Memorandum

March 5, 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 C certification:

ENGL 303 Approaches to English Studies
RDNG 472 Teaching Writing in the Elementary and Middle Grades Classroom

Courses submitted for W recertification:

AGCJ 313 Agricultural Media Writing
CSCE 481 Seminar
EPSY 428 Collaboration in School Settings
GEOG 435 Principles of Plant Geography
GERM 310 German Composition
HLTH 481 Seminar in Allied Health
TO: Faculty Senate Executive Committee

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

CC: Sally Robinson, Department of Political Science
    Jennifer Wollock, Department of English
    Nancy Warren, Head, Department of English
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: March 5, 2014

SUBJECT: REPORT ON CERTIFICATION OF W COURSE: ENGL 303

We recommend that ENGL 303 Approaches to English Studies 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: 80%
2. Course content appropriate to the major
3. Total number of words: 4100
4. Instructor to student ratio for one section: 1:25

The writing assignments in ENGL 303 include a close-reading paper, a research proposal, a critical essay, and a collaborative essay based on a group presentation. For added practice students write short papers in class responding to class discussion. Each of the three individually written papers (close-reading, proposal, and critical essay) receives formative feedback in the form of peer review and instructor comments. Instruction includes frequent discussion of writing issues, timed to help at the point of need; for example, when students are working on the close-reading paper, a close reading is modeled in class. Students see and discuss models (e.g., a research proposal) and the rhetorical/composition strategies in the essays being read during the semester for the course. Proper research and citation techniques are also covered.
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 303 Approaches to English Studies

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

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

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

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

Approvals:

College Dean: [Signature]
Printed name and signature
(Date)
12/12/13

Department Head: [Signature]
Printed name and signature
(Date)
12/9/13

RECEIVED
DEC 17 2013
By
Catalogue Description: A writing intensive exploration of the methodologies and major topics of English Studies. Prerequisite: ENGL104 or registration therein.

Course description
This course is an in-depth exploration of English Studies for English majors. In this writing-intensive (W) class, we will become acquainted with the many different methodologies professional scholars use to read, discuss, and write about literature and other important cultural texts. What kinds of questions do we ask in the discipline of English Studies, and what approaches and tools do we use to answer those questions? Moreover, we will consider the relevance of English Studies to the wider world within which readers read and writers write. What do the questions and critical methodologies we bring to texts have to offer the culture at large? Throughout the semester, we will practice the basic skills essential to more advanced study in English: close reading, clear writing, and the formulation of fertile, well-informed research questions.

Learning Outcomes

By the end of the semester, students will:

1) demonstrate familiarity with the many different kinds of questions scholars in our field ask about texts and their contexts;
2) demonstrate some of the rhetorical strategies, research methods, and critical methodologies commonly used to engage with those questions;
3) be able to articulate the kinds of research questions and what areas of the discipline most interest them.

Required texts
Margaret Atwood, *Alias Grace*
Jonathan Safran Foer, *Everything is Illuminated*
All other readings will be posted to eLearning

Course requirements
Please be aware that in this writing-intensive (W) course, completion of all assigned writing is required in order to receive a passing grade. Grades will be based on the following:

1) Occasional response papers, group work, class participation (attendance and discussion), posting discussion questions to eLearning (I will give you a schedule of who posts discussion questions when). 5% each (20% total)
2) One close-reading assignment, 5 pages, double-spaced, in draft (3%), peer review (2%), and revision sequence (15%). 20% Total
3) One group presentation. This will be a project in conjunction with our reading of Dracula. The groups will be assigned a supplementary "vampire" text, which they will read (or view), and present to the class. Groups will also hand in a collaborative write-up of the presentation (3-4 pages, double spaced). I will give you a list of possible texts for you to sign up for in a week or so, as well as some guidelines for the presentation.
20%
4) One 5-page research proposal, in draft and revision sequence. 20%
5) One critical analysis, 8-pages, double-spaced, in rough draft (3%), peer review (2%), revision sequence (15%). 20% Total

**Grading Scale**
A= 90 – 100
B= 80 – 89
C= 70 – 79
D= 60 – 69
F= 59 and below

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

**Academic Integrity**
"An Aggie does not lie, cheat, or steal, or tolerate those who do."
Any apparent scholastic dishonesty (e.g., plagiarism) will be promptly reported. You are responsible for understanding how to use sources in an ethical fashion. If you have questions about using and documenting sources, please ask me. For additional information visit [http://aggiehonor.tamu.edu/](http://aggiehonor.tamu.edu/)

**Attendance**
Texas A&M University considers class attendance to be a matter of personal responsibility on the part of each student. University rules related to excused and unexcused absences are located on-line at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07). 5% of the class participation grade will be based upon attendance, both at class and at group meetings.
Schedule: Please note that reading is to be done on the day it is listed.

I. What is a “Discipline” and what does it have to do with the English major?
Week One
M 8/26
Introductions

W 8/28
Gerald Graff, from *Professing Literature* (eLearning)
Robert Scholes, from *The Rise and Fall of English* (eLearning)

F 8/30
Introduction to the English major at Texas A&M: course offerings and concentrations; faculty research interests.

II. Interpretive Puzzles: The Text as World and the World as Text
Week Two
M 9/2
Susan Glaspell, *Trifles* and “A Jury of Her Peers” (eLearning)

W 9/4
Stanley Fish, "How To Recognize a Poem When You See One" (eLearning)
Annette Kolodny, "A Map for Rereading: Or, Gender and the Interpretation of Literary Texts" (eLearning)

F 9/6
Toni Morrison, "Romancing the Shadow" (eLearning)

Week Three
M 9/9
Herman Melville, *Benito Cereno* (eLearning)

W 9/11
Sherley Anne Williams, “Meditations on History” (eLearning)
Evelynn Hammonds, "Clarence Thomas, Affirmative Action, and the Academy" (eLearning)

F 9/13
Group work on annotating passages and generating critical questions

Week Four
M 9/16
Rough draft of close reading due
Peer review in class

W 9/18
Mike Davis, from *City of Quartz* (eLearning)
F 9/20
The Project on Disney, from *Inside the Mouse* (eLearning)

**III. Critical Approaches to Literary Texts**

Week Five
M 9/23
*Dracula*

W 9/25
*Dracula*
Reviews and Reactions (Norton)

F 9/27
*Dracula*
Revision of close reading due

Week Six
M 9/30
*Dracula*
Christopher Craft, “‘Kiss Me with Those Red Lips’: Gender and Inversion in Bram Stoker’s *Dracula*” (Norton)

W 10/2
*Dracula*

F 10/4
*Dracula*
Response paper due: Arguing with one of the *Dracula* critics

Week Seven
M 10/7
Group presentations

W 10/9
Group presentations

F 10/11
Group presentations
Wrapping up *Dracula*

**IV. Creating Our Own Norton Critical Edition***
Week Eight
M 10/14
Margaret Atwood, *Alias Grace*

W 10/16
*Alias Grace*

F 10/18
*Alias Grace*

Week Nine
M 10/21
*Alias Grace*
Group work on brainstorming research questions

W 10/23
Library tour

F 10/25
*Alias Grace*
Draft of research proposal due, including plan to visit office hours of a TAMU English faculty member

Week Ten
M 10/28
*Alias Grace*
Class work on research
Discussion of developing a concentration

W 10/30
*Alias Grace*
Class work on research
Discussion of developing a concentration

F 11/1
Expanded research proposal due, with annotated bibliography
Visit from faculty guests

V. Reading, Writing, Teaching, and Civic Responsibility

Week Eleven
M 11/4
Marjorie Garber, from *Academic Instincts*

W 11/6
*Dead Poets Society*
*The idea behind this section of the course is to have us read a very rich literary text that, like *Dracula*, is likely to give students many ideas about the kinds of research and writing that are possible within the English studies. To this end, we will be working quite a bit as a group, doing research together, and thinking about how the research questions we come up with might point toward a concentration within the English major. Among the many possibilities here are:*
Victorian literature, Canadian literature, postcolonial literature, contemporary literature, historical fiction; emphases on class and literature, gender and literature, medicine/science and literature; psychoanalytic criticism, rhetorical criticism, new historicism, feminist criticism, Marxist criticism, and so on. The students will not actually write a research paper, so my emphasis will be on the process of research itself and how that can lead to discovering one’s own interests. Ideally, I would like to have one or two faculty members come in and talk about their research and teaching in this part of the class.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Patricia Wiese, Department of Teaching, Learning and Culture
    Yeping Li, Head, Department of Teaching, Learning, & Culture
    David Byrd, AOC Dean, College of Education and Human Development
DATE: March 5, 2014
SUBJECT: REPORT ON CERTIFICATION OF W COURSE: RDNG 472

We recommend that RDNG 472 Teaching Writing in the Elementary and Middle Grades Classroom 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: 2550
4. Instructor to student ratio for one section: 1:30

This course instructor receives assistance from the Undergraduate Peer Mentors, who are supervised and
trained in the Department of Teaching, Learning and Culture to help with W courses. The mentors give
feedback on drafts and on the quality of comments made in peer reviews, and they are available to hold
conferences with students working on their writing. Writing assignments include a free verse poem, a paper on
a reading-writing workshop, and a research-based essay. Significant feedback on writing is provided
throughout this course, beginning with the grammar workbook exercises and including writing conferences
with both the instructor and the Peer Mentors. In particular, students get extensive peer feedback through CPR
on a draft of the reading-writing workshop paper. After this, students are invited to schedule a conference with
the instructor, with permission to resubmit for an improved grade after the conference. They also get instructor
feedback on the Part I of the research-based essay (including the introductory paragraph, thesis statement,
paper outline, and works cited page with accompanying scholarly articles) and follow this with Peer Mentor
conferences on their drafts. This is a “teaching writing” course; therefore, students not only write, but design
and role-play/model future writing lessons for their students complete with assessment activities. The grammar
workbook is designed to provide them, as future teachers, with a thorough understanding of grammar,
punctuation, mechanics, etc.
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):

PONG 472 Teaching Writing in the Elementary and Middle Grades Classroom

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: Dr. Patricia Wiese

Printed name and signature

(Date)

Received: Valerie Balester 2/21/14

(W Course Coordinator, University Writing Center)

(Date)

Approvals:

College Dean: David A. Byrd

Printed name and signature

(Date)

Department Head: Yeping Li

(name and signature)

(Date)
Read this **very** carefully

Everything you need to know about the class is in this syllabus

Department of Teaching Learning, & Culture

RDNG 472: Teaching Writing in the Elementary and Middle Grades Classroom

Spring 2014

Professor Name: Dr. Patricia P. Wiese

Title: Associate Clinical Professor

Office: 341 Harrington Tower

Office Hours: Mondays – 11:30 a.m. – 1:30 p.m. or by appointment

Telephone: 979-571-6411(cell)

E-mail address: pwiese@tamu.edu

Please email me on elearning instead of (or in addition to) using the above email in matters concerning this course. Also, as future language arts teachers, I expect your email correspondence to be grammatically correct with proper salutations and closings. These will be considered a part of coursework.

Class Meeting: 5:45 p.m. to 8:35 p.m. Wednesday evenings
**Required Textbooks:**


Rylant, Cynthia. *Missing May* (any edition, publisher)


**Recommended Textbook:**


**Other Materials and Laptop Computers:** Since this is a writing course, you are encouraged to bring your own laptops to class on days when we will be writing; we will also have laptops available for use during course time on these days, so if you use these, you should bring a flashdrive to each class to save your work.

**Course Description:**

Focuses on effective methods of writing instruction and assessment for the elementary and middle-grades; also reviews and reinforces sound writing practices and exposes students to theory and research in the area of writing instruction. This is a writing intensive course.

**Prerequisite Courses:** Junior Classification

**Co requisites:** Recommend INST 322

**Objectives and Standards for EDCI 472**

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<tr>
<th>Course Objective</th>
<th>SBEC – ENGLISH/LA</th>
<th>SBEC – PEDAGOGY</th>
<th>INTASC</th>
<th>ISTE</th>
<th>IDA</th>
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<tr>
<td>Objective 1: Using knowledge of literacy development and practice, the beginning teacher will plan instruction that fosters a positive climate for learning, reflects engages students in the learning</td>
<td>Standard IV: Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the</td>
<td>Standard I, II, III and IV as noted above.</td>
<td>Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development</td>
<td>Standard III: Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.</td>
<td>A</td>
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<td>Objective 2: Using knowledge of written communication development, the beginning teacher will plan instruction that is culturally relevant, developmentally appropriate, and technology infused.</td>
<td><strong>Standard VIII: Development of Written Communication:</strong> Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.</td>
<td><strong>Principle #5:</strong> The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</td>
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<td><strong>Objective 3:</strong> Using knowledge of</td>
<td><strong>Standard IX: Writing Conventions:</strong></td>
<td><strong>Principle #3:</strong> The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</td>
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<td><strong>Standard I, II, III and IV as noted above</strong></td>
<td><strong>Principle #4:</strong> The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</td>
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<td><strong>Standard III: Model Digital-Age Work and Learning:</strong> Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.</td>
<td>A</td>
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<td>Writing conventions, the beginning teacher will plan instruction that is culturally relevant, developmentally appropriate, and technology infused.</td>
<td>Teachers understand how young students use writing conventions and how to help students develop these conventions.</td>
<td>How students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. <strong>Principle #4:</strong> The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. <strong>Learning:</strong> Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.</td>
<td>Objective 4: Using knowledge of assessment and instruction leading to developing literacy, the beginning teacher will plan instruction that is based upon assessment, is culturally relevant, developmentally appropriate, and technology infused. <strong>Standard X:</strong> Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young children.</td>
<td><strong>Standard I, II, III and IV as noted above</strong></td>
<td><strong>Principle #3:</strong> The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. <strong>Principle #4:</strong> The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</td>
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critical thinking, problem solving, and performance skills.

**Objective 5:**
Using knowledge of research and inquiry skills, the beginning teacher will plan instruction that applies study and inquiry skills, engages students in learning, motivates students to learn, fosters inquiry and collaboration, and is technology infused.

**Standard XI: Research and Inquiry Skills:**
Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

**Principle #5:** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Principle #6:** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Objective 6:**
Using knowledge of viewing and representing, the beginning teacher will plan instruction that is culturally

**Standard XII: Viewing and Representing:**
Teachers understand how to interpret, analyze, evaluate, and produce.

**Standard I, II, III and IV as noted above**

**Standard III: Model Digital-Age Work and Learning:**
Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
relevant, developmentally appropriate, and technology infused.

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Other Concurrent Objectives:

Upon completion of the course, the student should:

1. be familiar with various types of student writing including journal, letter, descriptive, biographical/memoir, expository, narrative, poetry and persuasive writing,
2. be able to write in those genres,
3. have knowledge of and be able to implement different types of writing assessment,
4. understand the connection between literature and writing and be able to effectively facilitate a reading/writing workshop combining the two,
5. have knowledge of basic grammar rules and be able to design and implement minilessons to address various mechanical and punctuation issues that can impact student success in writing and
6. be able to read and analyze scholarly research in the area of writing instruction
7. be able to adapt teaching techniques and writing assignments to meet students' needs based on their culture, learning style and language proficiency.

Course syllabus is subject to change at the discretion of the professor.

Required Assignments: Class materials will be posted on the RDNG 472 website on elearning (elearning@tamu.edu). Here you will find course notes, announcements, assignments, readings, etc. The syllabus and any updates will be posted here. You will email your classmates and me on webct. You and your classmates will post assignments here. Any discussions related to those assignments will take place here. You should check the website at least once a day.

GRADE:
Your grade for this course will be determined by your involvement and productions as a result of the following activities:

1. Completed Grammar Workbook Exercises (Teaching Grammar Through Writing) will be due at the beginning of class for eight class sessions (beginning with the second class meeting); you should come to class with your completed assignments in your grammar workbook, which you will discuss with your peers while your UPM and I assign completion credit (or not) for your work. Each of the eight work assignments will be worth 25 points, resulting in a total of 200 points earned.

2. A free-verse poem will be your first writing assignment and will be written following guidelines in the Atwell DVD that we will be watching in class; outside writing and in-class writing/review on this assignment will take place before the final version is submitted on eLearning as Assignment #1. **WORTH 100 POINTS**

3. R/W workshop: A reading/writing workshop will be conducted using Missing May, including the various aspects of the writing project (prewriting, drafting, peer reviewing, revising, and publishing), with special attention to particular grammatical and rhetorical issues. The Calibrated Peer Review (CPR) on this workshop will be an important part of the overall assignment, with (1) the CPR score accounting for 10 points (or only 5% of your r/w workshop grade; however, you will not be able to complete the next 50 points unless you complete the CPR process), (2) your peer comments accounting for 50 points (25% of your r/w workshop grade)—every comment you make will be carefully reviewed and graded by your Undergraduate Peer Mentor, under the supervision of our UPM Coordinator, Dr. April Douglass, and (3) your final essay (graded by Dr. Wiese) accounting for 140 points (or 70%). **THIS THREE-PART ASSIGNMENT WILL BE WORTH 200 POINTS.**

4. Team Presentations on Genres in Tompkins’ Text: — seven teams of five to six people will be responsible for a two-hour presentation on their respective chapter including the following:

   *Peer to Peer:* Present a PowerPoint Summary of the team’s assigned Tompkins’ Chapter (estimated at 30-45 minutes); A hard copy of this PowerPoint should be provided to Dr. Wiese on the day of your presentation and later (within 24 hours) posted on eLearning as an assignment (100 Points).

   *Role Play (You are the teachers, and your class peers are your “well-behaved middle school students”):* Present a complete lesson on one or more of the chapter’s writing components (Up to 1 ½ hours in length including a 30-45 minute individual writing activity for “students”). On the day of your presentation, a hard copy of your lesson plan (based on the lesson plan format posted on eLearning) should be provided to Dr. Wiese and later (within 24 hours) posted on elearning as an assignment. A rubric or other appropriate assessment plan should be included in your lesson plan as well as a completed sample writing assignment. At the end of the lesson, your “students’” writing products should be collected and graded by team members using the pre-designed rubric or assessment tool. At the next class meeting, the graded writing submissions should be turned into Dr. Wiese for review, after which they will be returned to the individual students (150 Points).

   **THIS TOTAL ASSIGNMENT WILL BE WORTH 250 POINTS.**

7. A 1,500 to 2,000 word research-based and documented (MLA format) analysis of a chosen issue concerning the teaching of writing, citing at least five scholarly journal articles on the subject: The assignment will include two parts, with each being worth 100 points. **The first part is the preparation for writing the paper (100 Points).** It will consist of completing and turning in to Dr. Wiese (for feedback and return) your introductory paragraph with thesis statement, outline for the remainder of the paper, a correct works cited page for the five or more scholarly journal articles being used, and printed copies of the five cited scholarly journal articles. The second part of the assignment will be the requirement that you conference with your UPM on your completed draft of your paper prior to submission to Calibrated Peer Review (50 Points). The third part of your assignment is the actual submission (100 Points) of the paper to the Calibrated Peer Review (CPR) program and completion of the CPR process (although this CPR exercise will only require the giving of A, B, or C to papers—peer comments will not be required!). You should also bring Dr. Wiese a hard copy of your completed paper on the last formal day of class. After submitting your paper to CPR (before your final formal day of class), you will have final exam week to complete the CPR process, and the resulting CPR grade will be worth 100 Points. **THIS THREE-PART ASSIGNMENT WILL BE WORTH A TOTAL OF 250 POINTS.**

7. **Attendance and participation** Attendance is mandatory and will be taken. More than one unexcused absence will result in a 25 point deduction from your final grade; two or more unexcused absences will result in a 50 point deduction from your final grade. It is your responsibility to sign the attendance sheet. If your name is not on it, you are considered absent. University excused absences (the list is in Student Rules) will be accepted, but only with proper documentation. This must be scanned and emailed to Dr. Wiese on eLearning.

Attendance at conferences with the instructor and/or UPM also is important. If you make an appointment (and some—see below—are required), keep it. If you can’t keep it, notify the instructor or UPM at lest 24 hours in advance by webmail or phone. Failure to appear will result in lost participation points.
TOTAL COURSE POINTS 1,000

900 – 1,000 = A
800 – 899 = B
700 – 799 = C
600 – 699 = D
Below 600 = F

Grading: The standard university grading scale will be used. Please make an appointment to discuss the results of any assignment, class activity, or course concern in the privacy of my office. I cannot discuss grades on the phone or by email. We must meet in person.

Texas A&M University Rules and Regulations

Texas A&M Code of Honor

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

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

Please visit the Academic Integrity web-site at http://www.tamu.edu/aggiehonor/ to learn more about the Aggie Honor System Office at Texas A&M University.

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Helpful links

Academic Calendar http://admissions.tamu.edu/registrar/general/calendar.aspx
On-Line Catalog http://www.tamu.edu/admissions/catalogs/
Religious Observances http://dof.tamu.edu/faculty/policies/religiousobservance.php

NOTE: WHILE YOU ARE IN CLASS, YOU ARE NOT TO USE YOUR COMPUTER, CELL PHONE, PDA, OR OTHER PORTABLE ELECTRONIC DEVICE FOR ANY REASON OTHER THAN PARTICIPATION IN COURSEWORK. PLEASE TURN OFF YOUR PHONE.

Expanded Schedule

In class

8
Week 1 (1/15)

Topics:
Syllabus, course requirements
Section 1, 2, and 3 – Writing in the Middle DVD
Writing Territories
Assignments prior to Week 2:
Free Verse Poem Draft—bring to class in Week 2
For Week 2 and the remainder of the semester when needed, please bring your laptop and/or flashdrive to class.
Read Chapters 1 and 2 in Tompkins’ text and be ready for class discussion
Complete (writing in workbook) Chapter 1 (pp. 1-26) exercises in Polette grammar workbook and bring workbook to class for completion checks by Dr. Wiese/UPM and group discussion.

Note: Missing May MUST be read by 3rd Week!!

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Week 2: 1/22

Topics:
Checks/Discussion on Grammar Workbook
Discussion of Chapters 1 and 2 in Tompkins’ Text
Watch and Discuss Section 4 in Writing in the Middle
Small group work on free verse poem drafts, consideration of punctuation issues (bring computers or flash drives)
Assignments prior to Week 3:
Post your final, publishable version of your free verse poem under Assignment I on eLearning.
Read Chapter 7 in Tompkins’ text and be ready for class discussion
Complete (writing in workbook) Chapter 2 (pp. 29-58) exercises in Polette grammar workbook and bring workbook to class for completion checks by Dr. Wiese/UPM and group discussion.
Complete reading Missing May and bring it to class.

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Week 3: 1/29

Topics:
Check/discussion on Grammar Workbook.
Discuss free verse poems, with possible read-alouds
Discussion of Chapter 7 in Tompkins’ text and Poetry in general
Watch and Discuss Sections 5, 6, and 7 in Writing in the Middle (if insufficient time, watch on own)
Instructions for Reading-Writing Workshop on Missing May

Assignments prior to Week 4:
Complete (writing in workbook) Chapter 3 (pp. 59-74) exercises in Polette grammar workbook and bring workbook to class for completion checks by Dr. Wiese/UPM and group discussion.
Complete draft of reading-writing workshop
Read Chapter 3 in Tompkins’ text and be prepared to discuss

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**Week 4: 2/5**

Check/discussion on Grammar Workbook.
Discuss Chapter 3 in Tompkins and Designation of Teams and Chapters for Team Presentations
Calibrated peer review (Presentation by UPM)
Dr. Wiese and/or UPM will discuss sample CPR papers.

Assignments prior to Week 5:
Bring Grammar Workbooks for in-class work on Chapter 4
Read Chapter 4 in Tompkins’ text and be ready to discuss
First CPR Deadline: Load *Missing May* essay (with false name!!) into CPR by Thursday, February 16th,
At 10:00 p.m.!! Failure to do so will result in an automatic deduction from your CPR grade;
To prevent unexpected technical problems that can lead to late assignments, don’t wait until last minute.
Remember that you can get help from the Distance Learning office on the 4th Floor of Harrington or from your UPMs. After February 16th, begin CPR calibration, peer, and self-review process, which must be completed by 10:00 p.m. on March 1st!!! Remember that the CPR process of peer review and self-analysis takes time! Don’t wait until the last minute to complete this! Must be completed before March 1st!!

**Week 5: 2/12**

Topics:
In-class work on grammar workbook Chapter 4—recap of grammar work.
Discuss Chapter 4 in Tompkins’ text.
Discussion of Research-Based Essay Assignment and Presentation by Educational Reference Librarian on research methods for research-based paper. (Note: after this session, you will have all the information to get started on your research-based paper. The first portion of the assignment is due on Week 10, with CPR deadlines following that. This is not an assignment you want to do at the last minute, so I suggest you start finding your research articles now, while the presentation is fresh on your minds.)

Assignments prior to Week 6:
Don’t forget final CPR Deadline on *Missing May* reading-writing workshop on March 1st—work should be ongoing.
Begin work on research-based paper.
Team #1 prepares to present on Tompkins’ chapter 5; don’t forget to bring hard copies of PowerPoint and lesson plan to class for Dr. Wiese and then, within 24 hours, post on eLearning.

**Week 6: 2/19**

Topics:
Team #1 presents Chapter 5 presentation (PowerPoint and Writing Lesson)
Remaining class time to discuss/work on ongoing projects

Assignments prior to Week 7:
CPR on *Missing May* reading-writing workshop must be completed by 10:00 p.m. on March 1st!!!
Remember that the CPR process of peer review and self-analysis takes time! Don’t wait until the last minute to complete this! Hard copies of final, “publishable” essays (taking into account CPR feedback) will be due to Dr. Wiese at the beginning of class in Week 7.
Continue work on research-based essay.
Team #2 prepares to present on Tompkins’ chapter 6; don’t forget to bring hard copies of PowerPoint and lesson plan to class for Dr. Wiese and then, within 24 hours, post on eLearning.
Team #1 must turn in graded “student” writing assignments to Dr. Wiese.

**Week 7: 2/26**  
Topics:

Taking into account feedback from CPR, students will turn in hard copies of final, “publishable” *Missing May* essays to Dr. Wiese.  
Team #1 turns in graded student work to Dr. Wiese.  
Team # 2 presents Chapter 6 presentation (PowerPoint and Writing Lesson)  
Remaining class time to discuss/work on ongoing projects

Assignments prior to Week 8:  
Continue work on research-based essay.  
Team #3 prepares to present on Tompkins’ chapter 8; don’t forget to bring hard copies of PowerPoint and lesson plan to class for Dr. Wiese and then, within 24 hours, post on eLearning.  
Team # 2 must turn in graded “student” writing assignments to Dr. Wiese.

**Week 8: 3/5**  
Topics:  
Team #2 turns in graded student work to Dr. Wiese.  
Team #3 presents Chapter 8 presentation (PowerPoint and Writing Lesson)  
Remaining class time to discuss/work on ongoing projects

Assignments prior to Week 9 (after Spring Break):  
Continue work on research-based essay (Part I due in Week 10!!).  
Team #4 prepares to present on Tompkins’ chapter 9; don’t forget to bring hard copies of PowerPoint and lesson plan to class for Dr. Wiese and then, within 24 hours, post on eLearning.  
Team #3 must turn in graded “student” writing assignments to Dr. Wiese.

**SPRING BREAK—ENJOY!!!!!**

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**Week 9: 3/19**  
Topics:  
Team #3 turns in graded student work to Dr. Wiese.  
Team #4 presents Chapter 9 presentation (PowerPoint and Writing Lesson)  
Remaining class time to discuss/work on ongoing projects
Assignment prior to Week 10:
Due in Class: (1) Draft introductory paragraph for MLA research-based paper, (2) draft outline for paper, (3) complete works cited page, and (4) copies of all five articles (with clear indications that they have been read and considered). Staple or clip securely or collect in a folder.
Team #5 prepares to present on Tompkins’ chapter 10; don’t forget to bring hard copies of PowerPoint and lesson plan to class for Dr. Wiese and then, within 24 hours, post on eLearning.
Team #4 must turn in graded “student” writing assignments to Dr. Wiese.

Week 10: 3/26
Topics:
Turn in draft introductory paragraph, outline, works cited page, and article copies
Team #4 turns in graded student work to Dr. Wiese.
Team #5 presents Chapter 10 presentation (PowerPoint and Writing Lesson)

Assignments prior to Week 11:
Team #6 prepares to present on Tompkins’ chapter 11; don’t forget to bring hard copies of PowerPoint and lesson plan to class for Dr. Wiese and then, within 24 hours, post on eLearning.
Team #5 must turn in graded “student” writing assignments to Dr. Wiese.

Week 11: 4/2
Return of draft introductory paragraph, outline, works cited page, and article copies (Note: Between now and the last class day, April 30th, you must schedule a conference with your UPM, during which you will conference on your complete research-based essay—you should bring your finished draft plus your outline and all your articles to the conference.)
Team #5 turns in graded student work to Dr. Wiese.
Team #6 presents Chapter 11 presentation (PowerPoint and Writing Lesson)

Assignments prior to Week 12:
Team #7 prepares to present on Tompkins’ chapter 12; don’t forget to bring hard copies of PowerPoint and lesson plan to class for Dr. Wiese and then, within 24 hours, post on eLearning.
Team #6 must turn in graded “student” writing assignments to Dr. Wiese.
Ongoing conferences with UPM on research-based essays

Week 12: 4/9
Team #6 turns in graded student work to Dr. Wiese.
Team #7 presents Chapter 12 presentation (PowerPoint and Writing Lesson)

Work due prior to Week 14:
Team #7 must turn in graded “student” writing assignments to Dr. Wiese.
Ongoing conferences with UPM on research-based essays
Remember: Calibrated Peer Review (Deadline for submission of research-based essay is 10:00 p.m. on April 29th and hard copies of your research-based essays must be turned into Dr. Wiese on the last day of class, April 30th!!) Also remember, completion of the CPR calibration, peer, and self-evaluations is due by 10:00 p.m. on May 7th—No peer comments are required this time, just the letters: A, B, or C!

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Week 13: 4/16

No Formal Class Meeting—Time allowed for completion of research-based essays and conferences with UPM.
Don’t forget to complete online course evaluations—they are part of your course participation requirements!!

Week 14: 4/23
Team #7 turns in graded student work to Dr. Wiese.
Turn in hard copies of research-based essays to Dr. Wiese.
Class Recap!

Remember, completion of the CPR calibration, peer reviews (only letters, no comments required), and self-evaluations are due by 10:00 p.m. on May 7th!

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

Statement on Plagiarism: As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. Thus, the punishment for this can range from failing the assignment to being expelled from the university. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”
Teaching, Learning and Culture (TLAC) Statement: The Department of Teaching, Learning and Culture (TLAC) does not tolerate discrimination, violence, or vandalism. TLAC is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetuate discrimination, violence, or vandalism. Texas A&M University is an Affirmative Action and Equal Opportunity institution, and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmative action embraces the entire university community including faculty, staff, and

Disposition Checklist: The National Council for Accreditation of Teacher Education (NCATE)

Standard 1 requires that teacher candidates exhibit professional dispositions. Students admitted to the Teacher Education Program must exhibit professionalism in their interactions with their peers, their instructors, and with teachers and students during coursework and field placements. Below is a checklist for instructors and cooperating teachers to use to note behavioral deficiencies. This form need not be completed if a student works satisfactorily. Completed forms will be kept on file. Students: Sign and date after seeing the completed form. Instructors: Provide supporting evidence. Add comments on the back or attach a separate sheet.

A. Attendance and punctuality
   1. Unacceptable absenteeism
   2. Frequently tardy or leaves early
   3. Rarely absent or tardy
   4. Perfect attendance

B. Initiative
   1. Passive, depends on others out of the
   2. Has good ideas, works with limited supervision
   3. Creative and resourceful
   4. Demonstrates self-initiative and independence

C. Oral communication skills
   1. Makes frequent speaking errors
   2. Inarticulate, hesitates to express self
   3. Uses acceptable grammar
   4. Articulate, uses standard English grammar

D. Written communication skills
   1. Written work demonstrates frequent grammatical errors
   2. Writing is often unclear and unorganized
   3. Organizes and clearly expresses ideas

I. Collegiality
   1. Prefers to work alone
   2. Reluctant to work with others
   3. Works well on a team
   4. Freely shares ideas and materials

J. Respect (in action and speech) in and classroom
   1. Creating classroom disruptions (such as cell phones ringing or rattling paper)
   2. Discusses inappropriate or personal topics
   3. Inappropriate remarks or actions
   4. Diplomatic, sensitive to others’ needs

K. Interactions with professors, field work personnel, and children (if applicable)
   1. Apathetic during field placement
   2. Often distracted during field placement
   3. Indifferent when talking with students or

L. Professional dress during fieldwork –
   1. Always dresses appropriately
   2. Sometimes dresses appropriately
   3. Usually dresses professionally
   4. Always dresses professionally
4. **Frequently and effectively communicates with others**

**M. Attitude toward learners**

1. **Lacks interest in subject content and/or learners**
2. **Makes negative comments regarding subject content and/or learners**
3. **Seeks help from cooperating teacher or instructor to increase understanding of content**
4. **Takes initiative and actively seeks assistance to learn some students.**

**E. Critical thinking skills**

1. **Cannot analyze content and/or**
2. **Struggles with initial analysis and/or to**
3. **Poses thoughtful questions and/or to improve**
4. **Distinguishes between relevant and irrelevant material for improvement, and effectiveness of teaching.**

**F. Quality of work**

1. **Consistently hands in poor work content and/or instructional strategies to help learners**
2. **Asks for help, then does nothing to attain higher order learning skills.**
3. **Completes the minimum required teaching – if applicable**
4. **Reaches beyond the minimum and turns in excellent work**

**N. Commitment to excellence in teaching – if applicable**

1. **No attempt to implement suggestions for improvement, defensive**

**G. Appropriate attributes for morals, ethics, and values for teaching**

1. **Exhibits behavior contrary to attributes immediately for improving one’s one skills**
2. **Makes verbal comments contrary to professional attributes**
3. **Responds to improvement to use positive attributes**
4. **Appears committed to teaching**
5. **Exemplary evidence of attributes in behavior**
TO: Faculty Senate Executive Committee

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

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

DATE: March 5, 2014

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: AGCJ 313

We recommend that AGCJ 313 Agricultural Media Writing I be certified as a writing (W) course for four academic years (1/15 to 1/19). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 100%
2. Course content appropriate to the major
3. Total number of words: 4000
4. Instructor to student ratio for one section: 1:24

Advanced graduate students help with grading work in this class. One assistant works with each class. Students write almost every class, up to 20 assignments per term, and complete four major assignments, including a single-source news story; a multiple-source news story; a speech or news conference story; and a story on a topic of their choice. Given the nature of the course, feedback is constant. Lab assignments are graded by the faculty member and/or the teaching assistants and are returned and discussed in class—usually the next class period. Written feedback is also provided on all assignments. Instruction is delivered by lecture and class discussion and by the interaction of students working collaboratively on in-class assignments. They also take Associate Press quizzes to test their knowledge of grammar and punctuation, important for this type of course.

No significant changes have been made since original certification was granted.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE

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

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

___AGCJ 313, Agricultural Media Writing 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: _Deborah W. Dunsford_ (Date)

Printed name and signature

Received: _Valerie Balester_ (W Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: _Kim Dooley_ (Date)

Printed name and signature

Department Head: _Tracy Rutherford_ (Date)

Printed name and signature
Texas A&M University
Department of Agricultural Leadership, Education, and Communications

AGCJ 313 – Sections 901 and 902
Agricultural Media Writing I
Fall 2014

Instructors: David Walther
Office: AGLS 265B Email: david.walther@tamu.edu
Office Hours: Mondays and Wednesdays, 9am to 12n. Students may also visit by appointment.

Deborah Dunsford
Office: AGLS 269 Email: dunsford@tamu.edu
Phone: 979-458-3389
Office hours are by appointment. Please use the department’s online system:
http://tx.ag/ALECAdvising

Sections 901 and 902 course lecture: MW, 11:30 a.m. to 12:20 p.m. in AGLS 115

Section 901 lab (Walther): MW, 12:40 to 1:50 p.m. Location: AGLS 111A

Section 902 lab (Dunsford): MW, 2:10 to 3:20 p.m. Location: AGLS 111A

Prerequisites: Grade of C or better in AGCJ 105 and AGCJ 312.

Course Description: News gathering, writing, editing and ethics for current and emerging mediums used in agricultural communications; includes news identification, basic news writing methods, introduction to public relations, broadcast and Internet writing; interviewing skills, proper use of direct quotes and other news styles; credit cannot be given for both AGCJ 313 and JOUR 203.

Required Course Texts:

Course Objectives/Outcomes:
• Learn to write clear and tight copy using inverted pyramid style
• Learn basics of straight news and feature reporting
• Learn appropriate styles for print, Web and broadcast media
• Develop knowledge of Associated Press Stylebook
• Develop critical thinking skills appropriate for targeted audiences, including agricultural stakeholders
**Attendance and Participation:** Students are expected to attend every class session and be on time. **In the event of illness or other conflict please notify the instructor prior to class via email.** Missed quizzes and lab exercises may only be made up for University Excused Absences and those approved by the instructor. **Unexcused late submissions of major writing assignments will result in a loss of 10 points for every day late.**

The University views attendance as the responsibility of the individual student. University rules related to absences are available online at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

You are encouraged to respond in class as questions are directed to you. Please feel free to ask questions or raise points for discussion. Civility is expected in class at all times. Please conduct yourself as a professional journalist.

**Graded Activities:**

*Fifty percent of your grade will be derived from four major writing assignments (each assignment worth 12.5 percent of overall course grade):

1) one single-source feature
2) one multi-source feature
3) one speech or press conference
4) one ‘your choice’ feature story

*Forty percent of your grade will be based on unannounced current events quizzes, AP style quizzes, and lab writing exercises. A total of twenty grades will be provided for a combination of the quizzes and lab exercises (each of the twenty grades is worth two percent of overall course grade).

*A comprehensive final exam will be given (worth ten percent of overall course grade).

**Grading Scale:** Letter grades will be based upon the normal 90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, less than 60%=F.

**Writing Format:** Use Microsoft Word only, double spaced, 12-point, indented paragraphs. Your name and the assignment title should be positioned in the upper right corner of the paper. Use -30- to end your story. AP style is mandatory. Word counts will be provided for each assignment.
Americans with Disabilities Act (ADA) Policy Statement: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disabilities Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

Faculty Senate Statement on Plagiarism and Aggie Code of Honor: Scholastic misconduct is defined broadly as “any act that violates the rights of another student in academic work or that involves misrepresentation of your own work.” Plagiarism is one of the worst academic offenses, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. 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.

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

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

If you have questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, Part 1, Section 20, which can be found online at http://student-rules.tamu.edu. Any suspected instances of scholastic dishonesty will be investigated and resolved according to the procedures outlined in the new Aggie Honor System (http://www.tamu.edu/aggiehonor/).

Copyright Policy: 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.

Syllabus Revision Policy: Revisions to this syllabus will be made at the discretion of the instructor. Modifications (if any) will be announced in class, and may not be communicated in writing.
AGCJ 313
Tentative Outline of Course
(Outline may be adjusted as guest speakers are added to schedule)

Week of January 13  Course Overview; Syllabus; Intro to AP Stylebook
Week of January 20  Intro to News Gathering; WWWW WH Reporting.
Week of January 27  WWWW WH cont.; AP Style A-B; Punctuation
Week of February 3  Single Source Feature Writing; AP Style C-G
Week of February 10 Single Source Feature – cont.; AP Style H-P

*Single Source Feature Article due no later than 11:00pm on Friday, Feb. 14

Week of February 17 Multi Source Feature Writing; AP Style Q-Z
Week of February 24 Multi Source Feature cont.
Week of March 3  Media Law & Management

*Multi-Source Feature Article due no later than 11:00pm on Friday, March 7

Week of March 10  Spring Break!!
Week of March 17  Speeches & Press Conferences
Week of March 24  Speeches cont.; Public Relations

*Speech or press conference due no later than 5pm on Friday, March 28

Week of March 31  Choice Article; Enterprise Journalism
Week of April 7  Intro to Broadcast & Web
Week of April 14  Social Media

*Choice Article due no later than 5pm on Friday, April 18

Week of April 21  WWWW WH (again)
Week of April 28  Redefined. Class meets Monday only.

Final Exam will be scheduled on Wednesday, May 7, 10:30 a.m. to 12:30 p.m.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: John Keyser, Department of Visualization
     Duncan "Hank" Walker, Head, Department of Computer Science Engineering
     Valerie Taylor, AOC Dean, Dwight Look College of Engineering
DATE: March 5, 2014
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: CSCE 481

We recommend that CSCE 481 Seminar be certified as a writing (W) course for four academic years (9/13 to
9/17). 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: Pass/Fail (Must pass all writing)
2. Course content appropriate to the major
3. Total number of words: 4250
4. Instructor to student ratio for one section: 1:30

Since original certification, there has been a change in the type of writing assigned to align more closely with
the type of writing undertaken in the field of computer science. Students now write three moderate-length
assignments that are more aligned in terms of both style and content with the types of writing more common in
the discipline. In addition to these three short assignments, they write a description of an algorithm, a proposal,
and an executive summary. All must be passed to get a passing course grade. At least one of the longer
assignments is required to be revised based on feedback, and students are expected to revise and resubmit work
until it meets minimum passing requirements. Students also complete two shorter writing assignments. For
instruction, a class meeting is devoted to discussing writing via lecture, and some reading about writing is
assigned. The course text is Writing for Computer Science.
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):

__CSCE 481 - Seminar__________________________

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

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

Instructor / Coordinator: ________________________ Printed name and signature: John Keyser

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

Approvals:

College Dean: __________________________ (Date)

Department Head: Nancy Amato 2-12-14

Printed name and signature Nancy Amato

1.214 Sterling C. Evans Library
5000 TAMU
College Station, TX 77843-5000
Tel. 979.458.1455 Fax 979.458.1466
writingcenter.tamu.edu
CSCE 481 – Seminar
Spring 2014

Meets: Tuesdays, Thursdays, 2:20 – 3:35, HRBB 124

Class Web Page: The course will use the ecampus system for this semester.

Instructor:
John Keyser
Office: 304A, H. R. Bright Building
Phone: 458-0167
email: keyser@cs.tamu.edu
Office Hours: Wednesday, Thursday 9:00-10:30, or by appointment

Teaching Assistants:
There will be three teaching assistants:
Christopher Liberatore
   Office: RDMC 229F
   email: cliberat@cs.tamu.edu
   Office Hours: TR 12:00-2:30
Joshua Sheehy
   Office: RDMC 229F
   email: joshua.sheehy@tamu.edu
   Office Hours: WF 10:00-12:00
Daniel Miller
   Office: ETB 2021
   email: dmiller@neo.tamu.edu
   Office Hours: MT 9:00-11:00

Course Description:
The goal of this course is to expose students to a variety of topics of current interest in computer science. This will particularly focus on practical issues related to career-oriented topics, such as finding a job, job environment, and graduate school. Presentations about these topics will involve a variety of invited speakers in a seminar environment. This course is being taught to meet W course requirements.

Topics and Learning Outcomes:
The course will cover a variety of topics in class, in addition to research topics that students will be exposed to through attending research seminars and reading outside of class. The in-class topics will include material on:
- Career opportunities and pathways for those with undergraduate and/or graduate degrees in computer science and engineering
Job topics, including: job searching, interviewing, job negotiations, company work environments
• Computer Science/Engineering research, including undergraduate research
• Graduate school
In addition, in-class instruction will be provided on writing for computer science.

ABET Outcomes:
This course is intended to meet the following ABET program outcomes:
• An understanding of professional and ethical responsibility
• An ability to communicate effectively – both orally and in writing
• An understanding of the field of computing in a global and societal context
• A recognition of the need for, and an ability to engage in life long learning
• A knowledge of contemporary issues

Prerequisites:
Junior or Senior standing. The course is mainly intended for those students who are about a year or a bit more away from graduation.

Textbook:
This book is an excellent resource both for general writing style and for computer-science specific reports. The book should also be an excellent reference for the future.

Grades and Assignments:
This course will be offered on a pass/fail basis, which will be recorded as an A or an F. To receive a satisfactory grade, students must complete all of the following satisfactorily. Failure to successfully complete any one of these three areas will result in failing the course. More details about the particulars of these assignments will be provided separately. The short and the longer written assignments will require a cover page (see details below).
All written assignments (short and longer) should be turned in BOTH electronically (through ecampus) and in hardcopy printouts.
• **Seminar Reports**: Students must complete 13 seminar reports.
  o Seminar reports are short reports filled out in class. A form will be provided for you to write your report.
  o Seminar reports can be filed for all classes except the first one. We plan on 16 class meetings after the first, so even if some are missed, you should still be able to complete the 13 reports.
  o The “missed” classes are meant to account for absences such as sickness, job interviews, etc. Unless you have university excused absences for more than 4 class meetings, it is unlikely you will be allowed to make up missed classes.
  o Seminar forms will be available at the beginning of class, and will be collected at the end of class. If you arrive too late to class (after about 5 minutes),
there will not be a seminar form to pick up. You cannot turn in the forms before the end of class. If you have a reason you need to arrive a little later, or leave a little bit earlier, please let the Instructor and TAs know in advance.

- Seminar reports will be graded as acceptable or unacceptable in terms of writing. Unacceptable reports will be returned and a revised version may be resubmitted.

**Short Written Assignments:** Students will complete 4 short written assignments. Each of these will be a short report of 1-2 pages. Written reports will be graded on a scale of 0 to 10, with a 7 considered a passing score, according to the rubric given below. The assignments, for which details will be given separately are:
  - 3 “culture” assignments. These will be reports based on research-oriented computer science/engineering presentations at the university.
  - 1 resume assignment. You will develop your resume.

**Longer Written Assignments:** Three additional assignments will be required over the course of the semester. Each of these will range from 2-4 pages in length. These will cover different writing styles and different topics. The details of these assignments will be provided later in the course.

**Writing Revisions:**
A major goal of this class is to help you improve your writing. The writing assignments in this class can be (and in some cases must be) revised according to feedback provided on the written assignment. Here are some important aspects to note about revising your written assignments:

- It takes time to grade and comment on written assignments. You should not assume that you can get a quick turnaround of a document you submit. Two weeks or more from the time of submission to the time for feedback is common, especially if you submit right near a deadline.
  - If you are interested in faster feedback, submit your work well ahead of deadlines. Even then, this is not a guarantee of a fast turnaround time.

- When submitting your revision, you should:
  - Turn in the new submission electronically to ecampus.
  - Turn in a hardcopy of your prior submission (with comments marked) in class or (when class does not meet) to a turnin location to be named later.

- When you revise, you should attempt to address all previous comments. For example, if you lost points for both spelling and grammar, you should fix both problems in a revision, not just fix the spelling so that you get a passing score.

  **Revisions that did not address the prior comments may be returned without a grade!**

- Also, comments on prior submissions are intended to help you improve your writing, not to guarantee a passing score. Just because you address all the comments does not mean that your revised paper will be acceptable.
There is no limit as to how many times you may submit a revision, but no assignments (including revisions) will be accepted after 3:35 p.m. on April 24, 2014.

**Deadlines**
All assignments will have deadlines associated with them. Late assignments will lose 10% for every day or part thereof late (i.e. 24 hours and 1 minute late loses 20%), with a maximum loss of 30%. Late penalties are off of the maximum grade, not a percentage of the grade earned (e.g. if the assignment is graded on a 100 point scale, then the late penalty will be 10 points per day). Late penalties are determined based on the initial deadline; there are not additional late penalties for revisions. The initial deadlines for most work will be in the first 2/3 of the semester.

**Academic Honesty:**
The Aggie Honor Code is: “An Aggie does not lie, cheat, or steal or tolerate those who do.” Details about the honor code, policies, and procedures are available online at: http://www.tamu.edu/aggiehonor
All writing is to be done on your own. In your reports, you must be sure to cite any references used in your work. If you have any questions, you should err on the side of assuming cooperation or use of a source is not allowed, and you should check with an instructor or TA first. It is best to get a reply from the instructor or a TA by email, rather than verbally.

As this is a writing course, plagiarism is a particularly important topic to be aware of. As we will discuss, your writing is not just the precise words you use but the organization, phrasing, and formulation of entire documents. When you take another person’s work and pass it off as your own, that is an instance of plagiarism. Plagiarism can include not just direct cut-and-paste of text, but also making just minor modifications to another’s work. Be careful, and remember to always cite your sources.

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

Remember that all documents must be turned in BOTH electronically and in hard copy.

Document Name
All documents must be turned in on-line through ecampus. Please turn in your documents in PDF format only.

Cover Page
For all reports submitted in this course, you are to include a cover page with the following information. This page is not considered part of the report itself.

- Your name: Place this at the top of the page in a large font. Use the format Last name, First name.
- The course number (CSCE 481) and semester (Spring 2014)
- The date you are submitting the assignment
- Which assignment you are turning in (e.g. resume, culture assignment, etc.)
  - If you are turning in a culture assignment, please number it from 1 to 3
- Which version of the document you are turning in. Your initial version is version 1. Your first revision is version 2. A second revision is version 3, etc.
- Either:
  - The statement: “This work represents my individual work, and I have listed the sources that I have consulted below. I have not received assistance that would violate the letter or spirit of the collaboration guidelines for this assignment.”
  - An explanation of why you cannot make the above statement for this work. You should be clear about why you cannot do so
- A list of any sources you used in the preparation of the report that are not cited in the report itself. You do not need to list the instructor or TAs here. Sources can include:
  - Other students in the class
  - Other people
  - Printed material
  - Web material (give a URL)
  - Anything else...
- Please note that you still must cite references appropriately in the report itself, and that citing a reference does not mean that it is OK to simply copy/quote material from that reference.
Grading Rubric
The following grading rubric will be used for all *short* written assignments. Note that a 7 is considered passing.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>High (Exceeds Expectations)</th>
<th>Medium (Meets Expectations)</th>
<th>Low (Below Expectations)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Grammar/Punctuation</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Completeness</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Style</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

- **Spelling:**
  - *High:* No spelling errors
  - *Medium:* One or two spelling errors, but not the type to make meaning obscure, and not of basic or common words
  - *Low:* Major misspelling of important or common words, or a number of minor errors that interfere with reading or comprehension.

- **Grammar and Punctuation:**
  - *High:* Punctuation and grammar are appropriate to the audience and genre and enhance the style. The grammar and punctuation conform to the conventions for edited American English. There are no punctuation or grammar errors.
  - *Medium:* Punctuation and grammar are appropriate to the audience and genre. They conform to the conventions for edited American English. Errors may occur but are few and do not markedly distract the reader.
  - *Low:* Errors occur frequently and mar the writer's intent and the reader's comprehension. Reading is frequently interrupted by error. The writer has not proofread.

- **Completeness:**
  - *High:* All sections are included and the content is consistent with the lecture/assignment.
  - *Medium:* One section is missing and/or the content is not consistent with the lecture/assignment.
  - *Low:* More than one section is missing and the content is not consistent with the lecture/assignment.

- **Style:**
  - *High:* The writing sounds mature and professional and reads clearly. The style is concise and to the point.
  - *Medium:* the writing is comprehensible but at times a bit unclear or wordy.
  - *Low:* The writing seems inappropriate for the professional or educated reader, is difficult to read, wordy, or unclear.
TO: Faculty Senate Executive Committee

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

CC: Constance Fournier, Department of Educational Psychology
Victor Willson, Head, Department of Educational Psychology
David Byrd, AOC Dean, College of Education and Human Development

DATE: March 5, 2014

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: EPSY 428

We recommend that EPSY 428 (formerly EPFB 428) Collaboration in School Settings 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: 70%
2. Course content appropriate to the major
3. Total number of words: 6050
4. Instructor to student ratio for one section: 1:30

Students write a parent letter with an analysis of a collaborative process; an ABC analysis of classroom behavior; and a description/analysis of co-teaching. Students conduct peer review on all draft products; the instructor reviews the parent letter in class and provides in-person consultation as needed. For instruction, students see extended directions for each project with examples, and review of the rubric is done in class before each project is begun. There is also lecture with modeling on APA style (citation and referencing), discussion of professional writing and writing for parents/guardians, and grammar instruction in the first few weeks of class. A series of videos on common errors is being prepared for future classes.

No significant changes have been made since original certification was granted other than refining the rubric used to assess student work and adding a student rubric for peer reviews.
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):

EPSY 428 Collaboration in school settings

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: Constance J. Fournier
Printed name and signature
(Date) 2-6-14

Received: Valerie Balester 2-12-14
(W Course Coordinator, University Writing Center)
(Date)

Approvals:

College Dean: David Byrd
Printed name and signature
(Date)

Department Head: Victor Wilson
name and signature
(Date)
EPFB 428 Collaboration in School Settings
Spring 2014
Instructor: Constance J. Fournier, Ph.D.  701F Harrington Tower  979 458-1864
Email: cfournier@tamu.edu  Office hours: Monday 1:30 to 3; Tuesday 11 to 12; by appointment
Curriculum vitae: available on elearning.tamu.edu

Description: Strategies and skills for providing collaborative services in school settings, with emphasis on problem solving, coordinated team functioning, and delivery of services at the individual, classroom, and school building levels.
Prerequisite(s): admission to professional phase of the special education teacher program

Goal: This course will assist the learner in developing knowledge and skills to collaborate effectively with the stakeholders in school settings.

Learning Outcomes:
The learner will demonstrate critical knowledge and skills and collaborative skills with mentor teachers in designing, delivering, and evaluating co-taught learning plans in the classroom setting.
The student will communicate effectively utilizing written communication with various audiences including parents, teachers, and other educational professionals using school-based avenues such as letters and planning meetings.
The student will use depth of knowledge from other courses as well as review of the evidence supported literature to analyze student behavior and design a program to engaging student learning, reward appropriate behavior, and more effectively manage the classroom setting.
The student will demonstrate cultural competence by understanding and writing for diverse families in the school setting.
The student will use depth of knowledge to evaluate the effectiveness of co-teaching done in the classroom setting.
The student will work collaboratively with peers in designing, developing, and delivering a parent letter.

Note: all final project grades associated with the above learning outcomes must be at 80% or above.

Objectives with accompanying standards
CEC Standards Addressed:
CC=Common Core  K = Knowledge  S = Skill (How assessed—TLW successfully complete…)
1. CC: 7 Communication and Collaborative Partnerships K1 The learner will have knowledge of factors that promote effective communication and collaboration with individuals, parents, and school and community personnel in a culturally responsive program. (parent letter)
2. CC: 7 Communication and Collaborative Partnerships K 5 The learner will have knowledge of ethical principles for confidential communication to others about individuals with exceptional learning needs. (In class, coteaching project, ABC project, take home exam)

SBEC Standards
1. CC 3: Communication and collaboration S 2The student will foster respectful and beneficial relationships between parent/guardian and professionals in the school and community. (in class, parent letter, coteaching plan, take home exam)
2. CC 3: Communication and collaboration S3 The student will use collaborative strategies in working with individuals with disabilities, parents/guardians and professionals in the school and community. (parent letter, coteaching)
3. CC 3: Communication and collaboration S4 The student will plan and conduct collaborative conferences with parents/guardians. (parent letter, as opportunity arises)
4. CC 3: Communication and collaboration S7 The student will collaborate with general educational setting teachers and other school personnel in integrating individuals with disabilities into various learning environments. (coteaching, ABC project)
5. CC 3: Communication and collaboration S8 The student will serve as a resource person for parents/guardians, general education teachers, administrators, and other school personnel about the characteristics and needs of individuals with disabilities. (ABC plan, inservice, take home exam)

INTASC Standards Addressed:
X. The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support the students’ learning and well-being. (parent letter, ABC project, inservice, take home exam)

Required Elements (*denotes an i-folio portfolio product):
*Collaborative Coteaching Project (with mentor teacher) 35%
*ABC Analysis Project 25%
*Collaboration with Parents Project 10%
Take Home Exam 20%

In class participation; in class assignments; writing consultation 10%

Required: ecampus.tamu.edu for notes for class; descriptions of projects, rubrics for projects; highlighters for reviews


General Description of Elements

Note: Specific information and rubrics for scoring will be available on elearning.tamu.edu

Coteaching Project (i-folio portfolio product): This is a three part project. Part I includes analysis of collaboration in the entry and communication process at your placement; a discussion of the types of coteaching, along with advantages and disadvantages; and how the decision was arrived at for the coteaching you will do with your mentor teacher. Part II requires the production of a coteaching learning plan along with a four paragraph analysis of process. Learners design and deliver a coteaching learning plan with mentor teachers. Collaboration for this experience as well as the field experiences will be conducted at highest possible levels. Part III is the reflective analysis of the coteaching experience.

Collaboration with parents (i-folio portfolio project): Learners will design, deliver and evaluate a communication tool for parents that provides for an introduction to their presence in the school by using templates, guiding questions, and reflective analysis in a collaborative environment. The project also requires a reflective analysis of the collaboration process.

ABC Analysis in classroom setting (i-folio portfolio project): This is a two part project. Learners will design, develop, and evaluate a dual level analysis of student
behavior through assessment of classroom and instructional management by using templates, guiding questions, review of research, and reflective analysis.

**Take Home Exam:** Learners will demonstrate knowledge and skills on take home exam. The exam will include short answer type exercises to demonstrate applied learning.

**In class participation & in class assignments:** The learners will participate in class discussions, complete in class assignments, and maintain an interactive reflective journal. This includes one sentence describing concepts learned as well as any questions or comments. The interactive reflective journal will be assessed for content. Points are assigned for thoughtful comments and questions (e.g., “We talked about resistance, which is something I have noticed when we do new things even at my sorority”, “I have noticed that since I have been using open-ended questions, even my students give me better information such as when I…..”. “Could you explain the difference between compromising and collaboration again? I am a little confused because they seem to be the same.”). Generic comments indicating presence in class without reflection (e.g., “I am here”; “Good stuff”; 😊; “Boring”, etc.) are considered to be inappropriate for an interactive journal.

There will be in-class projects that will be assessed for appropriateness of response and demonstration of learning. The in-class project or alternative assignment may be made-up only with official excused absences or at the instructor’s discretion; otherwise these points are taken off the final grade.

There is a required meeting with the graduate assistant for review of writing. If this meeting is missed, it will be 3 points off your final grade in participation.

Daily grades will be administered as follows: 3 = all elements are professional and thoughtful; 2 = either class work or journal entry could be more professional and thoughtful; 1 = problems with either class work or journal being superficial.

**Assignment Review:** You will be submitting one assignment both electronically and in paper format. The electronic version will be scored for writing clarity and evidence of critical thinking, and you will meet with the GA to discuss these results. Because this is new, specifics will be presented in class. This is counted as an “in class” assignment. This opportunity prepares you for further writing intensive courses as well as critical thinking evaluations.

**Course Grades:** Grades are determined by calculating percentage based on points received on project rubrics, and then multiplying by the points allotted to each project. NO ROUNDING UP IS USED, rather, the final points are the weighted scores. Thus, a 14. X (X = any number) will be 14 points. Final grades will be posted as soon as possible on HOWDY. Because of FERPA, no grades can be reported to you via email.

**Other requirements**

**Peer reviews:** Peer review of projects is an integral part of your learning. As such, on peer review days, the participation points for that day will be awarded according to your professionalism. If you bring a responsibly written draft (typed, all pieces complete, in good shape) and do a credible review (e.g., not all happy or sad faces, includes good constructive comments), you will receive all the points. If your draft is not in good shape (e.g., hand written, not complete) OR your reviews are poor you will receive 2 points. If you come without a
complete project, but you do good reviews, you will receive 1 point. If you have an unexcused absence, you will be docked 3 points from your final grade.

**Course Completion:** One skill needed as a professional is to manage time and deadlines. All assignments MUST be completed by the beginning of class on the due date. Late papers result in 2 points off the course grade for every day the assignment is late, including later in the due date. A “Redo” may be requested by the instructor if any part of an assignment does not meet proficiency standards. All “redos” must be turned by the next class. There are no exceptions to this. If the requested redo is not completed to meet proficiency standards, the student will receive a “0” for that assignment. The first “redo” in the semester will allow for all points earned; any additional “redo” will result in your earned grade and a 2 point reduction off your final course grade. All “redos” are at the discretion of the instructor only with the exception of “W” course writing criteria. In this “W” course, all writing must meet expectations—any “0” scores on any writing criteria means an automatic redo, with the first redo for points earned; any additional redo for points earned plus 2 points off your final grade.

**Professional Demeanor:** Because this is a continuing step in your professional sequence, we fully expect appropriate professional behaviors. This includes, but is not limited to the following: fully prepared and on time for class; full and appropriate participation in classroom activities; professional interaction with colleagues and faculty; professional and ethical demeanor and practice. If there are significant problems noted, you may receive a support plan and/or counseling. Professional demeanor is essential to continuation in the special education teaching program as it is essential to your success as a teacher.

**Field Practicum requirements:** The learners will participate in field practicum and will pass each required element of professionalism and teaching. Please see handbook for requirements and consequences regarding field experiences.

**Attendance Policy:** This is a professional sequence. As such, we are expecting professional behaviors throughout the semester. You are expected to be in class every session on time. One point from your final grade will be deducted for being late. Three points from your final grade will be deducted for any unexcused absence. For any university excused absence, you will be encouraged to turn in any in class work as assigned by the instructor one week from the absence or at other times as arranged with the instructor. If you have an unexcused absence, at the discretion of the instructor you can complete the in class work by the next class, and receive one point back (making that 2 points off your final grade). See [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm) for university policy.

**Writing Course:** This course is designated as a “W” course, which means that most of the course requires written work (as opposed to work such as multiple choice exams). All products must be well-written. Any assignment not meeting the writing criteria will be given back for a ‘redo’, which means 2 points off the final grade after the first redo (for any reason). Note that you have the services of the University Writing Center ([http://writingcenter.tamu.edu/](http://writingcenter.tamu.edu/)). The University Writing Center is available at convenient times for students, and offers support both at the center, and on-line. Remember that you do need time to edit, so trying to do this at 11p.m. the night before a paper is due will not work for you. All citations must be APA style. Please note and follow the rubrics. Also note that cover sheet reflections are graded.

**Basic Requirements for All Assignments**
* All assignments must be typed (12 point readable font) and include a cover sheet with:

1. Your name, date, and title of assignment
2. A brief (one paragraph) response to the reflection question for each assignment.
3. On all course work, assignments, or examinations at Texas A&M University, the following Honor Pledge shall be pre-printed and signed by the student: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”
4. Note: Cover sheets for each assignment are available at elearning.tamu.edu

* All assignments will be graded with the rubric. It is STRONGLY recommended that you look at the rubric to make sure all the pieces of the assignment are addressing all the elements of the rubric. Rubrics are available on ecampus.tamu.edu

**Collaboration Calendar**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>January 13</td>
<td>Overview of collaboration: Ethics; Communication Questioning practices Part I</td>
<td>In class assignment</td>
</tr>
<tr>
<td>Week 2</td>
<td>January 20</td>
<td>Martin Luther King Day</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>January 27</td>
<td>Communication Questioning practices Part II Families and communication The military family</td>
<td>in class assignment</td>
</tr>
<tr>
<td>Week 4</td>
<td>February 3</td>
<td>Coteaching &amp; Developing Coteaching Learning plans</td>
<td>Due: Draft of letter to Families</td>
</tr>
<tr>
<td>Week 5</td>
<td>February 10</td>
<td>Coteaching &amp; Developing Coteaching Learning Plans</td>
<td>In class Parent Letter Project Due</td>
</tr>
<tr>
<td>Week 6</td>
<td>February 17</td>
<td>Conflict styles; dealing with APA style Peer review of coteach part I</td>
<td>In class Due: Coteach Part I draft</td>
</tr>
<tr>
<td>Week 7</td>
<td>February 24</td>
<td>Giving Feedback; ABC analysis</td>
<td>In class assignment Coteach Part I due</td>
</tr>
<tr>
<td>Week 8</td>
<td>March 3</td>
<td>ABC Analysis</td>
<td>Due: Coteaching Part II draft</td>
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<tr>
<td></td>
<td>March 1-14</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>March 17</td>
<td>ABC analysis; Teams and Teaming</td>
<td>In class assignment Due: Coteaching</td>
</tr>
</tbody>
</table>
| Week 10 | March 24 | Paraprofessionals | In class assignment  
Due: *ABC Part I draft*  

| Week 11 | March 31 | Problem solving with teams  
*Peer review ABC Part I*  

| Week 12 | April 7 | Developing and Delivering Inservices; Leadership  

| Week 13 | April 13 | Leadership and styles—video on ecampus  

| Week 14 | April 21 | Developing and Delivering Inservices  
*In class presentations of inservice; peer review of ABC Analysis Part II*  

| Week 15 | April 28 | ARDs & IEPs and collaboration  
Professional issues  

| Finals | May 2 | Final exam on university calendar  

*Note: These times may differ slightly depending on mentor teacher; actual date of teaching MUST be given to instructor as soon as it is determined  **Note: The evaluative summary is due the week after the coteaching has been conducted***Note: The instructor reserves the right to make changes to the calendar to meet students’ needs.

**Americans with Disabilities Act**

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

**Scholastic Dishonesty**

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 current issue of the Texas A & M University Student Rules, under the section, “Scholastic Dishonesty.”

**AGGIE HONOR CODE**
According to the Dean of Faculties website, all syllabi shall contain a section that states the Aggie Honor Code and refers the student to the Honor Council Rules and Procedures on the web. This statement is as follows: “An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: www.tamu.edu/aggiehonor. It is further recommended that instructors print the following on assignments and examinations: "On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

Respect Statement

The faculty of the College of Education and Human Development values and respects diversity and the uniqueness of each individual. The faculty affirms its dedication to non-discrimination in our teaching, programs, and services on the basis of race, color, religion, gender, age sexual orientation, domestic partner status, ethnic or national origin, veteran status, or disability. The College of Education and Human Development at Texas A & M University is an open and affirming organization that does not tolerate discrimination, vandalism, violence or hate crimes. We insist that appropriate action be taken against those who perpetrate such acts. Further, the College is committed to protecting the welfare, rights, and privileges of anyone who is a target of prejudice or bigotry. Our commitment to tolerance, respect, and action to promote and enforce these values embraces the entire university community. In the spirit of shared responsibility, each University unit, student organization, and community member is encouraged to help make our campus, and this class, a welcoming place for all. Should you have any concerns related to respect for diversity or feel that you (or any others) are being discriminated against, please contact your departmental Ombudsperson, or the Department Head, or the College Ombudsperson.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee

CC: Charles Lafon, Department of Geography
Vatche P. Tchakerian, Head, Department of Geography
Sarah Bednarz, AOC Dean, College of Geosciences

DATE: March 5, 2014

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: GEOG 435

We recommend that GEOG 435 Principles of Plant Geography 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: 40%
2. Course content appropriate to the major
3. Total number of words: 5275
4. Instructor to student ratio for one section: 1:19

GEOG 435 requires a term paper, five in-class writing assignments, and seven out-of-class writing assignments, with an emphasis on low-stakes writing practice. All the term paper components submitted through the semester are collected and commented upon by the instructor to provide feedback to incorporate into later components and ultimately into the final paper. The in-class writing assignments are discussed in class immediately following their completion to help students learn from each other and from the instructor in a low-risk setting. The out-of-class assignments also receive instructor comments and are sometimes discussed collectively in class as examples. Instruction consists of lectures and discussions about writing in geography; in-class writing practice; discussion of the term-paper grading rubric; and practice in prose through out-of-class assignments in which students revise any passage they select from any source.

Since original certification was granted, a textbook (Revising Prose) with related quizzes has been added to the course reading. Weekly out-of-class writing assignments have been added to increase low-stakes writing practice.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

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

_______GEOG 435, Principles of Plant Geography_______

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: Charles W. Lafon
Printed name and signature

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

(Approvals:

College Dean: Subsidiary
Printed name and signature

Department Head: Valdine P. Tidwell
name and signature

(Office of the University Registrar)

FEB 03 2014
By: UWC

JAN 27 2014
By:
Principles of Plant Geography (Geography 435 W)
Spring 2011

Meeting Time and Location: MWF 9:10-10:00 am in CSA 302

Course Description and Prerequisites: This course emphasizes a fundamental concern of biogeography: the distribution of plant species and vegetation over the surface of the earth. What are the patterns, and how did they arise? Addressing such questions requires a consideration of environmental history at multiple time scales, from the slow changes in plant distributions associated with plate tectonics/continental drift, to the dramatic vegetation alterations wrought by Quaternary glacial-interglacial cycles, to the more recent influences of humans via plant domestication and land use. These physical and anthropogenic changes interact with — and contribute to — biotic processes such as speciation, extinction, and dispersal to generate the patterns of plant distribution that we observe today. Prerequisites: Biology 101 or 107 or 301 or consent of instructor. Several other courses, such as Geography 203/335/442 and Geology 106/305, would provide a useful background for students who have not completed one of the Biology courses. Students who have completed Geography 335, which takes an ecological approach to understanding biogeographic distributions, will find that the historical approach of Geography 435 complements the previous course.

Learning Objectives: My purpose is to help you learn to (1) describe plant geographic patterns; (2) explain biotic processes (e.g., speciation), physical changes (e.g., climate change), and anthropogenic impacts (e.g., use of fire) that contribute to biogeographic patterns; (3) demonstrate how these processes have acted over time to generate observed vegetation patterns; (4) gather and analyze evidence and use it to interpret how specific biogeographic patterns have emerged; and (5) hone the ability to communicate about these topics through concise, interesting, and well organized writing.

Instructor: Dr. Charles Lafon
Office: O&M 706B
Office Hours: MWF 1:45-2:45 pm, or by appointment
Phone: 862-3677
E-mail: clafon@geog.tamu.edu

Reading Materials:

(1) Required textbooks


(2) Required book chapters and articles available through electronic reserve

PDFs are available through the Course Reserves link (under Class Resources) on the University Libraries homepage (http://library.tamu.edu/)

(3) Reference materials on reserve in the TAMU Library


Grading: I will calculate the course grades as follows:

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<tr>
<td>Mid-term exam 1</td>
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<td>Mid-term exam 2</td>
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Each mid-term exam is based on lectures and reading assignments and takes the form of short-answer questions.

Weekly out-of-class writing practice  5%

Find a paragraph from any source, revise it, and turn it in each week. I will not grade the assignments. By completing them, however, you will receive 5% of your course grade.

Quizzes  5%

I will give you a short quiz on each chapter of the Lanham book (see task schedule below).

In-class writing practice  5%

You will conduct writing exercises in class throughout the semester. I will not grade the assignments, but you must attend class and complete the assignments to receive credit for them.

Term paper  30%

The term paper of 15 pages (double-spaced with 12 point font and one-inch margins, and written in the style of the *Journal of Biogeography*) is due on the day the final exam is scheduled. To permit you to focus on completing the term paper, I have not scheduled a final exam. You will make several ungraded contributions to the term paper throughout the semester: (1) a one-page summary of the term paper, (2) an outline and bibliography, and (3) a rough draft (approximately eight pages, double-spaced, 12 point font, one-inch margins). Completing these components of the paper will permit me to provide advice that you can incorporate into the final paper. These assignments are required for you to receive full credit for your final paper. If they are not completed on time, the grade of your final paper will be reduced by 5% for each day that the component assignment is late.

Your term paper will permit you to explore a topic that interests you in greater detail than is possible in class. Your paper could take the form of a literature review that reports on a question in plant geography (e.g., dispersal of crop species by the Polynesians). Alternatively, you could use existing literature and published data on environmental history and geographic distributions to interpret how a particular distributional pattern (e.g., the distribution of the five-needle pines in North America) might have arisen.

Oral presentation of term paper  5%

I use the standard ten-point grading scale (90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, ≤ 59 = F), but may adjust the grades if class performance necessitates it.

Students seeking an excused absence on the day of an exam or in-class writing assignment must notify the professor or the Department of Geography by the end of the next working day following the absence, as described in Texas A&M University Student Rules (http://student-rules.tamu.edu/search/rule7.htm). Please see the instructor in advance if you know you will absent on a date when an assignment is scheduled.
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<thead>
<tr>
<th>Week</th>
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<tbody>
<tr>
<td>1</td>
<td>W</td>
<td>1/19</td>
<td>In-class writing (hereafter ICW): describe biogeographic distributions</td>
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<td>F</td>
<td>1/28</td>
<td><strong>(1)</strong> Quiz on Lanham pp. iv-x and Ch. 1; <strong>(2)</strong> ICW: revise a passage</td>
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<td>3</td>
<td>M</td>
<td>1/31</td>
<td>Assign term paper, discuss writing concepts and structure in physical geography</td>
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<td>W</td>
<td>2/2</td>
<td>Submit out-of-class revision (hereafter OCR)</td>
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<td>Quiz on Lanham Ch. 8</td>
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<td>2/7</td>
<td>Submit OCR</td>
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<td>W</td>
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<td></td>
<td>F</td>
<td>2/11</td>
<td><strong>(1)</strong> Quiz on Lanham Ch. 2; <strong>(2)</strong> ICW: infer from evidence and make an argument</td>
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<td>5</td>
<td>M</td>
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<td>2/16</td>
<td>Submit OCR</td>
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<td>F</td>
<td>2/18</td>
<td><strong>(1)</strong> Quiz on Lanham Ch. 3; <strong>(2)</strong> Discuss refining paper topic, using databases, using library (with Kathy Weimar)</td>
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<td>M</td>
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<td>Submit OCR</td>
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<td>F</td>
<td>2/25</td>
<td><strong>(1)</strong> Quiz on Lanham Ch. 4; <strong>(2)</strong> Submit one-page topic summary of term paper</td>
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<td>W</td>
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<td>Discuss the types of literature often encountered (scholarly, gray, internet)</td>
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<td>Mid-term exam 1</td>
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<td>Submit OCR</td>
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<td><strong>(1)</strong> Quiz on Lanham Ch. 5; <strong>(2)</strong> ICW: paraphrase a passage</td>
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<td>9</td>
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<td>Spring Break</td>
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<td>W</td>
<td>3/23</td>
<td>Submit term paper outline with summary of data sources and list of references</td>
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<td>F</td>
<td>3/25</td>
<td>Quiz on Lanham Ch. 6</td>
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<td>3/30</td>
<td>Submit OCR</td>
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<td>F</td>
<td>4/1</td>
<td><strong>(1)</strong> Quiz on Lanham Ch. 7; <strong>(2)</strong> ICW: revise a passage</td>
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<td>12</td>
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<td>Submit OCR</td>
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<td>ICW: revise a passage</td>
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<td>4/15</td>
<td>AAG; Rough draft of paper is due</td>
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<td>W</td>
<td>4/20</td>
<td>Mid-term exam 2</td>
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<td>4/22</td>
<td>Reading Day</td>
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<td>15</td>
<td>M</td>
<td>4/25</td>
<td>Student presentations</td>
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<td>Student presentations</td>
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<td>17</td>
<td>M</td>
<td>5/9</td>
<td>Final paper is due</td>
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Outline of topics:

I. BASIC PATTERNS AND PROCESSES IN BIOGEOGRAPHY

• What ecological and historical factors control biogeographic patterns?
  Cox & Moore Ch. 1 (pp. 13-24), Ch. 2, Ch. 3 (pp. 101-106)

• How do species and their distributions arise?
  Cox & Moore Ch. 6, Ch. 7, Ch. 8 (pp. 223-238)

II. BIOGEOGRAPHIC HISTORY AND THE RESULTANT MODERN PLANT DISTRIBUTIONS

A) ENVIRONMENTAL CHANGES AND PLANT DISTRIBUTIONS OF THE LATE CRETACEOUS AND TERTIARY PERIODS

• How did plate configurations and climates change during the Cretaceous and Tertiary?
  Cox & Moore Ch. 5

• How did vegetation respond?
  Cox & Moore Ch. 10, Ch. 11

B) QUATERNARY CLIMATE CHANGE AND VEGETATION RESPONSE

• How have climates changed during the Quaternary Period?
  Cox & Moore Ch. 12

• How did vegetation respond? How do we know?

C) HUMAN INFLUENCES DURING THE HOLOCENE

• What is domestication? Where did it occur? Why did it occur?
  Cox & Moore Ch. 13 (pp. 419-427)

• How did the spread and growth of human populations affect natural vegetation?
  Cox & Moore Ch. 13 (pp. 433-435)


• What conservation implications arise from the biogeographic patterns we have studied?

Cox & Moore Ch. 14

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

**The Copyright Policy Statement.** “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.”

**Academic Integrity Statement and Policy.** See http://www.tamu.edu/aggiehonor. “An Aggie does not lie, cheat, or steal, or tolerate those who do.”
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Helmut Illbruck, Department of International Studies
    Robert Shandley, Head, Department of International Studies
    Donald J. Curtis, AOC Dean, Liberal Arts
DATE: March 5, 2014
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: GERM 310

We recommend that GERM 310 German Composition be certified as a writing (W) course for four academic years (1/15 to 1/19). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 75%
2. Course content appropriate to the major
3. Total number of words: 6500
4. Instructor to student ratio for one section: 1:17

Since original certification, even more emphasis has been placed on writing. Students complete ten writing assignments increasing in length from the first to last. They are in the same genre, and students get instructor feedback in a timely fashion so that they can use that feedback to improve as they continue writing. For each assignment, students turn in a corrected version after receiving instructor feedback. Since this is a composition course, all instruction is related to writing in German.
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):

GERM 310 : GERMAN COMPOSITION

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: Helmut Illbruck 4/31/14
Printed name and signature HELMUT ILLBRUCK (Date)

Received: Valerie Balester 2/11/14
(W Course Coordinator, University Writing Center) (Date)

Approvals:

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

Department Head: Printed name and signature Robert P. Shandley 2/13/14 (Date)

RECEIVED
FEB 19 2014
By UWE
Course Description
This course promotes the mastery of advanced writing skills in German, using a model-based, process-oriented, and genre-focused approach designed for third-year college German. Students will engage a great variety of cultural information, topics, text models, and types of discussion and writing activities.

Prerequisite Information
GERM 202 or equivalent

Learning Outcomes
Students will
- learn how to make good use of models;
- build their skills and gather knowledge of words, phrases and structures that are useful in writing the type of text they are working on, through a process focusing on language components and skill building to drafting, editing and polishing a final text;
- and thus: come closer to the mastery of different types and genres of writing in German.

Required course materials
2. A comprehensive German-English dictionary.

Grade distribution
Preparation and participation 25%
Schreibaufgaben 75%

Grading Scale: 90% – 100% (A); 80% – 89% (B); 70% – 79% (C); 60% – 69% (D); 0% - 59% (F)

Class Preparation and participation (25%)
will be graded using the following rubric:
A Student comes to class always prepared, having worked through the assignments prior to class attendance (see course schedule), bringing proper materials, arriving on time and staying the full length of class. Student is attentive and frequently volunteers to participate. Student is actively involved in all class activities and stays on task in group work.
B Student is usually prepared. Student is attentive, participates in all activities but volunteers only occasionally. Student asks pertinent questions.
C Student shows evidence of being unprepared frequently. Student may arrive late or leave early on an impressive number of occasions. Student volunteers only infrequently and may ask questions that would not be necessary had the student prepared for class more thoroughly.
D Student is unprepared and/or inattentive. Student rarely if ever volunteers and demonstrates lack of involvement in class activities. Student may not stay on task in group work and may ask unnecessary or inappropriate questions.
E Student exhibits lack of concern for the class. His or her behavior may have a negative effect on the class.

Schreibaufgaben (75%)
For the substantial Schreibaufgaben in German in this writing intensive (W) course, see the course schedule. They all work on the basis of the model-based, process-oriented and genre-focused approach (MPG) employed in this class. Minimum word count for each assignment will be announced in class. Assignments must be submitted in hardcopy (typed, double-spaced) and must include a word count. On the basis of the MPG-approach, the first submission will count for ¾ and the (optional) revision for ¼ of final grade for each assignment. A list of abbreviations for corrections
will be distributed in class. Students caught plagiarizing once will be penalized by a full letter grade deduction for the entire course. A second case of plagiarism will result in an F for the course. For


**Absences**
The university views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located online at [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm).

**Academic Integrity**
"An Aggie does not lie, cheat, or steal, or tolerate those who do." You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

**Disabilities**
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 a reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, Room B-118 Cain Hall (845-1637). For additional information, visit [http://disability/tamu.edu](http://disability/tamu.edu).

**COURSE SCHEDULE**

**Erste Woche (1/13 – 1/17)**
- Einführung
- SL Kap. 1B (6-11)

**Zweite Woche (1/20 – 1/24)**
- No classes on Monday
- Due on Wednesday: **Schreibaufgabe Nr. 1** -- SL 11 (Ein Lebenslauf)
- SL Kap. 1C (12-20)
- SL Kap. 1C (Hausaufgaben: Recherche und Übungen)

**Dritte Woche (1/27 – 1/31)**
- SL Kap. 2B (26-31)
- Due on Wednesday: **Schreibaufgabe Nr. 2** -- SL 20 (Eine Biographie)
- SL Kap. 2B

**Vierte Woche (2/3 – 2/7)**
- SL Kap. 2C (32-42)
- Due on Wednesday: **Schreibaufgabe Nr. 3** -- SL 31 (Ein Dankesbrief)
- SL Kap. 2C (Hausaufgaben: Übungen)

**Fünfte Woche (2/10 – 2/14)**
- SL Kap. 3B (48-53)
- Due on Wednesday: **Schreibaufgabe Nr. 4** -- SL 41 (Ein Bewerbungsspiel)
- SL Kap. 3B

**Sechste Woche (2/17 – 2/21)**
- SL Kap. 3C (54-66)
- Due on Wednesday: **Schreibaufgabe Nr. 5** -- SL 53 (Meine Kindheit)
- SL Kap. 3C

**Siebte Woche (2/24 – 2/28)**
- SL Kap. 4A (68-73)
- Due on Wednesday: **Schreibaufgabe Nr. 6** -- SL 66 (Ein autobiographischer Aufsatz)
Achte Woche (3/3 – 3/7)
- SL Kap. 4C (80-92)
- SL Kap. 4C

3/10-3/14 Spring Break

Neunte Woche (3/18 – 3/22)
- Due on Monday: Schreibaufgabe Nr. 7 -- SL 90 (Ein Zeitungsartikel)
- SL Kap. 5A (94-97)
- ACLA-conference: no class

Zehnte Woche (3/24 – 3/28)
- SL Kap. 5B (98-103)
- SL Kap. 5C (104-114)

Elfte Woche (3/31 – 4/4)
- SL Kap. 5C (Hausaufgabe: Übungen)
- Due on Wednesday: Schreibaufgabe Nr. 8 -- SL 113 (Eine Texterörterung)
- SL Kap. 6C (130-140)

Zwölfte Woche (4/7 – 4/11)
- SL Kap. 6C
- SL Kap. 7B (148-155)

Dreizehnte Woche (4/14 – 4/18)
- SL Kap. 7B
- Due on Wednesday: Schreibaufgabe Nr. 9 -- SL 139 (Eine Kurzgeschichte)
- Übungsaufgabe, optional – SL 155 (Eine Inhaltsangabe)
4/18: Reading day, no classes

Vierzehnte Woche (4/21 – 4/25)
- SL Kap. 8C (176-184)
- Eine Kurzgeschichte Ihrer Wahl

4/28: Due Schreibaufgabe Nr. 10 -- SL 184 (Eine Interpretation)
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: P. J. Miller, Department of Health & Kinesiology
    Richard Kreider, Head, Department of Health & Kinesiology
    David Byrd, AOC Dean, College of Education and Human Development
DATE: March 5, 2014
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: HLTH 481

We recommend that HLTH 481 Seminar in Allied Health 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: 80%
2. Course content appropriate to the major
3. Total number of words: 2000
4. Instructor to student ratio for one section: 1:20

HLTH 481 is a one-credit course. Students write four papers (philosophy of the profession; topic proposal for a scholarly paper; a scholarly paper; and a patient education paper). The scholarly paper is peer reviewed; for all the assignments except the topic proposal, students have the opportunity to re-submit after receiving instructor comments on the first graded attempt. Instruction consists of lectures and activities on APA style, paraphrasing, and peer review.

Since it was originally certified, the course has been changed from C to W.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   HLTH 481 Seminar in Allied Health

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: Paula J. Miller
Printed name and signature

(Date)

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

Approvals:

College Dean: David A. Byrd
Printed name and signature
(Date)

Department Head: 
Printed name and signature

(Date)

RECEIVED
FEB 05 2014
By: ME
Course title and number: HLTH 481 – Seminar in Allied Health
Fall 2014

Meeting times and location

902: MW 10:20-11:10   Classroom: 106 Blocker
                      Lab: 129 Blocker
903: MW 11:30-12:20   Classroom: 106 Blocker
                      Lab: 129 Blocker
904: MW 12:40-1:30   Classroom: 106 Blocker
                      Lab: 129 Blocker

Classes will meet in either the classroom or the computer lab. Refer to the schedule for location. This is subject to change with announcements made in class and on the class website.

Course Description and Prerequisites

Seminar on preparing for admission to allied health professional school and/or careers; research on selected allied health fields, discussion of transition from college environment to professional school/career environment including professional development.
Prerequisites: junior or senior classification; admission to the professional phase.

Learning Outcomes

Students will be able to:

1. Create a professional philosophy statement.
2. Create and critique health profession resumes.
3. Develop a cover letter for a job application.
4. Demonstrate professional interviewing skills.
5. Develop skills in critiquing the work of others.
6. Demonstrate professional writing and research capabilities.
7. Identify leading journals and sources in their allied health field.
8. Demonstrate an understanding of professional behavior.

Instructor Information

Name        Paula J Miller
Telephone number  979-845-1471
Email address   pjmillner@tamu.edu
Office hours   M-R 2:00-3:00 pm; or by appointment
Office location 322DA Blocker
Required Textbooks and/or Resource Material


- **Class website:** There is a class website accessible at [https://courses.education.tamu.edu](https://courses.education.tamu.edu). Click on “Login for TAMU Faculty, Students and Staff” and use your Netid to login. Students should refer to this website often as any changes in due dates or class assignments will be listed on this website. It also contains complete assignment instructions and resources for the class. Students will access grades from this website. If you cannot login to this site, let me know ASAP.

**Grading Policies**

Students will complete the following assignments and exams.

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<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Philosophy Paper</td>
<td>40 pts</td>
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<tr>
<td>Topic Proposal</td>
<td>30 pts</td>
</tr>
<tr>
<td>Scholarly Paper</td>
<td>230 pts</td>
</tr>
<tr>
<td>Patient Education Paper</td>
<td>100 pts</td>
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<tr>
<td>Resume and Cover Letter</td>
<td>50 pts</td>
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<tr>
<td>Interview</td>
<td>25 pts</td>
</tr>
<tr>
<td>Participation</td>
<td>25 pts</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>500 pts</td>
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</tbody>
</table>

*Final grades will be determined based on the following scale.*

- **A=** 450-500
- **B=** 400-449.9
- **C=** 350-399.9
- **D=** 300-349.9
- **F=** <300

*Because this course satisfies the W-course requirement of core curriculum, students must pass the writing portion of this class with 50% or better to pass this class.

**Class Expectations:**

This class is about preparing you for life after college. Even if you plan to attend professional or graduate school, you will eventually be searching for a job. The skills you learn in this class can be applied to both seeking admission to professional/graduate school and searching for a job.

This class is also about professionalism -- presenting yourself professionally in your communication (both oral and written), dress and actions. Consequently, you are expected to act professionally in this class. This means that you will be expected to turn assignments in on time and professionally prepared. You are to act professionally while in class as well. While you will not be expected to dress professionally every day in class, there will be designated "professional dress" days. I expect you to be in class, on time. The best way to view this class is as if it is your job. If you aren't going to be in class for some reason (whatever reason other than emergencies), I expect you to notify me of that before class. You will be required to sign an Expectations for Professional Behavior form to participate in this class. Failure to comply with items on the Expectations for Professional Behavior form will result in a deduction of participation points.

Because this is also a writing intensive class, the majority of your grade will be based on your writing.
Communication
I will make every effort to respond to e-mails that you send to me within 48 hours. Please note that I do not normally respond to e-mails sent after 5 pm or on the weekends until the next workday.

Assignments

Class assignments are outlined below. Please refer to the instructions handed out in class and posted on the class website for more complete information.

Writing Intensive Assignments
Personal Philosophy (min 300/max 400 words)
Students will write a personal philosophy of chosen health-related field.

Topic Proposal (min 150/max 300 words)
Students will write a proposal to identify the topic for their scholarly paper and, ultimately, the patient education paper. The topic should be on a contemporary issue in health that would affect patients in one of the six allied health areas of practice you intend to pursue (nursing, occupational therapy, optometry, pharmacy, physician assistant, or physical therapy). Students who are not pursuing allied health careers should pick a topic as a health educator. This topic proposal must be supported by at least five scholarly sources in a reference list.

Scholarly Discussion of Contemporary Issue (min. 1200/max 1500 words)
Students will complete a scholarly discussion of the contemporary issue (once approved by the instructor). Prior to turning in the paper, students will complete an expanded outline of their paper.

Patient Education Paper (min 350/max 500 words)
Students will complete a patient education paper based on the topic chosen for the scholarly paper. This paper is to be written from the perspective of the career you are choosing to pursue, one of the six areas in allied health: nursing, occupational therapy, optometry, pharmacy, physician assistant, or physical therapy. If you are not pursuing one of those fields you may write it from the perspective of a health educator. If you are pursuing a field other than one of the six allied health fields listed (such as dentistry), consult with your instructor.

Resume and Cover Letter
Students will find a current job posting for which they will be qualified upon graduation. They will then create a resume and cover letter as if applying for the job.

Mock Interview
Students will participate in mock interviews by observing and critiquing interviews. Some students will be able to participate in interviews. All students will critique the interviews.
Participation

- Students have much to gain from this class by participating each day that the class meets. This involves contributing to the discussion, completing in-class activities and acting in a professional manner (as outlined in the Expectations for Professional Behavior document). Therefore students must be in attendance in order to participate.
- Roll will be taken each class period. Unexcused absences will result in a deduction of 1 point from your participation grade regardless of notification of absence. Students who will miss class for any reason must notify me before class (much like you would if this were your job). Failure to notify me will affect your participation grade.
- Excused absences require appropriate original documentation. Turn in documentation within a week of being absent. All excused absences must be cleared within two weeks of missing class. Any absences not cleared with documentation by this date will be treated as unexcused absences. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.
- Students are expected to be prepared for each class, participate in the discussions, read appropriate material prior to class and actively engage on in-class activities. Failure to do so will negatively affect your participation grade. Mere attendance does not constitute participation.

Peer Review of Writing

One aspect of improving writing is to give and receive feedback. Students will participate in peer review of their writing for several of the writing activities in this class. Thoughtful feedback expressed in a tactful manner is a hallmark of good peer review.

1. Turnitin will be used for peer reviewing documents unless otherwise specified.
2. Students must upload the document to be peer reviewed by 8:00 am on the peer review day.
3. Documents should not have any personal identifiers in them (be sure to remove your name from the cover page and footer prior to uploading).
4. Students will be assigned a paper to review during class and will have until 5:00 pm that day to complete the review.
5. Failure to upload a paper for peer review or participating in reviewing another student’s paper will result in a one letter grade deduction from their final grade for that assignment.
6. Students who are absent that day will still be required to participate in the peer review and should upload their paper. It is their responsibility to complete the peer review by the deadline.

Class Rules

1. Please turn cell phone off or to silent.
2. There are many different viewpoints on a variety of topics that will be discussed in class. Please be respectful in your communication.
3. Please be respectful of other participants in the class by giving them your full attention.
4. Digital or taped recordings of lectures in this class are strictly prohibited without the consent of the instructor.
5. The use of tablets to record notes is acceptable as long as it is not disruptive to other members of the class or used for non-class related purposes during class.
Attendance
“The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07." Excused absences require appropriate original documentation. Turn in documentation within a week of being absent. All excused absences must be cleared by the last class day of the semester. Any absences not cleared with documentation by this date will be treated as unexcused absences.

Late Work
Work turned in late will be penalized one letter grade for each day it is late (not including weekends and holidays). All papers in this class will be submitted to Turnitin. Papers that are submitted to Turnitin also require a printed copy to be turned in during class. Failure to upload the paper to Turnitin prior to class (or other due dates as noted) and failure to submit the paper copy at the beginning of class (or other time and place as noted) constitutes the work being late.

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

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

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

All students are expected to abide by the Aggie Honor Code. Students should be aware of all Honor Council Rules and Procedures on the Honor Council website at www.tamu.edu/aggiehonor.

Academic dishonesty will not be tolerated in this class. Ask for clarification from me prior to participating in any activity that might be questionable for completion of coursework for this class. All work to be completed for this class is to be individual work except where noted otherwise. Any incident of academic dishonesty will result in a letter grade of F in this course.
Course Topics, Calendar of Activities, Major Assignment Dates

This class schedule is tentative. While all attempts will be made to follow this schedule, I reserve the right to make adjustments as needed that would benefit the class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Location</th>
<th>Reading Assignment</th>
<th>Assignment Due</th>
</tr>
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<tbody>
<tr>
<td>Mon, Jan 13</td>
<td>Class Guidelines and Expectations</td>
<td>Classroom</td>
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<tr>
<td>Wed, Jan 15</td>
<td>Writing Process</td>
<td>Classroom</td>
<td>APA Chap 3 &amp; 4</td>
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<td>Wed, Jan 22</td>
<td>Proposal/Annotated Bib/Paper</td>
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<td>Writing a Philosophy</td>
<td>Classroom</td>
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<td>Acad Integrity/Plagiarism Due</td>
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<td>Wed, Jan 29</td>
<td>Library Use</td>
<td>Computer Lab</td>
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<tr>
<td>Mon, Feb 3</td>
<td>Practice Writing- Thesis</td>
<td>Computer Lab</td>
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<td>Statements</td>
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<td>Wed, Feb 5</td>
<td>APA Activity</td>
<td>Computer Lab</td>
<td>APA Chap 6 &amp; 7</td>
<td>Philosophy Paper due</td>
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<td>Paraphrasing Activity</td>
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<td>Wed, Feb 12</td>
<td>Peer Review Activity</td>
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<td>Mon, Feb 17</td>
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<td>Outlining the Paper</td>
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<td>Wed, Feb 26</td>
<td>Resume Writing</td>
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<td>Mon, Mar 3</td>
<td>Resume Writing</td>
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<td>Wed, Mar 5</td>
<td>Cover Letters</td>
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<tr>
<td>Mon, Mar 10</td>
<td>Spring Break</td>
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<tr>
<td>Wed, Mar 12</td>
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<td>Mon, Mar 17</td>
<td>Job Search</td>
<td>Computer Lab</td>
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<td>Wed, Mar 19</td>
<td>Resume/Cover Letters</td>
<td>Computer Lab</td>
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<tr>
<td>Mon, Mar 24</td>
<td>Resume/Cover Letter Peer Review</td>
<td>Computer Lab</td>
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<td>Resume/Cover Letter draft due</td>
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<tr>
<td>Wed, Mar 26</td>
<td>Communicating Professionally</td>
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<td>Resume/Cover Letter due</td>
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<td>Peer Review of Paper</td>
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<td>Wed, Apr 2</td>
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<td>Paper due</td>
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<td>Wed, Apr 9</td>
<td>Interviewing</td>
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<td>Mon, Apr 14</td>
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<td>Patient Education Paper due</td>
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<tr>
<td>Wed, Apr 16</td>
<td>Mock Interviews</td>
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<td>Mock Interviews</td>
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<tr>
<td>Wed, Apr 23</td>
<td>Mock Interviews</td>
<td>Classroom</td>
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<tr>
<td>Mon, Apr 28</td>
<td>Wrap Up</td>
<td>Computer Lab</td>
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