Memorandum

February 7, 2014

To: Executive Committee
   Faculty Senate

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

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

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

Courses submitted for W certification:

ECON 491 Research
GEOL 420 Principles of Environmental Geology

Courses submitted for W recertification:

ENGL 354 Modern Rhetorical Theory
MEEN 381 Seminar
RUSS 301 Advanced Grammar and Composition I

Courses submitted for C recertification:

ALED 340 Survey of Leadership Theory
MASE 482 Seminar
TO: Faculty Senate Executive Committee

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

CC: Dennis Jansen, Department of Economics
    Sara Ura, Department of Economics
    Timothy Gronberg, Head, Department of Economics
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: February 7, 2014

SUBJECT: REPORT ON CERTIFICATION OF W COURSE: ECON 491

We recommend that ECON 491 Research be certified as a writing (W) course for four academic years (1/14 to 1/18). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 100%
2. Course content appropriate to the major
3. Total number of words: 3000
4. Instructor to student ratio for one section: 1:2

ECON 491 is a one-credit course that requires students to write up their research in thesis form. Each student works with a faculty research advisor to write a thesis of between 3,000 words and 4,000 words. Students meet with their advisor in the first week of the semester to discuss and finalize the research topic and method of data collection and analysis. They submit the introduction, literature, and theory review early in the semester for written feedback from their faculty advisor. Students are expected to incorporate faculty feedback in their revisions and resubmit those sections with the empirical methods and data analysis sections in Week 9. Additionally, the faculty advisor coordinates a graduate student review of the draft in Week 11 and supervises the feedback given to the student. The final draft of the thesis is due in Week 12 to allow sufficient time for written feedback from the faculty advisor and student revisions. Throughout the course of the project, the faculty advisor provides examples of quality, published works in economics to demonstrate the expected writing style and complexity of the student's forthcoming paper. As the student turns in drafts, the faculty advisor works with the student to identify strengths and difficulties in the student's writing skills and to coordinate with the University Writing Center to address any difficulties through workshops, tutoring, and other available resources. Additionally, students are required to attend at least three department-sponsored writing workshops throughout the semester. The Undergraduate Advisor reports student attendance to the Research Advisor.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

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

____ECON 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: __Dennis W. Jansen__
Printed name and signature
Nov 5, 2013 (Date)

Received: __Valerie Balester__ 11/8/13
(W Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: __Michael T. Stephenson__
Printed name and signature
11/6/13 (Date)

Department Head: __________ 11/15/20__
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
ECON 491-900 Research

COURSE COORDINATOR: Dr. Dennis Jansen
3073 Allen Building
TAMU Phone: 845-7375
e-mail: dennisjansen@tamu.edu

OFFICE HOURS: By appointment

COURSE DESCRIPTION
Research conducted under the direction of faculty member in economics. This course may be taken a maximum of three times for credit.

PREREQUISITES
- Major in Economics
- A minimum of 12 completed hours of economics including ECON 323
- A complete application, including all signatures.

COURSE OBJECTIVES
Students will work closely with a faculty member to write a thesis. The student’s work will expand and build upon advanced knowledge in Economics and Econometrics.

LEARNING OUTCOMES
- Apply the core concepts of economic theory to real questions posed by consumers, producers, governments, and other organizations.
- Collect & synthesize economic data and use empirical methods to test hypotheses and interpret economic data.
- Articulate economic analysis in oral, written, and graphical formats.

TEXT
American Economic Review Style Guide or a style guide recommended by your faculty research advisor.

COURSE REQUIREMENTS
1. This course must be taken for a grade.
2. Attend 3 workshops in coordination with the Department of Economics and the Writing Center. Choose topics that that are most relevant to your research, these include:
   a. Plagiarism/proper citing of sources
   b. Scientific writing style
   c. Components of a thesis
Failure to attend 3 workshops will result in a 10% reduction in your final grade.
3. Participate in a graduate student mentor/peer review of your thesis in Week #10; arranged by your faculty research advisor.
4. You must meet the draft and revision deadlines outlined below (or as assigned by your faculty research advisor). After each draft you will receive written feedback from your faculty advisor. You are expected to incorporate that feedback and revise the last draft and resubmit it with the next assigned section of the paper. For example, you will submit the
revisions to the Introduction with your draft of the Literature and Theory Review section.
5. The final draft of your thesis must be submitted to your faculty research advisor by Friday of Week 14.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>ASSIGNMENT</th>
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<tr>
<td>1</td>
<td>Meet with Faculty Research Advisor</td>
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<td>2</td>
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</tr>
<tr>
<td>3</td>
<td>Workshop #1 completed</td>
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<td>4</td>
<td>Introduction draft due</td>
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<td>5</td>
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<tr>
<td>6</td>
<td>Workshop #2 completed; Literature and Theory review draft due; meet with Faculty Research Advisor</td>
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<td>8</td>
<td>Workshop #3 completed</td>
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<td>9</td>
<td>Empirical Methods and Data Analysis Due</td>
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<td>10</td>
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<td>11</td>
<td>Graduate Student Peer Review of Thesis Draft</td>
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<td>12</td>
<td>Draft of complete thesis due; Meet with Research Advisor for final revisions</td>
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<tr>
<td>13</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Final Thesis due by 5:00PM Friday</td>
</tr>
</tbody>
</table>

**ACADEMIC HONESTY**

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

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

See the following for information regarding the Aggie Honor Code and Honor Council Rules and Procedures: [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).

**THE AMERICAN 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 the Office of Disability Services at Cain Hall, Room B118 or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Rick Giardino, Head, Department of Geology & Geophysics
Sarah Bednarz, AOC Dean, College of Geosciences
DATE: February 7, 2014
SUBJECT: REPORT ON CERTIFICATION OF W COURSE: GEOL 420

We recommend that GEOL 420 Principles of Environmental Geology be certified as a writing (W) course for four academic years (1/14 to 1/18). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 55%
2. Course content appropriate to the major
3. Total number of words: 3100
4. Instructor to student ratio for one section: 1:12

The writing assignments in GEOL 420 include a resume and cover letter (not counted in the percentage or word count, above), and write-ups of four projects, three of which are completed as group projects but require at least 1,000 words from each individual student. For three of the write-ups, students get instructor feedback on an outline, a list of references, and a first draft. The instructor also meets with each group to give oral feedback on the work-in-progress. For instruction, students read a text on writing, examine and discuss examples, and get short in-class instruction on writing topics. This class is supported by writing assistants hired by the College of Geosciences and trained in 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):

_____GEOL 420 Principles of Environmental Geology

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: John R. Giardino 11/7/13 (Date)

Received: Valerie Balester 11/25/13 (W Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: Sarah Bednarz 11/19/13 (Date)

Department Head: John R. Giardino 11/7/13 (Date)

Printed

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NOV 21 2013

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

Tel. 979.458.1455 Fax 979.458.1466
writingcenter.tamu.edu
GEOL 420
ENVIRONMENTAL GEOLOGY
Section 501.502
Spring 2014

Instructor: John R. Giardino
Office: Holbouy Building, Room 108AA
Office Phone: 845-3224
Home Phone: 731-8050
E-Mail: rickg@tamu.edu
Office Hours By appointment
Class Hours: Monday, Wednesday 10:20 am – 11:10 pm
Lab Hours: Monday 1:50 pm – 3:50 pm
Friday 10:20 am – 12:20 pm
Classroom: Hallouy Building, Room 327

CATALOG COURSE DESCRIPTION
Geologic concepts of the nature of geologic environments and the dynamics of geologic processes needed to characterize and quantify human interactions with specific geologic systems including aquifers, watershed, coastlines and wetlands; specific techniques, including geophysical and geochemical techniques, field mapping, geographical information systems and remote sensing used to monitor human-geosphere interactions.
Prerequisites: GEOL 101 or GEOG 203; junior or senior classification or approval of instructor.

What do I want my students to be able to do when they are done with my course?

(STUDENT LEARNING OUTCOMES)
The University has a series of determined Student Learning Outcomes, which are listed below. I have thought a lot about student learning outcomes, and I have come to the conclusion that the real outcome for my students should be to have the knowledge, ability and skills to undertake and to do the same job I do as a professional, certified, licensed geologist. As a professional, certified licensed geologist, I identify and provide solutions to geoscience problems. I begin by identifying the problem, then figure out a method to gather data, what type of instrumentation to use; the spatial and temporal scale of the study. All of my research is always placed in the context of a systems’ approach: inputs of mass and energy; storages; pathways and all the important thresholds. Thus, my goal is to provide each of you with this ability through the specific outcomes listed below.

If a student attends all lectures, reads all assignments, and completes all projects and participates in the class, he/she should have a good understanding of environmental geology. Specifically, the student should be able to:
- Differentiate the critical zone systems;
- Investigate aquifers
- Appraise watersheds
- Predict coastal processes and shoreline management and wetlands
- Assemble environmental reports,
- Investigate mapping through the use of GPS and GIS, aerial photographs and aerial mapping
- Describe fundamentals of modeling
- Predict mass movement and slope stability
- Predict fluvial processes and river restoration
- Evaluate water quality parameters and standards
- Practice ethics and serving as an expert witness
- Operate as an effective member of a team working in real time to solve an environmental geology problem in conjunctions with other students
- Practice developing a verbal geological investigation plan to help solve specific site environmental geology problems.

**EXPECTATIONS OF THE PROFESSOR**

Fair is fair. If you can expect me to not only to do my job but to do it well, then I can legitimately expect something for my efforts. I expect enthusiasm, dedication and leaping tall buildings in a .... Seriously, I do expect enthusiasm, and that a student will attend all lectures and seminars, sit all exams, and complete all assigned projects on time. I also expect that the student will be prepared for each lecture and seminar.

**CLASS STRUCTURE**

GEOL 420: Environmental Geology class will meet twice a week (i.e., Monday and Wednesday plus a lab time). Students are expected to arrive at class on time and not to leave until the class is concluded.

**AGGIE HONOR CODE**

The **Honor Code**, based on the long-standing affirmation that An Aggie does not lie, cheat, or steal or tolerate those who do, is fundamental to the value of the A&M experience. Know the Code. Aggie Code of Honor: "An Aggie does not lie, cheat, or steal or tolerate those who do."  
http://www.tamu.edu/aggiehonor/aggiehonor.tamu.edu

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

**COPYRIGHT AND PLAGIARISM POLICY**

All materials used in this class 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.

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."
Evaluation / Grading:
Grades will be determined on a percentage basis with the standard 90.0% to 100.0% earning an A; 80.0% to 89.9% a B; 70.0% to 79.9% a C; 60.0% to 69.9% a D; and with those not achieving 59.9% or more earning an F or Failing grade. Please note that 89.9% does not round to an "A" grade!

The final grade will be determined from the following graded items:
1) Project A San Miguel River Project - 10% (Individual report - 600 word minimum)
2) Project B Uncompahgre River Project - 15% (Team report, each member responsible for 500 word minimum section)
3) Project C Galveston Beach Renourishment Project - 15% (Team report, each member responsible for 1000 word minimum section)
4) Project D San Antonio Aquifer Project - 15% (Team report, each member responsible for 1000 word minimum section)
5) Midterm Exam - 10%
6) Final Exam - 10%
7) Lab grade - 25%

Geol 420 is a writing intensive course. To pass the course, an average minimum grade of 60.0% must be achieved on the items A through D listed above. Rough drafts of first writing assignment will be graded, with the draft grade counting 25% of the total grade for the assignment. You should take advantage of the Texas A&M Writing Center to achieve your goal; and at least one consultation with the Center is required as part of this course, including a graded 250-word description of lessons learned through the consultation, which will be graded and be part of the class participation grade.

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

IMPORTANT DATES
Last day to drop with no record (Q Drop), April 14
Spring Break March 10-14
Reading Days, April 30 and May 1
Last day of classes: May 9

TEXTBOOKS AND CLASS MATERIALS
No Textbook is required for this course.
Various journal articles, government guidelines and handbooks will be made available throughout the semester.

WEEKLY SCHEDULE
A weekly schedule for GEOL 420 is on the Homepage and will be sent to you via e-mail. It can also be accessed at:

http://web.mac.com/rickgiardino1/EnvironmentalGeology/Welcome.html

Course Outline

Week 1  Course and class introduction
        Organization of company teams
        Introduction to Environmental Geology
        Assignment of “San Miguel River Project”

Week 2  Research Resources—Using government, NGOs, internet

Week 3  Characteristics of Aquifers
        Rough draft of San Miguel River Project Report due
        Graded San Miguel River Project Report draft return to students

Week 4  Fundamentals of Modeling
        Final San Miguel River Project due

Week 5  Mapping
        GPS, GIS,
        Discussion of San Miguel Project

Week 6  Aerial Photograph Mapping of Drainage Basins
        Assignment of “Uncompahgre River Project”

Week 7  Exam 1
        “Uncompahgre River Project” Rough draft of due
        Graded “Uncompahgre River Project” draft return to students

Week 8  Fluvial Processes and Flooding
        Final “Uncompahgre River Project” due

Week 9  Coastal Processes
        “Galveston Coastal Management Project” Assigned

Week 10 Coastal Process Management
        “Galveston Coastal Management Project” Rough draft of due
        Graded “Galveston Coastal Management Project” draft return to students
Week 11  Ground-water and contamination clean-up  
Final "Galveston Coastal Management" due

Week 12  Mass Movement and Slope Stability
Assignment of "San Antonio Aquifer Project"

Week 13  Exam 2
Introduction of Groundwater Cleanup
Graded "San Antonio Aquifer Project" draft return to students

Week 14  The Critical Zone: The Final Frontier and The Future
Final "San Antonio Aquifer Project" due
TO: Faculty Senate Executive Committee

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

CC: Candice Chovanec Melzow and Jennifer Wollock, Department of English
    Nancy Warren, Head, Department of English
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: February 7, 2014

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ENGL 354

We recommend that ENGL 354 Modern Rhetorical Theory be certified as a writing (W) course for four academic years (1/14 to 1/18). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 65%
2. Course content appropriate to the major
3. Total number of words: 2000
4. Instructor to student ratio for one section: 1:25

In ENGL 354, students keep a reading log for four readings (submitted and graded) and write three papers: a rhetorical criticism, a rhetorical analysis, an in-depth rhetorical analysis using scholarly sources or an argument about rhetorical theories studied in the class. The rhetorical criticism essay is written collaboratively. Formative feedback on drafts is provided by the instructor on the rhetorical criticism and the final essay; for the rhetorical analysis, a peer response workshop is conducted. Instruction includes reading on how to do rhetorical criticism and rhetorical analysis and class critique of sample essays; in addition, portions of classes are devoted to reviewing and discussing thesis statements/research questions and other conventions of writing this kind of essay.

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):

   ENGL 354 Modern Rhetorical Theory

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

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

Instructor / Coordinator: Jennifer Wollock
Printed name and signature

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

Approvals:

College Dean: José Luis Bermúdez
Printed name and signature

Department Head: Nancy B. Warren
name and signature

12/9/13

12/12/13

12/9/13

RECEIVED
DEC 17 2013
Course: ENGL 354.900 – Modern Rhetorical Theory
Term: Fall 2013
Schedule: Tue/Thu 11:10-12:25, LAAH 373

Instructor Information
Name: Dr. Candice Chovanec Melzow
Telephone: 979-845-2426
Email address¹: c_melzow@tamu.edu
Office hours: Mon 3:00-4:15, Tue/Thu 1:00-2:00, and by appointment
Office location: LAAH 302

Course Description and Prerequisites
ENGL 354 – Modern Rhetorical Theory is an introduction to modern rhetoric—the theory and practice of communication in our own times as informed by a tradition that goes back to the ancient Greeks and Romans but has been reinterpreted to account for the shifting contexts of modern life. Although we will begin by studying some historical information, this course will focus primarily upon the study of twentieth and twenty-first century rhetorical theory and theorists. We will address a variety of topics, including rhetoric, science, and argumentation; rhetoric and meaning; dramatism; critical approaches to rhetoric; gendered rhetorical theories; non-Western rhetorical theories; rhetoric, media, and technology; postmodern approaches to rhetoric; and cultural studies. We will also discuss a variety of approaches to rhetorical criticism that you can use in your own writing when analyzing artifacts.

ENGL 354 is a writing intensive (W) course, which means that it will involve a substantial amount of writing and that students cannot pass the course without passing the writing portion of it. Students will be expected to submit rough drafts and to participate in peer review throughout the semester.

The ENGL 354 prerequisite is ENGL 104.

Learning Outcomes
You will complete ENGL 354 (3 hrs credit) with the ability to

1. Identify and demonstrate an understanding of key ideas, authors, and texts in the fields of rhetoric and writing.
2. Demonstrate an understanding of methods of rhetorical criticism for studying artifacts.
3. Demonstrate an awareness of how cultural and ethnic differences affect reading, writing, interpretation, and other forms of communication.
4. Apply methods and key ideas in rhetorical studies to the analysis or criticism of written texts, images, films, cultural practices, or other forms of communication.

¹If send an email, please include the course number 354 in the subject line so that my email filter will place your message in the appropriate folder. If you do this, you can expect a response within 24 hours (on weekdays).
5. Apply the same methods and key ideas to the improvement of your own writing and other communication practices.
6. Demonstrate an understanding of basic elements of communication; an appropriate competence in grammar, diction, and standard usage; and a willingness to revise and edit your papers as needed.
7. Demonstrate a general ability to interpret texts and construct explanations and arguments in writing (composing papers with a thesis, supporting evidence, appropriate documentation, and other elements of good academic writing).
8. Demonstrate creativity and critical insight in writing.

Textbooks and Materials

The following materials are **required** for this course:
- *ENGL 354 Course Packet* (11 readings). Available at Notes-n-Quotes, 701 W. University Dr., College Station. For information, call 979-846-2255 or email info@aggienotes.com
- Internet Access: You must log into eCampus to access course materials. For instructions on how to log into our course, go to [http://hdc.tamu.edu/Academics/eCampus/index.php](http://hdc.tamu.edu/Academics/eCampus/index.php) and click on “Login to a Course in eCampus.”
- TAMU E-mail Account: You must check your TAMU email regularly for announcements.

*Note:* I expect students to begin reading at the start of the semester. If your books have not yet arrived, you can access our course textbooks in Course Reserves on the 4th floor of the Evans Library Annex.

The following materials are **strongly recommended** for this course:
  ISBN: 978603290241

Grading Policies

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<th>Grade Breakdown</th>
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<tr>
<td>I. Quizzes</td>
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<tr>
<td>II. Informal Assignments (drafts, peer review, etc.)</td>
<td>5%</td>
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<tr>
<td>III. Reading Notes</td>
<td>20%</td>
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<tr>
<td>IV. Rhetorical Criticism Project</td>
<td>20%</td>
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<td>V. Rhetorical Analysis Project</td>
<td>20%</td>
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<td>VI. Final Paper</td>
<td>25%</td>
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<td>TOTAL</td>
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**Grading Scale.** A (100-90); B (89-80); C (79-70); D (69-60); F (59-0)
Unless otherwise noted on an assignment, the following letter grades will have these numbers recorded in the grade book:

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<td>F</td>
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**Late Assignments.** You are required to submit assignments on the due dates. Late submission of assignments will result in a deduction of 10 percent of the grade per day. Papers submitted outside of class (for example, left under the door or left in the wrong office) will receive a grade of zero (“0”) if they are lost and will have points deducted if they are late.

**Quizzes.** This course may include pre-announced quizzes and pop quizzes. To ensure that you are prepared for quizzes, complete all required readings and homework assignments prior to the next class meeting. Make-up quizzes are *not* permitted unless you have an authorized (excused) absence for the date on which the quiz took place.

**Incomplete Policy.** You should not assume that you may “take an incomplete” in this course. TAMU Student Rule 10 provides guidelines for assigning a grade of I. Requests will be considered only if you have a grade of C or above, a record of good attendance prior to illness or emergency, and if you have completed at least 60% of the work in the course. Your college advising office will be contacted to verify your reason for requesting a grade of I.

**Sequence.** You must complete all assignments in the sequence listed on the course syllabus to be eligible to receive a passing grade in the course.

**Extra Credit.** I do *not* offer extra credit to “bump” averages at the end of the semester. Please do not contact me at the end of the semester asking what you can do to increase your grade. Here’s what you can do now: you can pay attention throughout the semester, attend class regularly, complete assignments on time, use the Writing Center for support, and visit with me during office hours if you have questions.

**Other Course Policies**

ENGL 354 meets twice each week. Your attendance and your participation during class are vital to making the course a success. Habitual tardiness and unexcused absences will affect your course grade.

**Unexcused Absences.** “The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence” (TAMU Student Rule 7.4). Students who are not in attendance when we complete in-class assignments such as group work, quizzes, and peer review will receive a zero. In-class work (including quizzes) cannot be made up unless you have an excused absence for that particular date. Excessive unexcused absences (more than 3) will be reported to your college advising office and will result in the final course grade being lowered one letter grade.

**Authorized Absences.** As a student, you are responsible for providing satisfactory evidence to the instructor to substantiate the reason for an absence. For a list of authorized absences, see TAMU Student Rule 7.1. “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 if such notification is feasible. 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. This notification should include an explanation of why notice could not be sent prior to the class.”
Mobile Devices. Scholarly research shows that students who multitask (such as watching television while completing homework or using mobile devices during class) take longer to complete tasks than those who focus upon one task at a time. In addition, using Facebook and texting while doing schoolwork are “negatively associated with overall college GPA” (Junco and Cotton 505). Therefore, it is in your own best interest to put away communication devices and to refrain from texting or surfing the Internet during class. Students who repeatedly fail to comply with this policy will be classified as engaging in disruptive behavior and will face the appropriate consequences as outlined in TAMU Student Rule 21.

The University Writing Center

The University Writing Center (UWC) offers undergraduate students one-on-one help at any stage of the writing process. Located on the second floor of the Sterling C. Evans Library, the UWC also offers online assistance and computer-based tutorials. For more information, see the UWC website or call 979-458-1455.

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

Academic Integrity

You are expected to uphold the Aggie Honor Code: “An Aggie does not lie, cheat, or steal, or tolerate those who do.” For additional information, please visit the Aggie Honor System Office website at http://aggiehonor.tamu.edu

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ENGL 354.900 Assignment Calendar

<table>
<thead>
<tr>
<th>WK</th>
<th>Dates</th>
<th>Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Course Intro</td>
<td>Syllabus and Introductory Materials</td>
</tr>
<tr>
<td>1</td>
<td>Aug. 27</td>
<td>Defining Rhetoric</td>
<td>Borchers, Chapter 1 (3-25)</td>
</tr>
<tr>
<td></td>
<td>Aug. 29</td>
<td>Rhetorical Criticism</td>
<td>Foss, Chapters 1-2 (3-20)</td>
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<tr>
<td></td>
<td></td>
<td>Discuss WP #1</td>
<td>Prompt: WP #1*</td>
</tr>
<tr>
<td>2</td>
<td>Sept. 3</td>
<td>Rhetoric as Persuasion</td>
<td>Borchers, Chapter 2 (29-56)</td>
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<tr>
<td></td>
<td>Sept. 5</td>
<td><em>Phaedrus</em> Excerpt</td>
<td>Plato (Online)</td>
</tr>
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<td></td>
<td></td>
<td>Neo-Aristotelian Criticism</td>
<td>Foss, Chapter 3 (21-28; 51-59)</td>
</tr>
<tr>
<td>3</td>
<td>Sept. 10</td>
<td>Rhetoric, Science, Argumentation</td>
<td>Borchers, Chapter 4 (95-109)</td>
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<td></td>
<td>Sept. 12</td>
<td>Realm of Rhetoric Excerpt</td>
<td>Course Pack: Perelman</td>
</tr>
<tr>
<td>4</td>
<td>Sept. 17</td>
<td>Rhetoric and Meaning</td>
<td>Borchers, Chapter 5 (113-42)</td>
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<td>Sept. 19</td>
<td>Philosophy of Rhetoric: Lecture I</td>
<td>Course Pack: Richards</td>
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<td></td>
<td>Metaphor Criticism</td>
<td>Foss, Chapter 8 (267-75; 277-91)</td>
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<td></td>
<td>DUE: Reading Note #1</td>
</tr>
<tr>
<td>5</td>
<td>Sept. 24</td>
<td>Dramatism</td>
<td>Borchers, Chapter 6 (143-60)</td>
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<tr>
<td></td>
<td>Sept. 26</td>
<td>Cluster Criticism</td>
<td>Foss, Chapter 4 (63-69; 86-91)</td>
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<td></td>
<td>Dramatism</td>
<td>Course Pack: Burke</td>
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<tr>
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<td>Pentadic Criticism</td>
<td>Foss, Chapter 10 (355-64; 375-84)</td>
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<tr>
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<td>Discuss WP #2</td>
<td>Prompt: WP #2</td>
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<tr>
<td>6</td>
<td>Oct. 1</td>
<td>Dramatism: Narrative Paradigm</td>
<td>Borchers, Chapter 6 (160-68)</td>
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<tr>
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<td>Oct. 3</td>
<td>Fantasy-Theme Criticism</td>
<td>Foss, Chapter 5 (97-104; 128-34)</td>
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<td>Appeal of Narrative</td>
<td>Course Pack: Killingsworth</td>
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<td></td>
<td>Narrative Criticism</td>
<td>Foss, Chapter 9 (307-317; 336-46)</td>
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<td>DUE: Reading Note #2</td>
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<tr>
<td>7</td>
<td>Oct. 8</td>
<td>Critical Approaches to Rhetoric</td>
<td>Borchers, Chapter 7 (171-95)</td>
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<td>Oct. 10</td>
<td>Ideological Criticism</td>
<td>Foss, Chapter 7 (209-221; 253-60)</td>
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<td>8</td>
<td>Oct. 15</td>
<td>Gendered Rhetorical Theories</td>
<td>Borchers, Chapter 8 (196-225)</td>
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<td>Oct. 17</td>
<td>Generative Criticism</td>
<td>Foss, Chapter 11 (387-405; 428-39)</td>
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<td></td>
<td>DUE: Reading Note #3</td>
</tr>
<tr>
<td>9</td>
<td>Oct. 22</td>
<td><em>Intro and Thesis Statements</em></td>
<td>Handouts (Online)</td>
</tr>
<tr>
<td></td>
<td>Oct. 24</td>
<td>Non-Western Rhetorical Theories</td>
<td>Borchers, Chapter 9 (226-45)</td>
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<td>Augustine’s Chinese Cousins</td>
<td>Course Pack: Swearingen</td>
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<td>Due: WP #2 Rough Draft</td>
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<tr>
<td>10</td>
<td>Oct. 29</td>
<td>Non-Western Rhetorical Theories</td>
<td>Borchers, Chapter 9 (245-51)</td>
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<tr>
<td></td>
<td>Oct. 31</td>
<td>Rhetorics of Survivance Excerpt</td>
<td>Course Pack: Stromberg</td>
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<td>Rhetoric, Media, Technology</td>
<td>DUE: WP #2 Final Draft</td>
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<td><em>Rhetoric Online</em> Excerpt</td>
<td>Borchers, Chapter 10 (255-71)</td>
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<td><em>Locating and Integrating Sources</em></td>
<td>Course Pack: Warnick</td>
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<td>Discuss WP #3</td>
<td>Handouts (Online)</td>
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<td>Prompt: WP #3</td>
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<tr>
<td>11</td>
<td>Nov. 5</td>
<td><em>Orality and Literacy</em> Excerpt</td>
<td>Course Pack: Ong</td>
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<tr>
<td></td>
<td>Nov. 7</td>
<td>Technology and Visual Rhetoric</td>
<td>Borchers, Chapter 10 (271-80)</td>
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<td>DUE: WP #3 Proposal</td>
</tr>
<tr>
<td>12</td>
<td>Nov. 12</td>
<td>Generic Criticism</td>
<td>Foss, Chapter 6 (137-145; 166-72)</td>
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<td>Nov. 14</td>
<td>Genre Analysis of the Weblog</td>
<td>Miller and Shepherd (Online)</td>
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<td>Postmodern Approaches</td>
<td>Borchers, Chapter 11 (281-291)</td>
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<td>DUE: Reading Note #4</td>
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<tr>
<td>13</td>
<td>Nov. 19</td>
<td>Discourse on Language</td>
<td>Foucault (Online)</td>
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<td></td>
<td>Nov. 21</td>
<td>Postmodern Approaches</td>
<td>Borchers, Chapter 11 (291-304)</td>
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<tr>
<td>14</td>
<td>Nov. 26</td>
<td>Cultural Rhetorical Studies</td>
<td>Borchers, Chapter 12 (305-28)</td>
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<td></td>
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<td></td>
<td>Due: WP #3 Rough Draft</td>
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<tr>
<td>Nov. 28</td>
<td>No Class</td>
<td>Thanksgiving Holiday</td>
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<tr>
<td>15 Dec. 3</td>
<td>On Self-Recovery&lt;br&gt;How to Tame a Wild Tongue</td>
<td>Course Pack: hooks&lt;br&gt;Course Pack: Anzaldúa&lt;br&gt;Reading Day&lt;br&gt;DUE: WP #3 Final Draft</td>
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<tr>
<td>Dec. 5</td>
<td>No Class</td>
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</tbody>
</table>

*Note: WP #1 presentations will begin during Week 4 and will continue through Week 12. The due date for your essay and presentation depends upon the topic that your group selects.*
TO: Faculty Senate Executive Committee

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

CC: Hamid Parsaei, Department of Mechanical Engineering
Jerald A. Caton, Interim Head, Department of Mechanical Engineering
Valerie Taylor, AOC Dean, Dwight Look College of Engineering
Mark Weichold, Dean, TAMU Qatar

DATE: February 7, 2014

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: MEEN 381

We recommend that MEEN 381 Seminar be certified as a writing (W) course for four academic years (1/14 to 1/18). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 50%
2. Course content appropriate to the major
3. Total number of words: 5000
4. Instructor to student ratio for one section: 1:17

There is one assistant from the TAMU Qatar learning center (The Oasis) helping with this class. Students write ten summary/reflection papers on guest speakers; a report based on contemporary problems in engineering; and a collaboratively composed essay on engineering as a profession. Drafts of the first two assignments are commented on by the assistant, and students conduct peer review for the third assignment. Lectures on writing issues are delivered by the assistant throughout the semester, and she meets one-to-one with students as needed for further instruction.

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):

   MEEN381: 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: HAMID PARSAEI, Professor & Assoc Dean for Academic Affairs, TAMUQ

Idamid Parsaei: [Signature]  Date: Sept 26, 2013

Received: Valerie Balester: 10/24/13

(W Course Coordinator, University Writing Center)

Approvals:

Mark A. Weidhold

College Dean:

[Signature]  Date: [Date]

Department Head: [Signature]  Date: 29 Sep 2013

Mech Engr Program Chair

TAMU Qatar
MEEN 381 Seminar

REQUIRED OR ELECTIVE: Required course

CATALOG DESCRIPTION: (0-2). Credit 1. Presentations by practicing engineers and faculty addressing: effective communications, engineering practices, professional registration, ethics, career-long competence, contemporary issues, impact of technology on society and being informed; students prepare a resume, a lifelong learning plan, two papers, two oral presentations and complete an online assessment of the mechanical engineering program.

PREREQUISITES: Upper-level classification in mechanical engineering.

TEXTBOOK AND OTHER REQUIRED MATERIAL: none

COURSE LEARNING OUTCOMES: At the end of this course, students should be able to:
1. Appreciate the varied opportunities available for professional practice in Mechanical Engineering.
2. Appreciate the various types of industries, job types, and career paths available for graduates in Mechanical Engineering.
3. Appreciate the importance of non-technical skills, such as communication, team work, and attitude, in professional success.
4. Gain an understanding of professional and ethical responsibility from the experiences of practicing engineers.
5. Demonstrate an appreciation for life-long learning and compose a reasonable plan for engaging in life-long learning, including professional engineering registration.
6. Articulate the importance of practicing in a professional, ethical manner.
7. Deliver an accurate and effective ten-minute oral presentation on a technical topic.
9. Be able to cite examples of the global and societal impact of engineering.
10. Have an added appreciation for contemporary issues.

TOPICS COVERED:
1. Professional responsibilities, opportunities, job types available to Mechanical Engineers.
2. Various career paths available to Mechanical Engineers.
3. The importance of technical skills in being a successful and effective Mechanical Engineer.
4. The importance of non-technical skills, such as communication, ethics, attitude, and team work, in being a successful and effective Mechanical Engineer.
5. Techniques for effective written and oral technical communication.
6. Effective listening and feedback on effective written and oral technical communication.
7. The impact of engineering on society and global issues.
8. The importance of knowledge of contemporary issues in being an effective Mechanical Engineer.

CLASS/LABORATORY SCHEDULE: Two, 50-minute sessions per week. In one session, guest speakers give presentations. In the other session, students give presentations.
CONTRIBUTION TO MEETING REQUIREMENTS OF CRITERION 5:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester hrs</th>
<th>Subject</th>
<th>Semester hrs</th>
<th>Subject</th>
<th>Semester hrs</th>
</tr>
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<tbody>
<tr>
<td>Mathematics</td>
<td></td>
<td>Engineering Science</td>
<td></td>
<td>General</td>
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<tr>
<td>Basic Science</td>
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<td>Engineering Design</td>
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</tbody>
</table>

RELEVANT STUDENT OUTCOMES:

6- an understanding of professional and ethical responsibility
7- an ability to communicate effectively
9- a recognition of the need for, and an ability to engage in life-long learning
MEEN 381 Seminar
Spring 2013
Room 143

Instructor:
Hamid R. Parsaei, Ph.D., P.E.
Associate Dean of Academic Affairs
Professor and Interim Chair, Mechanical Engineering

Office: 253J
Office Hours: Every day (No Appointment needed)
Email: hamid.parsaei@qatar.tamu.edu
Phone: +074-4423-0014

This is a “W” course with a major emphasis on communication skills.


Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Reports</td>
<td>40%</td>
</tr>
<tr>
<td>Oral Presentations</td>
<td>25%</td>
</tr>
<tr>
<td>Resume</td>
<td>5%</td>
</tr>
<tr>
<td>Professionalism</td>
<td>10%</td>
</tr>
<tr>
<td>Life-long learning (L³) report</td>
<td>10%</td>
</tr>
<tr>
<td>Attendance</td>
<td>10%</td>
</tr>
</tbody>
</table>

- The letter grade will be assigned based upon the standard Texas A&M University grading system.
- Detailed information about written reports, presentations, and resume will be discussed in the class and posted on e-learning.
- Professionalism grade will be determined based upon attendance and behavior in the class.
- The presence of the students during the entire class time is mandatory.
- Disrespectful questions or comments to the speakers are not allowed and will have serious consequences.
- There will be bounce points toward final grades for students presenting papers at the ASME Student Professional Development Seminar

Written reports

The students are required to prepare two (2) original reports. All necessary information for these reports will be given in a separate handout.
Oral Presentation

The oral presentations will be based on one of the written reports. PowerPoint software should be used. The time limit for each presentation is 10 minutes. The first presentation will be recorded outside of the class. The recorded presentation will be reviewed and critiqued. A confidential feedback will be provided to the students. The second presentation, an improved version of the first presentation, will be given to the classmates and some invited professional from industry. **Business attire is recommended for presentations.**

Life-long learning (L³) report

Each student will gain an appreciation of the importance of life-long learning to professional process by attending the presentations of the speakers and writing a report on the subject.

Resume

Each student must prepare a resume by following the appropriate TAMU Career Center form.

[http://careercenter.tamu.edu/guides/resumes/?pwd=13206871986273544&dynid=2817336&sn=undergrads](http://careercenter.tamu.edu/guides/resumes/?pwd=13206871986273544&dynid=2817336&sn=undergrads)

The submission deadline is **February 6 (Wednesday) 12:50 p.m.**
IMPORTANT INFORMATION (read it carefully)

Class Attendance: You are responsible for attending class and for all materials covered in class. If you are seeking an excused absence, you must notify the instructor as soon as possible after the absence, but no later than the end of the second working day after the last date of absence. If the absence occurs the same day as a scheduled exam or other graded procedure, the student must notify the instructor or department by the end of the next working day after the absence to ensure full rights. You are responsible for providing satisfactory evidence to the instructor within one week of your return to substantiate the reason for the absence.

Class Disruptions: Disrupting class is a serious violation of Texas A&M University rules and regulations. Electronic communication devices such as cell phones are disruptive if they ring during class. Please turn them off before the classes start.

Americans with Disabilities Act Statement: The American 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 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 accommodation, please contact Dr. Eric Wilson.

Course Materials/Copyright and Plagiarism Statements; Academic Dishonesty: The handouts used in this course are copyrighted. Handouts means all materials generated for this class, which include but are not limited to syllabi, exams, in-class materials review sheets, and additional problem sets. Because these are copyrighted, you do not have the right to copy the handouts; unless you receive 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 the 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 the 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 other forms of academic misconduct, please consult the Aggie Honor System Office website (http://www.tamu.edu/aggiehonor) or the latest version of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

AGGIE HONOR CODE

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

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

Definitions of Academic Misconduct

Misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research. It does not include honest error or honest differences in interpretations or judgments of data.

Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.

Academic dishonesty includes the commission of any of the following acts. This listing is not, however, exclusive of any other acts that may reasonably be called academic dishonesty. Clarification is provided for each definition by listing some prohibited behaviors.

1. **Cheating:** Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise. For example:
   - Copying someone’s homework
   - Looking on another student’s exam
   - Storing class material on a mobile phone or calculator for use on an exam

2. **Fabrication:** Making up data or results, and recording or reporting them; submitting fabricated documents.

3. **Falsification:** Manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.

4. **Multiple Submissions:** Submitting substantial portions of the same work (including oral reports) for credit more than once without authorization from the instructor of the class for which the student submits the work. For example:
   - Turning in the same paper in two different classes
   - Using a paper from a previous semester

5. **Plagiarism:** The appropriation of another person's ideas, processes, results, or words without giving appropriate credit. For example:
   - Copying and pasting from the web without citations
   - Copying or using material from another student
   - Copying material from a book without citations

6. **Complicity:** Intentionally or knowingly helping, or attempting to help, another to commit an act of academic dishonesty. For example:
• Doing homework for another student
• Writing a paper for another student
• Showing test answers to another student during an exam

CLASS ATTENDANCE

It is a student’s responsibility to attend class. Below I am summarizing the rules; you should consult the actual rules for more details. http://student-rules.tamu.edu/rule07.

Examples:

• Missing a graded assignment for a non-emergency is not allowed
• Going to the doctor for a non-emergency is not an excused absence
• Students must inform the instructor in advance of an absence or within two days (emergency situation) when an absence occurs

From the student rules:

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to give adequate notice of the dates on which major tests will be given and assignments will be due. This information should be provided on the course syllabus, which should be distributed at the first class meeting. Graduate students are expected to attend all examinations required by departments or advisory committees as scheduled formally.

Students who are requesting an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code (See Rule 24: http://student-rules.tamu.edu/rule24).

Excused Absences

7.1 The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence.

Medical Excuses: Illness requiring a class to be missed:

As a student, you must provide one of the following:

b. Confirmation of visit to a health care professional affirming date and time of visit.

Please also know that according to Rule 7.1.6.3, a visit to the doctor is not an excused absence unless it is an emergency.

7.1.6.3 An absence for a non acute medical service does not constitute an excused absence.
Illness causing a missed exam or graded activity:

As a student you are required to notify your faculty member prior to missing the class unless the situation makes it impossible (accident or emergency). From Rule 7.3:

. . . 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 if such notification is feasible. 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. This notification should include an explanation of why notice could not be sent prior to the class.

All documentation submitted to an advisor or faculty member justifying an absence is subject to the Aggie Honor Code.
I have read and understood the syllabus of the MEEN 381 course.

Name (please print):

ID number:

Date:

Signature:
This document aims at providing guidelines and information to help students prepare their written reports. The faculty evaluates the students using their individual and collaborative writing on topics related to: contemporary engineering issues, technology's impact on society, and engineering professionalism. Two individually written reports and one collaboratively written report are required from each student. These reports, which students will write in the technical genre, are also in-class presentations. Students may base their report on technical articles, technical papers, and books. The reports must be original work performed during the semester, i.e., they cannot be documents written to fulfill another course's requirements.

Receiving a passing grade in MEEN 381 is contingent upon receiving a passing grade on the written reports. The reports will be evaluated on structure and organization (introduction, objectives, body, conclusions and formatting), writing mechanics (sentence structure, punctuation, language/terminology and spelling), and technical content (objectives/thesis, support topics or arguments, evidence and engineering relevance). Students will write for an audience they assume to be engineers who understand technical terminology, but who are not experts in the topic area. Thus, the reports should provide sufficient explanation whenever needed and use proper technical terminology.

Assignment Objective
To practice writing formal technical reports and research papers.

Writing in Technical Genre:
Technical writing must convey knowledge or present persuasive arguments to a target audience so that the information is understandable. Technical documents have the following characteristics:

- Has well defined objectives
- Contains “factual” information
- Prepared in a concise and logical manner
- Is written to the target audience
- Follows the identified modes and aims

Technical writing is the foundation of technical proposals, research project reports, lab reports, instruction manuals, product design description and specification, as well as similar documents.

Topic
While the selected topic is your choice, you must follow the assignment descriptions distributed in class and shown at the end of this document.

- Preapproval is required. To get the topic preapproved, submit a one-page proposal identifying the report's thesis/objectives, a preliminary outline, and a list of the papers you plan to use.
- Avoid a topic that is too general because it is harder to complete with sufficient detail. Instead, focus on a specific topic that allows you to successfully complete the report. The more focused your proposed topic is, the better the feedback you will receive.

Report Organization
Before you begin writing the report, organize your thoughts and plan the report's flow, i.e., how it begins, how it transitions between paragraphs and subsections, and how it ends. Therefore, start the report with an introduction that leads to the problem statement and objectives or thesis statement, followed by support sections and conclusions. The report's structure must adhere to these details:

- **Cover page** with the title, name of the author, ID number, date of submission and a signed Aggies Honor Code statement; electronic signature is acceptable for the Aggie Honor Statement. For the team assignment, each member is to upload a separate cover page on eLearning. Alternatively, students may scan a hand signed cover page for electronic submission.
- **Executive summary** that highlights the report objectives, its content and findings. The executive summary is limited to 1 page in length.


- **Table of Contents**
- **Report Body**
  - Introduction
  - Objectives
  - Support ideas or arguments.
    - Avoid having too many support ideas or two few. Authors should have 3 to 4 support ideas or arguments—presented in separate paragraphs—per objective. We strongly recommend that authors use subsections with proper headings.
    - Properly cite the source(s) of the presented information using a standard and consistent format (i.e. Harvard Style, MLA, etc.).
  - Include figures and tables to support your argument and clarify your points. Number each figure and table and provide a caption. Remember that for figures and graphs, the number and caption appear below the figure, and for the tables, the table number and caption appear above the table. Briefly explain each table or figure in the body and referred to each its number (e.g. Table 1). Include a legend for the figures and an associated coordinate system for engineering drawings, as needed.
    - Finally, number all equations their appearance order and define the variables in each equation. Include the units that each variable carries.
      - Conclusions that restate the objectives/thesis and summarize how they were met. The conclusions should include your interpretation of the findings or reflections on the topic, as applicable.
  - **A reference list** formatted using the same standard format used with the citations.
  - **Appendices** if needed. The appendices are numbered and contain support information that does not belong in the main body.

**Report Format**
When you write each report, consider it to be a sample that you would share with a potential employer to demonstrate your written communication skills. Therefore, paying attention to the report's structure and organization—as well as the writing mechanics—are just as important as the technical content. In other words, each report represents the quality of the work that you provide.

Each typed report has a minimum word count as described in each assignment's goals. This minimum word count only includes the executive summary and the report body, i.e., the count does not include the cover page, the table of content, the reference list, and the appendices. The report must have 1.0 inch margins all around, use 1½ line spacing, and use 12 point Arial font (or similar). Electronically submit all your drafts via eLearning.

**Report Review Process**
The report writing process includes submitting a first draft that either or both the course professor and the teaching associate review. In addition, one peer will review the draft. This review process provides you with feedback prior to you submitting the report for grading. Therefore, the first draft must be a complete report that you prepare and format as if it were the final version. The report evaluation rubric, provided below, is the guide for providing feedback on the first draft and for evaluating the final version.

**Evaluation and Grading**
The course professor will grade the reports using the attached grade sheet, which is based on the grading rubric. Pay attention to spelling, punctuation, grammar, and adhere to good writing practices because they account for part of the grade for all written work. The final report is out of 100 points; however, while the first draft will not be graded, if you do not submit a complete first draft by the due date your maximum report grade will be 75%.

**Report writing suggestions**
- Use 3rd person, sentences may be active or passive voice so long as they conform to formal, impersonal writing
• Proofread your report to identify errors that spell checkers cannot identify. Ask a friend to read the report or read the report aloud to yourself; these actions help you identify many errors.
• Use available resources. OASIS has writing consultants who can help you in improving your writing.
• Use diagrams and figures to explain and clarify your arguments.
• Avoid writing the report in a conversational style.

Assignment #1: Contemporary issues in engineering

For this assignment, assume that you are working for a company that is interested in either the using/implementing or developing a new technology. You are charged with researching this technology and preparing a report that your company can circulate to its technical staff to inform and educate them about this technology. The executive summary should be written so an upper-level manager, who oversees many projects and does not have time to read the entire report, understands what the report contains.

Assignment goals:
1. Identify a contemporary engineering issue with mechanical engineering relevance.
2. Review the technical literature on the selected topic.
3. Communicate the gathered information by writing a 1000 to 1500 word report explaining the contemporary issue (the identified technology).

Assignment audience: non-expert engineering/technical audience – understands technical terminology, but not an expert in the topic.
Assignment mode: description.
Assignment aims: to explore and to explain.

Deadline for draft report: February 15 (Wednesday)
Deadline for final report: February 29 (Wednesday)

Assignment #2: Global and/or societal impact of engineering solutions

This assignment continues the first assignment. The assignment requires you to develop a position that your company can take regarding the technology you identified in the first assignment. Therefore, you must develop a persuasive argument for, or against, the identified technology, making sure to explain its global and/or societal impact.

The assignment goals:
1. Highlight the product/process technical and engineering performance.
   • Review the related literature,
   • Identify key technical characteristics and engineering performance; which are supported by evidence (technical data, graphs, tables, or other.)
2. Discuss issues:
   • Impact on the quality of life of the users/community;
   • Impact on the environment that use or development
   • Impact on associated human capital needs and the shifting of employment from one place to another, i.e. the effect of employment changes on local economies;
   • Impact on infrastructure needed for wide use of the technology; and/or any other relevant issues.
3. Evaluate the technology for the identified purpose; i.e. either use or development.
4. Communicate the gathered information by writing a 1000 to 2000 word report explaining the global and/or societal impact of the technology.
Assignment audience: technical experts.
Assignment modes: argument, cause and effect.
Assignment aims: to explore, to persuade.

Support the technical content in this report with information from recent, archival-quality technical papers and reports, address issues for and against the technology. In addition, support the environmental and societal implications with evidence from technical journals, technical magazines, government reports, mainstream media and other sources. Because this report is written as a position paper, you must provide your personal evaluation of the gathered information to arrive at logical recommendations that you base on technical and non-technical relevance.

Deadline for draft report: to be given later
Deadline for final report: to be given later

Assignment #3: Life-long learning (L3) assignment
Write this assignment collaboratively, that is, with another classmate who the course instructor will assign. You and your classmate will develop a persuasive argument stating that engineers in general, and mechanical engineers—in particular—need life-long learning.

The assignment goals:
1. To appreciate the importance and the need for life-long learning.
2. To identify various means and practices used in the pursuit of life-long learning.
3. To develop life-long learning goals that you and your classmate aim to follow.
4. To communicate goals (2) and (3) in a written report using 1000 word, or more.

Assignment audience: general audience.
Assignment modes: narration, process.
Assignment aims: to explore and to learn.

Deadline for draft report: to be given later
Deadline for final report: to be given later
<table>
<thead>
<tr>
<th>Technical Content</th>
<th>Beginning</th>
<th>Developing</th>
<th>Satisfactory</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective/Thesis statement</td>
<td>The report does not contain a thesis statement.</td>
<td>Main idea may be inferred but is not clearly stated</td>
<td>Main idea is clearly stated in a topic sentence.</td>
<td>Has a specific thesis statement. The introductory paragraph shows how the thesis will be supported.</td>
</tr>
<tr>
<td>Overall Technical Quality</td>
<td>Topics are presented with limited technical content.</td>
<td>Technical topics are fragmented and lack a clear focus</td>
<td>Technical topics: • develop the thesis • connect ideas • Are supported by external evidence</td>
<td>Technical topics: • Develop the thesis • Creatively examine and connect ideas • Are supported by external evidence • Incorporate the author’s evaluation of evidence</td>
</tr>
<tr>
<td>Information gathering</td>
<td>Information sources are not listed in the report.</td>
<td>Information sources are listed, but they are not of archival quality.</td>
<td>A few technical papers are used as the primary source of information.</td>
<td>A wide range of primary and secondary sources of information are used</td>
</tr>
<tr>
<td>Information Sorting</td>
<td>Some information is grouped and is properly labeled</td>
<td>Collected information is mostly grouped and is adequately labeled (i.e. placed under proper headings)</td>
<td>All Information is properly grouped under appropriate headings</td>
<td>All Information is properly grouped under appropriate headings with smooth transitions between support topics</td>
</tr>
<tr>
<td>Support/Evidence</td>
<td>No evidence is provided to support the thesis</td>
<td>Evidence is occasionally provided to support the thesis</td>
<td>Evidence is provided for each support topic. Evidence is properly cited</td>
<td>Evidence is provided for each support topic. Evidence is properly cited, consistently formatted, and is relevant.</td>
</tr>
<tr>
<td>Structure / Organization</td>
<td>Beginning</td>
<td>Developing</td>
<td>Satisfactory</td>
<td>Advanced</td>
</tr>
<tr>
<td>Introduction</td>
<td>The report is written without an introduction</td>
<td>The report has an introduction that is not directly related to the topic or the report content.</td>
<td>The report has an introduction that is directly related to the topic and the report content.</td>
<td>The report has an introduction related to the topic and the report content. The introduction contains &quot;hooks&quot; to read the report</td>
</tr>
<tr>
<td>Body</td>
<td>The report is not organized effectively into sections or paragraphs</td>
<td>The report is organized into sections and/or paragraphs, but they are fragmented</td>
<td>The report is organized into sections and/or paragraphs with each: • clearly supporting the thesis • containing support for one idea</td>
<td>The report is organized into sections and/or paragraphs with each: • clearly supporting the thesis • containing support for one idea • following a logical order with smooth transitions</td>
</tr>
<tr>
<td>Tables and Figures</td>
<td>Are not used in</td>
<td>Are presented</td>
<td>Are properly</td>
<td>Are properly</td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee

CC: Elisabeth T. Rich, Department of International Studies
    Robert Shandley, Head, Department of International Studies
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: February 7, 2014

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: RUSS 301

We recommend that RUSS 301 Advanced Grammar and Composition I be certified as a writing (W) course for four academic years (9/14 to 9/18). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 60%
2. Course content appropriate to the major
3. Total number of words: 4500
4. Instructor to student ratio for one section: 1:17

RUSS 301 is by definition a writing course, in which students learn to write in Russian. Students write a total of six formal compositions of 750 words each. Since there are six assignments of the same type, feedback is provided after each assignment is completed. Students revise and resubmit their compositions after the correction is provided. Instruction includes 1) preparatory exercises that review those grammatical structures that are most troublesome for students at the third-year level; 2) a reading component (brief contemporary texts), which treats the theme of the lesson and serves as a model for the student’s own work; and 3) oral prewriting exercises. Materials for the course are organized on the basis of the ACTFL Proficiency Guidelines.

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):

RUSS 301 (Advanced Grammar and Composition I)

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

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

Instructor / Coordinator: Elizabeh Pick 1/11/2014
Printed name and signature (Date)

Received: Valerie Balester 2/2/14
(W Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: (Signed) 1/17/14
Printed name and signature (Date)

Department Head: (Signed) 1/13/2014
Printed name and signature (Date)
Instructor: Dr. Elisabeth T. Rich  
Office: Academic 230A  
Office Hours: T 10:30-12:20, or by appointment  
Office Phone: 845-2104 (department)  
E-Mail: e-rich@tamu.edu

Course Prerequisite: RUSS 202 with a passing grade


Course Objectives:

This course combines a review of grammar at an advanced level with a substantial writing component. Students are also assigned readings of authentic texts from contemporary literature, which will be analyzed and discussed in class.

Course Requirements: Daily homework
Six compositions (with mandatory rewrites)
Three exams (format: grammar exercises and essay questions that test in-class writing proficiency)

Grading:  
Classwork/Homework: 10%  
Six compositions: 60%  
Testing:  
Exam I: 10%  
Exam II: 10%  
Exam III: 10%  
100%

Grading Scale:

A = 100-90  
B = 89-80  
C = 79-70  
D = 69-60  
F = 59 and below

Excused Absences: For illness- and injury-related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional’s confirmation that absence from class
was necessary. Exams and assignments can be made-up only as a result of legitimate absences. For further information about Student Rules pertaining to Attendance and Excused Absences, please see Rule 7 of Student Rules (http://student-rules.tamu.edu/rule7.htm).

Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides 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 accommodation, please contact the Department of Student Life, Services for Students with Disabilities (845-1637) in Room B118 of Cain Hall.


Calendar of Assignments*

Aug. 28: Introduction and Review
Aug. 30: Presentation of New Grammar (Genitive Plural of Nouns; Quantifying; Placement and Position); Grammar Exercises

Sept. 4: Grammar Exercises; Reading: “Приезд отца в гости к сыну”
Sept. 6: Composition: За обедом; Oral Prewriting Exercises

Sept. 11: First Composition Due
Sept. 13: Method of Self-Correction

Sept. 18: Presentation of New Grammar (Adjectives; Short-Form Adjectives; Adverbs; Nouns as Modifiers; Measurement); Grammar Exercises
Sept. 20: Reading: “Нам нужно общение”; Composition: Квартира для семьи из четырёх человек; Oral Prewriting Exercises

Sept. 25: Second Composition Due
Sept. 27: Exam #1

Oct. 2: Presentation of New Grammar (Pronouns; Translating Any, Every, and Each)
Oct. 4: Grammar Exercises; Reading: “Я не первая деди...”

Oct. 9: Composition: Не место красит человека, а человек место; Oral Prewriting Exercises
Oct. 11: Third Composition Due

Oct. 16: Presentation of New Grammar (Comparatives; Superlatives; Translating the Same and Different; Translating Also); Grammar Exercises
Oct. 18: Reading: “В трамвае”; Composition: Я друга жду; Oral Prewriting Exercises

Oct. 23: Fourth Composition Due
Oct. 25: Exam #2

Oct. 30: Presentation of New Grammar (Adverbial Clauses; Verbal Adverbs)
Nov. 1: Grammar Exercises

Nov. 6: Reading: “Взрыв у Макдоналдса”; Composition: В будуаре; Oral Prewriting Exercises
Nov. 8: Fifth Composition Due

Nov. 13: Presentation of New Grammar (Adverbial Clauses; Participles)
Nov. 15: Grammar Exercises; Reading: “Неделя как неделя”

Nov. 20: Composition: Трагедия в ванной; Oral Prewriting Exercises
Nov. 22: Thanksgiving

Nov. 27: Sixth Composition Due
Nov. 29: Exam #3

Dec. 4: Student Evaluations

*Assignments and exam dates are subject to change
TO: Faculty Senate Executive Committee

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

CC: Lori Moore, Department of Agricultural Leadership, Education, & Communication
Jack Elliot, Head, Department of Agricultural Leadership, Education, & Communication
Kim Dooley, AOC Dean, College of Agriculture and Life Sciences

DATE: February 7, 2014

SUBJECT: REPORT ON RECERTIFICATION OF C COURSE: ALED 340

We recommend that ALED 340 Survey of Leadership Theory be certified as a communications (C) course for four academic years (1/14 to 9/18). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 35%
2. Course content appropriate to the major
3. Total number of words: 1750
4. Total minutes of oral performance: 5 minutes
5. Instructor to student ratio for one section: 1:26

Since original certification, the course was changed to require a minimum of 1750 words and 5 minutes of oral communication. The writing component now accounts for 25% of the overall grade and the communication component accounts for 15% of the overall grade. The course is taught by an instructor and Graduate Assistant Teachers, who meet with the course instructor weekly to review material taught in lecture and lab as well as course assignments and rubrics. Students write an analysis of a leader, complete a theory into practice paper, and participate in a group presentation that is conducted so that each student has at least 5 minutes to present. For feedback, students are encouraged to submit drafts for feedback prior to the due date. They conduct a peer review of one writing assignment either in lab the week prior to the due date or through the on-line anonymous peer review process. Instructors provide comments on presentation slides/outlines/notes prior to the oral presentation. Many of the lab sessions include additional in-class draft workshops. Students are also encouraged to visit the writing center. In-class workshops include instruction on issues like APA style and other writing issues.

1.214 Sterling C. Evans Library
5000 TAMU
College Station, TX 77843-5000
Tel. 979.458.1455 Fax. 979.458.1466
writingcenter.tamu.edu
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE

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

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

   ALED 340 – Survey of Leadership Theory

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

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

Instructor / Coordinator: Lori Moore 3 Oct 2013
Printed name and signature

Received: Valerie Balester 10/9/13
(W Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: Kim Dooley 3 Oct. 2013
Printed name and signature

Department Head: Jack Elliot 3 Oct. 2013
(name and signature)
Texas A&M University
Department of Agricultural Leadership, Education, & Communications

ALED 340 – Survey of Leadership Theory
Sections 901 through 908 - Fall 2012

Instructors:
Lecture: Monday/Wednesday 12:40-1:30 pm, KLCT 115
Dr. Lori L. Moore
224 AGLS
(979) 845-1295
llmoore@tamu.edu

Please note: while I do receive emails on my phone, I will not always respond immediately, especially if late in the evening or on weekends. I will try my best to respond to any emails within 24 hours, except on weekends.

Office Hours: Walk-ins welcome and by appointment

Tuesday Learning Communities (LC) – AGLS 132
901  8:00-9:00  Lori Moore llmoore@tamu.edu
902  9:10-10:10  Sarah Ho Sarah.Ho@agnet.tamu.edu
903  10:20-11:20  Anthony Pannone apannone5@neo.tamu.edu
904  11:30-12:30  Megan McClure mmccclure@tamu.edu
905  12:40-1:40  Travis Irbv travislrby@tamu.edu
906  1:50-2:50  M’Randa Sanlind MRSanlind@agnet.tamu.edu
907  3:00-4:00  Reid Stavinoha reidstav@tamu.edu
908  4:10-5:10  Reid Stavinoha reidstav@tamu.edu

Nature of the Course:
Survey of Leadership Theory is designed to help you understand the complexity of leadership. Many leadership experts support the notion that leadership is a scholarly discipline that can be taught (Bennis, 1989; Bass, 1994). It is important that you understand the difference between the socialization of a leader and leadership theory education. Many successful leaders obtain their leadership skills from practice, in other words, they are socialized into leadership as they have learned from their experiences. ALED 340, however, is a collegiate leadership education course where we study the scholarly disciple of leadership theory. Prerequisite: Junior or senior classification. (3 credits)

Course Objectives:
Upon satisfactory completion of this course, students will be able to:
1. Analyze and evaluate the major leadership theories and models;
2. Compare and contrast the major leadership theories and models;
3. Explore the relationship between leadership theories and models in daily life;
4. Model leadership skills in a learning community; and
5. Increase written and oral communication skills.

Required Text and Readings:

Supplemental readings will be assigned throughout the semester.
Additional Course Information

eLearning:
Students are required to use the course website at: [http://elearning.tamu.edu/](http://elearning.tamu.edu/). Course notes, handouts, and additional material may be posted throughout the semester on this website.

Communication Intensive Course:
You are enrolled in a communication intensive course. As a result, your ability to improve your overall writing and oral communication skills over the course of the semester will be highlighted. This includes the provision of additional communication instruction throughout the semester. Please understand if you are in need of additional assistance, you will be referred to the University Writing Center.

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

The University Writing Center
The University Writing Center (UWC), located in Evans Library 1.214, 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. 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 writingcenter.tamu.edu, or stop by in person.

Special Notes:

The Aggie Honor Code: “An Aggie does not lie, cheat, or steal or tolerate those who do.”
Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. If you have questions, please consult the Texas A&M University Honor Council Rules and Procedures on the web at [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu) and the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

Academic Misconduct:
According to the Texas A&M University Definitions of Academic Misconduct, misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research. You should familiarize yourself with the various types of academic misconduct and your responsibilities as a student ([http://aggiehonor.tamu.edu/Descriptions/](http://aggiehonor.tamu.edu/Descriptions/)). If I should discover that you have committed academic misconduct, I will file a violation with the Aggie Honor System Office and recommend that you receive an F in this course. The Aggie Honor System Office processes for adjudication and appeals can be found at [http://aggiehonor.tamu.edu/](http://aggiehonor.tamu.edu/).
Americans with Disabilities Act (ADA) Policy Statement:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637. For additional information visit: http://disability.tamu.edu.

Coursework and Assessments:
Any coursework or assignments completed in this course may be used, after the conclusion of the current academic semester, for research, evaluation, or demonstration purposes, without students’ written consent or notification. Any method of identifying a single individual will be removed prior to using student coursework or assignments for research, evaluation, or demonstration purposes. Any student may request to have their coursework or assignments excluded from research, evaluation, or demonstration efforts, without penalty, by submitting a written objection to the course instructor.

Copyright:
Please note that all handouts and supplements used in this course are copyrighted. This includes all materials generated for this class, including but not limited to syllabi, exams, in-class materials, review sheets, and lecture outlines. Materials may be downloaded or photocopied for personal use only, and may not be given or sold to other individuals.
# TENTATIVE COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture (MW 12:40-1:30 pm)</th>
<th>Date</th>
<th>Learning Community (Tuesday)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 27</td>
<td>Community of Leadership Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aug. 29</td>
<td>Flaum’s 6 Ps of Great Leadership</td>
<td>Aug. 28</td>
<td>No Lab</td>
</tr>
<tr>
<td>Sept. 3</td>
<td>Trait Approach (Chapter 2) Article: 23 traits of good leaders – CNN.com</td>
<td>Sept. 4</td>
<td>Developing a Leadership Attitude</td>
</tr>
<tr>
<td>Sept. 5</td>
<td>Public Speaking (Writing Center)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept. 10</td>
<td>Skills Approach (Chapter 3)</td>
<td>Sept. 11</td>
<td>Leadership Efficacy and Attributes</td>
</tr>
<tr>
<td>Sept. 12</td>
<td>Styles Approach (Chapter 4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept. 17</td>
<td>Leadership Continuum</td>
<td>Sept. 18</td>
<td>Understanding Leader Behavior</td>
</tr>
<tr>
<td>Sept. 19</td>
<td><strong>Exam 1 (Chapters 2, 3, 4, and class notes)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept. 24</td>
<td>Situational Theory (Chapter 5)</td>
<td>Sept. 25</td>
<td>Leader and Follower Interactions</td>
</tr>
<tr>
<td>Sept. 26</td>
<td>Contingency Theory (Chapter 6)</td>
<td></td>
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<tr>
<td>Oct. 1</td>
<td>Assessing Motivation Influences</td>
<td>Oct. 2</td>
<td>Assessing Motivation</td>
</tr>
<tr>
<td>Oct. 3</td>
<td>Incorporating Motivational Strategies (Chapter 7)</td>
<td>Oct. 9</td>
<td>Finding Leadership Theory in Popular Media</td>
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<tr>
<td>Oct. 8</td>
<td>Theory X / Theory Y</td>
<td></td>
<td></td>
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<tr>
<td>Oct. 10</td>
<td><strong>Exam 2 (Chapters 5, 6, 7, and class notes)</strong></td>
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<tr>
<td>Oct. 15</td>
<td>Sources of Power</td>
<td>Oct. 16</td>
<td>Power Resource Allocation</td>
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<tr>
<td>Oct. 17</td>
<td>Misuse of Authority</td>
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<td><strong>Great Leader Analysis Due</strong></td>
</tr>
<tr>
<td>Oct. 22</td>
<td>Leader-Member Exchange (Chapter 8)</td>
<td>Oct. 23</td>
<td>In-Groups and Out-Groups</td>
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<tr>
<td>Oct. 24</td>
<td>Transactional Leadership (Chapter 9)</td>
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<td>Oct. 29</td>
<td>Transformational Leadership</td>
<td>Oct. 30</td>
<td>Working Through Group Dilemmas</td>
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<tr>
<td>Oct. 31</td>
<td><strong>Exam 3 (Chapters 8, 9, and class notes)</strong></td>
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<tr>
<td>Nov. 5</td>
<td>Team Leadership (Chapter 12)</td>
<td>Nov. 6</td>
<td>Group Member Roles</td>
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<td>Nov. 7</td>
<td>Team Leadership</td>
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<td>Nov. 12</td>
<td>Leadership and Followership</td>
<td>Nov. 13</td>
<td><strong>Group Film Review Presentations 1, 2</strong></td>
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<td>Nov. 14</td>
<td>Leadership and Followership</td>
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<td>Nov. 19</td>
<td>Culture and Leadership (Chapter 15)</td>
<td>Nov. 20</td>
<td><strong>Group Film Review Presentations 3, 4</strong></td>
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<tr>
<td>Nov. 21</td>
<td>Servant Leadership (Chapter 10)</td>
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<td>Leadership Aha! Moment Paper Due</td>
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<tr>
<td>Nov. 26</td>
<td>The Future of Leadership Theory Practicing Leadership</td>
<td>Nov. 27</td>
<td><strong>Group Film Review Presentations 5, 6</strong></td>
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<tr>
<td>Nov. 28</td>
<td><strong>Exam 4 (Chapters 11, 14, and class notes)</strong></td>
<td></td>
<td></td>
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<tr>
<td>Dec. 3</td>
<td>Redefined Day (Friday)...NO CLASS</td>
<td>Dec. 4</td>
<td>Redefined Day (Thursday)...NO LAB</td>
</tr>
<tr>
<td>Dec. 5</td>
<td>Reading Day...NO CLASS</td>
<td></td>
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<tr>
<td>Dec. 10</td>
<td><strong>FINAL EXAM (cumulative)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Monday 10:30 am – 12:30 pm</td>
<td></td>
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</tr>
</tbody>
</table>

Instructors reserve the right to revise the syllabus and course schedule as needed.
GRADING

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Due Date</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (4 @ 100 points each)</td>
<td>9/19, 10/10, 10/31, 11/28</td>
<td>400</td>
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<tr>
<td>Great Leader Analysis</td>
<td>10/16</td>
<td>100</td>
</tr>
<tr>
<td>Group Film Review Presentation</td>
<td>11/13, 11/20, or 11/27</td>
<td>150</td>
</tr>
<tr>
<td>Leadership Aha! Moment Paper</td>
<td>11/20</td>
<td>150</td>
</tr>
<tr>
<td>Final Exam</td>
<td>12/10</td>
<td>100</td>
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<tr>
<td>Participation in Tuesday Learning Community</td>
<td>Semester</td>
<td>100</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td><strong>1000</strong></td>
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Grades will be assigned based on the scale below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>900 – 1000 points</td>
</tr>
<tr>
<td>B</td>
<td>800 – 899 points</td>
</tr>
<tr>
<td>C</td>
<td>700 – 799 points</td>
</tr>
<tr>
<td>D</td>
<td>600 – 699 points</td>
</tr>
<tr>
<td>F</td>
<td>0 – 599 points</td>
</tr>
</tbody>
</table>

COURSE INFORMATION AND ASSIGNMENTS

**General guidelines for assignments:**

- Assignments will not be accepted via email except in extenuating circumstances and with prior approval of the instructor(s).
- Submit all written assignments, typed, double-spaced with 1” margins, and in 12 pt. Times Roman, Times New Roman, Arial, or Calibri font.
- Staple all assignments in the upper left corner PRIOR to submitting them. Please do not use folders or report covers of any kind.
- Assignments will be graded on professionalism, spelling, grammar, completeness, and how well the objectives of the assignment were addressed. Grading rubrics for each assignment will be posted in eLearning.
- Any request for reevaluation/reconsideration of a graded assignment must be in writing and brought to the attention of the instructor within one week of return of the assignment to the student. After that time, no correction, reconsideration, or reevaluation will be made.
- Late assignments will only be accepted in cases of excused absences. Please note, according to the Student Rules, in cases where advanced notification of an excused absence is not possible, students must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class.

**Exams:**
Four exams and a final exam will be given during the semester to assess your mastery of course content. Exams may contain a combination of multiple choice, true-false, short answer and/or essay questions. Many of the concepts you will be tested on emerge from class explanation and are not found in the text and readings, therefore attendance and participation are extremely important to your grades. Only students with university excused absences will be allowed to make up a missed exam. See the Student Rules for descriptions of excused absences. Any make-up exam that is not made up within 2 business days following the scheduled exam date may be an essay exam. Students who have earned at least 80% of the possible points, not including the final exam, and are satisfied with their grade will not be
required to take the final exam. **Students arriving late to an exam will only be permitted to take the exam if no one has turned in their exam.** Once one exam has been turned in, no one will be permitted to take the exam unless they have a university excused absence.

**Great Leader Analysis:**
Each student will select an individual, historical or contemporary, that they consider to be a “great leader.” This individual must be someone most people can relate to. In other words, this individual should not be someone with whom you have a close personal relationship. Once a leader is selected, students will research that individual and prepare a SWOT (Strength, Weaknesses, Opportunities, and Threats) analysis for that individual. Students will be expected to clearly tie their analysis to leadership concepts covered in class.

**Small Group Film Review:**
Students will be divided into small groups. Each group will pick a movie to watch. After watching the movie, each group member will pick a different leadership aspect of the movie (the leader, the follower(s), the situation, etc.) to focus on. The group will work together to develop and present an analysis of the movie incorporating the leadership concepts studied during the semester. Groups must submit their presentation slides/outline/notes AT LEAST one week prior to the presentation in order to receive feedback on their presentation.

**Leadership Aha! Moment Paper:**
Aha! Moments can come from any number of activities and experiences yet they all somehow provide a moment of clarity about a particular problem or concept. Each student will be expected to document one Leadership Aha! Moment and discuss its impact on their personal leadership learning. A peer review of a rough draft of this assignment will be conducted one week prior to the due date.

**Class Participation:**
ALED 340 is a dynamic class where your leadership experiences provide an important context for the topics. Class interaction and participation are an important part of what makes this class work. I do not punish students for missing class, but because many of the concepts you will be tested on contain application activities not found in lecture notes or readings, missing class can make a difference in how you perform on exams. Attendance is taken in the learning community (LC) sessions (Tuesdays) and participation in these classes is factored into your final grade.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Jen Figlus, Department of Maritime Systems Engineering
    John Sweetman, Interim Head, Department of Maritime Systems Engineering
    Donna Lang, AOC Dean, Texas A&M Galveston
DATE: February 7, 2014

SUBJECT: REPORT ON RECERTIFICATION OF C COURSE: MASE 482

We recommend that MASE 482 Seminar be certified as a communications (C) course for four academic years (9/14 to 9/18). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 80%
2. Course content appropriate to the major
3. Total number of words: 2550
4. Total minutes of oral performance: 16 minutes
5. Instructor to student ratio for one section: 1:15

Students in MASE 482 submit a written proposal and a research paper, presentation slides, and a take-home essay exam for the final. They also do at least three oral presentations. The topics for the research proposal, research paper, and presentations come from lessons from engineering disasters and engineering ethics assigned to each student individually. Feedback on both writing and speaking is provided by the instructor as well as by peers, including mandatory immediate in-class feedback on each practice via rubrics as well as written feedback on presentation slides before the actual oral presentation. Students also receive feedback from the instructor on their research proposals before their final research papers are due. Instruction for writing good research proposals, papers, and professional slides are given by the instructor in class. The course textbook, *Engineering Communication Skills and Engineering Ethics*, provides an additional resource. Students are encouraged to practice the oral presentations outside of the classroom by presenting them to their peers. The instructor devotes one class period to explain good presentation speaking practices with the help of examples before the students give their presentations.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

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

   MASE 482 - 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: Jens Figlus 1/10/2014
Printed name and signature

Received: Valerie Balester 1/10/14
(W Course Coordinator, University Writing Center)
(Date)

Approvals:

College Dean: Donna C. Lang 1/14/14
(Printed name and signature)

Department Head: John A. Sweetman 1/14/14
(name and signature)
(Date)

1.214 Sterling C. Evans Library
5000 TAMU
College Station, TX 77843-6000
Tel. 979.458.1456 Fax 979.458.1466
writingcenter.tamu.edu
SYLLABUS
MASE 482 – Seminar (1 credit) – Spring Semester 2013
Time: 10:00 – 10:50am (Section 932: M, Section 930: W)  |  Room: PMEC 148

Instructor  Dr. Jens FIGLUS  |  Assistant Professor  |  Maritime Systems Engineering – MASE
Office: Bldg. 3027 (PMEC), Rm. 218  |  Hours: Tue/Thu 10:00 – 12:00 or by appointment
Phone: 409-741-4317  |  E-mail: figlusu@tamug.edu

Course Website  As a registered student for this course you can access posted material on the course website through the E-Learning tab in the HOWDY portal. Visit the website frequently for updates and additional resources.
All required submittals (proposals / papers / presentation slides) must be made via the course website.

Textbook and Resources  MASE 482: Engineering Communication Skills and Engineering Ethics (available from TAMUG bookstore). Additional materials will be provided digitally or as hard copy.

Course Catalog Description  State of technology topics in ocean engineering; professional ethics, membership in professional societies and professional registrations; case studies and lectures presented by staff and practicing engineers.

Prerequisites  Junior or senior classification or approval of instructor. Enrollment in MASE major degree sequence.

Course Rationale  This 1-credit seminar course is intended to enhance the students’ writing, communication, and presentation skills and counts as a communication and writing intensive course. Students are exposed to contemporary engineering issues with a focus on recent failures and respective lessons learned as well as socioeconomic, geopolitical and ethical aspects of the engineering profession.
Topics are covered through a series of case study presentations by staff and practicing engineers as well as student-held seminars which require a written topic proposal and associated research paper in addition to the oral presentation. An engineering ethics exam based on the material covered in the course textbook rounds up this course. Students must pass the written and oral presentation portion of the class in order to receive credit for the course.

Learning Outcomes  After having completed this course, the student will be able to ...
  a)  explain and apply engineering ethics
  b)  analyze and assess past engineering failures
  c)  write a research proposal and abstract
  d)  demonstrate improved oral presentation skills
  e)  describe the work of professional engineering associations
  f)  design and criticize professional oral presentations and slides
Assignments and Exams

1. Written research proposal (min. 250 words excluding title page and headings). Topics will be provided in class.

2. Written research paper (min. 1000 words excluding title page and headings) based on the proposal.

3. Power Point slides for 8-minute in-class practice & graded presentations. The slides for the graded presentation need to be submitted 2 weeks prior to the scheduled presentation date for feedback and grading by the instructor and classmates.

4. Practice & graded oral presentations. Each student is required to give a practice and a graded in-class presentation. Presentations should be 8 minutes in length (more than 3 minutes too short or too long will result in significant point reduction) and will be followed by a 5-minute question and answer session.

5. Engineering ethics exam based on class textbook material. Students are required to read through the material provided in the textbook on their own time throughout the semester. The exam will consist of questions on the reading material and will take place towards the end of the semester.

How can I do well in this class?

- Be on time and attend all class sessions
- Check the course website frequently for updates
- Consult the grading rubrics for slides and presentations provided in class
- Submit professional looking documents on time
- Practice your presentation often
- Ask questions and participate in class discussions

Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit peer grading</td>
<td>10%</td>
<td>A: 90-100</td>
</tr>
<tr>
<td>Research proposal</td>
<td>10%</td>
<td>B: 80-89</td>
</tr>
<tr>
<td>Research paper</td>
<td>20%</td>
<td>C: 70-79</td>
</tr>
<tr>
<td>Presentation slides</td>
<td>10% (60% instructor grade / 40% avg. peer grades)</td>
<td>D: 60-69</td>
</tr>
<tr>
<td>Presentation</td>
<td>30% (60% instructor grade / 40% avg. peer grades)</td>
<td>D: 60-69</td>
</tr>
<tr>
<td>Ethics exam</td>
<td>10%</td>
<td>F: &lt;60</td>
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<tr>
<td>Evaluation*</td>
<td>10%</td>
<td>A: 90-100</td>
</tr>
</tbody>
</table>

*Based on class attendance, conduct and class participation

Note: This syllabus is subject to modification if necessary and may be updated throughout the semester.
# Class, Topic & Assignment Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Section</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>932 M</td>
<td>01/14</td>
<td>Intro Syllabus; Grading Rubrics</td>
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<tr>
<td></td>
<td>930 W</td>
<td>01/16</td>
<td>Intro Syllabus; Grading Rubrics</td>
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<tr>
<td>2</td>
<td>932 M</td>
<td>01/21</td>
<td>MLK HOLIDAY</td>
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<td></td>
<td>930 W</td>
<td>01/23</td>
<td>Intro Movie; Topic Selection</td>
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<tr>
<td>3</td>
<td>932 M</td>
<td>01/28</td>
<td>Intro Movie; Topic Selection</td>
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<tr>
<td></td>
<td>930 W</td>
<td>01/30</td>
<td>Exercise Presentations, Research abstract writing</td>
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<tr>
<td>4</td>
<td>932 M</td>
<td>02/04</td>
<td>Exercise Presentations, Research abstract writing</td>
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<tr>
<td></td>
<td>930 W</td>
<td>02/06</td>
<td>Exercise Presentations</td>
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<tr>
<td>5</td>
<td>932 M</td>
<td>02/11</td>
<td>Exercise Presentations</td>
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<tr>
<td></td>
<td>930 W</td>
<td>02/13</td>
<td>Exercise Presentations</td>
<td>Written research proposal</td>
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<tr>
<td>6</td>
<td>932 M</td>
<td>02/18</td>
<td>Exercise Presentations</td>
<td>Written research proposal</td>
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<tr>
<td></td>
<td>930 W</td>
<td>02/20</td>
<td>P1, P2, P3, Slide creation</td>
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<td>7</td>
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<td>P1, P2, P3, Slide creation</td>
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<td>930 W</td>
<td>02/27</td>
<td>P4, P5, P6, Oral presentation planning</td>
<td>Graded presentation slides</td>
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<td>8</td>
<td>932 M</td>
<td>03/04</td>
<td>P4, P5, P6, Oral presentation planning</td>
<td>Graded presentation slides</td>
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<tr>
<td></td>
<td>930 W</td>
<td>03/06</td>
<td>P7, P8, P9, Professional Eng. Associations</td>
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<td>SS</td>
<td>932 M</td>
<td>03/11</td>
<td>SPRING BREAK</td>
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<td></td>
<td>930 W</td>
<td>03/13</td>
<td>SPRING BREAK</td>
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<tr>
<td>9</td>
<td>932 M</td>
<td>03/18</td>
<td>P7, P8, P9, Professional Eng. Associations</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>930 W</td>
<td>03/20</td>
<td>P10, P11, P12, Research Paper Writing</td>
<td>Feedback on presentation slides</td>
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<tr>
<td>10</td>
<td>932 M</td>
<td>03/25</td>
<td>P10, P11, P12, Research Paper Writing</td>
<td>Feedback on presentation slides</td>
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<td></td>
<td>930 W</td>
<td>03/27</td>
<td>R1, R2, Professional Engineer Speaker Pres.</td>
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<tr>
<td>11</td>
<td>932 M</td>
<td>04/01</td>
<td>R1, R2, Professional Engineer Speaker Pres.</td>
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<tr>
<td></td>
<td>930 W</td>
<td>04/03</td>
<td>R3, R4, R5, Engineering Ethics Guidelines</td>
<td>Written research paper</td>
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<tr>
<td>12</td>
<td>932 M</td>
<td>04/08</td>
<td>R3, R4, R5, Engineering Ethics Guidelines</td>
<td>Written research paper</td>
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<tr>
<td></td>
<td>930 W</td>
<td>04/10</td>
<td>R6, R7, R8, Whistleblowing</td>
<td></td>
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<tr>
<td>13</td>
<td>932 M</td>
<td>04/15</td>
<td>R6, R7, R8, Whistleblowing</td>
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<tr>
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<td>04/17</td>
<td>R9, R10, R11, Prof. Eng. Speaker Pres.</td>
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<td>14</td>
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<td>04/22</td>
<td>R9, R10, R11, Prof. Eng. Speaker Pres.</td>
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<tr>
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<td>930 W</td>
<td>04/24</td>
<td>R12, Engineering Ethics Review</td>
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<tr>
<td></td>
<td>932 M</td>
<td>04/29</td>
<td>R12, Engineering Ethics Review</td>
<td>Course book reading finished</td>
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<tr>
<td>Final</td>
<td>930/932</td>
<td>TBD</td>
<td>Ethics Exam</td>
<td>Take-home exam</td>
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</tr>
</tbody>
</table>

P = Practice Presentation  
R = Real Graded Presentation  

Note: This schedule is subject to modification if necessary and may be updated throughout the semester.
University Statements:

Academic Integrity

“An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System (http://www.tamug.edu/HonorSystem). Each student is responsible for his/her own assignments as well as data collection and analysis, and final reports. Sharing of homework, data and/or reports will result in a grade of “0” for the assignment and/or a grade of “F**” for the course and/or other penalties as outlined in the Texas A&M University Rules.

Attendance

This is a required course in the MASE curriculum and students must plan on attending all class meetings. Any student with three un-excused absences will not be allowed to take the ethics examination and will not receive a final grade for the course. Assignments and exams may only be made up for excused absences. Excused absences for presentations and exams must be documented. It is the student’s responsibility to contact the instructor within three working days following the absence date for make-up requirements of exams as outlined in the University Rules. Further information concerning absences can be found in the University Students Rules Section 7 (http://www.tamug.edu/stulife/Academic%20Rules/Rule%207.pdf).

For a University excused absence of greater than 3 days, the student should contact the Counseling Office to request a letter for the instructor stating the student’s absence as excused. Please consult the University Student rules for reasons for excused absences, detailed procedures and deadlines. If the absence is excused in the process as outlined in the university Student Rules, the student must be given the opportunity to make up the work. The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unauthorized absence. See Part III, Student Grievance Procedures, Section 49, Unexcused Absences, for more information on appealing an instructor’s decision.

Disability Statement

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

Family Educational and Rights to Privacy Act (FERPA)

Items that can never be identified as public information are a student’s social security number or institutional identification number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your confidentiality.
SYLLABUS
MASE 482 – Seminar (1 credit) – Spring Semester 2014
Time: 10:00 – 10:50am (Section 931: M, Section 932: W)  |  Room: PMEC 148

Instructor  Dr. Juan Horrillo  |  Assistant Professor  |  Maritime Systems Engineering – MASE
Office: Bldg. 3027 (PMEC), Rm. 217  |  Hours: by appointment
Phone: 409-740-4465  |  E-mail: horrillj@tamug.edu

Textbook and Resources  
MASE 482: Engineering Communication Skills and Engineering Ethics (available from TAMUG bookstore). Additional materials will be provided digitally or as hard copy.

Course Catalog Description  
State of technology topics in ocean engineering; professional ethics, membership in professional societies and professional registrations; case studies and lectures presented by staff and practicing engineers.

Prerequisites  
Junior or senior classification or approval of instructor. Enrollment in MASE major degree sequence.

Course Rationale  
This 1-credit seminar course is intended to enhance the students’ writing, communication, and presentation skills and counts as a communication and writing intensive course. Students are exposed to contemporary engineering issues with a focus on recent failures and respective lessons learned as well as socioeconomic, geopolitical and ethical aspects of the engineering profession. Topics are covered through a series of student-held seminars which require a written topic proposal and associated research paper in addition to the oral presentation. An engineering ethics exam based on the material covered in the course textbook rounds up this course. Students must pass the written and oral presentation portion of the class in order to receive credit for the course.

Learning Outcomes  
After having completed this course, the student will be able to ...

a) explain and apply engineering ethics
b) analyze and assess past engineering failures
c) write a research proposal and abstract
d) demonstrate improved oral presentation skills
e) describe the work of professional engineering associations
f) design and criticize professional oral presentations and slides

Assignments and Exams  
1. Written research proposal (min. 250 words (one page) excluding title page and headings). Topics will be provided in class.
2. Written research paper (min. 1000 words (five pages) excluding title page and headings) based on the proposal.
3. Power Point slides for 8-minute in-class practice & graded presentations. The slides for the graded presentation need to be submitted 2 weeks prior to the scheduled presentation date for feedback and grading by the instructor and class mates.

4. Practice & graded oral presentations. Each student is required to give a practice and a graded in-class presentation. Presentations should be 8 minutes in length (more than 3 minutes too short or too long will result in significant point reduction) and will be followed by a 5-minute question and answer session.

5. Engineering ethics exam based on class textbook material. Students are required to read through the material provided in the textbook on their own time throughout the semester. The exam will consist of questions on the reading material and will take place towards the end of the semester.

<table>
<thead>
<tr>
<th>Grading</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Submit peer grading</td>
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<td>10%</td>
<td>B: 80-89</td>
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<td>C: 70-79</td>
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<tr>
<td>Presentation slides</td>
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<td>D: 60-69</td>
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<tr>
<td>Presentation</td>
<td>30%</td>
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<tr>
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<tr>
<td>Evaluation*</td>
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*Based on class attendance, conduct and class participation

How can I do well in this class?

• Be on time and attend all class sessions
• Check the course website frequently for updates
• Consult the grading rubrics for slides and presentations provided in class
• Submit professional looking documents on time
• Practice your presentation often
• Ask questions and participate in class discussions

Course Website

As a registered student for this course you can access posted material on the course website through the E-Learning tab in the HOWDY portal. Visit the website frequently for updates and additional resources.

Note: This syllabus is subject to modification if necessary and may be updated throughout the semester.
## Class, Topic & Assignment Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Section</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
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<td>Take-home exam</td>
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P = Practice Presentation  
R = Real Graded Presentation  

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**University Statements:**  

**Academic Integrity**  

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

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

Each student is responsible for his/her own assignments as well as data collection and analysis, and final reports. Sharing of homework, data and/or reports will result in a grade of “0” for the assignment and/or a grade of “F***” for the course and/or other penalties as outlined in the Texas A&M University Rules.

Attendance

This is a required course in the MASE curriculum and students must plan on attending all class meetings. **Any student with three un-excused absences will not be allowed to take the ethics examination and will not receive a final grade for the course.** Assignments and exams may only be made up for excused absences. Excused absences for presentations and exams must be documented. It is the student’s responsibility to contact the instructor within three working days following the absence date for make-up requirements of exams as outlined in the University Rules.

Further information concerning absences can be found in the University Students Rules Section 7 (http://www.tamug.edu/stulife/Academic%20Rules/Rule%207.pdf).

For a University excused absence of greater than 3 days, the student should contact the Counseling Office to request a letter for the instructor stating the student’s absence as excused. Please consult the University Student rules for reasons for excused absences, detailed procedures and deadlines.

If the absence is excused in the process as outlined in the university Student Rules, the student must be given the opportunity to make up the work. The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unauthorized absence. See Part III, Student Grievance Procedures, Section 49, Unexcused Absences, for more information on appealing an instructor’s decision.

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