graphs and charts are highly recommended, but are not part of the word count. In addition, the conclusion will need to state what we can gain from
The results. The discussion will talk about the impact that the results will have on future research and other issues relating to medical & commercial applications along with impact on conservation and the environment. A rough draft of the objective must be turned in a week before the final draft is turned in in order to allow for appropriate feedback.

7. Participation (20 points)
Includes field based work, going to workshops, and other things relating to research

8. Student’s Final Grade. The final grade will be based on the quality of all of the reports along with participation in research

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

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

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

Disability Services (disability.tamu.edu)
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Disability Services Office, Rm. B116 Cain Hall, or call (979) 845-1637.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Marian Eide, Director, Women's & Gender Studies Program
     Steven Oberhelman, AOC Dean, Liberal Arts
DATE: December 9, 2015

SUBJECT: REPORT ON CERTIFICATION OF W COURSE: WGST 481

We recommend that WGST 481 Senior Seminar (Model 1), for this title only, be certified as a writing (W) course for four academic years (9/15 to 9/19). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 75%
2. Course content appropriate to the major
3. Total number of words: 4750
4. Instructor to student ratio for one section: 1:18

The Senior Seminar is a capstone required of all Women and Gender Studies majors. In this model, students write three essays on the course topic, which is variable, and keep a reading journal with seven entries. The first draft of at least one of the essays is reviewed and commented on by the instructor, and peers review at least one other. Three or more class periods are devoted to instruction on writing topics such as thesis development, the use of textual evidence, developing a coherent argument, and finding, evaluating, and incorporating secondary sources. When offered as a 900 section, the course will reliably follow Model 1 for the writing assignments, feedback, and instruction. Each instructor will be informed of their obligations to follow a model and the parameters for that model.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

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

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

WGST481  MODEL 1

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

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

Instructor / Coordinator: Marian Eide  12.2.15
Printed name and signature Marian Eide  (Date)

Received: Valerie Balester  12/10/15
W and C Course Coordinator, University Writing Center  (Date)

Approvals:

College Dean: 12-7-15

Printed name and signature  (Date)

Department Head: 12.2.15

Printed name and signature  (Date)

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

Tel. 979.458.1455 Fax 979.458.1456
writingcenter.tamu.edu
Course title and number  WGST 481
Term (e.g., Fall 200X)
Meeting times and location

Bodies in Society: Gender and Health
This course is designed to help students understand how the biological body and the social environment interact in matters of public health. More specifically, it aims to explore the reciprocal relationship between normative assumptions of sex/gender, on one hand, and health science and policy, on the other. In discussing reproductive health, obesity, prostate and breast cancer, and sexual dysfunction, we will analyze how notions of sex/gender simultaneously shape and reflect the questions health scientists ask, the methods used to answer them, and the interpretation of research results. At best, science can reveal what Donna Haraway calls “situated knowledges,” or partial truths, and this course will examine how sex/gender is implicated in what we know about health. We will also explore how public health officials, who essentially translate or give meaning to scientific research, determine what constitutes a public health problem and appropriate health behavior. In framing health for the public, these doctors, politicians, and government bureaucrats ultimately reinscribe sex/gender norms in the articulation of healthy citizenship.

Prerequisite: Senior Classification or Approval of Instructor

Learning Outcomes
By the end of the course, students should be able to:
• understand and critique the basic methods of health science;
• write cogent and reasoned essays based on research and presenting original arguments and insights;
• explain how notions of sex/gender inform the design, execution, and interpretation of health research as well as the construction of public health policy;
• understand scientific and political debates about reproductive health, obesity, breast and prostate cancer, and sexual dysfunction; and
• make thoughtful and informed decisions about their own health.

Instructor Information
Name  Joan Wolf
Telephone number  8452332
Email address  wolfj@tamu.edu
Office hours
Office location  302F Bolton Hall
Textbook and/or Resource Material


ASSIGNMENTS:

Reading Journal:
Reading Journal entries will be composed of responses to questions posed on eCampus, each of which can be answered in 75 words. There will be ten opportunities to submit reading journal entries before class. At the end of the semester, I will drop your lowest scores and compute your grade based on the average of the remaining entries.

Exams:
The exam will comprise both multiple choice and essay questions. Please bring a gray, 8½ x 11 scantron the day of the exam.

Essays:
Each student will compose three essays reflecting on the course topic. The essays will incorporate one outside research source beyond the assigned reading. Essays will be penalized one full grade for every day they are late. As this course is writing-intensive, we will also have several writing workshops and opportunities for peer and instructor review.

Oral Presentation:
Each student will be required to present a short (five minutes) summary of the material from one of his or her essays. I will create a schedule for presentations later in the semester.

Grading Policies

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Weight</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>Reading Journal</td>
<td>7 entries-100 words</td>
<td>10%</td>
<td>Weeks 2-12</td>
</tr>
<tr>
<td>Exam 1</td>
<td></td>
<td>10%</td>
<td>Week 5</td>
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<tr>
<td>Exam 2</td>
<td></td>
<td>10%</td>
<td>Finals Week</td>
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<tr>
<td>Essay 1</td>
<td>1000 words</td>
<td>15%</td>
<td>Week 5</td>
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<tr>
<td>Essay 2 (draft)</td>
<td>750 words</td>
<td>5%</td>
<td>Week 7</td>
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<tr>
<td>Essay 2</td>
<td>1000 words</td>
<td>15%</td>
<td>Week 8</td>
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<tr>
<td>Essay 3 (draft)</td>
<td>1000 words</td>
<td>5%</td>
<td>Week 12</td>
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<tr>
<td>Calibrated Peer Review</td>
<td>3 essays</td>
<td>10%</td>
<td>Week 13</td>
</tr>
<tr>
<td>Essay 3</td>
<td>1500 words</td>
<td>15%</td>
<td>Week 14</td>
</tr>
<tr>
<td>Presentation</td>
<td>5 minutes</td>
<td>5%</td>
<td>Week 14</td>
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</tbody>
</table>
Absence Policy
Each absence without university-excused documentation will result in a penalization of one percentage point from your final grade. Please consult student rule 7 for an explanation of university-excused absences. http://student-rules.tamu.edu/rule07

If you know you will be absent on the day of an exam, you must provide an official note (from a doctor, adviser, etc.) at least one week in advance. If you miss an exam because of an emergency (car wreck, sickness, etc.), you must notify me or the Women’s and Gender Studies program (845-7994) by the end of the next working day after the absence to ensure full rights, including the right to schedule a make-up exam. Barring extraordinary circumstances, makeups will be scheduled within three working days of a missed exam.

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

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Topic</th>
<th>Week</th>
<th>Reading</th>
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<tr>
<td>5</td>
<td>Midterm Exam &amp; Peer Review Workshop/Instructor meetings</td>
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<tr>
<td><strong>Case Study: Obesity</strong></td>
<td><strong>6</strong></td>
<td></td>
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<tr>
<td><strong>Writing Workshop: Thesis Development &amp; The Cogent Argument</strong></td>
<td><strong>8</strong></td>
<td></td>
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<tr>
<td><strong>Case Study: Cancer</strong></td>
<td><strong>9</strong></td>
<td></td>
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<tr>
<td><strong>Case Study: Breast Feeding</strong></td>
<td><strong>11</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Writing Workshop: Textual Evidence &amp; Analysis</strong></td>
<td><strong>12</strong></td>
<td></td>
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<tr>
<td><strong>Peer Review Workshop</strong></td>
<td></td>
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<tr>
<td><strong>Case Study: Risk</strong></td>
<td><strong>13</strong></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Student Presentations</td>
<td></td>
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</tbody>
</table>

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**Academic Integrity**

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

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Tryon Wickersham, Department of Animal Science
     H. Russell Cross, Head, Department of Animal Science
     Kim Dooley, AOC Dean, College of Agriculture and Life Sciences
DATE: December 9, 2015
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ANSC 481

We recommend that ANSC 481 Seminar be certified as a writing (W) course for four academic years (1/16 to 1/20). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 80%
2. Course content appropriate to the major
3. Total number of words: 3850
4. Instructor to student ratio for one section: 1:20

ANSC 481 is a one-credit course. The writing for this course includes a proposal for a final paper topic and a paper on the approved topic. A draft of the final paper is peer reviewed and given instructor comments. The first four class periods are devoted to writing and speaking instruction and include reading and evaluating scientific papers, developing topics, reviewing plagiarism prevention, and creating figures.

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

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

ANSC 481 - Seminar

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

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

Instructor / Coordinator: [Signature] 11/17/2015
Printed name and signature (Date)

Received: [Signature] 11/30/15
W and C Course Coordinator, University Writing Center (Date)

Approvals:

College Dean: [Signature] 11/24/2015
Printed name and signature (Date)

Department Head: [Signature] [Date]
Printed name and signature (Date)
ANSC 481: SEMINAR
FALL SYLLABUS 2015

Section 904, T 9:35-10:50
KLCT 123

Instructor: Tryon Wickersham          Phone: 979-862-7088
Office: 230 Kleberg                  Email: tryon@tamu.edu
Hours: By Appointment

COURSE DESCRIPTION AND PREREQUISITES

481. Seminar. (1-0). Credit 1, I, II, S. Review of literature and research problems related to the livestock and food industries; preparation of a technical report including an oral presentation supported by a written technical paper. Prerequisite: Priority enrollment given to graduating seniors in Animal Science.

LEARNING OUTCOMES AND COURSE OBJECTIVES

Seminar is designed to assist senior students in preparing for their career. Students taking this course should have had public speaking, technical writing and a sound foundation of Animal Science courses. Seminar allows students the opportunity to put all of this information together. Students will gain experience in preparing a technical report including an oral presentation supported by a written technical paper. Students will not only learn from the experience gained in preparing and presenting their seminar, but will have the opportunity to observe and participate in the seminar given by their classmates.

Each student enrolled will present a 10-to-20 minute seminar based on results of at least ten technical articles that they have reviewed and discussed in their technical paper.

Choice of topics and manner of presentation, oral and written, are evidence of your training in Animal Science, ability to follow instructions and standards of performance. Pick a topic that you have an interest in, not a topic that you think will be popular with the class or the professor.

TEXTBOOK AND RESOURCE MATERIALS

No textbook required. Reference materials include the Journal of Animal Science Instructions to Authors
GRADING

Your grade will depend upon your oral presentation, use of visual aids, responses to questions, your typed written technical paper, and how well you followed instructions. Regular attendance and courteous attention are also expected. Classroom participation will be considered in borderline cases. Your grade in the course will be based upon the following:

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

The following will result in a one (1) letter grade reduction in your final course grade:
1) Failure to turn in your technical paper on time.
2) Failure to follow guidelines for written paper.
3) A change in your seminar schedule without an official excused absence.
4) For each absence other than Official University Excused Absences.

Part of your oral seminar grade is based upon your ability to adhere to the time requirements of at least 10 minutes and no more than 20 minutes.

<table>
<thead>
<tr>
<th>Minutes</th>
<th>Grade Reduction</th>
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<tbody>
<tr>
<td>&gt;10 &lt;20</td>
<td>0</td>
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<tr>
<td>&lt;10 &gt;20</td>
<td>-1</td>
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<tr>
<td>&lt;09 &gt;21</td>
<td>-2</td>
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<tr>
<td>&lt;08 &gt;22</td>
<td>-3</td>
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A seminar evaluation form will be completed by all students and the professor on each seminar presentation. A copy of this evaluation form is in the appendix.

**Presentation:**
- Professor’s evaluation of oral seminar 10%
- Student evaluation (classroom average)* 10%

**Paper:**
- Topic Selection 5%
- Written technical report peer evaluation 10%
- Rough Draft II 15%
- Professor’s evaluation of final paper 50%
  100%

*Students will be advised to score the seminar as follows:

90 to 100  Professional presentation, exceeded what you thought was required in the course.
80 to 89  Adequate presentation, completed the basic requirements
70 to 79  Inadequate presentation, did not meet the basic seminar requirements.
## LECTURE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Session</th>
<th>Class Function</th>
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<tbody>
<tr>
<td>9/3</td>
<td>1</td>
<td>Introduction/Pictures/Course Requirements (Seminar topic due prior to start of 2nd class period)</td>
</tr>
<tr>
<td>9/10</td>
<td>2</td>
<td>Topic Due &amp; Signup for a Date</td>
</tr>
<tr>
<td>9/17</td>
<td>3</td>
<td>Discuss paper</td>
</tr>
<tr>
<td>9/24</td>
<td>4</td>
<td>Discuss paper</td>
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<tr>
<td>10/1</td>
<td>5</td>
<td>Discuss presentation</td>
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<tr>
<td>10/8</td>
<td>6</td>
<td>Discuss paper</td>
</tr>
<tr>
<td>10/15</td>
<td>7</td>
<td>Seminar Presentations (3) Rough Draft I Due</td>
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<tr>
<td>10/22</td>
<td>8</td>
<td>Seminar Presentations (3) Peer Reviews</td>
</tr>
<tr>
<td>10/29</td>
<td>9</td>
<td>Seminar Presentations (3) Rough Draft II Due</td>
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<tr>
<td>11/5</td>
<td>10</td>
<td>Seminar Presentations (3)</td>
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<tr>
<td>11/12</td>
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<td>Seminar Presentations (3)</td>
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<td><strong>11/19</strong></td>
<td>12</td>
<td>Seminar Presentations (3)</td>
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<tr>
<td>11/26</td>
<td></td>
<td>Thanksgiving</td>
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<td><strong>12/3</strong></td>
<td>13</td>
<td>Exit Interviews</td>
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</table>
COURSE EVALUATION

You will be asked to evaluate this course during the last class period.

AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT

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ACADEMIC INTEGRITY STATEMENT AND POLICY

An Aggie does not lie, cheat, or steal or tolerate those who do. More information can be found at www.tamu.edu/aggiehonor/
PROCEDURE FOR PREPARING THE TECHNICAL PAPER, SEMINAR PREPARATION AND PRESENTATION

1. General Information
   A. Seminar topics are to be selected by you and submitted in writing and approved by your professor prior to the second class period. It is suggested that you select a topic of major interest to you because you will learn more, enjoy it more and you will be more effective in your presentation.
   B. You may access the journal at: jas.fass.org/. This website also allows you to search the Journal based on author name and key words (each article has key words after the abstract that relate to its content).
   C. A schedule of speakers and seminar topics for the semester will be given to you the 4th class period.
   D. Seminar topics or the scheduling time of the seminar cannot be changed without prior consent of the professor. Failure to follow these guidelines will result in a (1) letter grade reduction in your final course grade.
   E. Seminar must consist of a 10-to-20 minute presentation.
   F. Seminars will be timed and a part of the grade will depend upon your presentation meeting the time requirements.
   G. Seminars will be video recorded for critique purposes.
   H. Only one (1) 3" X 5" card will be permitted for reference while presenting the seminar.
   I. Dress professionally - coat and tie; dress/pantsuit; no jeans; look and act professional.
   J. You have one (1) week after your seminar presentation to review the video of your presentation and set up an appointment to meet with your professor. During this individual conference the professor will share your overall grade for the seminar, discuss both the students’ and the professor’s comments regarding your seminar and the professor’s evaluation of the technical paper.

2. Preparation of Technical Paper
   A. You should select your technical references and prepare your technical paper before concerning yourself about your seminar. The technical paper should be the basis for selecting your visual aids for your seminar.
   B. The first rough draft of your paper is due at our 6th meeting and you will need to bring three copies to class, one for you and two for your peer group. At our 7th meeting, you will bring your corrected copies to your peer group members. At our 8th meeting rough draft II will be given to me. Papers will be returned to you by our 11th meeting and your final copies. Absolutely no exceptions will be made for any due dates late papers or papers not in final form.
C. Your technical paper must consist of a minimum of 3,750 words typed (font size of 12) exclusive of Title page, Literature Cited section and Table or Figure pages. Your paper must include a minimum of ten (10) technical articles that have been reviewed and cited in your paper. A high quality paper will contain between 15-to-25 scientific references cited in your paper and consist of 15-to-25 pages of text (Introduction, Results and Discussion and Conclusions).

D. Take advantage of the Writing Center, located in Evans Library or visit their website at: uwc.tamu.edu (phone: 458-1455) in preparing your paper. The Writing Center is a free resource for students in need of consultation at any stage of the writing process. Their services range from one-on-one tutorial sessions to computer based intervention and writing development programs.

E. Technical articles for your paper should come from the Journal of Animal Science or similar peer-reviewed publications. You have access to the ASAS website and full text articles of the JAS free of charge. The TAMU library (http://library.tamu.edu/) also has access to search engines/databases that allow you to electronically search for articles in a large number of scientific journals at once. Once at the library homepage select the “Database” tab. If you need help ask the librarians. Cited references from refereed publications or other scientific sources are preferred. References from non-refereed publications, magazines, websites, etc., should be avoided and do not count toward the ten (10) minimum references. The number of citations from non-refereed publications should be minimized by careful scrutiny; select only the most pertinent ones for your technical paper.

F. The technical paper must be written to follow the Style and Form of the Journal of Animal Science. A copy can be printed from jas.fass.org. The Style and Form contains examples of how to cite references in the text, and how to write the references in the Literature Cited (pages 9 and 10). Using a current article from the Journal of Animal Science as an example is another way to make it easier to understand the Style and Form. (Print a copy from JAS website and bring to the 2nd class period). The main points of Style and Form are summarized below.

---

**ORAL SEMINAR PRESENTATION**

1. **Procedure and Organization**

The procedures and organization for making your oral presentation are as follows:

   A. Introduction
   B. Objectives
   C. Discussion
   D. Conclusion or Implications
2. Preparation of Visuals
   A. You are required to use slides in your presentation.
   B. You are required to use the following four types of slides in your presentation:
      1) Introduction slide - first slide should list the title of your presentation, your name, course and date.
      2) Objective slide - your slide should address the specific question, issue you are discussing.
      3) Data slides - use to support your discussion, make a specific point, slides should have a freestanding title, list the data, and list reference at the bottom of the slide.
      4) Conclusion slide - the last slide should consist of a brief statement of the facts.
   C. Other slides (transition slides) are optional, but can be used to enhance your presentation.
   D. Your visuals can come from two sources: make them yourself or borrow them. Poster boards, models or overlays are not permitted.
   E. Make sure you have not put a timer or unnecessary transitions on your visuals unless you really want them there.

   Practice Session:
   The Monday and Wednesday before each class there will be a practice session at 5:30 P.M. Students will have the opportunity to become familiar with the PowerPoint presentation procedures.

GENERAL INFORMATION AND TIPS AND HINTS ON SEMINAR PREPARATION AND PRESENTATION
1. Seminar is expected to be an enjoyable, learning experience, not a boring or frightening chore.
2. Be considerate of the speaker by prompt attendance (be seated before time for class to begin) and participate as professional by asking questions.
3. Rehearsing for presentation:
   A. Requires many, many rehearsals. Use visuals and speak aloud. Speaking in front of a mirror or a friend is very effective.
   B. Read your seminar aloud. Timing is very important.
APPENDIX

SUMMARY OF TECHNICAL WRITTEN PAPER FORMAT

The first page of your paper will be your title page. Format as follows:

Title of Paper
Student’s Name
Animal Science 481
(Month) (Year)

Your paper will consist of the four main headings:

INTRODUCTION

This section should define the problem and the importance of this topic. A paragraph, not exceeding 2,000 keystrokes, should adequately cover the introduction.

DISCUSSION

This section should utilize your literature references relative to the research conducted on the topic. Explain what was done, methods used, results obtained and conclusions reached. Sufficient data should be presented to allow the reader to interpret the results. When different approaches and experiments are discussed combine their results in your discussion statements. This should be the principle portion of your technical paper.

CONCLUSION

This section should summarize your paper. A paragraph, not exceeding 2,000 keystrokes should adequately cover your conclusions. This portion of your paper should consist of a summary of experimental results establishing the science (facts) and the implications of this information.

LITERATURE CITED

This section is to begin at the top of a separate page and must include a minimum of ten (10) technical articles that have been reviewed and cited in your paper. Citations should conform to the style of the Journal of Animal Science indicated in the 2013 revision.

Tables and/or Figures are to be inserted after the Literature Cited section. They are to be numbered consecutively in Arabic numbers, each Table or Figure is typed on a separate page.

NOTE: Your typed (font size of 12), should be stapled, but not bound, covering your Introduction, Results and Discussion and Conclusion must consist of a minimum of 3,750 words, double spaced. A minimum of ten (10) cited references is required. Your grade will be based 50% on content and 50% on proper paper requirements.
Animal Science 481  
Seminar Evaluation

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<table>
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**SPEAKER:**  
**TOPIC:**  
**DATE:**

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<tr>
<td>I. Personal confidence, appearance and poise</td>
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<td>II. Voice, eye contact and presentation without distracting mannerisms</td>
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<td>III. Organization and presentation of topic</td>
<td>(20)________</td>
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<td>IV. Knowledge of topic and evidence of preparation for presentation</td>
<td>(25)________</td>
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<tr>
<td>V. Use of visuals to support presentation and quality of visuals</td>
<td>(15)________</td>
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<tr>
<td>VI. Awareness of time and length of seminar</td>
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<tr>
<td>VII. Response to questions</td>
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**TOTAL (100)________**

**Suggestions for Improvement/Seminar Evaluation Comments:**
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Sheela Athreya, Department of Anthropology
     Ted Goebel, Acting Head, Department of Anthropology
     Steven Oberhelman, AOC Dean, Liberal Arts
DATE: November 4, 2015
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ANTH 489

We recommend that ANTH 489, The Neanderthals, for this title only, be certified as a writing (W) course for four academic years (1/16 to 1/20). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 50%
2. Course content appropriate to the major
3. Total number of words: 11,750
4. Instructor to student ratio for one section: 1:10

A graduate assistant helps with this course. Students write 13 responses to weekly readings. These are graded and receive feedback each week. They also write a longer paper, and this also receives written instructor comments on a rough draft. Instruction includes discussion of the writing and rhetoric of the assigned course readings and how they reflect the scientific writing process; lecture; and handouts.

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

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

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

   ANTH 489  The Neandertals

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

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

Instructor / Coordinator: Sheela Athreya 10/23/15  Sheela Athreya

   Printed name and signature  (Date)

Received: Valerie Balester 11/3/15

   W and C Course Coordinator, University Writing Center  (Date)

Approvals:

College Dean: Steven M. Oberhelman 10/19/15

   Printed name and signature  (Date)

Department Head: Ted Goebel 10/28/15

   Printed name and signature  (Date)
ANTHROPOLOGY 489  
SPECIAL TOPICS: THE NEANDERTALS (W)  
Fall 2016

Course Information:  
Tuesday/Thursday 2:20-3:35  
Room: ANTH 300/300B

Instructor:  
Dr. Sheela Athreya  
Office: Anthropology 316E

Office hours: T 12-2 pm  
Email: athreya@tamu.edu

Prerequisite:  
ANTH 225 or permission of instructor

Course Description:  
The goal of this course is to provide students with a detailed understanding of the origin and evolution of Neandertals. While stories in the popular scientific media tend to focus on Neandertals and their relationship to early modern humans (did they go extinct, get killed off, or are they still with us?), there are many other interesting questions about their biology, adaptations to their environment, social structure, and behavior that we can answer. Students will gain a deeper understanding of Neandertals in all respects. As a writing-intensive class, the course will focus on achieving these goals through weekly reading and writing assignments, as well as a detailed final paper.

Learning Outcomes:  
By the end of the semester, students will:
   1) have a detailed understanding of the anatomy, biology and behavioral abilities of Neandertals
   2) be well-versed in debates about the evolutionary origins and fate of Neandertals
   3) be able to critically evaluate studies on Neandertals and their relationship to early modern humans.

Recommended Books (not required). Both of these will be on reserve at the library

Weekly Course Readings:  
Course readings consist of selected journal articles and book chapters that will be made available to you via the course’s eCampus website. A detailed list of course readings is listed below with the weekly class schedule.

If you need extra contextual information regarding the fossil record, you may find the following, or a similar source, helpful:
If you need extra information regarding anatomy, you may want to consult one of the following, or a similar, resource:


All of the above resources are available from the instructor or through the library.

Weekly Writing Assignments:
Each week you will turn in a 750 word response sheet to the readings. This will not be a summary of the content of the readings. It will go further than that. Your response sheet should include questions, thoughts, comments, critiques, and outside examples. I have prepared a handout for you guiding you on the content. The goal is to get you to think critically about these issues and apply them to your understanding of the subject.

Each week’s response sheet is worth 4 points, and you are allowed to drop the lowest grade for a total of 48 points, which will contribute to your final writing grade. They are due on Tuesday at the beginning of class. If you have a documented university approved absence, you are required to submit the response sheet to me upon your return. Failure to turn in a response sheet will result in the deduction of 4 points from your overall 48-point total.

I will give feedback on the response sheets each week so that you can incorporate my comments and suggestions into your subsequent response sheets.

Discussion/Participation:
In addition, each week one of you will be in charge of leading the class discussion. Classroom discussion is intended to explore the weekly readings and to include everyone. We will be revisiting many of the major debates regarding the place of Neandertals in human evolution. There is little about the Neandertals that is not controversial, as you will soon find from the readings. Given that, your educated opinion is important! You can use your response sheet as a jumping off point, and it is expected to be a particularly well-prepared one that week. As with the response sheets, you are expected to tie the readings in to each other and the lecture topic and prepare questions for your classmates to stimulate discussion. I will meet with you before to help you prepare. This is worth a total of 4 points, which is also added to your 10% participation grade.

Exams:
There will be two written exams that will integrate material from both the lectures and the readings. The first exam will cover the material from the first half of the course, and the second exam will cover the second half of the course. Format will be short answer and short essay.

Note: your exams will be graded not just on their content, but also on the writing. You will be expected to construct logical arguments in essay form with introductions, supporting evidence, and conclusions.
Final Paper:
Students will prepare an 8-page “position” paper on a topic of their choosing. These will be expansions of the response sheets, where you provide a detailed critique of two sides of a debated issue regarding Neandertals, and ultimately defend your position on the topic. Topics for these papers MUST be chosen BEFORE THE MIDTERM EXAM and must be approved by the instructor. **Drafts of these papers will be due IN MID-NOVEMBER.** The specifics of this requirement will be discussed as the semester progresses.

Grading Policies:
Your final grade will be determined by the following:
- Attendance/Participation: 10%
- Weekly Response Papers, Discussion Leader: 20%
- Midterm Exam: 20%
- Final Exam: 20%
- Final Paper: 30%

*Note that class participation is a critical part of your grade and can make the difference in your grade. Points will be deducted each week for unexcused absences and/or failure to do the readings.*

Grading scale:
- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = below 60

**Makeup Exam Policy**
If you must be absent for an exam, you must notify me *in advance* of the exam date unless the absence is due to a religious holiday, or no more than 48 hours later (if it was a last minute medical emergency only). You will not be allowed to make up the grade unless you can document your reason for being absent. Legitimate reasons for missing an exam, as defined in the TAMU Regulations are detailed in Student Rule 7 [http://student-rules.tamu.edu/rule07:](http://student-rules.tamu.edu/rule07:)
1) participation in an activity on the Authorized Activity List,
2) death or major illness in the student's immediate family,
3) illness of a dependent family member,
4) participation in legal proceedings that require a student's presence,
5) religious holy day (defined in Texas Tax Code Section 11.20)
6) confinement because of illness
No other excuses will be considered. Students who miss an exam and cannot document a legitimate reason will receive a score of zero for that exam. If you have a legitimate reason you will be permitted to take the exam as long as it is within five days of the midterm. Otherwise, your final exam will be counted as both your midterm and final exam grade.

**Americans with Disabilities Act**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).
Copyright & Plagiarism
All materials generated for use in this class are copyrighted. These include syllabi, exams, review sheets and other materials. Because these materials are copyrighted you do not have the right to copy them, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

Academic Honesty and Integrity
The Aggie Honor Code and refers the student to the Honor Council Rules and Procedures on the web. Honor Code: “An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: www.tamu.edu/aggiehonor/
# Lecture and Reading Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings (to be done in order listed)</th>
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<tbody>
<tr>
<td>Th 8/30</td>
<td>History of discovery and research: not our ancestors?</td>
<td>Trinkaus and Shipman prologue and Ch. 1&lt;br&gt;Stringer and Gamble Ch. 1&lt;br&gt;King W. 1864. The reputed fossil man of the Neanderthal.&lt;br&gt;<em>Quarterly Journal of Science</em> 1:88-97. <strong>Response sheet 1 due: covering today's readings only (Trinkaus/Stringer Ch 1/King)</strong></td>
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<tr>
<td>Date</td>
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<td>T 10/2</td>
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<td><strong>Response sheet 4 due</strong></td>
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<tr>
<td>Th 10/4</td>
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<td><strong>Lecture and workshop: scientific research and writing</strong></td>
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<td>T 10/9</td>
<td><strong>MIDTERM EXAM</strong></td>
<td>Up to and including Postcrania I: Upper Limbs</td>
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<td>T 10/16</td>
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<td><strong>Response sheet 5 due</strong></td>
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<td>T 10/23</td>
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<td><strong>Response sheet 6 due</strong></td>
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<td>T 10/29</td>
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<td><strong>Response sheet 7 due</strong></td>
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<td>T 11/13</td>
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<td>T 11/20</td>
<td>FINAL PAPER DRAFTS DUE</td>
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<tr>
<td>Th 11/22</td>
<td>THANKSGIVING</td>
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<td>T 11/27</td>
<td>The question of language, burials and symbolic behavior (no lecture;</td>
<td>Pettitt PB, 2002. The Neanderthal dead: Exploring mortuary variability in Middle Paleolithic Eurasia. Before Farming</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Reading</td>
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**Response sheet 12 due** |
**Response sheet 13 due** |
| F 12/7     | FINAL EXAM                                                          | 3-5 PM                                                                                       |
|            | FINAL PAPERS DUE                                                   |                                                                                             |
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: David Baumgardner, Department of Biology
    Tom McKnight, Head, Department of Biology
    Kim Dooley, AOC Dean, College of Agriculture and Life Sciences
DATE: December 9, 2015
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: BIOL 400

We recommend that BIOL400 Tropical Biology be certified as a writing (W) course for four academic years (1/16 to 1/20). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 90%
2. Course content appropriate to the major
3. Total number of words: 3000
4. Instructor to student ratio for one section: 1:12

BIOL 400 is a 6-credit hour summer course, part of which is taken in Costa Rica. An assistant helps advise students with the writing, which consists of field notes and a final report. Field notebooks are reviewed two to three times each during the month in Costa Rica. Suggestions on how to improve writing of field notes is provided both verbally and in writing. Shortly after returning to the US, students are required to provide a one to two page outline of their final written report. The instructors provide feedback to each student on their outlines. Approximately two weeks later, students submit drafts of their final written report, which receive extensive and detailed written feedback from the instructor. Writing instruction is provided in the required one-hour course before they leave for Costa Rica. First, select chapters from "Tropical Nature: Life and Death in the Rain Forests of Central and South America" are assigned, with students writing one to two page summaries that are reviewed and returned with comments. Second, the Science and Engineering Librarian teaches how to use online library databases for searching the scientific literature. Third, the University Writing Center teaches three of the seminars, providing guidance and instruction for various phases of the writing process.

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

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

Biol 400 - Tropical Ecology in Costa Rica

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

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

Instructor / Coordinator: DAVID BAUMGARDNER 16 Sept. 2015
Printed name and signature

Received: Valerie Balester 10/2/15
W and C Course Coordinator, University Writing Center (Date)

Approvals:
Timothy F. Scott, Ph.D.
Associate Dean for Undergraduate Programs
College of Science - Texas A&M University
3257 TAMU - College Station, TX 77843-4257
Tel. 979.845.7362 - Fax. 979.845.6077
tim@science.tamu.edu

College Dean: Printed name and signature 10/9/15
(Date)

Department Head: Printed name and signature 10-7-15
(Date)

1.214 Sterling C. Evans Library
5000 TAMU
College Station, TX 77843-5000
Tel. 979.458.1455 Fax 979.458.1456
writingcenter.tamu.edu
Biology 400 (Section 950)
Tropical Ecology Costa Rica

Primary Instructor:
David E. Baumgardner, PhD
Senior Lecturer
Department of Biology
Texas A&M University
College Station, TX 77843-3258
e-mail: dbaumgardner@tamu.edu
979-845-4191 (phone), 979-845-2891 (fax)
Office Location: Biological Sciences Building East (BSBE), Room 325

Teaching Assistant:
TBD

COURSE DESCRIPTION, SUMMARY AND PREREQUISITES

Course Description: The Costa Rica Tropical Ecology program is an advanced, field-intensive course conducted at several biological field stations located throughout Costa Rica. Students will be exposed to a wide variety of tropical ecological principles using largely observational and some sampling techniques. Although a physically demanding course, students will experience an amazing diversity of wildlife and habitats from hot, humid lowland rainforests to the high elevations of the Talamanca páramo, while developing a variety of natural history skills needed to understand the complex interactions of plants and animals in tropical environments. Students are required to keep a detailed journal of ecological principles observed while in Costa Rica that will be the basis for their final written report. Students will also have opportunities to experience the unique and friendly culture of one of Central America's most successful countries. Upon returning to the United States, the remainder of the summer will be utilized to complete written assignments using feedback from both the course instructor and teaching assistant.

Course Summary: Advanced field course taught at multiple field stations in Costa Rica emphasizing biological, ecological, natural history and philosophical attributes of tropical ecosystems. Students will develop observational, natural history skills and record these observations on a daily basis in a detailed field journal. Upon returning to the United States, the remainder of the summer will be utilized to complete written assignments using feedback from both the course instructor and teaching assistant.

Prerequisites: Biology 300 and approval of instructor.
COURSE OBJECTIVES AND LEARNING OUTCOMES

Course Objectives.
- Learn about the culture, history, geography, flora, fauna, and ecology of Costa Rica.
- Gain a greater understanding of the flora, fauna, and functions of tropical ecosystems from warm, humid low elevation costal jungles, to sub-montane and cold, high elevation montane tropical ecosystems.
- Develop observational, natural history skills needed to record and document observations in a detailed field journal. These observations can include unique adaptations and diversity of the plants and animals of the tropics, and changes in structure and function between different ecosystems.
- Learn to interact effectively with fellow students, citizens of Costa Rica, and enhance Spanish language skills.

Learning Outcomes. At the completion of the course, the student will:
- Have an increased understanding of the history, culture, and ecology of a tropical country.
- Be able to successfully document the diverse flora and fauna and adaptations of these organisms that allow them to exist in a tropical environment.
- Review the scientific literature to support a more detailed study of specific topics observed during the course.
- Collect and analyze data.
- Interpret results.
- Enhance scientific writing skills both in the field collection data and in a formal research paper.

REQUIRED TEXTBOOKS
No textbook is required for course.

GRADING POLICIES
The student’s final grade will be based upon the following three criteria: (1) behavior, attitude, participation in scheduled events; (2) daily reports; and (3) a final written report.

(1) Behavior, Attitude, and Participation in Scheduled Events (10% / 10 Points). All students are expected to participate in all scheduled events, including lectures, and discussion of daily findings. Students are expected to follow all instructions and directives of the course faculty and staff and to treat all members of the course and any other individuals with whom the students may interact with respect and professionalism. Violation of these standards may result in verbal or written counseling statements and/or loss of points towards final course grade.

(2) Daily Reports (30% / 30 Points). Students will be required to maintain an observational journal of the flora, fauna, community structure, biological adaptations, and any other ecological concepts which they find of interest. A notebook and permanent ink pen will be provided. Sketches and reference to pictures may also be included. Students will be expected to record at least four observational recordings per day based upon either formal, scheduled events or observations while in smaller, informal groups. Journals will be randomly reviewed by either
the course director or teaching assistant and, if needed, feedback provided to improve the journal. A minimum of 1,000 words are expected from the daily reports.

(3) Final Written Report (60% / 60 Points). A final, written report of at least 2,000 words is required in order to successfully complete the course and receive “W” credit. In order to be counted towards the total of 2,000 words, the words must be part of complete sentences. A listing of scientific names in a table and similar situations will not be counted towards the required minimum total of 2,000 words.

Requirements of Written Report:

In completing the written report, students are required to discuss, in detail, a topic which they observed and recorded while in the field. The report can be on a single topic, or may be divided among up to three different topics. Students are expected to research their selected topic(s) in enough depth and detail in order to give them a deeper, more detailed understanding of the subject(s). At least FIVE references from the scientific peer reviewed literature must be included in the report. Each student will receive feedback of their first submission, Submission 1. The second submission, Submission 2, will be the final submission that will determine the grade of the written report. Students are welcome to submit small sections of the report (such as a paragraph or small section) for feedback that will not be considered the single feedback of their entire report. Students may also submit sections of their report for review while in Costa Rica.

The first requirement of the written report will be the outline. This will be a one to two page bulleted outline which should include the topic(s) of study, background information, methods, and major points of discussion. It should also include three literature references from the scientific, peer-reviewed literature, that relate to the topic.

Submission 1 should be around 1,500 words in length. In order for a word to count as part of the total word count, it must be part of a formal, grammatically correct sentence in a paragraph. Words in tables, figures, the title page, and literature cited do NOT count towards the 1,500 words. There can be some gaps and incomplete sections in Submission 1, but I do expect a fairly complete paper. You also need to have at least three of your five literature citations as part of Submission 1.

The first submission should start with a cover page that has your name, the title of your paper, and title of the course. Page two will begin with the "Introduction". Think of this as a funnel. Start with broad concepts related to your topic, then narrow down to what you will discuss/research. Materials and Methods should be mostly focused on a description of the field stations and how you collected your data. The "Results" and "Discussion" can be combined into one section, "Results and Discussion". This section will discuss in detail the primary topic of your paper. It should include your experiences from being in Costa Rica that relate to the topic. And do not forget your "Literature Cited" section.
It will not be possible for students to complete a quality report and course instructors to give quality feedback before the time grades are due for the Summer I session. As a result, students will receive an “I” (incomplete) for their grades. The following time line will be used for completing the course:

- 30 June 2016: Outline due.
- 08 July 2016: Outlines will be returned with comments and suggestions.
- 18 July 2016: Submission 1 due by 5PM.
- 25 July 2016: Submission 1 will be returned with comments and suggestions.
- 05 August 2016: Submission 2 due by 5PM.
- 12 August 2016: Final letter grades will be assigned for each student.

POLICY ON POSSESSION AND/OR CONSUMPTION OF ALCOHOLIC BEVERAGES AND ILLEGAL NARCOTICS WHILE IN COSTA RICA.

Consumption or possession of illegal narcotics while in Costa Rica is strictly forbidden. In general, substances illegal in the United States (marijuana, cocaine, Ecstasy, etc.) are also illegal in Costa Rica. Any student caught in possession of illegal narcotics while in Costa Rica will receive a final grade of “F” in the course and will be immediately returned to College Station and referred to their academic advisor for counseling. Although some drugs or medications may be legal to purchase and possess in Costa Rica, their importation and use (with or without a prescription) may not be legal in the United States. Any questions or concerns should be immediately brought to the attention of the instructor or teaching assistant. Any prescription drugs brought into Costa Rica should stay in their original bottle, which includes the name of the student, the type of medication, and the prescribing physician.

The legal drinking age in Costa Rica is 18 years of age. For safety and security, all students are strongly cautioned against drinking alcohol. There may be occasions where social drinking is appropriate, but students are expected to behave as adults and professionals. THE INSTRUCTOR, TEACHING ASSISTANT, OR ANY OTHER PERSON ASSOCIATED WITH TEXAS A&M UNIVERSITY RETAINS FINAL AUTHORITY IN LIMITING THE CONSUMPTION OF ALCOHOLIC BEVERAGES BY STUDENTS. This rule is not open to debate, and failure to follow the instructions of the instructor or teaching assistant or other instructors or administrators associated with the program may result in a final grade of “F” for the student, and expulsion from the program.

Other Pertinent Course Information
Students are required to register for a seminar course meet once a week for one to two hours during the Spring semester. Exact time and place to be determined.

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
THE HIGHEST ETHICAL STANDARDS ARE EXPECTED AT ALL TIMES FROM ALL STUDENTS. “An Aggie does not lie, cheat or steal, or tolerate those who do.” For additional information, please visit:  [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)

TENTATIVE COURSE SCHEDULE, SUMMER 2016

<table>
<thead>
<tr>
<th>DATE</th>
<th>EVENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>05 June 2016</td>
<td>Travel from IAH to SJO, Hotel Bouganville (1 NIGHT - SUNDAY)</td>
</tr>
<tr>
<td>06 June</td>
<td>Hotel Bouganville to Soltis Center (5 Nights)</td>
</tr>
<tr>
<td>07 June</td>
<td>Explore Soltis Center</td>
</tr>
<tr>
<td>08 June</td>
<td>Arenal Volcano and Snake Garden/Zoo</td>
</tr>
<tr>
<td>09 June</td>
<td>Waterfall Hike</td>
</tr>
<tr>
<td>10 June</td>
<td>Zip Line (Optional)</td>
</tr>
<tr>
<td>11 June</td>
<td>Leave Soltis Travel to La Selva (4 Nights)</td>
</tr>
<tr>
<td>12 June</td>
<td>La Selva</td>
</tr>
<tr>
<td>13 June</td>
<td>La Selva</td>
</tr>
<tr>
<td>14 June</td>
<td>La Selva</td>
</tr>
<tr>
<td>15 June</td>
<td>Travel from La Selva to Dominicial (2 Nights)</td>
</tr>
<tr>
<td>16 June</td>
<td>Dominicial</td>
</tr>
<tr>
<td>17 June</td>
<td>Travel from Dominicial to Las Cruces (6 Nights)</td>
</tr>
<tr>
<td>18 June</td>
<td>Las Cruces Waterfall Trail</td>
</tr>
<tr>
<td>19 June</td>
<td>Las Cruces Wilson Trail</td>
</tr>
<tr>
<td>20 June</td>
<td>Visit to Las Alturas</td>
</tr>
<tr>
<td>21 June</td>
<td>Las Cruces Rest Day</td>
</tr>
<tr>
<td>22 June</td>
<td>Las Cruces Station Hike to San Vito</td>
</tr>
<tr>
<td>23 June</td>
<td>Travel from Las Cruces to Savegre Hotel (5 Nights)</td>
</tr>
<tr>
<td>24 June</td>
<td>Hike along roads, waterfall for lizards and birds</td>
</tr>
<tr>
<td>25 June</td>
<td>&quot;Paramal&quot; Area Hike</td>
</tr>
<tr>
<td>26 June</td>
<td>Hike upper regions of hotel property</td>
</tr>
<tr>
<td>27 June</td>
<td>Hike upper regions of hotel property</td>
</tr>
<tr>
<td>28 June</td>
<td>Travel from Cuceri to San Jose, Hotel Bouganville (2 Nights)</td>
</tr>
<tr>
<td>29 June</td>
<td>Day Trip to Poas Volcano</td>
</tr>
<tr>
<td>30 June</td>
<td>Depart SJO for IAH (Friday)</td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Sarah Bednarz, Department of Geography
     Vatche P. Tchakerian, Head, Department of Geography
     Chris Houser, AOC Dean, College of Geosciences
DATE: December 9, 2015
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: GEOG 404

We recommend that GEOG 404 Spatial Thinking, Perception, and Behavior be certified as a writing (W) course for four academic years (9/16 to 9/20). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 75%
2. Course content appropriate to the major
3. Total number of words: 12,000
4. Instructor to student ratio for one section: 1:16

In this course, students read significant scholarly articles, summarize them, write weekly reaction papers, conduct research, and write a research paper reporting the results. The instructor reads each position paper, reaction paper, and research proposal and provides written comments and comments using a rubric; the research proposal gets comments on a draft and is revised. For instruction, the Chronicle of Higher Education booklet on writing is assigned and discussed in class, particularly Steven Pinker’s piece on academic writing. The first two weeks the class workshops on various aspects of writing for the first 15-20 minutes of class, discuss the preferred style manual (Chicago), and analyze a paper to apply Pinker’s “rules.” Various problems that arise, e.g., citation styles, how to write numbers, formatting issues, and communication tips are highlighted and discussed throughout the semester.

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

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

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

   GEOG 404 Spatial Thinking, Perception, and Behavior

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

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

Instructor / Coordinator:  S.W. Bednarz

Printed name and signature

(Signature)

(Date)

Received:  Valerie Balester  10/22/15

W and C Course Coordinator, University Writing Center

(Date)

Approvals:

College Dean:  Choe House

Printed name and signature

(Date)

Department Head:  David Cairns

Printed name and signature

(Date)
Spatial Thinking, Perception & Behavior
Geography 404-900
11:10-12:25 Tuesday/Thursday • Room 302 CSA
Dr. Sarah W. Bednarz

Office: 804 O&M
Phone: 845-1579
E-mail: s-bednarz@tamu.edu

Office Hrs.: Monday 1:00-3:00; Tuesday 4:00-5:00

This course focuses on spatial thinking, spatial perception, and the ways thinking and perception influence spatial behavior. Spatial thinking is defined as a “constructive amalgam of concepts of space, tools of representation, and processes of reasoning that uses space to structure problems, find answers, and express solutions” (NRC 2006). Spatial thinking is a required skill for learning and doing geography and other sciences as well as mathematics. It also serves as the foundation of geospatial technologies such as geographical information systems (GIS), global positioning systems (GPS), and remote sensing (RS).

Despite its importance, spatial thinking is not an explicit part of geography, science, or mathematics curricula in universities. It is not taught in a systematic fashion; its acquisition is assumed as an unintended outcome of coursework and life experiences. Spatial thinking is an emerging area of research and interest among geographic information scientists, geographers, cognitive scientists, and psychologists.

Learning Outcomes: Spatial Thinking, Perception, and Behavior proposes to present students opportunities to explore four questions related to spatial thinking:
• What is spatial thinking?
• Why is spatial thinking important?
• How is spatial thinking acquired and developed?
• What are the relationships among spatial thinking, perception, experience, individual human differences, and behavior?

Thus, the outcomes for the course are that students will be able to:
• define spatial thinking and its relationships to spatial representations;
• discuss why spatial thinking is important in a range of disciplines;
• describe how spatial thinking is acquired and developed;
• analyze the relationships among spatial thinking, experience, human differences;
• identify systems that may support spatial thinking, including geospatial technologies; and
• conduct research related to spatial thinking.

The course is designed for advanced level students interested in spatial analysis, problem solving, and communicating ways to use this powerful habit of mind in the practice of geography and related disciplines. A particular focus will be on the ways spatial thinking may be supported by geospatial technologies. In order for students to become aware of their own spatial thinking there will be a rich array of opportunities for student research, metacognition (thinking about their thinking), and expression through both written and graphic means.

Course Materials

• Committee on Support for Thinking Spatially, 2006. Learning to Think Spatially [LTTS]. Washington D.C.: National Academies Press. This is a PDF which can be downloaded free of charge from http://www.nap.edu/catalog/11019/learning-to-think-spatially-gis-as-a-support-system-in
• Chapters from Geospatial Technologies and Homeland Security and Teaching Geographic Information Science and Technology in Higher Education may be downloaded as PDFs from the Evans Library site as well. Readings from Human Development, The Emerging Spatial Mind (TESM), and Digital Geography are also on electronic course reserve. A few other readings will be posted on eCampus.

**Course Requirements**

1. Complete reading assignments, position & reaction papers, and the research project, as assigned.
2. Attend class, participate in and contribute to the discussion on a regular basis.

**Grades**

Daily Activities/Classroom Participation/Written Work 35 pts
- Two responses @5 pts;
- One position statement @10 pts;
- One revised research proposal @15 pts

Class Presentation & Participation 25 pts
- Presentation @15 pts
- Participation @10 pts

Research Project and Final Presentation 40 pts

In order to receive an A, all assignments must be completed, on time, well-edited, thoroughly done, and exceed course requirements. Written work must be of superior quality in expression, attention to detail, originality, organization, and reflection. Thoughtful contributions to class discussions and careful preparation for class are required as well.

**Expectations and Procedures**

1. You will need to keep pace with the schedule and satisfactorily complete all work for the course.

   Writing and thinking are linked. Writing is a process. The clarity of your ideas is reflected in your written work. Revision is an important part of the writing process. Writing is also a social process. You write for an audience and need to consider readers’ reactions to what you write (Hay 1996).

   In order to assist you in writing, the University Writing Center (UWC), located in Evans Library 1.214, offers help at any stage of the writing process including brainstorming, researching, drafting, documenting, revising, and more; no writing concern is too large or too small. These consultations are highly recommended but are not required. While the UWC consultants will not proofread or edit your papers, they will help you improve your proofreading and editing skills. If you visit the UWC, take a copy of your writing assignment, a hard copy of your draft or any notes you may have, as well as any material you need help with. To find out more about UWC services or to schedule an appointment, call 458-1455, visit the web page at uwc.tamu.edu, or stop by in person.

   We will follow the Chicago Style Manual in this class. The UWC web site has links to facilitate your use of this style of citation: [http://writingcenter.tamu.edu/Students/Handouts-Guides/Handouts-(Get-It-Written)/Citing/Citation-Styles-(with-Web-Links)](http://writingcenter.tamu.edu/Students/Handouts-Guides/Handouts-(Get-It-Written)/Citing/Citation-Styles-(with-Web-Links) Many class sessions will involve a period of time focused on writing/research.

2. You must attend ALL classes. This is an inquiry class. The nature of your questions and participation are important and will influence your grade. For each absence, please submit a written explanation (excused or unexcused) on your return to class. I will lower your grade if you have more than two unexcused absences. See the Student Rules for definitions of excused absences [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)
3. All materials submitted should be typed and/or professionally executed in the case of maps, graphs, charts etc.

**Scholastic Integrity**

Be sure all work is original or carefully cited. Please see the University Regulations regarding scholastic integrity at http://aggiehonor.tamu.edu. I encourage you to work with your partner closely to prepare your presentation and to learn the material. You may peer-review your classmates’ work and will react to their writings. Note, however, that providing answers for any assigned work or copying someone else’s work, either with or without their permission, is considered unethical and a violation of the University Code of Honor. It will cause you to lose all activity credit for the semester. Work cooperatively in your group and contribute; do not copy blindly. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, http://student-rules.tamu.edu, under the section “Scholastic Dishonesty.”

**Explanation of Assignments**

1. **Readings**
   For the first two weeks I will be responsible for lecturing and leading class discussions. I will use class time on Tuesdays to review key spatial thinking concepts, present supplementary ideas, talk about doing research and writing, and other activities. You are encouraged to participate fully and to ask questions.

   When we discuss the weekly readings, I will lead a discussion of the materials during which you will do most of the talking. The focus will be on the author(s) conclusions and points of view. The challenge is for you to apply what you have read to what you know and observe about how people think and behave spatially. You are encouraged to argue your points effectively, using evidence.

2. **Student Led Sessions**
   Each of you, along with a partner(s), will be responsible for leading the class discussion sometime during the semester. Your goal should be to lecture as little as possible. Instead you should strive to create a lively discussion of the material in which everyone participates. To do this you must understand the material very well. In addition, you must find and read an additional article, chapter, or “thing” so you are better informed than your classmates. You should strive to be the expert on the topics for the readings. You are encouraged to consult with me before you serve as class discussion leader.

   When you present, you must prepare a computer based presentation to accompany your in-class activities. These will be converted to PDFs and posted on eCampus.

   - **Position Papers.** To help you and your classmates prepare for the class discussion, all presenters will write three-page position papers. These statements will be posted on eCampus by noon Friday the week before the presentation. The position paper should not simply be a short summary of the readings. It should concentrate on the most important ideas, give the class your interpretation of the argument, supplement the assigned readings with any relevant additional information the presenters find, point out different approaches or conclusions taken by different researchers, and provide background or explanation to help your classmates better understand the readings. Think of this as a short, critical briefing on the topic(s). Your reactions to the argument in the readings are welcomed as long as you support your comments or criticisms with data, sources, logic or all three. Please see the Position Paper rubric.
• **Reaction Papers.** To ensure that your classmates are ready to engage in the class discussion and to provide them with an opportunity to provide feedback on your written statement, non-presenting students are required to submit a one-page comment on the position paper and readings two days before the class presentation (typically on Tuesday). These short statements will be reviewed each week using a rubric and returned to you with comments on both the content and writing. Two of these will be used for your grade. Students are encouraged to be critical, that is, to point out statements in the position papers that are unclear, statements with which they disagree, etc. They should also make constructive suggestions to improve the position statement if they can.

3. **Research Project**
You will select a topic related to spatial thinking, perception, or behavior to research. I strongly suggest you focus on the topic of You Are Here maps (readings from *Spatial Cognition and Computation*) but your research may also involve analysis of spatial thinking tasks, wayfinding/navigation tasks, cognitive mapping activities, or reproductions of classic experiments from the fields of behavioral and environmental perception geography. You may work in groups to carry out research projects but each student must write his or her own final paper.

- You will submit a draft research proposal that will be ungraded; it should include the research question, a preliminary literature review, and detailed methodology [what are you going to research, why are you researching this, how will you research the topic]. I will comment on that and then you will submit a revised research proposal for a grade derived using a rubric (15 pts).
- Final class presentations will be given jointly, that is, each individual or group will prepare and give one presentation reporting the research findings. Presentations will occur during the last class period and during the time allotted for a final exam per the class schedule.

### Course Schedule

This is an estimation of content focus. Please keep to the reading schedule even if we are not up to the topic in class.

<table>
<thead>
<tr>
<th>Week of</th>
<th>Content Focus</th>
<th>Deadlines</th>
<th>Readings</th>
</tr>
</thead>
</table>
| January 20 | The Nature of Spatial Thinking | LTTS, pp 11-48  
*Why Academic Writing Stinks* (eCampus)  
*Why Academic Writing Stinks* (eCampus) |
| January 27 | Spatial Thinking in Everyday Life and Geosciences | LTTS, pp 49-56; 68-93.  
| February 3 | Geospatial Technologies & Spatial Thinking | Downs, *Human Development* 57 (1), pp 35-57  
Kim et al. *International Research in Geographical and Environmental Education* 21 (3), pp 261-277 |
| February 10 | Acquiring Spatial Thinking Skills | LTTS, pp 94-109  
| February 17 | Acquiring Spatial Thinking Skills (cont.) | Spatial Cognition & Computation 2010 10(2-3), pp 83-156; 184-206 |
| February 24 | Support for Spatial Thinking | LTTS, pp 135-152  
| March 3 | Geospatial Technologies & Spatial Thinking | LTTS, pp 155-165  
March 10  | Creating Spatial Thinkers | LTTS, pp 229-236  
         |                        | Jo et al. 2012, Teaching Geographic Information Science & Technology in Higher Education, pp211-229

Spring Break

March 24 | Spatial Thinking in Space(s) | Atit et al. 2014, Space in Mind pp 173-193 (eCampus)  
         |                        | Hund 2014, Space in Mind pp 195-216 (eCampus)  
         |                        | Plumert et al. 2007, The Emerging Spatial Mind, pp25-52

March 31 | Being in Space and Spatial Thinking | Rieser et al. 2007, The Emerging Spatial Mind, pp 77-103  

April 7   | Maps and Spatial Thinking | Liben & Myers, 2007, The Emerging Spatial Mind, pp193-218  

April 14  | Research | Research

April 21  | Research | Research

April 28  | Spatial Thinking and You as a Spatial Thinker

April 30,  | Research Presentations | * Research papers due 5/7
11:10-12:25 |                        |
May 7, 3:00 to 5:00 pm

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**Copyright**

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.
### Rubric to Assess Position Statements

**Students:**

<table>
<thead>
<tr>
<th>Description of Content</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings’ subject matter identified clearly and summarized effectively</td>
<td>Readings’ subject matter poorly or inadequately summarized</td>
</tr>
<tr>
<td>Readings’ key arguments clearly analyzed and interpreted</td>
<td>Readings arguments unstated or unclear</td>
</tr>
<tr>
<td>Different approaches or conclusions taken by various researchers represented well</td>
<td>Little or no attempt to identify different approaches or conclusions</td>
</tr>
<tr>
<td>Position paper sets the stage well for the discussion</td>
<td>Over-long/inadequate review of content that did not contribute to discussion</td>
</tr>
<tr>
<td>Summary written in own words</td>
<td>Summary constructed largely from quotes from summarized materials</td>
</tr>
<tr>
<td>Additional and supplemental material supported the assigned readings effectively</td>
<td>Unrelated or no materials selected to support the assigned readings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Written Expression</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluent piece of writing</td>
<td>Clumsily written</td>
</tr>
<tr>
<td>Succinct writing</td>
<td>Verbose or repetitive</td>
</tr>
<tr>
<td>Grammatical sentences</td>
<td>Many ungrammatical sentences</td>
</tr>
<tr>
<td>Correct punctuation</td>
<td>Much incorrect punctuation</td>
</tr>
<tr>
<td>Correct spelling throughout</td>
<td>Much incorrect spelling</td>
</tr>
<tr>
<td>Legible, well set-out organized work</td>
<td>Untidy and difficult to read</td>
</tr>
<tr>
<td>Reasonable length</td>
<td>Over/under length</td>
</tr>
<tr>
<td>Full bibliographic details of citations provided in correct format</td>
<td>Insufficient bibliographic details</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflection &amp; Analysis</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Compelling position statement that prepared fellow students for the discussion</td>
<td>Little or no effort to prepare fellow students</td>
</tr>
<tr>
<td>Personal reflection/recommendation on the value of the readings provided and relation to concepts discussed in class</td>
<td>No reflection or recommendation</td>
</tr>
<tr>
<td>Reactions to arguments in readings supported by data, sources, and logic</td>
<td>Reactions to arguments facile and unsubstantiated</td>
</tr>
</tbody>
</table>

**Comments:**
# Rubric for Reaction Papers

**Date:**

**Student Name:**

## Written Expression

<table>
<thead>
<tr>
<th>Fluent piece of writing</th>
<th>Clumsily written</th>
</tr>
</thead>
<tbody>
<tr>
<td>Succinct writing</td>
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<td>Untidy and difficult to read</td>
</tr>
<tr>
<td>Reasonable length</td>
<td>Over/under length</td>
</tr>
</tbody>
</table>

## Reaction

| Evidence of thoughtful reflection | Incomplete or superficial reaction |
| Connection made to other readings or class discussions | No connections across materials or readings |
| Reactions to position paper supported by data, sources, and logic | Reactions to arguments facile and unsubstantiated |

## Comments:
# Research Proposal & Project Evaluation

**Student Name**

The criteria below range from positive (left hand column) to negative (right hand column). Checks in each box represent our evaluation of your performance on each criteria.

## Purpose and Significance of Research Project (Introduction & Literature Review)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement of geographic question/problem is clear and unambiguous, linked to spatial thinking/behavior/perception, and represents good geography.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research objectives and rationale outlined clearly (Why are you doing it?).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Significance of the geographic question/problem (justification) made clear; link to literature and theoretical framework.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project report provides information about the geographic question/problem from prior findings (literature review)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Description of Method (Methodology)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most appropriate research methods (acquiring and organizing geographic information) selected (How are you doing it?).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete description of research method(s) and tasks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective use of maps, figures, graphs etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visuals presented well.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reference list and acknowledgement of sources included.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Quality of Results (Results & Discussion—Only for Final Paper)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of extensive primary research.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relevant results presented in appropriate level of detail (What did you find out?).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No errors of interpretation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limitations of findings made clear.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion connects with relevant literature &amp; research.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Conclusions (Only for Final Paper)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Significance of and implications for findings made clear (What do your findings mean?)</td>
<td>Little or no significance identified.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Conclusions based on evidence presented.</td>
<td>Little or no connection between evidence and conclusions.</td>
<td></td>
</tr>
<tr>
<td>Stated purpose of research achieved.</td>
<td>Little or no contribution to solution of problem/geographic question.</td>
<td></td>
</tr>
</tbody>
</table>

**Written Expression & Presentation**

<table>
<thead>
<tr>
<th>Document is presented in approved format (headings, table of contents, resources, etc—see model paper).</th>
<th>Document is not presented in approved format.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report carefully produced</td>
<td>Report sloppy.</td>
</tr>
<tr>
<td>Fluent piece of writing</td>
<td>Clumsily written</td>
</tr>
<tr>
<td>Succinct writing</td>
<td>Verbosely repetitive</td>
</tr>
<tr>
<td>Grammatical sentences</td>
<td>Many ungrammatical sentences</td>
</tr>
<tr>
<td>Correct punctuation</td>
<td>Much incorrect punctuation</td>
</tr>
<tr>
<td>Correct spelling throughout</td>
<td>Much incorrect spelling</td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee

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

CC: Matthew Carroll, Department of Marine Engineering Technology
    Edward Clancy, Marine Engineering Technology
    Donna Lang, AOC Dean, Texas A&M Galveston

DATE: December 9, 2015

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: MARE 452

We recommend that MARE 452 Senior Capstone Project II be certified as a writing (W) course for four academic years (9/15 to 9/19). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 50%
2. Course content appropriate to the major
3. Total number of words: 11,500
4. Instructor to student ratio for one section: 1:20

MARE 452 is a two-credit course in which students complete a capstone project begun the semester previous. The course is being revised completely since last re-certification. The major writing assignments include the design log book (a daily record of work, much like a reading log), an engineering design log book that is a significant revision of the book produced in MARE 451 (students can only use the technical material from the previous semester), and an entirely new engineering design log book, which is essentially a technical report in book form. The design log books receives written instructor feedback at four regular intervals during the semester; the other two major assignments receive written instructor feedback on draft versions, some multiple times. Students working within groups on the same design also provide feedback on each other's writing. Instruction includes discussion of all three types of documents and review of samples written by students.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns
   (enter prefix, number, and complete course title):
   MARE 452 SENIOR LAPSTONE PROJECT II

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

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

Instructor / Coordinator: Matthew C. Carroll
 Printed name and signature 11/3/2015

Received: Valerie Balester 11/5/15
W and C Course Coordinator, University Writing Center

Approvals:
College Dean: Donna Crane
 Printed name and signature 11-2-15

Department Head: Edward V. Crony
 Printed name and signature 11/3/15

1.214 Sterling C. Evans Library
5000 TAMU
College Station, TX 77843-5000
Tel. 979.458.1455 Fax 979.458.1466
writingcenter.tamu.edu
Catalog Entry:    Senior Capstone Project II (1-3, 2 Credits)

This course is a continuation of MARE 451. Development of theoretical, computational, or experimental models using the design developed in MARE 451. Formulation, construction, and/or fabrication work. Refining, experimenting, and testing of models considering alternatives. Analyzing results and preparing and submitting design documents including a project report.

Prerequisites:    MARE 451 Senior Capstone Project II

Learning Outcomes: Upon completion of this course, students will continue to expand their abilities to

(1) identify and implement the basic aspects of the design process
(2) formulate and construct a machine or engineered system utilizing mechanical, electrical, heat transfer, fluid mechanics, thermodynamics, vibration, power, energy, mechatronics, control theory, and various other engineering principles, and
(3) synthesize individual efforts effectively in a team-oriented engineering environment

Instructor:       To Be Determined (Semester Dependent)
Name
Office Location
Telephone
E-mail
Office Hours

Meeting Times:   To Be Determined (Semester Dependent)

Meeting Locations: To Be Determined (Semester Dependent)


Materials:       CD/RW or USB Storage Device
Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 ≤ Grade &lt; 100</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>80 ≤ Grade &lt; 90</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>70 ≤ Grade &lt; 80</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>60 ≤ Grade &lt; 70</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0 ≤ Grade &lt; 60</td>
<td></td>
</tr>
</tbody>
</table>

No grades are given in the ranges \(-\infty < \text{Grade} < 0\) or \(100 < \text{Grade} < +\infty\). Students must complete all three writing assignments successfully to receive a passing grade for the course.

Grading Policies

The course grade will be determined by a weighted average of the following components:

- Exam 1: 25%
- Exam 2: 25%
- Design Log Book: 10%
- Engineering Design Book (First Edition)*: 10%
- Engineering Design Book (Final Edition): 30%

Exams 1 and 2 will cover the theoretical and applied system engineering subjects discussed in the lecture series of the course as addressed below in the topical outline. The exams will be scheduled during the semester 2 weeks before the exam date. Exam dates will be posted on the dry eraser board. The final project report ("Engineering Design Book (Final Edition)" will serve as the final exam.

Students should note that MARE 452 is a Writing-Intensive (W) course, one of two such courses required in the MARR major for graduation. General guidelines for W courses prohibit assignment of W credit unless a student earns a passing grade in the writing assignments listed above, irrespective of the other grades received in the course. MARE 452 requirements are more restrictive – the Design Log Book, Engineering Design Book (First Edition), and Engineering Design Book (Final Edition) are sequential in that students must pass the Design Log Book and Engineering Design Book (First Edition) before continuing on to the Engineering Design Book (Final Edition). Then they must pass the Engineering Design Book (Final Edition). Otherwise, a student will receive a 0% for the entire writing section of the course, and not be allowed to pass MARE 452, regardless of their examination grades.

For more information on overall grading policies, please refer to Student Rule 7:

[http://www.tamug.edu/stulife/Academic%20Rules/Rule%207.pdf](http://www.tamug.edu/stulife/Academic%20Rules/Rule%207.pdf)
Writing Assignments – Details

A table providing specific details on the writing assignments is shown below:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Word Count</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design Log Book</td>
<td>2500</td>
<td>(physically larger than other 2 assignments, but containing rough notes, diagrams, and calculations)</td>
</tr>
<tr>
<td>Revised Engineering Design Book</td>
<td>4000</td>
<td>(this is a COMPLETE REWRITE of the Design Book developed in MARE 451, modified to reflect the actual development and construction of the project)</td>
</tr>
<tr>
<td>(First Edition)</td>
<td>5000</td>
<td>(this is the controlling document for the Capstone Project itself, and includes an executive summary, project general description, exposition of methodologies required for project completion, with references to appropriate textbooks, journals, and engineering websites)</td>
</tr>
<tr>
<td>Engineering Design Book</td>
<td></td>
<td>(Final Edition)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Percent of Grade: 10%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Percent of Grade: 10%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Percent of Grade: 30%</td>
</tr>
</tbody>
</table>

Both Engineering Design Books undergo a preliminary review before the final draft is submitted. The Engineering Design Book (First Edition) is actually reviewed three times before final submission in MARE 452: preliminary and final reviews in MARE 451 Senior Capstone Project I, and then a preliminary review in MARE 452. After the preliminary review the Design Books are returned to the student. For the Engineering Design Book (Final Edition), a second preliminary review can also occur, but this is as necessary and not required for all students.

Statement on Absences

Information concerning absences is contained in the University Student Rules Section 7:


The University views class attendance as an individual student responsibility. All students are expected to attend class and to complete all assignments. Please consult the University Student Rules for reasons for excused absences, detailed procedures and deadlines as well as student grievance procedures (Part III, Section 45).

Attendance and Makeup Policies

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. The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details:

http://www.tamug.edu/stulife/Academic%20Rules/Rule%207.pdf

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.

1) Participation in an activity that is required for a class for which a University excused absence has been issued by the Vice President for Academic Affairs.
2) Death or major illness in a student's immediate family.
3) Illness of a dependent family member.
4) Participation in legal proceedings or administrative procedures that require a student's presence.
5) Religious holy day. NOTE: Prior notification is NOT required.
6) Injury or illness that is too severe or contagious for the student to attend class.
   a) Injury or illness of three or more class days:
      Student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1)
   b) Injury or illness of less than three class days:
      Student will provide one or both of these (at instructor’s discretion), within one week of the last date of the absence:
      (i) Texas A&M University Explanatory Statement for Absence from Class form available at http://www.tamug.edu/stulife/Absence%20Statement.pdf or
      (ii) Confirmation of visit to a health care professional affirming date and time of visit.
7) Required participation in military duties.
8) Mandatory admission interviews for professional or graduate school that cannot be rescheduled.

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.

Course Topical Outline

1) Failure Prevention (continued from MARR 451)
2) Design of Mechanical Elements
   • Shaft and Shaft Components
   • Screws, Fasteners, and Non-permanent Joints
   • Mechanical Springs
   • Rolling Contact Bearings
• Lubrication and Journal Bearings
• Gears
• Clutches, Brakes, Coupling, and Flywheels
• Flexible Mechanical Elements
(3) Other Topics (depending on lecture time allocated)
• Electric Motors
• Hydraulic and Pneumatic System Components
• Piping Systems
• Electromagnetic Machinery
• Control Theory of Machines

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

http://www.tamug.edu/counsel/services/dssprocedures.htm

Academic Integrity Statement and Policy

An Aggie does not lie, cheat, or steal nor tolerate those who do.

As such, it is the responsibility of students and faculty members to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty. The Aggie Code of Honor and the Scholastic Dishonesty sections in the TAMUG University Rules Handbook will be the standards upon which scholastic integrity is maintained. For all course work, assignments and examinations, the following Honor Pledge will be added by the student and signed:

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

Any specific questions regarding this can be resolved by consulting the Honor Council Rules and Procedures on the web:

http://www.tamug.edu/HonorSystem
Family Educational and Rights to Privacy Act (FERPA):

FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. To obtain a listing of directory information or to place a hold on any or all of this information, please consult the Admissions & Records Office. Items that can never be identified as public information are a student’s social security number or institutional identification number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.
<table>
<thead>
<tr>
<th>Week (Dates)</th>
<th>Classroom</th>
<th>Laboratory</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/31/15 – 9/4/15</td>
<td>Failure Prevention (Review)</td>
<td>Failure Prevention (Review)</td>
</tr>
<tr>
<td>9/7/15 – 9/11/15</td>
<td>Failure Prevention (Review)</td>
<td>Failure Prevention (Review)</td>
</tr>
<tr>
<td>9/14/15 – 9/18/15</td>
<td>Mechanical Element Design Design Log Book</td>
<td>Mechanical Element Design</td>
</tr>
<tr>
<td>9/21/15 – 9/25/15</td>
<td>Shafts and Shaft Components</td>
<td>Computer Analysis of Components</td>
</tr>
<tr>
<td>9/28/15 – 10/2/15</td>
<td>Screws and Fasteners</td>
<td>Computer Analysis of Components</td>
</tr>
<tr>
<td>10/5/15 – 10/9/15</td>
<td>Mechanical Springs</td>
<td>Computer Analysis of Components</td>
</tr>
<tr>
<td>10/12/15 – 10/16/15</td>
<td>Rolling Contact Bearings Design Book (First Edition)</td>
<td>Mid-semester Project Presentations</td>
</tr>
<tr>
<td>10/19/15 – 10/23/15</td>
<td>Lubrication and Journal Bearings</td>
<td>Mid-semester Project Presentations</td>
</tr>
<tr>
<td>10/26/15 – 10/30/15</td>
<td>Gears</td>
<td>Computer Analysis of Components</td>
</tr>
<tr>
<td>11/2/15 – 11/6/15</td>
<td>Clutches and Brakes</td>
<td>Computer Analysis of Components</td>
</tr>
<tr>
<td>11/9/15 – 11/13/15</td>
<td>Coupling and Flywheels</td>
<td>Final Presentation Preparation</td>
</tr>
<tr>
<td>11/16/15 – 11/20/15</td>
<td>Flexible Mechanical Elements</td>
<td>Final Presentation Preparation</td>
</tr>
<tr>
<td>12/7/15 – 12/9/15 12/14/15 – 12/15/15</td>
<td>Additional Topics (as selected)</td>
<td>Final Project Report Preparation</td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Kaitlyn Newman, Department of Management
    Ricky Griffin, Head, Department of Management
    Martha Louder, AOC Dean, Mays Business School
DATE: December 9, 2015

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: MGMT 373

We recommend that MGMT 373 Managing Human Resources be certified as a writing (W) course for four academic years (1/16 to 1/20). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 41%
2. Course content appropriate to the major
3. Total number of words: 4250
4. Instructor to student ratio for one section: 1:25

Since original certification, the individual case analysis has been dropped; the total word count has increased to 4250; and the percentage of the final grade based on writing has decreased to 41%. Students write a case analysis as a collaborative project; they also complete 11 individual writing assignments. The team assignments are evaluated by team members to ensure equal participation. The instructor provides formative written feedback on the team case analysis ads as well as on assignments 1 and 5 and peer response on some of the other writing assignments. Instruction includes a presentation from the Mays Communication Lab and class discussion on issues related to the writing assignments and examination of models throughout the semester.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

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

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

MGMT 373 - Managing Human Resources

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

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

Instructor / Coordinator: Kaitlyn Griffin
Printed name and signature

(Date)

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

(Date)

Approvals:

College Dean: Rickee Griffin
Printed name and signature

(Date)

Department Head: L. Dunn
Printed name and signature

(Date)

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

Tel. 979.458.1455 Fax 979.458.1466
writingcenter.tamu.edu
MGMT 373W—Fall, 2015
Managing Human Resources

Kaitlyn Newman
Office: 483J Wehner

Email: knewman@mays.tamu.edu
Telephone: 979-845-1045

OFFICE HOURS
By appointment through http://mshrm.genbook.com

CLASS HOMEPAGE
http://ecampus.tamu.edu

CLASS HOURS
TR 11:10 AM – 12:25 PM, Wehner 290

READING MATERIAL

Additional writing resources may be handed out in class.

COURSE DESCRIPTION (3 CREDIT HOURS)
Strategic issues in managing human resources; shared responsibilities of line managers and human resource staff for developing and implementing human resource policies and procedures; human resource planning; job design, analysis and evaluation; staffing; compensation; performance appraisal; training and development; career management; employee relations; labor relations; legal, ethical and international issues. Prerequisite: MGMT 363.

COURSE OBJECTIVES
This course is intended to introduce students to the field of Human Resource Management (HRM). Students will learn theories and applications involved in effectively managing people in organizations. The concepts and critical thinking skills stressed in this course are applicable in all types of organizations and jobs in which students will eventually find themselves. Because this is a “Writing Intensive” (i.e., W) course, an additional objective is to improve students’ professional writing skills by providing the opportunity for students to learn the writing most commonly associated with the field of business generally and management specifically.

CLASS FORMAT
Classes consist primarily of lecture and discussion. Short videos and active learning experiences will also be included. In order to use class time effectively, it is important that you complete readings prior to the date it will be covered in class.

GRADING & EXPECTATIONS
Because this is a “W” course, a significant portion of the course grade will be based on the quality of your written communication. Failure to earn a passing grade on the writing requirements precludes the assignment of W credit, irrespective of the student’s making a passing grade for the entire course on a straight calculation basis. Students cannot receive W credit for this course without earning a passing grade on the writing
component, no matter how the points are distributed. As discussed below, some of the written assignments will be completed individually, while others will be completed in small groups. We will spend one class session as well as class time throughout the semester discussing writing skills for the management professional. Additional writing resources are listed on the last page of the syllabus.

Course grades will be based on three exams, one group writing assignment, writing exercises, an in-class presentation, and class participation. The weights assigned to these activities is as follows:

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
</tr>
<tr>
<td>Exam II</td>
</tr>
<tr>
<td>Exam III</td>
</tr>
<tr>
<td>Group case analysis</td>
</tr>
<tr>
<td>In-class presentation</td>
</tr>
<tr>
<td>Writing assignments (6 take-home – 20 points each)</td>
</tr>
<tr>
<td>Writing assignments (4 in-class – 10 points each)</td>
</tr>
<tr>
<td>Class participation</td>
</tr>
<tr>
<td>Maximum Total</td>
</tr>
</tbody>
</table>

Final grades will be based on the overall class distribution of total points, with a potential range from 0 to 550 points. A = 495 – 550 points; B = 440 – 494 points; C = 385 – 439 points; D = 330 – 384 points; F = 0 – 329 points.

EXAMINATIONS

Exams are scheduled during regular class time. All dates are listed in the class schedule. Examinations must be taken at the scheduled time unless there is prior approval from the instructor and a legitimate, documented University excused reason for needing a make-up or reschedule an exam (e.g., illness, family emergency). Failure to take an exam at the scheduled time will result in a grade of zero.

The examinations will consist of short essay, short answer, and multiple choice (70% multiple choice, 30% short essay/answer). The exam will assess the student’s knowledge of factual information and their ability to apply relevant knowledge to factual scenarios. The testing domain includes all material covered in the course (readings, lectures, exercises, videos, guest speakers etc.). Material discussed during class is emphasized and is tested in greater depth. The examinations are not cumulative.

Short essay/short answer: It is important that the student responses to the short answer questions not only be accurate, but also written professionally in complete sentences with correct grammar. The questions should be responded to as if the student were conveying the information to their supervisor or a business associate.
Grading appeals: Students may submit an exam appeal within 7 days of the date they receive their exam score. This is done by submitting a written note to the instructor describing the nature of the grading issue the student is appealing. The student must demonstrate in writing how the exam response satisfies the test question to gain additional points. It is important to include references to readings and class notes where appropriate. Within 7 days of receiving a written appeal, I will respond in writing with a decision.

HRM CASE ANALYSES

Students will be required to analyze a case that involves HRM issues and report the analysis in a paper. This case will be worth 65 points and will be conducted in groups of 3-4.

The analysis should be written as if you are consultants that have been hired to address the issues faced by the company discussed in the case. The group case analysis will receive one grade – that is, each group member will receive the same grade on the assignment. However, you will be provided the opportunity to assess each of your group member’s contribution to the final product. Part of this grade will also take into consideration your group’s assessment of your contribution to the case analyses. For example, a student that did not “pull his/her weight” will lose points accordingly.

The case analysis should be between 4 and 5 pages, double-spaced, using standard font (e.g., Times Roman 12). Provide a cover sheet (which does not count in the page limit) with your names and a title. Any case that is one day late will automatically be marked down 15 points; two days late will automatically be marked down 30 points; cases more than two days late will receive a zero.

As part of this assignment, your group will be asked to submit to the instructor an outline of the proposed analysis at least two weeks before the case is due. You will then be provided with written feedback on the proposed analysis prior to the final case being due. The outline will not be “graded”; however, failure to turn in this outline will result in 10 points being deducted from your grade on the assignment.

To provide you with “practice” analyzing a case, one of the first in-class writing exercises (discussed next) will involve analyzing and preparing a brief write-up of a business case. Each group will receive feedback on their analysis.

WRITING ASSIGNMENTS

These exercises will typically be completed individually, though a few will be completed in small groups. Each student’s work will be evaluated independently. Some of the exercises will be completed during class time; others will be completed outside of class. Individuals or groups may be called upon to discuss their responses. For a few of the exercises, individuals will be asked to share their response with a classmate who will then provide the student with constructive feedback. This process will not only provide you with feedback on your writing assignment, but will also give you experience in providing constructive feedback to colleagues.
There will be a total of six exercises, worth 20 points each, that will be take-home assignments, and due according to the class schedule, by class time. **No writing assignments can be e-mailed to me (except for the first assignment). They must be delivered during or before class time. No late papers will be accepted, except in the case of an excused absence.** You will receive a grade of zero for any exercise you miss and do not have a university-excused, documented excuse. If you miss an exercise and are able to demonstrate a University accepted reason (e.g., illness with a doctor’s note), you will be given a chance to make up the exercise. Make-ups must be completed and turned into the instructor within 7 days of the missed assignment. It is your responsibility to find out if you missed an assignment and to check with the instructor regarding the acceptability of your excuse. If you miss an exercise and do not have a legitimate reason, you cannot make it up and you will receive a zero on that exercise.

Additionally, there will be four in-class assignments which will be collected, evaluated, and returned with feedback. These will be worth 10 points each.

**IN-CLASS PRESENTATION**

To further develop your oral communication and presentation skills, you will be presenting supplemental material on a current relevant course topic. The presentation will last 5 minutes, and describe additional information you have found that extends the topic. Supplemental material may include business articles from Wall Street Journal, Businessweek, daily periodicals, etc. The presentation is worth 15 points. Additionally, each person will turn in a copy of the article they presented with an executive summary on the day of their assigned presentation (exercise 5, worth 20 points). We will sign up for presentation days the first week of class. Please check your schedule prior to signing up for your presentation, as once you have signed up for the presentation, that date cannot be changed unless you have a university-approved absence.

**CLASS PARTICIPATION**

It is expected that students will take an active role contributing to class discussions. You are expected to come to class prepared to discuss the material and/or ask questions. A maximum of 10 points will be given for quality in-class participation. The other 5 participation points (for a maximum of 15 points) will be based on the quality of the constructive feedback you provide to your fellow student(s) on specific writing exercises.
TENTATIVE COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics, reading assignments, exams</th>
<th>Assigned reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/1</td>
<td>Introduction</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>9/3</td>
<td>The writing process</td>
<td>Jeffa Simpson, Mays Communication Lab</td>
</tr>
<tr>
<td>9/8</td>
<td>Trends in HRM</td>
<td>Ch. 2</td>
</tr>
<tr>
<td>9/10, 15</td>
<td>EEO and Other HR Legal Issues</td>
<td>Ch. 3</td>
</tr>
<tr>
<td>9/17</td>
<td>Job Analysis &amp; Design</td>
<td>Ch. 4</td>
</tr>
<tr>
<td>9/22</td>
<td>Planning &amp; Recruitment</td>
<td>Ch. 5</td>
</tr>
<tr>
<td>9/24</td>
<td>Planning &amp; Recruitment- Guest Speaker</td>
<td>Daniela Roman- ExxonMobil</td>
</tr>
<tr>
<td>9/29</td>
<td>Exam I</td>
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<td>10/1</td>
<td>Selection &amp; Placement</td>
<td>Ch. 6</td>
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<td>10/6</td>
<td>Selection &amp; Placement</td>
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<td>10/8, 13</td>
<td>Training &amp; Development</td>
<td>Ch. 7 &amp; 8</td>
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<td>10/15, 20</td>
<td>Performance Management</td>
<td>Chs. 9 &amp; 10</td>
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<td>Separation &amp; Retention</td>
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<td>10/27</td>
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<td>Ch. 12</td>
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<td>Employee Benefits</td>
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<td>11/12</td>
<td>Labor/Employee Relations</td>
<td>Ch. 15</td>
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<td>11/17</td>
<td>Labor Relations - Guest Speaker</td>
<td>Jared Sears- Shell Oil</td>
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<td>11/19</td>
<td>Case Analysis Workday</td>
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<td>11/24</td>
<td>Employee Benefits cont.</td>
<td>Ch. 14</td>
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<td>11/26</td>
<td>University Holiday</td>
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<td>12/1</td>
<td>Global HR</td>
<td>Ch. 16</td>
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<td>12/3</td>
<td>Global HR</td>
<td>Ch. 16</td>
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<tr>
<td>12/8</td>
<td>Catch Up &amp; Review</td>
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<tr>
<td>12/11</td>
<td>Exam III</td>
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<td>(3:00-5:00pm)</td>
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ATTENDANCE AND TARDINESS

I do not have a formal attendance policy. Rather, I hope that you feel attending class is important to your learning, and thus will want to be here. So, I will not take roll and you will not “lose points” for being absent. With that being said, please keep in mind that there are in-class assignments that you will not get points for if you are absent (unless it is a University excused absence). In addition, the participation points you earn are directly linked to whether you are in class and actively participating. If you do miss class, whether it’s a University excused absence or not, it is your responsibility to find out what was missed.

It is extremely disruptive to the class when someone arrives late. Showing up late shows disrespect toward me as well as your fellow students. So, please be considerate. I STRONGLY encourage you to come to class on time, preferably a few minutes early to prepare. If you think you are going to be late, particularly if it is going to a chronic problem (perhaps due to a previous class being across campus or your work schedule), then please come talk to me.

Make-up Policy. If an absence is excused, the student will be allowed to make up work within 30 calendar days from the last day of the absence. To be excused the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence, and provide appropriate documentation for the absence. In cases where advance 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. The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details (http://student-rules.tamu.edu/rule7.htm). 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.

1. Participation in an activity that is required for a class and appears on the university authorized activity list.
2. Death or major illness in a student's immediate family.
3. Illness of a dependent family member.
4. Participation in legal proceedings or administrative procedures that require a student's presence.
5. Religious holy day.
6. Illness that is too severe or contagious for the student to attend class.
   a) Injury or illness of three or more class days -- student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1)
   b) Injury or illness of less than three class days – student will provide the following within one week of the last date of the absence: (i.)Texas A&M University Explanatory Statement for Absence from Class form available at http://shs.tamu.edu/forms.htm, or (ii.) Confirmation of visit to a health care professional affirming date and time of visit
7. Required participation in military duties.
8. Other absences may be excused at the discretion of the instructor with prior notification and proper documentation.
SEEKING MY ASSISTANCE

I am more than willing to meet with students to provide assistance with course material and/or other school and career related issues. Please email me (or talk to me in class) to arrange a time to meet. I can usually be flexible on finding a meeting time.

Although I am here to help you, please do not wait until the day of the exam to ask questions about test materials. If you have a specific question or need general assistance, make sure that you discuss it with me (in person or via email) the day before the scheduled exam at the very latest. This also means that you will need to give yourself ample time to study. Keeping up with the material as we go through the semester is always the best strategy.

Related, please make sure that you stay on task by reading the assigned readings before the class meeting when that material will be discussed. This will not only assist in your understanding of the material discussed in class, but will also add to the overall quality of our class discussions (and make it more likely you will earn participation points).

SCHOLASTIC DISHONESTY

Scholastic dishonesty (including cheating and plagiarism) will not be tolerated. Scholastic dishonesty by a few is grossly unfair to the majority of students who are honest. Cases of apparent scholastic dishonesty will be pursued to the fullest extent allowed by University regulations. Please help us help you keep the grading fair and the learning opportunity in Management 373 as equitable as possible.

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

If you have any questions regarding scholastic honesty, please go to the online Student Rules book. Look under Part I: Academic Rules, then go to the section entitled “Scholastic Dishonesty.”

And, please remember the Aggie Honor Code:

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

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

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

ADA STATEMENT
As we will learn about in class, the Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, visit http://disability.tamu.edu, call 845-1637 or go to Cain Hall, Room B118. No accommodations will be provided to students unless they are registered with the Office of Services for Students with Disabilities. Those students that are registered should contact the course instructor prior to the first examination.

FOOD AND BEVERAGE POLICY
We have beautiful and state-of-the-art classrooms in the Wehner Building. We want to maintain the high quality of these classrooms for the students in future years. Thus, it is necessary for you to adhere to the established policy of no beverages (except water), food, tobacco products, or animals (unless approved) within the Wehner Building classrooms.

WRITING RESOURCES
Writing is defined not only as surface features such as grammar, mechanics, format, and usage but also includes the quality of the argument and critical thought (higher-order thinking skills such as analysis, synthesis, and evaluation), organization, and suitability of the writing to an audience. I have listed below some useful websites to assist you in improving your writing skills.

I encourage you to visit and utilize the resources of Mays Communications Lab. Located in 339 Wehner, the Communication Lab offers individual computer workstations in addition to audio/video recording equipment for team and individual speaking practice. Specific services provided by the lab include: draft consultation (papers, presentation visuals, cover letters, emails, resumes), speaking consultation (mock interview, presentation practice, group presentations), seminar registration, and team meeting space. Business Communication Consultants provide constructive personal feedback for targeted improvement in all areas of oral and written communication.

I also suggest you consider visiting the Texas A&M University Writing Center (UWC). The UWC, located in Evans Library, offers help to writers at any stage of the writing process including brainstorming, researching, drafting, documenting, revising, and more; no writing concern is too large or too small. While the UWC consultants will not proofread or edit your papers, they will help you improve your proofreading and editing skills. If you visit the UWC, take a copy of your writing assignment, a hard copy of your draft or any notes you may have, as well as any material you need help with. To find out more about UWC services or to schedule an appointment, call 458-1455, visit the web
page at http://uwc.tamu.edu/ or stop by in person. The UWC website provides many useful writing resources. Here are some additional writing-related resources you may find helpful:


“General Writing Concerns” from Purdue University's Online Writing Lab (OWL): http://owl.english.purdue.edu/handouts/general/index.html.


TO: Faculty Senate Executive Committee

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

CC: Audrey McElroy, Department of Poultry Science
    David J. Caldwell, Head, Department of Poultry Science
    Kim Dooley, AOC Dean, College of Agriculture and Life Sciences

DATE: December 9, 2015

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: POSC 381

We recommend that POSC 381 Investigation of Professional Development in Poultry Science be certified as a writing (W) course for four academic years (9/15 to 9/19). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 80%
2. Course content appropriate to the major
3. Total number of words: 3000
4. Instructor to student ratio for one section: 1:25

POSC 381 is a two-credit course. Each student writes five papers based on a guest speaker that includes a summary of the speaker's points and a reaction and reflection. They are returned in a timely manner and are in the same genre, so feedback consists of instructor comments as each is turned in. Students are allowed to revise and resubmit their first reaction paper. In addition, students investigate a career option and write up their findings, and they write up results of a semester project related to their prospective career goals and plans. They also write a cover letter and resume, not included in the percentage or word count above. Writing instruction is given in a minimum of four lectures to cover general issues including plagiarism and writing the specific types of papers required in the course.

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

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

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

**POSC 381 Investigation of Career Opportunities in Poultry Science**

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

syllabus to the college dean.

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

Instructor / Coordinator: **Audrey McElroy**
Signature: **Audrey McElroy**
(Date) 10-2-15

Received: **Valerie Balester**
(Date) 10/15/15

W and C Course Coordinator, University Writing Center

**Approvals:**

College Dean: **Kim Dooley**
Signature: **Kim Dooley**
(Date) 10-8-15

Department Head: **David S. Caldwell**
Signature: **David S. Caldwell**
(Date) 10-6-15
POSC 381 W – Section 900
Investigation of Professional Development in Poultry Science

Fall 2015

Course Description: Investigation of career opportunities in poultry science.

Credit: 2 SCH

Learning Outcomes:

1. Gain an understanding of the different career options in poultry science including industry, graduate school, professional school and government.

2. Develop higher level writing skills in topics related to this course and discipline.

3. Develop an understanding of scientific research.

4. Become acquainted with former students working in industry as well as our faculty within the Poultry Science Department, the College of Veterinary Medicine and Biomedical Sciences, and USDA-ARS in College Station.

Grade: Reaction papers on guest presentations 50%
Cover letter and resume 20%
Semester summary paper 20%
Career investigation project 10%

TOTAL 100%

Time and Location: Mondays & Wednesdays
12:40-1:30
KLCT 121

Instructor: Dr. Audrey McElroy
Professor and Extension Specialist
Department of Poultry Science
107 C Kleberg
Email: Audrey.McElroy@ag.tamu.edu

Writing Assistant: Caroline Cooke (POSC UG)
carolinecooke14@tamu.edu
Assignments

Reaction Papers (5 total; 50% of the grade)
You are required to write five (5) “reaction papers” over the course of the semester. There are some weeks in which I may specify that you are required to write at least one reaction paper if we have two speakers that week. Each reaction paper will be based on a guest speaker. The purpose of these short papers is to give you a guided forum in which to express your opinions, reactions and thoughts about the topics, speakers and career options presented to you. This requires you to put your thoughts into words to communicate them to another person, giving you the opportunity to improve your writing skills.

You are required to give a brief summary of the speaker’s presentation and message, following which you will elaborate on your reaction to the speaker and her/his message as it relates to and shapes your professional/career goals. Your response to the speaker could be positive or negative or mixed. What you need to focus on is what you learn from the speaker and how this is changing or perhaps reinforcing your perspective. Each reaction paper should be 350 to 500 words in length with 1-inch margins in 12-point Arial or Calibri font. Reaction papers are due the week immediately following the speaker about whom they are written.

Be careful to plan in advance so that you can get all 5 reaction papers done; some weeks we may not have an outside or guest speaker so don’t wait until the end of the semester to submit your five assignments. The reaction papers will not be accepted after the week following the speaker.

Cover Letter and Resume (20% of the grade)
The purpose of this assignment is for you to begin to prepare for your career by learning how to prepare an appropriate resume and a cover letter. We will have a guest speaker to present information on preparing these documents. You will be required to prepare a cover letter and resume for one of several opportunities provided to you. This assignment is due October 5th.

Semester Project (20% of the grade)
You are required to complete a semester project related to your prospective career plans and goals. This will be a minimum two page career exploration paper. In this paper you should synthesize the information provided from the guest speakers throughout the semester to critically evaluate what may be the most appropriate career options for you. This paper should be a minimum of two pages at 1.5 line spacing and 12 point font. This project will be due on the last day of regular class in the semester.

Career Investigation Assignment (10% of the grade)
This assignment requires you to begin examining the career options that may be available. You are required to search the internet and find 3 different positions currently available for poultry science graduates (do not use positions on the TAMU Poultry Science Job Board). The positions must be different (ie not all in a processing plant or all in live production). Your assignment is to list the position title, the company, the requirements, and give a summary of the position for each of the 3 positions you find. This assignment is due September 14th in class.

Late Assignments
Assignments turned in later than the assigned due date will receive an automatic deduction of
points equivalent to one letter grade (10% of total points per assignment) for each day that assignment is late.

The University Writing Center

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

Textbook: none

Class Policies

1. Attendance will be taken during each class period. It is the student's responsibility to sign the roll sheet. **Importantly, if you do not attend enough meetings to write the required number of reaction papers, you will miss points that will have bearing on your final grade for this course.** Please see the Texas A&M Home Page (www.tamu.edu/) Student Rules & Policies, Academics, and Excused Absences for list of University excused absence categories. Please see student rule seven.

2. Plagiarism. *The handouts used in this course are copyrighted.* By “handout” I mean all materials generated for this class, which include but are not limited to the syllabus, in-class materials, and handouts. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, and writings, etc., that belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism or cheating please consult the Texas A&M University Student Rules, under the section Scholastic Dishonesty.

3. Academic Misconduct. For many years, Aggies have followed a Code of Honor in an effort to unify the aims of all Aggies toward a high code of ethics and dignity. It functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other. "**Aggies do not lie, cheat or steal; nor do they tolerate those who do.**" In addition, please read over the detailed description of Academic Misconduct as defined by Texas A&M University (http://www.tamu.edu/aggiehonor/). All members of the University community are bound by these and required to
observe them; ignorance of the rules does not release you from complying with
them. I strongly encourage you to read through the rules and definitions carefully.

4. The consumption of food and beverages is not allowed in classrooms in the Kleberg
Center. The use of all tobacco products is prohibited in university facilities.

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that
provides comprehensive civil rights protection for persons with disabilities. Among other
things, this legislation requires that all students with disabilities be guaranteed a learning
environment that provides for reasonable accommodation of their disabilities. If you believe
you have a disability requiring an accommodation, please contact the Department of Student
Life, Services for Students with Disabilities in Room B-118 of Cain Hall or call (979) 845-1637
or visit website at: http://disability.tamu.edu.

Course Schedule:

Week 1

8/31 Speaker: Dr. Audrey McElroy, POSC-TAMU: Course overview

9/02 Writing Exercise Lecture: Writing reaction Papers

Week 2

09/07 Writing Exercise Lecture: Workshop on Plagiarism

09/09 Speaker: Lesley Gleason, POSC-TAMU

Week 3

09/14 Writing Exercise: Jennifer Anne Smith, TAMU Career Center, Cover letters and
resume preparation

09/16 No class: Students attend Texas Broiler Symposium

Week 4

09/21 Speaker: Dr. Greg Archer, Extension Poultry, POSC-TAMU: Extension
Programming in the State of Texas

09/23 Speaker: TJ Klein, Feathercrest Farms, Production Manager
Week 5

09/28  Speaker: Kayla Taylor, Sanderson Farms, Corporate Recruiter

9/30  Speaker: Michael Nellis, Pilgrim's Processing, JBS Management Trainee, 
Career Opportunities in Poultry Processing

Week 6

10/05  Writing Exercise: Discussion of reaction papers and writing improvement

10/07  Speaker: Dr. Armando Mirande, Consultant Veterinarian, Houston, Tx., Career 
Opportunities as a Poultry Veterinarian

Week 7

10/12  Speaker: Dr. Blayne Mozisek, Merck Animal Health, Technical Service, Career 
Opportunities as a Tech Service Veterinarian

10/14  Speaker: Jason Mooney, HEB, Transportation Director, Career Opportunities 
at HEB

Week 8

10/19  Speaker: Lesley Gleason, POSC-TAMU, Networking and Career Development

10/21  Speaker: Dr. Allen Byrd, USDA-ARS, Career Opportunities in USDA

Week 9

10/26  Speaker: Dr. Kendre Stringfellow, Novus, Technical Service Nutritionist, 
Career Opportunities as a Nutritionist in the Poultry Industry

Opportunities in Product Support and Sales in the Poultry Industry

Week 10

11/02  Speaker: Dr. April Levy, DSM, Nutritionist, Career Opportunities in Research 
and Development as a Poultry Nutritionist

11/04  Speaker: Mr. Morris Hill, Tyson Foods, Nacogdoches, TX: Career 
Opportunities with Tyson Foods

Week 11

11/09  Speaker: Dr. Craig Wyatt, AB Vista, Career Opportunities in the Feed Additive 
Industry
11/11  **Writing exercise**: Peer evaluation of writing and preparation of final writing project

**Week 12**

11/16  **Speaker**: Mr. Shawn Carlton, Cobb Vantress, Siloam Springs, AR:  *Career Opportunities with a Primary Breeder*

11/18  **Speaker**: Ray Prewitt, Sanderson Farms, *Careers in Poultry Live Production*

**Week 13**

11/23  **Speaker**: Mr. Ruben Beltran, Biomin North America, San Antonio, TX:  *Careers in the Feed Additives Industry*

11/25  No Class

**Week 14**

11/30  **Speaker**: Dr. Bernie Murphy—Jones Hamilton Company, Walbridge, OH:  *Preparing for your career in the Poultry Industry*

12/02  **Speaker**: POSC Undergraduates, *Experiences in Poultry Internships*

**Week 15**

12/07  **Speaker**: Audrey McElroy, *Summary of Career Opportunities in Poultry Science and Career Development*

12/09  Semester project due!
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Wayne Smith, Department of Soil & Crop Sciences
    David Baltensperger, Head, Department of Soil & Crop Sciences
    Kim Dooley, AOC Dean, College of Agriculture and Life Sciences
DATE: December 9, 2015

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: SCSC 311

We recommend that SCSC 311 Principles of Crop Production be certified as a writing (W) course for four academic years (1/16 to 1/20). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 33%
2. Course content appropriate to the major
3. Total number of words: 2000
4. Instructor to student ratio for one section: 1:30

Students write an abstract of an article from an agricultural journal. They also write a book report/review on one of two articles about agriculture. Formative feedback is given by the instructor’s written comments on the book report draft. Students are required to revise and resubmit the report after receiving instructor feedback. Instruction includes class discussion on common errors found in papers, examination and discussion of sample professional articles, and some lecture on writing processes common to the discipline. The University Writing Center provides a classroom workshop on grammar.

No significant changes have been made since original certification was granted.
1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns

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

SCSC 311 Crop Production

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

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

Instructor / Coordinator: Wayne Smith

Printed name and signature (Date)

Received: Valerie Balester 10/3/15

W and C Course Coordinator, University Writing Center (Date)

Approvals:

College Dean: Kim Dooley

Printed name and signature (Date)

Department Head: David Baltensperger

Printed name and signature (Date)
SCSC 311W: Principles of Crop Production

Dr. Wayne Smith
Professor, Cotton Breeding
Associate Department Head
217 Heep
phone 845-3450
email: cwsmith@tamu.edu

Office Hours: 8 - 5
Appointments encouraged

Texts: Crop Production: Evolution, History, and Technology by C. Wayne Smith
Available by order and West Campus Library
NOT REQUIRED

Additional REQUIRED reading
Viking in the Wheat Field by Susan Dorkin (can be purchased through local book
Store; at least one copy on reserve at West Campus Library)
Seeds of Chang: Six Plants that Transformed Mankind by Henry Hobhouse (can be
purchased through local book store and at least one copy on reserve at West Campus
Library)

Class ppt access:
http://Soilcrop.tamu.edu
[Academics]
[Course Information]
[SCSC 311 – Crop Production]
[Virtual Classroom] at end of course description
[SCSC 311, Crop Production]
Name: scsc311
Password: Grains12

Title and Course Description: Principles of Crop Production (3-0). Credit 3. Origin and
development of major U.S. agronomic crops; crop/species adaptation; crop management factors such
as cultivar selection, planting, pest control, plant nutrition, irrigation, harvesting; organic farming;
conservation agriculture; bioenergy crops; influence of markets, government policies, and global
economy on cropping strategies.

Course Objectives and Learning Outcomes: My goal in SCSC 311W is to provide the student of
agriculture with an understanding of the major row/drill (agronomic) crops grown in the United
States (barley, corn, cotton, grain sorghum, peanuts, rice, soybean, and wheat). Students will
develop a concept of:

1. the evolution of each of the eight major agronomic crops;
2. the domestication process of plant discovery by man to crop production;
3. movement from origin as man established farming;
4. evolution or development of U.S. agronomic industry and production.

Students will develop an understanding of crop production concepts such as:

1. production practices that are not unique to but demonstrated by specific crops;
   a. nutrition
   b. irrigation
   c. planting patterns
   d. plant population
   e. harvest issues

2. crop development stages, crop maturity, and other physiological/environmental parameters;
   a. growth stages
   b. crop maturity for harvest
   c. photoperiodism
   d. cultivar development and choice

3. crop quality parameters and practices impacting;
   a. impact of field deterioration
   b. quality grades versus nutritional or product quality

4. crop utilization and products after the farm gate.

WRITING INTENSIVE
As a Writing Intensive (W) course, time will be devoted to self learning about these major crops that produce food, feed, and fiber for the world’s ever expanding population. Students will develop writing skills that are pertinent to the discipline of agronomy. We will accomplish this through weekly development of interpretative summaries of scientific articles, popular press articles, government reports, specific and pertinent figures or tabular data, and book reviews.

WRITING ASSIGNMENTS:
An English Grammar and Punctuation Workshop will be provided by the University Writing Center the first week of class. I also will discuss common writing mistakes during one of the early semester class periods.

Informative Abstract: you will be provided with an article from an agronomic journal and required to develop an informative abstract (a summary of sorts to be described prior to the assignment). This abstract
will be a minimum of 200 words and a maximum of 250 words and submitted electronic format using Word. Writing mistakes will be identified, the document returned with suggestions for improvement.

Book Review: students will be required to read “The Viking in the Wheat Field” by Susan Dworkin and “Seeds of Change: six plants that changed the world” by Henry Hobhouse and write a report (informative summary) of one of these books. This assignment requires a minimum 2000-word report. The assignment must be submitted in Word format and submissions that do not meet the 2000 word minimum are returned and the student given another opportunity to submit a work meeting the minimum word count. If the student refuses to meet the minimum word count then the student receives a zero on the assignment and an F in the course. The first draft will be required approximately one month into the semester, or about 1 October. The professor will review, provide written suggestions and return the draft for revision. The revision will be due approximately two weeks later, reviewed and graded.

The book review will be an informative review/summary of the book of choice and the pertinent issues explored by either Hobhouse or Dworking.

Exams: Two major lecture exams and a non-comprehensive final. Test dates will be announced in class at least one week prior to the exams. Questions will be a mix of multiple choice, short answer, and short essay. Answers should be in complete sentences when appropriate. Quizzes/exercises may be given at any time during the semester.

Assignments may be modified during the semester to more adequately reflect the learning needs of any particular set of students.

Grading System  
Exams (2) 44%  
Written exercise 33%  
Final 23%

* A book review is required; Failure to turn in an appropriate review of one of the required readings will result in an F for the semester.
Reports that do not meet the 2000 word requirement will receive a grade of zero and the student will received a course grade of F.

* Students should be aware that they cannot receive a passing grade in a W course unless they receive a passing grade in the written portion of the course by University rule.

Grading Scale:
- A: 90 – 100
- B: 80 – 89
- C: 70 – 79
- D: 60 – 69
- F: < 59.5

Grades will not be curved

GENERALIZED LECTURE SCHEDULE
The course will cover crop production across the eight major row crops grown in the United States. Time limits usually prohibit a complete review of all eight but I expect to cover in the following order, HOWEVER, order may change at the discretion of the professor.

Cotton: Origin; evolution of cultigens; cultivar development
Cotton: Impact of industrial revolution; production statistics; basics of spinning and weaving.
Cotton: Fiber development, growth, and quality parameters.
Cotton: Production practices and hazards.
Rice: Origin; types; movement to the U.S.
Rice: Impact as a world crop.
Rice: Production practices; processing; uses.
EXAM I
Peanut: Origin; introduction into U.S.; types.
Peanut: Morphology; production practices.
Peanut: Products and utilization.
Corn: Origin; introduction outside the Western Hemisphere; cultivar development, races; modern hybrids.
Corn: Historical events; development of U.S. industry; production statistics.
Corn: Production practices.
Corn: Uses.
Wheat: Domestication; species and types.
Wheat: Movement to the U.S. and development of U.S. industry; production statistics.
Wheat: Production practices; milling; uses.

EXAM II
Soybean: Origin; introduction into U.S.; cultivar development; maturity groups; photoperiod requirements.
Soybean: Products and processing; production practices.
Sorghum: Characteristics, History, Origin.
Sorghum: Evolution, Breeding and Production Practices.
Sorghum: Utilization and Quality Parameters.
Barley: Introduction to the U.S.; types.
Barley: Production and production practices.
Barley: Utilization/processing.

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

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

**Aggie Honor Code**

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. [www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)

**Plagiarism**

According to the Texas A&M University Definitions of Academic Misconduct, plagiarism is the appropriation of another person’s ideas, processes, results or words without giving appropriate credit [www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)
<http://www.tamu.edu/aggiehonor>). You should credit your use of anyone else’s words, graphic images, or ideas using standard citation styles. If I should discover that you have failed to properly credit sources or have used a paper written by someone else, I will recommend that you receive an F in this course. The Aggie Honor System Office processes for adjudication and appeals can be found at www.tamu.edu/aggiehonor <http://www.tamu.edu/aggiehonor>.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee

CC: Susan Fiechtner, Department of Accounting  
    James Benjamin, Head, Department of Accounting  
    Martha Louder, AOC Dean, Mays Business School

DATE: December 9, 2015

SUBJECT: REPORT ON RECERTIFICATION OF C COURSE: ACCT 421

We recommend that ACCT 421 Critical Communication Skills for Accountants be certified as a Communication (C) course for four academic years (1/16 to 1/20). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 91% (Session I)
2. Course content appropriate to the major
3. Total number of words: 1250 (Session I) plus 1100 words (Session II)
4. Total minutes of oral performance: 8 minutes (Session I) plus 11 minutes (Session II)
5. Instructor to student ratio for one section: 1:28

ACCT 421 is a two-credit course, with one graduate assistant for each section. Since it was first certified, a test-out system has been instituted that allows students averaging a grade of A in speaking and writing components at mid-term to opt out of the second half of the course. The writing and speaking components in the first half of the course meet all the C course requirements and are as follows: two business letters; a business memo; a slide presentation for which each individual produces three slides; a speech outline/script; a 3-minute impromptu presentation; a 3 minute presentation with slides; and a 5-minute final presentation. For each writing assignments, students review each other's work and receive comments from the graduate assistant before they turn in the final copy. They are required to practice presentations at least twice within their groups and get formative feedback from their team. Instruction includes feedback on individual's papers voluntarily shared with the whole group, outside readings and lectures on writing and speaking, and models of presentations. In addition, the first presentations are videotaped for self-assessment. For the second session, additional work in speaking and writing is required.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

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

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

Acct 421 Communication Skills for Accountants

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

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

Instructor / Coordinator: Susan B. Jechtner 10/28/15
Printed name and signature (Date)

Received: Valerie Balester 11/3/15
W and C Course Coordinator, University Writing Center (Date)

Approvals:

College Dean: MLouder 10/29/15
Printed name and signature (Date)

Department Head: James Benjamin 1/28/15
Printed name and signature (Date)

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

Tel. 979.458.1455 Fax 979.458.1466
writingcenter.tamu.edu
Accounting 421
Critical Communication Skills for Accountants

“You have to make the numbers and live the vision.”
Jack Welch

“When you’re managing as much change as corporations globally must deal with today, the ability to communicate and communicate effectively is so important that it ought to be a core capability in every business school curriculum.”

**Professor:** Dr. Susan B. Fiechtner  Clinical Associate Professor, Accounting

**Voice Mail:** 979.696.7324 Please leave a message with your name and number, and I will get back with you as soon as possible.

**Office:** 460-S Mays Business School

**E-Mail:**
Home:  susanfiechtner@gmail.com and sfiechtner@mays.tamu.edu

Feel free to email me if you have any questions! Be sure to send your question to both of my addresses to make sure that receive your message/questions as soon as possible.

**Grad. Assist.:**
Section 901 12:45-2:00 Claire Holloway  Email: rclaireh4900@tamu.edu
Section 902 2:20-3:35 Leanne Osborne  Email: leo11@tamu.edu
Section 903 3:55-5:10 Erin Briars  Email: erinbriars@tamu.edu

**Text:**  Effective Writing: A Handbook for Accountants, May and May, 10th edition. (7th – 9th editions will work also.)
CourseSmart Textbooks Online: www.coursesmart.com. You may also buy online from Barnes and Noble: www.tamubookstore.com. And of course, the MSC Bookstore has hard copies that you can buy or rent. I strongly encourage you to buy the text!

**Course Objectives:**
- To cultivate specific leadership/management skills that you will use in the accounting profession.
- To build a strong background in professional writing so that you will be able to write clearly, concisely, effectively, and confidently. In addition, you will gain experience in critiquing your own writing and that of your team members. (In this class you will be doing a different type of writing than you may be doing in other accounting courses. My writing focus is on improving relationships/providing information to a client or supervisor. You will not be writing internal audit or tax reports.)
- To provide grounding in the theories of grammar and the rhetoric of sentence and paragraph development.
- To give you confidence in your ability to orally present information in the style required by the accounting profession.
- To cultivate skills in constructing visuals for presentations.

**Instructor Expectations:**
1. Carefully read the assigned material before coming to class so that you will be able to participate in class discussions.
2. Please ensure that your cell phone is on silent and in your backpack or purse.
3. If you miss a class, it is your responsibility to contact your team members in order to receive class notes or assignments. Often I will discuss information that is not in the text or give handouts.

4. Ask questions early if you do not understand an assignment. Take advantage of being on a team and get your team members to both proof your written work and critique your presentations.

5. If there are team conflicts or concerns, please contact me immediately. Do not wait until the end of the semester when your grade or a team member’s grade may be affected. 
(I believe that it is wrong to tolerate lazy or unprofessional behavior from any teammate. In fact, it is a violation of the Aggie Honor Code. Professional accountants hold their colleagues accountable.)

6. Never wait until the night before to practice a presentation.

7. Be proactive and print out all assignments before coming to campus. Do not assume that you will be able to print them on campus an hour before class.

8. Always get to class early on days when writing assignments are due and on presentation days to load your slides, etc.

9. Follow the syllabus/assignment requirements concerning the number of copies and being on time. If an assignment is not complete or turned in late, points will be deducted.

10. Frequently you will be working with team members during class, so please do not ask to attend a different class section.

11. No hats in the classroom please.

12. If you have questions regarding your grade on a paper or a presentation, please contact me within one week of the returned assignment. Do not wait until the end of the semester.

**ADA Statement:**

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**Academic Integrity Statement:**

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**Plagiarism:**

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words writings, etc., which belong to another. You are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. There is no excuse for plagiarism. Serious students understand the importance of maintaining academic integrity.

**Mays Food and Beverage Policy:**

We have beautiful, state-of-the-art classrooms in the Mays Business School. Our established policy is no beverages, food, or tobacco products within the classroom. Containers of water/clear liquids are acceptable and encouraged.
**University Excused Absences Include:**

*(Participation in an activity that appears on the TAMU authorized activity list)*

- Death or major illness in a student’s family; Illness of a dependent family member
- Participation in legal proceedings or administrative procedures that require your presence
- Religious holy days
- Required participation in military duties
- A medical excuse signed and dated by a medical professional

*(All medical excuses must be submitted the day you come back to class. Papers or presentations will be delivered the day you return.)*

*Unfortunately, interviews and weddings are not considered university-excused absences.*

**Attendance Policy:**

Unlike many of your other accounting/finance courses, Acct. 421 is a **skills-based, performance** course. Therefore, it is important that you attend class and be on time. Please carefully review the guidelines below. Any concerns should be brought to my attention the **first week** of class.

**Make-up work will be available only if an absence is a university-excused absence.**

**NOTE:** You may not be absent more than **three times**. This includes your university-excused absences. **See me today** if this is an issue.

Refer to the **Point Distribution sheet** for more specific information.

To ensure that you receive all the points you deserve, **always arrive in class at least five minutes early**; on speaking days arrive **10 minutes early** to ensure that your PowerPoint’s are loaded correctly and your team members are ready to speak. **I will close both doors when the class begins.** Do **not** come in after the doors are closed on speaking days!

Team members will be held accountable for turning in desk signs of members not present!

**Assigned papers are due at the beginning of class. Points will be deducted for late and/or incomplete assignments. Late or incomplete assignments: - 1/3 of total possible points**

**Mays Communication Lab:**

The **Mays Communication Lab** is a resource that is open to current business students and is conveniently located in **Wehner, 339**. Peer consultants are trained to help you identify strengths and weaknesses of your written and oral communication. After leaving the lab, continue to proof your paper **according to class/textbook guidelines**.

Consultations are by appointment, but walk-ins are available on a first come, first served basis. See the website at **mays.tamu.edu/commlab** for hours or to book an appointment. In addition, the **Texas A&M University Writing Centers** on both the main and west campus provide an excellent resource for students. (Website: **http://writingcenter.tamu.edu** Phone: 845.1455)

**Ecampus:**

You should register for this course on Blackboard Vista at **http://elearning.tamu.edu** at your earliest convenience. Not only will your grades be posted on this site, but also announcements and assignment reminders as needed.

If you have trouble accessing Blackboard Vista, please let your TA know as soon as possible.
### Point distribution for Session I:

#### Writing Assignments:

<table>
<thead>
<tr>
<th>Writing Prompt</th>
<th>Value</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prompt 1 (250 words)</td>
<td>10 points (Low stakes)</td>
<td>3%</td>
</tr>
<tr>
<td>Prompt 2 (250 words)</td>
<td>20 points</td>
<td>6%</td>
</tr>
<tr>
<td>Prompt 3 (300 words)</td>
<td>50 points</td>
<td>16%</td>
</tr>
<tr>
<td>PowerPoint Slide Approval</td>
<td>25 points (Collaborative)</td>
<td>7%</td>
</tr>
</tbody>
</table>

- **Writing Prompt 1**: (One page letter to client asking for a payment)
- **Writing Prompt 2**: (One page memo to associates regarding an ethical issue)
- **Writing Prompt 3**: (One page letter to client explaining a tax issue)

#### Speech Packet (350‐500 words)
- 25 points (Collaborative) 7%
  (Portions of presentation written out and body of speech outlined; graded for paragraph flow and content)

<table>
<thead>
<tr>
<th>Total Points for Writing:</th>
<th>130 Points</th>
<th>(39% of final grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar Quiz</td>
<td>30 Points</td>
<td>(9% of final grade)</td>
</tr>
</tbody>
</table>

#### Speaking Assignments:

- **Impromptu Speech (2-3 minutes)**: Instructor feedback only
- **PowerPoint Presentation (3-4 minutes)**: 25 points 7%
- **Final PowerPoint Presentation (5-7 minutes)**: 150 points 45%

<table>
<thead>
<tr>
<th>Total Points for Speaking:</th>
<th>175 Points</th>
<th>(52% of final grade)</th>
</tr>
</thead>
</table>

### Total Points Possible:

- **335 points**

- **A** = 302-335
- **B** = 268-301
- **C** = 235-267
- **D** = 201-265

- **Attendance:**
  - Punctuality/late (Coming in after the classroom doors close) -3 pts. /- 6 pts. for the second, etc.
  - Late papers: - 1/3 of possible points
  - Absent (non-university related) -8 pts. / -16 pts. for second absence, etc.

- **Professionalism:**
  - There will be up to a 10 point penalty deducted at the end of the semester for any form of unprofessional behavior. Examples include, but are not limited to, the following: texting, talking, sleeping during class, late turning in topics to TA’s, poor quality of peer reviews, **not completing an assignment**, or complaints from team members.

- **Bonus Points:** If you attend every required class and are on time, plus turn in every assignment on time, you will receive an additional 5 points.

If you are given an opportunity to participate in the second portion of the course, you will be graded, in part, on your **improvement** in both the speaking and the writing exercises. An additional **Point Distribution Sheet** will be
given when classes start. No points, other than attendance, will carry over from the first portion of the semester; everyone will start with a clean slate.

**Tentative Course Schedule**

*(No final exam will be given; however, we may need to use the exam period as our final class period if unexpected events occur.)*

**August**

M/31  Course introduction and textbook information, explanation of the test-out system and syllabus, student information sheets, distribution of impromptu topics, discussion of Friday, Sept. 11th, and a brief explanation of your first PowerPoint presentation assignment.


**September**

W/2  Formation of first teams, discussion of presentation requirements/handouts, business writing discussion and examples; Topics for your presentation must be approved by TA before noon on the 9th! **Practice prompt 1 due!**

Sign-up sheet for you to choose a time for the impromptu speeches/ Friday, 11th. Discuss the turn in procedure for future prompts; *Read:* “A Sense of Style” and “Formatting for Clarity”; Re-read “Standard English” chap.5.

M/7  **Practice prompt 2 due** /discussed in class; (Bring 2 copies!) Construction and use of PowerPoint slides; if time allows, more writing examples. Remember to turn in topics before 12 noon on Wed.! Practice grammar quiz.

Sign-up sheet for Friday, 11; Read “Business Letters” chapter in your text.

W/9  **Business letters/Writing prompt 3 due!** (2 copies with cover sheet attached to one); **Grammar quiz:** Review presentation requirements one last time

Explanation of how to turn in PPT slides on Monday and what to submit on the day you speak.

F/11  Impromptu presentations. *(Room 182)/ 12:30-1:30; 1:30-2:30; or 2:30-3:30*

Please wait in the hall until your section is called.

M/14  **Team PowerPoint Presentation day!** Bring one copy of your team’s slides stapled, no more than two per page, preferably in color. Each team member should submit two slides with his/her name out to the side. All slides MUST be loaded **before class** in one file; make sure at least one member can get to class 15 minutes early!

W/16  **Presentations**  *(Turn in completed speech packets on the day you speak.)*

M/21  **Presentations**

W/23  **Presentations**

M/28  **Presentations**
If you have tested out, you will receive an email from your TA no later than midnight on T/29. If not, the second portion of the course will begin on W/30.

**Point Distribution for Session II:**

<table>
<thead>
<tr>
<th>Writing Assignments:</th>
<th>Value:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prompt 1 (250 words)</td>
<td>30 points</td>
</tr>
<tr>
<td>(Business letter or memo)</td>
<td></td>
</tr>
<tr>
<td>Business Letter Prompt (250 words)</td>
<td>50 points</td>
</tr>
<tr>
<td>(Business letter or memo)</td>
<td></td>
</tr>
<tr>
<td>Presentation Critiques (100-250 words)</td>
<td>20 points</td>
</tr>
<tr>
<td>(Comments written out in paragraph form making suggestions on other team members’ presentations)</td>
<td></td>
</tr>
<tr>
<td>Speech Packet (350-500 words, same as in session I)</td>
<td>25 points</td>
</tr>
<tr>
<td>Team Member Evaluations (150-250 words)</td>
<td>20 points</td>
</tr>
<tr>
<td>(Evaluations of what went well in the team and what needed to be improved, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

**Total Points for Writing:** 145 Points 36%

**Grammar Quiz:** 30 Points 8%

**Speaking Assignments:**

<table>
<thead>
<tr>
<th>Speaking Assignments:</th>
<th>Value:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PowerPoint Presentation (3-5 minutes per student)</td>
<td>25 points</td>
</tr>
<tr>
<td>(Explanation speech for three active slides)</td>
<td></td>
</tr>
<tr>
<td>Final Presentation (8-10 minutes)</td>
<td>200 points</td>
</tr>
</tbody>
</table>

**Total Points for Speaking:** 225 Points 56%

**Total Possible Points for Session II** 400 Points

Plus five for perfect attendance, punctuality, and completion of all assignments

A = 360-400  
B = 320-359  
C = 280-319  
D = 240-279

W/30  Distribute new teams, return and discuss grades; outline requirements for the second presentation. **Topics must be approved by TA no later than 10:00 pm on Sunday, Oct 4th.** (Same procedure, etc.)

**October**  
M/5  In-class practice for the grammar quiz and more practice on understanding the non-negotiable content areas in business writing. Give out practice prompts. Grammar quiz practice.

W/7  **Practice Prompt 1 due/2 copies;** Continue non-negotiable content areas and business writing practice. Give out Prompt II; must be proofed and signed off by all team members before Monday. Start practicing with team members for final presentations! Note: Slides must be complete by 10/14!
M/12  Grammar quiz II; Business letter due/2 copies; Discuss M/19’s class; move students from 902 to 901 section. In-class time to practice with your team members! (Note: You must practice with your team at least twice in the classroom before you speak. Be sure to take your team member evaluation sheets to each practice.)

W/14  Turn in written copy of slides; each team member loads three slides on one flash. Turn in a paper copy like you did in Session I. Class critique of the written information of your slides.

M/19  Please bring your corrected slides on your team flash and be prepared to speak. Each of you will get about 3-5 minutes in front of the class! PowerPoint slide Presentations.

W/21  Final Presentations  Teams: 1 and 2 (Speech Packets due)

M/26  Final Presentations  Teams: 3 and 4
W/28  Remaining presentations  Course and team member evaluations due.

November 2, 4, 9, and 11 TBA  Remember to check your TAMU email for date of the final class.