Memorandum

June 17, 2015

To: Executive Committee
    Faculty Senate

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

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

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

Courses submitted for W certification:

ANTH 434
ANTH 445/AFST 489/RELS 489
STAT 182
STAT 482

Human Evolutionary Economy II
Studies in African Diaspora
Foundations of Statistics
Statistics Capstone

Courses submitted for W recertification:

INST 362
OGNG 410
RDNG 371
SOCI/WGST 424

English as a Second Language (ESL) Methods I
Introduction to Physical Oceanography
Multicultural and Interdisciplinary Literature for the Middle Schools
Women and work in Society
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Jeffrey Winking, Department of Anthropology
     Cynthia Werner, Head, Department of Anthropology
     Steven Oberhelman, Interim AOC Dean, Liberal Arts
DATE: June 8, 2015
SUBJECT: REPORT ON CERTIFICATION OF W COURSE: ANTH 434

We recommend that ANTH 434 Human Evolutionary Economy II 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: 35%
2. Course content appropriate to the major
3. Total number of words: 3000
4. Instructor to student ratio for one section: 1:9

Students write up a research question, an evaluation of competing models, and a final paper. A draft of the final paper will receive written instructor feedback. Instruction includes a reading and two half-lectures about scientific writing.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

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

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

ANTH 434 Human Evolutionary Ecology II: Reproduction and Parenting

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

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

Instructor / Coordinator: Jeffrey W. Wang
Printed name and signature

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

Approvals:

College Dean: Steven Bader
Printed name and signature

Department Head: Cynthia Werner
Printed name and signature

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

Tel. 979.458.1455 Fax 979.456.1466
writingcenter.tamu.edu
Human Evolutionary Ecology: Reproduction & Parenting
Anth 434W

Introduction:
This course employs an evolutionary ecology perspective to explore the family-formation patterns, sexuality, reproduction and parenting of humans throughout the life course and across different cultures. This course is part of a Human Evolutionary Ecology series along with ANTH 424 (although ANTH 424 is not a prerequisite).

With respect to other primates, humans tend to reproduce and rear their children in a quite peculiar fashion. We reside in large multi-male multi-female groups, and within these groups, couples pair off to raise families. Within these families, children are born long before previous children are independent, and mothers receive help from fathers, grandparents, aunts and sisters. All of these aspects of human families are distinct from the reproductive patterns of other primates. Despite these unifying elements found in populations around the globe, marital patterns, family formations and parenting practices vary widely cross-culturally.

Course Objectives and Learning Outcomes:
This course will introduce students to the field of human evolutionary ecology and will employ the logic of this paradigm to explore the sexual patterns, marriage, reproduction, and parenting of humans throughout the life course and across different contexts and cultures. Some questions that we will explore include: Is there a “natural” human family condition? Why do we find certain traits attractive and others unattractive in potential partners? Do fathers really pull their weight? What factors are associated with the likelihood of infidelity and divorce?

By the end of the course, students will be able to:
1) demonstrate a familiarity with the theoretical framework and methodological approaches of human evolutionary ecology.
2) identify the ways in which human sexual, marital, reproductive and parental patterns differ from those of other primates and mammals, as well as the ways in which they are similar.
3) describe how sexual, marital, reproductive and parental practices vary across cultures and evaluate causal hypotheses concerning such variation.
4) assess the role that evolutionary and biological processes have played and continue to play in shaping humans’ life histories, reproductive patterns and behavioral profiles.

Instructor: Dr. Jeff Winking
Class:
Office: Anthropology Rm 309J, 979-458-5627
e-mail: jwinking@tamu.edu
Office Hours:

Grades:
Grades will be based on four homework assignments worth 6% each, three exams worth 15% each, and a final paper worth 25% which will be due on the day the final would normally be scheduled. Attendance will account for 6% of the final grade equal to the 100% minus 2 x percentage of days absent. This means that you will begin receiving attendance points only if you attend more than half of the classes. With 25 lectures, you will lose approximately 8 attendance points for each class you miss.

Homework (x4): 60 x 4 = 240
Exams (x3): 150 x 3 = 450
Final Paper: 250 x 1 = 250
Attendance: 60 x 1 = 60

1000
All exams will consist of multiple choice and short answer questions. Responses to short-answer questions will require some two to four complete sentences that show a full understanding of the material.

As a W course, you cannot pass this course unless you receive a passing average grade on the two homework writing assignments and the final paper assignment. The writing assignments consist of two homework assignments that consist of a one-page (double-spaced) response and a final paper. The final paper will consist of a 10-15 page paper (double-spaced) evaluating at least two competing hypotheses that attempt to explain variance in some aspect of human sexuality, marriage, reproduction or parenting across individuals, across groups or across species. At least one of the hypotheses must use evolutionary logic. The paper must utilize 6 references, 3 of which must be from peer-reviewed journals. You will receive a detailed description of the assignment at the midpoint of the course. A rough draft will be due approximately three weeks before the final paper is due for which you will receive detailed revisions.

Grades will NOT be rounded.

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>900-1000</td>
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<tr>
<td>B</td>
<td>800-899</td>
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<tr>
<td>C</td>
<td>700-799</td>
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<tr>
<td>D</td>
<td>600-699</td>
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<tr>
<td>F</td>
<td>&lt;600</td>
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**eCampus**

Using the Vista Blackboard application, which can be found at [http://ecampus.tamu.edu](http://ecampus.tamu.edu), students can find readings, review lecture power-point presentations, find their grades, view announcements, and view the syllabus.

**Make Up policy:**

If you are not present in class during one of the regularly-scheduled exams, and do not have a legitimate excuse, you will be assigned a zero. Legitimate excuses for missing exams are defined in the Texas A&M University Regulations ([http://student-rules.tamu.edu/rules7.htm](http://student-rules.tamu.edu/rules7.htm)). In the case of an unexcused absence for a homework, each student is allowed to write one replacement paper, worth 80% of the grade and consisting of a 4-page (double spaced, 12-point Times New Roman) summary of one foraging, horticultural or pastoral population including 3 non-web-based references. This replacement paper will need to be turned in by the final class.

**The Americans with Disabilities Act (ADA)**

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

**Academic Integrity Statement:**

Cheating will not be tolerated. To view the guidelines of academic honesty laid out by the university, please visit this site: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

"An Aggie does not lie, cheat or steal, or tolerate those who do."
Young, E. 2009. Horrific beetle sex: Why the most successful males have the spikiest penises.


<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Event</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 9/1</td>
<td>Introduction, scientific method, reading plots</td>
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<tr>
<td>Th 9/3</td>
<td>Evolution by natural selection, &amp; human culture</td>
<td></td>
<td>Cartwright Ch. 2</td>
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<tr>
<td>T 9/8</td>
<td>Evolutionary approaches to study of human behavior</td>
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<td>Cartwright Ch. 1, Smith 2000</td>
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<tr>
<td>Th 9/23</td>
<td>The human life course: How is it different?</td>
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<td>Cartwright Ch. 5, Bogin &amp; Smith 1996, Kirkwood 2010</td>
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<tr>
<td>Th 10/1</td>
<td>Exam1</td>
<td>EXAM 1</td>
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<tr>
<td>T 10/6</td>
<td>Video: Evolution: Why Sex?</td>
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<tr>
<td>Th 10/8</td>
<td>Sexual Selection: Overview</td>
<td></td>
<td>Cartwright Ch. 3, Young 2009</td>
</tr>
<tr>
<td>T 10/13</td>
<td>Sexual preferences &amp; behavior in humans</td>
<td></td>
<td>Cartwright Ch. 11-12, Garver-Apgar 2006</td>
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<tr>
<td>Th 10/15</td>
<td>Personals Ads: Lab</td>
<td></td>
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<tr>
<td>T 10/20</td>
<td>Parenting: Overview</td>
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<td>Clutton-Brock 1991, Chapter 1</td>
</tr>
<tr>
<td>Th 10/22</td>
<td>Parenting: Cross-cultural patterns, Breastfeeding</td>
<td>HW 3 Due (WRITING)</td>
<td>Alport 1998; Lehrer 2009; Shipman 2012</td>
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<tr>
<td>Th 10/29</td>
<td>Parenting: Step-parentage</td>
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<td>Lancaster &amp; Kaplan 2000, Daly &amp; Wilson 1996</td>
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<tr>
<td>Th 11/5</td>
<td>Exam2</td>
<td>EXAM 2</td>
<td></td>
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<tr>
<td>T 11/10</td>
<td>Marriage: Function</td>
<td></td>
<td>Gurven and Hill 2009</td>
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<tr>
<td>Th 11/12</td>
<td>Marriage: Romantic love / Scientific Writing II</td>
<td></td>
<td>Carter 2006, Fisher 2004</td>
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<tr>
<td>Th 11/19</td>
<td>Infidelity / Divorce</td>
<td></td>
<td>Betzig 1989, Pinsof 2002</td>
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<tr>
<td>T 11/24</td>
<td>Infidelity</td>
<td>HW 4 Due</td>
<td>Gangestad &amp; Thornhill 2008, Winking et al. 2007</td>
</tr>
<tr>
<td>T 12/1</td>
<td>Sexual orientation, homosexual marriage and parenting</td>
<td></td>
<td>Blanchard and Bogaert 1996, Muscarella et al. 2001</td>
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<tr>
<td>Th 12/3</td>
<td>Exam3</td>
<td>EXAM 3</td>
<td></td>
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<tr>
<td>T 12/8</td>
<td>Discussion</td>
<td></td>
<td>To be determined</td>
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<td></td>
<td>Final paper due</td>
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</tbody>
</table>
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Nicole Fadeke Castor, Department of Anthropology
    Cynthia Werner, Head, Department of Anthropology
    Steven Oberhelman, Interim AOC Dean, Liberal Arts
DATE: June 8, 2015
SUBJECT: REPORT ON CERTIFICATION OF W COURSE: ANTH 445

We recommend that ANTH 445 Studies in African Diaspora 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: 85%
2. Course content appropriate to the major
3. Total number of words: 6500
4. Instructor to student ratio for one section: 1:10

Students will complete ten short reflections on readings, a mid-term essay, and a final paper. Papers will be peer-reviewed and will get instructor input. Methods of instruction include models of professional writing, discussions of the writing process and the instructor's own writing of ethnographies, and lectures on topics that will break down the writing of the papers, such as creating a topic, writing a draft, and reviewing and responding to others' work.
Texas A&M University W & C Course Advisory Committee
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns
   (enter prefix, number, and complete course title):
   **ANTH 445 - Studies in African Diaspora**

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: **Natale Castor**
Printed name and signature
(Date)

Received: **Yelena Bleski**
W and C Course Coordinator, University Writing Center
(Date)

Approvals:

College Dean: **Steven Oberhelman**
Printed name and signature
(Date)

Department Head: **[Signature]**
Printed name and signature
(Date)

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

Tel 979.458.1455 Fax 979.458.1468
writingcenter.tamu.edu
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

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

(enter prefix, number, and complete course title):
RELS 489, Studies in the African Diaspora: Afro-Atlantic Religions

ANTH 445

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: Nicole Fadeke Castor, by Donnalee Dox 6/3/15
Printed name and signature (Date)

Received: Valerie Balester 6/8/15
W and C Course Coordinator, University Writing Center (Date)

Approvals:

College Dean: Steve Oberlander 6/3/15
Printed name and signature (Date)

Department Head: Donnalee Dox 6/3/15
Printed name and signature (Date)
TExAS A&M university W & C course advisory Committee
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns
(enter prefix, number, and complete course title):
AFST 489, Studies in the African Diaspora: Afro-Atlantic Religions

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: Nicole Fadeke Castor, by Violet Johnson 6/3/15
Printed name and signature
(Date)

Received: Valerie Balester 6/8/15
W and C Course Coordinator, University Writing Center
(Date)

Approvals:
College Dean: Steve Oberholtzer 6/3/15
Printed name and signature
(Date)

Department Head: Violet Johnson 6/3/15
Printed name and signature
(Date)
Studies in the African Diaspora -
Afro-Atlantic Religions:
_Candomblé, Vodoun, Santería and Trinidad Orisha/Ifá_

_{Writing Intensive}_

**Course Summary:** Throughout the Americas, from Brazil to New Orleans, African descendants have practiced religions that incorporate the beliefs of their ancestors and the imperatives of their everyday realities. These creole religions take many forms and have unique names in every country: Santería in Cuba and then Candomblé in Brazil are just a few examples. In this course we will explore different forms of religious expression in the African Diaspora that draw on African traditional religions. Specifically, we will focus on the transnational networks of religions that worship the West African pantheon of Orisha or Vodou/Loas. Readings for the course will focus on three ethnographies and include works from cultural anthropology, religious studies and African Diaspora Studies. These texts will be supplemented by both music and video.

An integral part of the course will be writing, to both think through the materials and communicate ideas. A series of reading and movie reflections will be used as the basis for class discussion. Additionally, there will be a short essay (6 pages) and a final research paper (10-12 pages). Each of these writing assignments will go through a process of drafting, peer-review, revision and editing. The series of writing exercises in the course will facilitate and further develop critical reading, thinking and writing skills.

**Learning Outcomes:** The goals for students at the end of the course include:

- understanding of key concepts and categories, including African Diaspora, syncretism, creolization, Yoruba, sacrifice, possession, and divination.
- development of an understanding of religion and the black experience in the Americas.
- understanding of issues related to identity and representation, history, power and the politics of culture, religion and ritual.
**Course Readings:** The following books will be available at the Texas A&M Bookstore. Other readings on the syllabus, such as articles or chapters can be found on ecampus.tamu.edu.


**Written Assignments:**

Reading Reflections:
Each student will write 10 reading reflections over the course of the semester. These critical reflections should be 2 pages long and posted on ecampus. These reflections are not intended to be mere descriptions or summaries of the readings but rather your individual reactions to the readings; this means an expression of your opinions, confusions, insights, critiques, questions, etc. It almost goes without saying that they should not be off-tangent ruminations. Reflections are due every week unless informed otherwise.

Midterm Essay (6 pages): topic due 9/20; first draft due 10/4; peer review due online 10/11; final short essay due 10/25 @ 5pm.

Final Term Paper (10-12 pages): topic statement due 11/1; first draft due 11/22; peer reviews due online 12/2; final paper due on 12/11 @ 5pm.

Please proofread your essay before handing it in. When submitting a final draft include a brief description outlining the changes you made between drafts as an Appendix (more information on this will be included in the essay prompts).

**Attendance and Participation:**

Your daily attendance is required. You are responsible for providing satisfactory evidence to substantiate the reason for any excused absence. Among the reasons absences are considered excused by the university are the following: participation in an activity on the university authorized activity list; death or a major illness in a student’s immediate family; illness of a dependent family member; participation in military duty; and illness. (For more information on expectations concerning class attendance please visit: http://student-rules.tamu.edu/search/rule7.htm.) For excused absences, a TAMU Explanatory Statement (see http://student-rules.tamu.edu), which indicates that you were unable to attend class, is required. Such written verification must be presented to Professor Castor the day you return to classes—not the next scheduled meeting of the class.
Participation is a large part of the course, both in terms of your grade and in our accomplishing our goals. Please come to class prepared by having done your readings and completed your writing assignments. During the course you will be empowered to review and critique your peers work. Please remember to be respectful and constructive in all your communications.

**Grading:**

There will be numerous critical reflections and essay drafts over the course of the semester. The majority will be marked with check marks using the following system:

- √- Unsatisfactory – 5 pts
- √ Satisfactory – 10 pts
- √+ Exceeds expectations – 12.5 pts

There are two main writing projects that will receive a letter grade on their final draft. The writing assignments will be assessed using the following matrix:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Clearly articulates a position on texts and issues Brings new perspectives and texts to bear upon those issues Develops a sustained and independent line of thought</td>
</tr>
<tr>
<td>B</td>
<td>Defines and investigates an interpretive problem Begins to form a perspective on texts and issues Clearly responds to the assignment</td>
</tr>
<tr>
<td>C</td>
<td>Demonstrates understanding of texts and issues Begins to identify a problem or tension in interpreting them</td>
</tr>
<tr>
<td>+</td>
<td>communication of ideas facilitated by ease of writing style free from lower level mistakes (see below). Also indicated for successful use of citations and textual sources.</td>
</tr>
<tr>
<td>-</td>
<td>communication of ideas marred by lower level mistakes, such as grammar, spelling, bad word choice, vagueness of subject, lack of proofreading, etc. Also indicated for lack of, or weak use of, citations and textual sources.</td>
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</tbody>
</table>

**Grading Breakdown:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Country Reports</td>
<td>50pts</td>
</tr>
<tr>
<td>Attendance &amp; Participation</td>
<td>100pts</td>
</tr>
<tr>
<td>Reflections</td>
<td>100pts</td>
</tr>
<tr>
<td>Midterm Essay</td>
<td>300pts</td>
</tr>
<tr>
<td>Final Term Paper</td>
<td>450pts</td>
</tr>
</tbody>
</table>

**Evaluation:**

- 900 POINTS (90%) = A
- 800 POINTS (80%) = B
- 700 POINTS (70%) = C
- 600 POINTS (60%) = D
- 599 POINT or less = F
Email Policy:

Prof. Castor will respond to emails in a timely manner during work hours (9am – 5pm). Please send emails to: ncastor@tamu.edu (please don’t send email to ecampus) and put the course number in the subject line (ANTH 445). This means that you can expect a response within 2-3 business days. Important matters that require an immediate response should be communicated directly to me by coming to my office hours, making an appointment to meet with me or calling the Africana Studies office and leaving a message (979-845-0264).

Cell Phones and Laptops:

Please make sure to put your cell phone on silent or vibrate. Laptops will be allowed in class for note taking purposes only. Exceptions include the guided use of the web and multimedia. However, checking email, instant messaging and other inappropriate laptop use will result in the suspension of laptop privileges while in class.

The 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 the Department of Student Life, Services for Students with Disabilities in Cain Hall, Room B118 or call 845-1637.

TAMU Plagiarism Policy

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

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


Diversity Statement

Respect for cultural and human biological diversity are core concepts of Anthropology. In this course, each voice in the classroom has something of value to contribute to class discussion. Please respect the different experiences, beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. The Anthropology Department supports the Texas A&M University commitment to Diversity, and welcomes individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences (See http://diversity.tamu.edu/).

Class meetings and Assignments:

**Pt. I: Isese: The Yoruba Religion**

*Week 1 - Week 3*  
West Africa Country Report

9/1  
No Reading; Review of syllabus; Video

9/3  
Murrell, Part 1 - African Connections, Chapter 1, p. 13-36

9/8  

9/10  
Thompson, Robert Farris. *Flash of the Spirit*  
Chapter One: Black Saints Go Marching In, p. 1 -61.

9/15  
Thompson, Robert Farris. *Flash of the Spirit*  
Chapter One: Black Saints Go Marching In, p. 61 -101.

9/17  
Review of Murrell and Thompson  
Map Quiz

Writing Assignment #1 – Topic Due 9/20 @ 11pm
Additional resources:


Barnes, Sandra T. *Africa’s Ogun*.


Tishken, Joel E., Toyin Falola, and Akintunde Akinyemi. *Sàngó in Africa and the African Diaspora*.

**Pt. II: Cuban Santeria: The Worship of the Saints**

*Week 4 - Week 5*  
*Cuba Country Report*

**9/22**  
**Film:** TBD  

Mason, Michael. *Living Santería*, Introduction & Chapter 1

**9/24**  
Mason, Michael. *Living Santería*, Chapters 2 & 3

**9/29**  
Mason, Michael. *Living Santería*, Chapter 4

**10/1**  
Mason, Michael. *Living Santería*, Chapters 5 & 6

**Writing Assignment #1 – Draft Due 10/4 @ 11pm**

Additional resources:

Brandon, George, *Santería from Africa to the New World, The Dead Sell Memories*  
Murphy, Joseph. *Santería*  
Palmie, Stephan, *Wizards and Scientists*  
Thompson, Richard Farris, *Face of the Gods*  
Lindsay, Arturo, ed. *Santería Aesthetics*
Pt. III: Brazilian Candomblé: Spirits Travel the Ocean

Week 6 - Week 8  Brazil Country Report

10/6  **Film:** *Summer of Gods*
Murrell, Part IV Creole Religions of the Southern Caribbean, Chapter 8, p. 159-182.

10/8  Johnson, Paul. *Secrets, Gossip, and Gods.* Introduction and Chapter 1

**Writing Assignment #1 – Peer Review due 10/11 @ 11pm**


10/22  Johnson, Paul. *Secrets, Gossip, and Gods.* Chapter 7 & Conclusion

**Writing Assignment #1 – Final Due 10/25 @ 5pm**

Additional resources:

Bastide, Roger, *The African Religions of Brazil.*
Capone, Stefania. *Searching for Africa in Brazil*
Landes, Ruth, *City of Women.*
Matory, J. Lorand, *Black Atlantic Religions.*
Omari-Tunkara, Mikelle Smith, *Manipulating the sacred: Yoruba art, ritual, and resistance in Brazilian Candomblé.*

Pt. IV: Trinidad Orisha: African Manifestation, Creole Possessions

Week 9- Week 11  Trinidad Country Report

**Formulating a Topic**

10/27  **Film:** Trinidad Orisha video (from Castor’s research)

Chapter 3, p.90-147.
Topic Statement due posted on ecampus 11/1 @ 11pm

11/3 Video and Photos: Sacred Imaginaries, Prof. Castor


11/10 Castor, Nicole Fadeke. Sacred Imaginaries (selections)

11/12 Castor, Nicole Fadeke. Sacred Imaginaries (selections)

Additional Resources:

Henry, Frances, Reclaiming African Religions in Trinidad.
Houk, James, Spirits, Blood and Drums.
Warner-Lewis, Maureen, Trinidad Yoruba.

Pt. V: Haitian Vodou: Land, Loa and Creole Dynamics

Week 12-Week 15 Haiti Country Report

11/17 **Film: Divine Horseman**


Writing Assignment #2 – Draft Due 11/22 @11pm


11/26 **Thanksgiving Holiday**

12/1 Brown, Karen McCarthy, *Mama Lola* Chapters 2 & 3

Peer Review - Due online 12/2 @ 11pm

12/3 Merrell, Part II Vodou: Haitian Religion, Chapter 4, p. 74-94.
Brown, Karen McCarthy, *Mama Lola* Chapters 4 & 5

Brown, Karen McCarthy, *Mama Lola*

Presentations by three groups:

A) Chapters 8 Ezili & 9
B) Chapters 10 Dambala & 11
C) Chapter 12 Gede & Afterword

Additional Resources:

- Cosentino, Donald J, *Sacred Arts of Haitian Vodou.*
- Dayan, Joan. *Haiti, History and the Gods.*
- Dunham, K. *An Island Possessed.*
- Metraux, A. *Voodoo in Haiti.*
- Richman, Karen E. *Migration and Vodou.*


**Writing Assignment #2 – Final Due 12/11 @ 5pm**

*Additional readings may be assigned as needed for background and/or context*
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Alan Dabney, Department of Statistics
     Valen Johnson, Head, Department of Statistics
     Timothy Scott, AOC Dean, College of Science
DATE: June 8, 2015

SUBJECT: REPORT ON CERTIFICATION OF W COURSE: STAT 182

We recommend that STAT 182 Foundations of Statistics 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: 96%
2. Course content appropriate to the major
3. Total number of words: 2000
4. Instructor to student ratio for one section: 1:25

STAT 182 is a one-credit course in which students write an exploratory case study and an inferential analysis of a case study. Drafts of each paper are turned in three weeks before the due date and receive written instructor comments as formative feedback. There is one lecture devoted to writing instruction with emphasis on writing in the field of statistics, and students practice collaborative writing and work together on an exercise in collaborative writing.
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]:

   STAT 182: Foundations of Statistics

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: Alan Dabney
Printed name and signature

May 12, 2015
(Date)

Received: Valerie Balester 6/3/15
(W and C Course Coordinator, University Writing Center)
(Date)

Approvals:

College Dean: H. Joseph Newton
Printed name and signature

(Date)

Department Head: Valen Johnson
Printed name and signature

5/12/2015
(Date)

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

Tel. 979.458.1455 Fax 979.458.1466
writingcenter.tamu.edu
Course Title, number, and term: Foundations of Statistics, Stat 182, Spring 2016

Instructor, office number, office hours, email address: TBA

Description: This is an introductory course for beginning statistics majors designed to give students an overview of descriptive and inferential statistics. Topics to be covered include descriptive statistics, data collection and design of experiments, confidence intervals and hypothesis testing. The role of statistics in industry, the health profession and the sciences will be presented by speakers from these fields.

This is a writing-intensive (W) course. As such, a substantial portion of the students’ grades will be based on their demonstrated ability to communicate effectively through writing. The class cannot be passed without passing the written requirements.

Learning outcomes: Upon completion of this course, students will be able to:

- Identify and distinguish between observational and experimental studies.
- Describe the kinds of questions that can be answered using statistics.
- Think critically about data.
- Communicate statistical understanding effectively through writing.

Textbook: None required.

Prerequisites: Major in statistics only.

Grading Policies: There will be two 1000-word papers, each worth 120 points. Class attendance is also worth 10 points. Students will be allowed one unexcused absence. After that, each unexcused absence will result in a loss of 30 percent of the class attendance portion of the grade. Students with no more than one unexcused absence will be given the full 10 points toward their overall course grade. The overall course grade will be determined as follows:


Papers:

- Paper 1: The minimum length of this paper is 1000 words. Find a case study in which an exploratory analysis of real data was carried out. What was the scientific question of interest? How was the data collected? What descriptive techniques were used to explore the data, and what conclusions were reached on the basis of this exploratory analysis?
- Paper 2: The minimum length of this paper is 1000 words. Find a case study in which an inferential analysis of real data was carried out. What was the scientific question of interest? How was the data collected? What inferential techniques were used to analyze the data, and what conclusions were reached on the basis of this inferential analysis?

Attendance and Make-up Policies: Attendance is mandatory. If a student has a university excused absence, the student can make up the missed lecture by writing a ½ page summary over the topic missed in the lecture. If a university-excused absence falls on a day on which a paper is due, the student
must turn in the paper as soon as possible after returning from the absence. See Student Rules, http://studentrules.tamu.edu/rule07, for what constitutes an excused absence.

**Weekly schedule of Lectures:**

**Week 1:** Introduction to statistics.

- Aims of inferential statistics and the types of questions we can answer using statistics.
- Best practices in statistical writing, as individuals and as part of a collaborative team.
- Group collaborations to proof-read a case study writeup.

**Paper 1 assigned.**

**Week 2:** Descriptive statistics.

- Introduction to data sets and variables.
- How do we summarize data using graphs and statistics.
- Using statistics to recognize patterns and compare outcomes from different treatment groups.

**Draft of paper 1 due.**

**Week 3:** Probability.

- Fundamental ideas behind quantifying chance.
- Why we expect rare events to occur in very large populations.

**Week 4:** Data collection.

- What are lurking (auxiliary variables) and why they pose a problem.
- Design of experiments.

**Week 5:** Observational studies.

- Types of bias, the importance of wording in surveys.
- Feedback on paper 1 returned.

**Week 6:** Sampling distributions.

- Introduction to sampling variability with the goal of showing students why point estimates are not sufficient for estimating a population parameter.
- Discussion of the paper “The most dangerous equation in the world”. This paper illustrates how a lack of understand of the CLT resulted in educators believing small schools are better than larger schools by only looking at the size of the top schools (generally small) and not looking at the size of the worst schools (also generally small).

**Week 7:** Overview of confidence intervals and how they are used.
Final version of paper 1 due.

Week 8: Introduction to hypothesis testing.

What questions can be studied.
Ideas behind type I and type II errors.

Paper 2 assigned.

Week 9: Comparing means.

Continued discussion of hypothesis testing.

Reinforcement of principles of data collection.

Week 10: Correlation and regression.

Week 11: Two-way tables.

Examples from the health literature of how large sample sizes lead to small p-values even though the effect size is very small.

Draft of paper 2 due.

Week 12: Outside speaker from industry on how companies are using statistics.

Feedback on paper 2 returned.

Week 13: Outside speaker from the health field on how statistics is changing the field of medicine.

Week 14: Scientist on the role of statistics in science.

Final version of paper 2 due.

STATEMENT ON 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 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: The handouts used in this course are copyrighted. By “handouts”, I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if
you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, consult the latest issue of the Texas A&M University Students Rules, under the section “Scholastic Dishonesty”.

**ACADEMIC INTEGRITY STATEMENT:** “An Aggie does not lie, cheat or steal, or tolerate those who do.” (http://aggiehonor.tamu.edu)
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Alan Dabney, Department of Statistics
Valen Johnson, Head, Department of Statistics
Timothy Scott, AOC Dean, College of Science
DATE: June 8, 2015
SUBJECT: REPORT ON CERTIFICATION OF W COURSE: STAT 482

We recommend that STAT 482 Statistics Capstone 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: 3000
4. Instructor to student ratio for one section: 1:12

Seventy percent of the grade for this course is individual writing, including five journal entries and two short write-ups analyzing a data set. The journal entries are given feedback as they are written so that students can revise and improve entries over the course of writing them. Drafts of the short write-ups are turned in two weeks before the due date for formative feedback and receive instructor comments. The final project, worth 30% of the grade, is written collaboratively and is the result of a real consulting project. It is completed by a team that reviews everyone’s contribution to ensure equal participation. Drafts of the final project are turned in two weeks before the due date for formative feedback and receive instructor comments. One lecture is devoted entirely to writing instruction with emphasis on best practices in writing in the field of statistics.
1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns

STAT 482: Statistics Capstone

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: Alan Dabney

Printed name and signature

May 12, 2015

(Date)

Received: Valerie Balester 6/3/15

(W and C Course Coordinator, University Writing Center)

(Date)

Approvals:

College Dean: H. Joseph Newton

Printed name and signature

(Date)

Department Head: Valen Johnson

Printed name and signature

5/12/2015

(Date)
Course Description
Integration of statistical models, design, sampling, graphics, and computing for the analysis of real problems; planning, drafting, revising, and editing reports; ethics; principles of collaboration and communication.

This is a writing-intensive (W) course. As such, a substantial portion of the students’ grades will be based on their demonstrated ability to communicate effectively through writing. The class cannot be passed without passing the written requirements.

Prerequisites:
- STAT 404, STAT 406, STAT 408 and senior classification

Learning Outcomes:
At the end of the semester, students will be able to:
1. follow ethical guidelines and procedures for statistical consulting
2. communicate statistical information effectively orally, through writing, and using tables and figures
3. apply statistical models to real problems
4. calculate and interpret appropriate summary and inferential statistics, and create and interpret appropriate graphs and figures for data and models

Course Website:
- All STAT 482 material will be posted on eCampus.

Required Materials:
- Required software: R or SAS.

Grades:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Component</th>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>Journal Entries</td>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>50%</td>
<td>Short Writing Assignments</td>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>30%</td>
<td>Final Project</td>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>60-69%</td>
</tr>
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<td></td>
<td></td>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>

If you are unable to submit an assignment on its due date because of a university-excused absence, you must submit the assignment early. Otherwise, you will need to submit the assignment as soon as you can after your return from the absence. See [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07) for details on what constitutes a university-excused absence.

Attendance:
- Attendance is strongly recommended, but no grade for attendance will be given.
**Journal Entries:** There will be at least five required journal entries. Each journal entry should be at least 100 words long and will be graded according to the following scale:

- [0] Not acceptable.
- [1] Minimal work: Incomplete development of ideas, lack of clearly defined structure, several grammatical or spelling errors.
- [2] Acceptable work: Good reliance on examples to illustrate ideas, appropriate conclusion, few or no grammatical or spelling errors.
- [3] Excellent: Excellent use of examples to develop ideas, thorough, very logically organized, flawless spelling and grammar, varied sentence structure.

**Short Writing Assignments:** Two short writing assignments will be assigned. Each should be at least 750 words and will be graded using the following weights:

- 20% answering the research question and strength of the argument
- 20% correct choices of statistical modeling
- 20% correct interpretation of the data, graphs, and results
- 20% clarity and conciseness in writing
- 20% grammar, spelling, overall professionalism, and legibility of graphics

An example of a final report is found in Section 4.7 of the textbook.

**Final Project:** The final project will be conducted in groups of no more than five students and involve the full analysis of a data set. Projects should be at least 1000 words and will be graded using the following weights:

- 20% answering the research question and strength of the argument
- 20% correct choices of statistical modeling
- 20% correct interpretation of the data, graphs, and results
- 20% clarity and conciseness in writing
- 10% grammar, spelling, overall professionalism, and legibility of graphics
- 10% peer review score

An example of a final report is found in Section 4.7 of the textbook.

**Schedule:**

**Week 1:** One lecture on best-practices in writing statistical reports, both as individuals and as part of a collaborative team. Read “Avoiding Statistical Pitfalls” by Chatfield, 1991 (found on eCampus). Write one journal entry summarizing the most important pitfalls encountered in statistical analysis, according to this author.

**Week 2:** Read Chapter 1 and Sections 2.1, 2.2, and 4.3 in the textbook. Practice statistician-client interactions in class. Write one journal entry summarizing what you did well and what you need to improve on during your next client interaction.

**Week 3:** Read the Ethical Guidelines for Statistical Practice by the ASA. Write one journal entry summarizing the most important responsibilities of a statistician.

**Week 4:** Read the remainders of Chapters 2 and 4 in the textbook. Work on the statistical analysis for the first writing assignment.

**Week 5:** Read the writing guidelines from the TAMU Writing Center. Form teams for final project. Schedule first meeting with client. Finish writing the first writing assignment and turn in draft.

**Week 6:** Read article on communication and listening skills. Resampling methodology lecture. Comments on
Week 7: Special topics methodology lecture. Final drafts of the first writing assignment due. Write one journal entry describing the analysis of a data set using resampling.

Week 8: Class discussion on first meetings with clients. Brainstorm on methodologies. Write one journal entry summarizing what went well and what to improve upon in the next client meeting. Work on the statistical analysis for the second writing assignment.

Week 9: Continue meetings with clients. Begin cleaning data if necessary. Finish the second writing assignment and turn in draft.

Week 10: Create graphs and summary statistics for final projects. (Remember Section 2.6!) Write a one-paragraph summary to turn in. Discuss next steps in statistical analysis. Comments on second writing assignment draft returned.

Week 11: Final draft of second writing assignment due. Meet with clients to share preliminary analyses and adjust plans for further statistical analysis.

Week 12: Special topics lecture. Class discussion on meetings with clients. First draft of final project due.

Week 13: Special topics lecture. Last journal entry on uses of special topics. Comments on final project draft returned.

Week 14: Final draft of final project due.

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ACADEMIC INTEGRITY STATEMENT: “An Aggie does not lie, cheat, or steal or tolerate those who do”. (http://aggiehonor.tamu.edu)
TO: Faculty Senate Executive Committee

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

CC: April Douglass, Department of Teaching, Learning, & Culture
    Yeping Li, Head, Department of Teaching, Learning, & Culture
    Christopher Cherry, AOC Dean, College of Education and Human Development

DATE: May 8, 2015

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: INST 362

We recommend that INST 362 English as a Second Language (ESL) Methods I be certified as a writing (W) course for four academic years (9/15 to 9/19). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 55%
2. Course content appropriate to the major
3. Total number of words: 6000
4. Instructor to student ratio for one section: 1:30

This course is supported by the trained Undergraduate Peer Mentors who work in Teaching, Learning, and Culture for 10 hours per week. Students write 10 descriptions and reflections on their field experience and a research paper that connects theory to practice. Students participate in online discussions that engage them in the writing. Besides writing 10 papers in the same genre that are returned at regular intervals, students get feedback on their research paper through multiple avenues, including feedback on preliminary work on the paper (outline, research matrix, research question, introduction), a mandatory session with a peer mentor to review a draft, and Calibrated Peer Review feedback. Writing instruction includes in-class instruction and conferencing, a session with a subject librarian, and discussion.

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

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

INST 362 (formerly INST 562)

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: April Douglass
Printed name and signature 4-30-15
(Date)

Received: Valerie Balester 5/6/15
W and C Course Coordinator, University Writing Center (Date)

Approvals:

College Dean: Robert Cherry
Printed name and signature 5/15
(Date)

Department Head: Yeping Li
Printed name and signature 4/30/15
(Date)
Meeting Time: Mon & Wed 9:10-10:00 am
Instructor Name: Dr. Edie Cassell

Meeting Location: EDCT 216
Phone: (512) 968-5313

Office Hours & Location: EDCT 356
Email: cassell@tamu.edu

Course Description
Credits 3. Basic principles of language acquisition, multiple approaches to second language acquisition; individual differences and second language acquisition; stages of second language development; multiple approaches to assessment. (Writing Intensive Course)

Prerequisites
None

Participating Teacher Certification Programs
Early Childhood through 6th Grade Generalist with ESL Certification (EC-6 / ESL)
English Language Arts and Social Studies for the Middle Grades with ESL Certification (ELASS 4-8 / ESL)
Mathematics and Science for the Middle Grades with ESL Certification (MASC 4-8)

Course Learning Outcomes
1) Differentiate classroom procedures, rules and routines to support all learners. (P&R2)
2) Connect concepts and ideas within and between courses and disciplines. (CK2)
3) Explain how contextual factors influence individuals’ and groups’ learning experiences. (DL2)
4) Participate in diverse cultural and linguistic field experiences and reflect on the impact of those experiences on personal perspectives. (CDSI3)
5) Adapt the basic conventions and practices associated with writing, speaking and nonverbal skills to enhance content and delivery. (ES3)
6) Pursue goals based on personal strengths & limitations; participate in opportunities for professional growth. (PG3)

Textbook and/or Resource Materials

Additional journal articles and videos and films (available on MediaMatrix) will be assigned for class participation, assignments, and group discussions.

You will be expected to put your smart phone away during each 50-minute class, unless requested otherwise.
**Course Delivery**
INST 362 is usually taught as a blended course with 67% of the course provided in the classroom and 33% online.

**Grading Policy**
A = 90 – 100;   B = 80 – 89;   C = 70 – 79;   D = 60 – 69;   F = Below 60

Assignments turned in after the due date will be penalized 25% of the grade. No assignments will be accepted more than two weeks after the due date, except in cases of university-excused absences.

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

**Course Components:** Grades will be based on the following components:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introductions - Building Community</td>
<td>5</td>
</tr>
<tr>
<td>2. ELL Field Experience</td>
<td>25</td>
</tr>
<tr>
<td>3. Discussion Forums (4 x 5 points)</td>
<td>20</td>
</tr>
<tr>
<td>4. Collaborative Workshops – Issues in ESL</td>
<td>10</td>
</tr>
<tr>
<td>5. ESL Methods I – Final Exam</td>
<td>10</td>
</tr>
<tr>
<td>6. Connecting Theory &amp; Practice: Research Paper</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Course Topics, Calendar of Activities, Major Assignments, Test Dates:**

**Assignment #1: Introductions – Building Community (5 points)**
We will use this first assignment to get to know each other. For this assignment, you are to introduce yourself and share your experiences teaching and/or learning another language as well as any interactions that you may have had with English language learners (ELLs). Using a Powerpoint, Prezi, or some other method suitable for presenting visual material. At minimum, your presentation should include the following:

- Information about you (2 slides);
- Your experiences and interactions with ELLs in various settings (1 slide);
- What you already know about teaching ELLs (1 slide); and
- What you’d like to know about teaching ELLs and/or what you hope to learn from this course (1 slide).

Select at least three other presentations to read. After viewing your peers’ presentations, leave them a comment.

*Post on eCampus in the WEEK 1 folder by the end of WEEK 1.*

**Assignment #2: ELL Field Experience and Reflections (25 points)**
During the first week of class, you will sign up on eCampus (see the “Field Experience Information” folder) to observe, assist, or tutor adult ELL(s) in the field for at least 10 hours (approximately one hour each week) over the course of the semester. You may choose your own schedule and location for this required field experience from a list of at least four ELL Field Experience options in the Bryan-College Station area.
Field Experience - Writing the Analytical Reflections: For each hour of field experience, you must write approximately 400+ words of analytical reflection about your experience. Your reflections should include information to demonstrate your growth as a professional teacher after studying the texts and observing/working with culturally and linguistically diverse students this semester. So that it is easier for me to see, highlight major course concepts that you discuss and apply to language teaching and learning in your field placement. Be sure to use the terminology that you have learned in the course. Read the detailed information posted in the “Field Experience Info” folder on eCampus about the required content of these reflections.

Field Experience - Week 8: Post the first 2000+ words you have written on a discussion forum on eCampus. By the end of Week 8 you should have written about half of your reflections- post them on a discussion forum for your group members to read and provide you feedback. (5 points)

The purpose of posting your reflections as a group activity is to facilitate: (1) critical thinking about your experiences; (2) meaningful discussions among classmates; (3) preparation for the final research/field experience paper.

Field Experience - Week 14: Collect and post ALL your reflections (at least 4000 words for all ten hours of field experience) in one Word document to turn in to the course instructor on eCampus. (20 points)

Assignment #3: Discussion Group Forums (4 x 5 points = 20 points)
We are using many ways to encourage interaction, discussion, and sharing of ideas. Throughout the semester, you will be provided four (4) prompts for small group discussions. You will be asked to post your responses to critical issues/concepts in the field, informed by Peregoy & Boyle (2012), related articles, videos, and your experiences.

The purpose of the discussion board is to facilitate: (a) critical thinking about the material; (b) meaningful discussions among classmates; and (c) learning the material in preparation for the exam. For each discussion forum, you will be asked to:

- Read the assigned vignettes and post a 200+ word, critical, evaluative response to the scenarios (Note that you won’t be able to see your classmates’ posts until you make your initial post). Be sure to cite course readings and other materials to support your assertions. (3 points)
- Make a second 200+ word post: your critical, evaluative feedback to another classmate's posting. (2 points)
- Add the word count at the bottom of your initial and response posts.

Ground Rules for Discussion Posts
Because there is likely to be a wide range of beliefs within our group, there are ground rules for discussions.
- Please remember that each person has a right to speak and a right to their opinions. Have an opinion!
- You are expected to build on others' postings. “Me too” reiteration of ideas are not awarded any points in grading - you are expected to read all messages others have posted, then add/present new ideas, to take the discussion further.
- You are expected to post at least once by Wednesday and again by the time the forum closes on Sunday. The number of times you respond to your group discussion forum is not the most important criteria — the content is.

Initial Discussion Post & Critical Feedback Rubric

<table>
<thead>
<tr>
<th>Contribution: (initial post)</th>
<th>2 points</th>
<th>1 point</th>
<th>0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial post is a thoughtful contribution to the discussion; it analyzes facts/concepts and draws conclusions; sources are cited in specific ways (e.g., quoting from the text), both from the class and the readings; contribution is on topic and relevant to the question(s) asked.</td>
<td>Initial post is a thoughtful contribution to the discussion; it attempts analysis and conclusion; sources not cited or are inaccurate; contribution is tangentially on topic and relevant to the question(s) asked.</td>
<td>No initial response; initial response is off-topic or irrelevant to course.</td>
<td></td>
</tr>
</tbody>
</table>

| Responsiveness: (initial post) | N/A | Initial post made in a timely fashion to help move the discussion forward. | No initial post |

| Tying material together: (response post) | Connections are made between group members’ posts; constructive criticism and/or questions are posed in a manner that promotes the discussion and causes others to think about the content from a different perspective. | Connections are tangentially made between group members’ posts; constructive criticism and/or questions are not posed in a manner that promotes the discussion. | No response post; response post is simply a “me-too” or off-topic or irrelevant to course. |
Assignment #4: Collaborative Workshop – Issues in ESL (aka “Group Project”) (10 points)
Each course participant will work with three or four classmates to teach the material assigned (topics/concepts mentioned in a chapter of the textbook or an article). You will sign up for a topic during Week 2. You should meet, call, or email with your course instructor before the due date to discuss what parts of the material you will cover and how you plan to present it. You should prepare a 25-30 minute interactive workshop using a Powerpoint, Prezi, or some other method suitable for presenting visual material. If you include video clips to exemplify the concepts, they must be very short (less than 2 minutes each). It is recommended that you lead the group through one or more short classroom activities to help teach the concepts.

**Collaborative Workshop – Issues in ESL Rubric**

<table>
<thead>
<tr>
<th></th>
<th>4 points</th>
<th>3-2 points</th>
<th>1 point</th>
<th>0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Workshop has depth, addresses the most important concepts; includes not only material presented in the course but also original content based on research and/or personal experience; content is cohesive.</td>
<td>Workshop has depth, addresses the most important concepts; repeats course content but adds little original content from other sources; content is mostly cohesive; workshop has a purpose but it is not clear or does not fully address the topic.</td>
<td>Workshop adequately covers the concepts and utilizes course content but does not add original content from other sources; content lacks cohesion; the purpose of the workshop is not clear.</td>
<td>Workshop does not address major course concepts, lacks consistent depth; simply repeats course content; does not add original content from other sources; lacks cohesion; content is random with no clear purpose.</td>
</tr>
<tr>
<td><strong>Interactivity</strong></td>
<td>Workshop uses multimedia and seems highly interactive; is visually appealing, concise, and clearly organized; other materials have a clear purpose in the overall scheme of the workshop.</td>
<td>Workshop uses multimedia and has the potential to be interactive and is visually appealing; all material is clearly organized and on point.</td>
<td>Multimedia, used, but interactivity is questionable; visual appeal is adequate; material is on point but is not concise or clearly organized.</td>
<td>Multimedia not used and interactivity is questionable; visual appeal is inadequate; material provided is not always clearly connected to the workshop; material is not concise.</td>
</tr>
<tr>
<td><strong>Professional Appearance &amp; Timeliness</strong></td>
<td>N/A</td>
<td></td>
<td>Workshop is neatly organized and has a professional appearance with consistent use of fonts, slide formatting, and appropriate use of supporting graphics; written materials have been carefully proofread and are free of errors; presentation is 25-30 minutes long.</td>
<td>Workshop shows minimal effort towards a professional appearance and has inconsistent use of fonts, slide formats, and lacks supporting graphics; many errors in written materials; presentation was less than 25 minutes long or went over the presentation time limit (30 minutes).</td>
</tr>
<tr>
<td><strong>Equitable Partner Contributions</strong></td>
<td>N/A</td>
<td>All partners agree this member’s contribution to the overall project was equitable.</td>
<td></td>
<td>Not all partners agree that this member’s contribution to the overall project was equitable.</td>
</tr>
</tbody>
</table>

Assignment #5: ESL Methods I – Final Exam (10 points)
The online multiple-choice comprehensive exam will cover all assigned readings in the Peregoy & Boyle book and other course materials and concepts as indicated in the study guide (a study guide will be provided three weeks prior to the exam). The final exam will be administered online during the final exam period.

Assignment #6: Connecting Theory and Practice Research Paper (30 points)
INST 362 is a writing intensive course, so you must participate in a peer-reviewed writing process assignment (prewriting, drafting, peer reviewing, revising, and publishing).
You will write a research paper using a research question that you generate after reading through six scholarly articles of your choice that are related to teaching English language learners. You will also use your reflections from your experience in the field to make 2-3 references or examples to support your archival research (the scholarly articles) and research question.
This research and writing assignment will showcase your understanding of the second language learning process and supporting ELLs as well as develop and demonstrate your skills at conducting scholarly research, writing, and documenting a formal paper. The paper must be between 1,500–2,500 words (excluding “References” page), use the APA (APA Manual, 6th Edition) format, and cite at least six of the articles you have chosen to use at least once each.
You may use and cite your textbook or one of the other course readings as one of your six resources. Your research paper will be analyzed twice this semester:

**FIRST DRAFT:** Turn in via the Calibrated Peer Review (CPR) system (Week 10) for peer review.

**FINAL DRAFT:** Turn in on eCampus (the Turnitin function will be used) for course instructor review (Week 14). The Calibrated Peer Review (CPR) system will be used so three peer reviewers can grade the First Draft of your paper and allow you to provide quality feedback to your peers on their papers. The goals of this peer review exercise are: (1) to determine the extent to which you and/or your peers satisfied the assignment of the research paper and (2) to provide you with a meaningful opportunity to assess your own and others’ writing against a reasonable set of criteria for a well-written report. Find info and a link to the CPR system on eCampus.

Additionally, you will be required to provide detailed peer review comments on each grade you give to your peers in the CPR system. The assigned Undergraduate Peer Mentors (UPM) for our class will grade these peer review comments using a detailed rubric. Your comments are essential for providing your fellow classmates quality feedback they can use to improve their writing. Additional information about the research paper will be discussed during the semester and samples will be posted in the “Research Paper Info” folder on eCampus.

The University Writing Center is available for writing help: [http://writingcenter.tamu.edu/how-to-write/](http://writingcenter.tamu.edu/how-to-write/) [http://writingcenter.tamu.edu/resources/](http://writingcenter.tamu.edu/resources/). Our class will be assigned a team of UPMs to help with this process as well. You will have many opportunities for support: from the course instructor, the UPMs, and outside resources.

### 6.1 Research Articles Matrix (5 points)
You are required to attend a library workshop on “how to research information” in the Library Annex, Room 116 during our regular class meeting time during Week 3.

After attending the workshop, selecting your topic, and finding at least six scholarly articles, use the matrix provided to analyze the articles for your research paper. Directions on how to complete the matrix are posted in eCampus in the “Research Paper Info” folder. This assignment is to help you determine how to develop your paper using the articles you’ve chosen. A UPM will provide feedback and assign a “completion” grade.

### 6.2 Research Question/Introductory Paragraph/Outline/References (5 points)
More information and an example for the “Research Question, Introduction, Outline, and References” can be found on eCampus. The UPMs will provide feedback and the course instructor will grade this assignment.

### Research Question, Introduction, Outline, References – Rubric

<table>
<thead>
<tr>
<th>Research Question, Introductory Paragraph, Outline, References</th>
<th>Completely fulfilled requirements</th>
<th>Mostly fulfilled requirements</th>
<th>Incompletely fulfilled requirements</th>
<th>Failed to complete requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assignment addresses an appropriate course-related issue on which the writer has focused after reading the six assigned journal articles/resources AND working with ELLs in the field.</td>
<td>1 point</td>
<td>.8 points</td>
<td>.4 points</td>
<td>0 points</td>
</tr>
<tr>
<td>2. Introductory paragraph is written in an engaging and coherent manner that motivates readers to continue reading the paper; mechanical or grammatical issues do not detract from the writer’s purpose.</td>
<td>1 point</td>
<td>.8 points</td>
<td>.4 points</td>
<td>0 points</td>
</tr>
<tr>
<td>3. Introductory paragraph culminates in a clear statement of the research question that indicates the overall focus that will be explored in the paper.</td>
<td>1 point</td>
<td>.8 points</td>
<td>.4 points</td>
<td>0 points</td>
</tr>
<tr>
<td>4. References page and any in-paper citations in the first paragraph are written in correct APA format.</td>
<td>1 point</td>
<td>.8 points</td>
<td>.4 points</td>
<td>0 points</td>
</tr>
<tr>
<td>5. Six journal articles/resources have clearly been reviewed and considered by the writer, as is evidenced by a well-written and clear outline of the manner in which the research question will be addressed.</td>
<td>1 point</td>
<td>.8 points</td>
<td>.4 points</td>
<td>0 points</td>
</tr>
</tbody>
</table>
6.3 First Draft of Research Paper (10 points)
Submit the FIRST DRAFT of your research paper to the CPR system during Week 10. Include references to at least six articles, 2-3 references to your field experience, the proper number of words, and proper format. The First Draft must be COMPLETE and submitted to CPR ON TIME – or you will receive a grade of zero. The course instructor will not provide feedback nor alter the grade unless there appears to be some problem with the CPR process. After you submit the paper to CPR as a PDF file, you will have 7 DAYS to review a total of 7 papers:
- Evaluate three model papers to “calibrate” your understanding of how to accurately review others.
- Evaluate three peers’ papers.
- Evaluate your OWN paper.

Guiding Questions for the Evaluation of Research/Field Experience Papers:
1. Does the paper have an engaging introductory paragraph that culminates in a clear research question?
2. Does the research question indicate the student’s purpose/position in writing the paper; is it clear and focused?
3. Do the paper’s developmental paragraphs address the research question in an organized and readable manner?
4. Does the author use varied sentence structure and meaningful vocabulary that shows university-level critical thinking and accomplished writing?
5. Does the paper use all six of the sources cited in the References page at least once?
6. Does the paper include at least one visual (image, graph, chart or diagram with a caption and source) that supports and enhances the understanding of the text?
7. Are in-paper citations (summaries, paraphrases, and/or no more than three direct quotations) handled in a smooth and correct manner (i.e. no plagiarism); is proper APA-style used?
8. Does the paper include two-three relevant references to and examples from the field experience and do these references go beyond observation to analysis?
9. Does the author readdress the research question in an interesting and thought-provoking manner in the conclusion AND connect the paper’s research question to the course material and to the student’s own philosophy concerning the subject matter (in the conclusion)?
10. Does the paper’s reference page list all of the cited articles; is proper APA-style used?
11. Has the paper been proofread to eliminate spelling, grammatical, or punctuation errors?

You don’t need to finish the calibrations, peer, and self-evaluation process all at one time (it takes at least 2-3 hours to complete everything). The CPR grade is based on the following point distribution:

<table>
<thead>
<tr>
<th>Component</th>
<th>Max Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Quality (given by peers)</td>
<td>up to 4.0</td>
</tr>
<tr>
<td>Calibrations (peer reviews)</td>
<td>up to 1.5</td>
</tr>
<tr>
<td>Reviews (given by peers)</td>
<td>up to 3.0</td>
</tr>
<tr>
<td>Self-Assessment</td>
<td>up to 1.5</td>
</tr>
</tbody>
</table>

6.4 Final Draft of Research Paper (10 points)
Final papers must include references to at least six articles, 2-3 references to your field experience, the proper number of words, and proper format. Submit your FINAL DRAFT to the course instructor on eCampus (Week 14) – this must be the final version (edited, publishable, free of errors) of your research paper in Word document format. The INST 362 course instructor will grade the final version of your paper using the same criteria as the first draft.

QUESTIONS ABOUT CPR??? Dr. April Douglass: aprilgdouglass@gmail.com coordinates the Calibrated Peer Review (CPR) process and supervises all of the UPM’s: UPM Office – Harrington Tower 210.
## INST 362: Calendar of Activities

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Theme</th>
<th>Required Readings</th>
<th>Assignments &amp; Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introductions</td>
<td>Syllabus&lt;br&gt;You can meet the 8 UPM’s assigned to this course if you go to Harrington Tower, 210 during office hours.</td>
<td>Assignment 1: Introductions - Building Community&lt;br&gt;Assignment 2: Select Field Experience</td>
</tr>
<tr>
<td>2</td>
<td>ELL Demographics</td>
<td>Perego &amp; Boyle, Ch. 1, pp. 2-12 &amp; 19-20&lt;br&gt;Article: <em>Adult Learners’ Funds of Knowledge</em></td>
<td>Assignment 3: Discussion Forum I</td>
</tr>
<tr>
<td>3</td>
<td>ELL History, Policies, &amp; Programs</td>
<td>Perego &amp; Boyle, Ch. 1, pp. 21-31&lt;br&gt;Mandatory Library Workshop</td>
<td><strong>MyWritingLab Pretest due</strong></td>
</tr>
<tr>
<td>4</td>
<td>The Influence of Culture</td>
<td>Perego &amp; Boyle, Ch. 1, pp. 12-18&lt;br&gt;Review Research Paper Requirements</td>
<td>Assignment 3: Discussion Forum II</td>
</tr>
<tr>
<td>5</td>
<td>Language, Language Acquisition &amp; Identity I</td>
<td>Perego &amp; Boyle, Ch. 2, pp. 39-51 &amp; 57-79</td>
<td>Assignment 4: Group A&lt;br&gt;Assignment 6.1: Article Matrix&lt;br&gt;Assignment 4: Group B</td>
</tr>
<tr>
<td>8</td>
<td>Effective Practices for ELLs – Part II</td>
<td>Perego &amp; Boyle, Ch. 3, pp. 102-118&lt;br&gt;PPT – Research Writing Process &amp; Calibrated Peer Review (CPR)</td>
<td>Assignment 2: Field Experience Reflections (first half)</td>
</tr>
<tr>
<td>9</td>
<td>Oral Language Development in SLA I</td>
<td>Perego &amp; Boyle, Ch. 4, pp. 130-150&lt;br&gt;Video: Importance of Oral Language for ELLs</td>
<td>Assignment 3: Discussion Forum III</td>
</tr>
<tr>
<td>10</td>
<td>Oral Language Development in SLA II</td>
<td>Perego &amp; Boyle, Ch. 4, pp. 150-165&lt;br&gt;Understanding Assessment</td>
<td>Assignment 4: Group D&lt;br&gt;Assignment 6.3: First Draft Research Paper</td>
</tr>
<tr>
<td>11</td>
<td>Emergent Literacy</td>
<td>Perego &amp; Boyle, Ch. 5, pp. 170-212&lt;br&gt;Video: Emergent Literacy</td>
<td>Assignment 4: Group E&lt;br&gt;Assignment 6.3: Complete CPR Process</td>
</tr>
<tr>
<td>12</td>
<td>ELLs’ Vocabulary Development I</td>
<td>Perego &amp; Boyle, Ch. 6, pp. 224-240&lt;br&gt;Article: Vocabulary Development</td>
<td>Assignment 4: Group F</td>
</tr>
<tr>
<td>13</td>
<td>ELLs’ Vocabulary Development II</td>
<td>Perego &amp; Boyle, Ch. 6, pp. 240-249</td>
<td><em>Happy Thanksgiving!!!&lt;br&gt;Review for Final Exam Available</em></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td>Assignment 5: Final Exam</td>
</tr>
</tbody>
</table>
Attendance Policy
The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to provide notice of the dates on which major exams will be given and assignments will be due on the course syllabus, which must be made available by the first class period. If the absence is excused, the instructor must either provide the student an opportunity to make up any quiz, exam, participation grades or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If an instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university-approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence.

Make-Up Policy
The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details (http://studentrules.tamu.edu/rule07). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence.

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

Academic Integrity Statement and Policy
“An Aggie does not lie, cheat or steal, or tolerate those who do.” For additional information, please visit: http://aggiehonor.tamu.edu.

TLAC Diversity 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 perpetrate 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 students.

Teacher Disposition
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.
Texas A&M University  
Department of Teaching, Learning and Culture  
Concern/Opportunity/Acknowledgement Form (COAF)

Name: ________________________________  UIN: __________________________  Date: __/__/_____

Address: ________________________________________________________________________________
Street________________________ City________________________ State________________________ Zip Code________________________

Telephone:  Home (____) ____ - ______  Major: ________________________________
Work (____) ____ - ______  Email: ________________________________

Class: ________________________________________________________________________________

Circle: Freshman  Sophomore  Junior  Senior  Graduate

Projected Graduation Semester ____________ Year ____________

My concern or acknowledgement: __________________________________________________________

Explain Opportunity/Concern/Acknowledgement (Please be specific with your narrative.)

If this is a concern, what are the possible solutions?

a.

b.

Professor/Advisor/Mentor/Administrator Recommendation

________________________________________________________________________________________  Date: __/__/_____

Advisor/Professor/Facilitator

Department Head Recommendation (yeping@tamu.edu)

________________________________________________________________________________________  Date: __/__/_____

Department Head / Designee
Helpful Links for Syllabus Construction

<table>
<thead>
<tr>
<th>Academic Calendar</th>
<th><a href="http://registrar.tamu.edu/General/Calendar.aspx">http://registrar.tamu.edu/General/Calendar.aspx</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam Schedule</td>
<td><a href="http://registrar.tamu.edu/General/FinalSchedule.aspx">http://registrar.tamu.edu/General/FinalSchedule.aspx</a></td>
</tr>
<tr>
<td>On-line Catalog</td>
<td><a href="http://catalog.tamu.edu/">http://catalog.tamu.edu/</a></td>
</tr>
<tr>
<td>Student Rules</td>
<td><a href="http://student-rules.tamu.edu/">http://student-rules.tamu.edu/</a></td>
</tr>
<tr>
<td>Religious Observances</td>
<td><a href="http://dof.tamu.edu/content/religious-observance">http://dof.tamu.edu/content/religious-observance</a></td>
</tr>
<tr>
<td>Center for Teaching Excellence</td>
<td><a href="http://cte.tamu.edu/">http://cte.tamu.edu/</a></td>
</tr>
</tbody>
</table>

**High Impact Practices in this course:**

- Writing-intensive course
- Collaborative assignment/project
- Undergraduate research
- Diversity and global learning that examines "difficult differences"
- Service- or community-based learning

**Six common elements across the practices that—when employed—make the practices high-impact:**

- They are effortful: they “demand that students devote considerable time and effort to purposeful tasks [and] require daily decisions that deepen students’ investment in the activity as well as their commitment to their academic program and the college.”
- They help students build substantive relationships and “interact . . . with faculty and peers about substantive matters . . . over extended periods of time” during which relationships develop that “put students in the company of mentors and advisers as well as peers who share intellectual interests and are committed to seeing students succeed.”
- They provide students with rich feedback and frequent feedback, not limited to the assessment of classroom work but also including feedback from supervisors and colleagues.
- They help students apply and test what they are learning in new situations and provide “opportunities for students to see how what they are learning works in different settings, on and off campus. These opportunities to integrate, symmetrize, and apply knowledge are essential to deep, meaningful learning experiences.”
- They provide opportunities for students to reflect on the person they are becoming. Reflection “deepen[s] learning and bring one’s values and beliefs into awareness; [it] help[s] students develop the ability to take the measure of events and actions and put them in perspective. As a result, students better understand themselves in relation to others and the larger world, and they acquire the intellectual tools and ethical grounding to act with confidence for the betterment of the human condition.”

More information about High Impact Practices can be found online at the Undergraduate Studies webpage (http://us.tamu.edu/Students/High-Impact-Practices/High-Impact-Practices-Defined)

**Assessment:** There are no program-level artifacts for this course.

**Technology Integration:**

- **Interactive Whiteboards:** Instructors make extensive ongoing use of whiteboard technology and students are also required to use this technology for in-class group presentations.
- **Web 2.0 Tools:** Instructors use narrated Powerpoints and Prezi technology for in-class and online course delivery.
- **Social Networking:** Instructors use multiple websites (including Facebook) to supplement course materials and for small group project management within the course.
- **Videos:** Instructors and students make extensive use of YouTube, Vimeo, and Videothread by embedding hypelinks into Powerpoints and Prezis. Students access these technologies, as well as MediaMatrix to preview materials in preparation for attending class, in a flipped-course format.
- **Google Applications:** Instructors and students participate in using Google docs, Google forms, and Google spreadsheets to facilitate group project management and online feedback.
- **Mobile devices:** Instructors and students periodically use laptops, tablets, and smartphones for in-class applications such as PollEverywhere (www.polleverywhere.com) are used for some in-class activities.
- **Learning Management Systems:** Instructors and students make extensive use of eCampus as the medium for delivery and management of all course materials, online discussions, assignments, and assessments (this includes use of Blackboard Collaborate and Turn-it-in). The entire course is conducted through eCampus.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Achim Stoesselle, Department of Oceanography
Debbie Thomas, Interim Head, Department of Oceanography
Chris Houser, AOC Dean, College of Geosciences
DATE: June 8, 2015
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: OCNG 410

We recommend that OCNG 410 Introduction to Physical Oceanography be certified as a writing (W) course for four academic years (1/16 to 1/20). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 50%
2. Course content appropriate to the major
3. Total number of words: 2750
4. Instructor to student ratio for one section: 1:15

OCNG 410 requires students to write 11 assignments, each consisting of answering 4-5 essay-type questions. They are graded in a timely fashion so that students have the opportunity to use the comments from one assignment to improve their next effort. Besides these written comments from the instructor, the answers are discussed in class after they have been returned (usually a week after the due date). This class is used to convey to students the appropriate style for this type of assignment as well as general advice on good writing. Instruction also includes how to properly incorporate mathematical equations into a written text.

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):

OCNG 410, Introduction to Physical Oceanography

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: Achim Stössel

Printed name and signature

(Date)

Received: Valerie Balester

W and C Course Coordinator, University Writing Center

(Date)

Approvals:

College Dean: Chris House

Printed name and signature

(Date)

Department Head: [Signature]

Printed name and signature

(Date)

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

Tel. 979.458.1455 Fax 979.458.1466
writingcenter.tamu.edu
Course title and number: **Introduction to Physical Oceanography, OCNG 410**
Term: Fall 2015
Meeting times and location: Tuesdays and Thursdays, 9:35–10:50, O&M Bldg., Room 203

**Course Description and Prerequisites**

**According to catalog:** Elements of the physics of the sea; descriptive aspects as well as cause and effect relations in respect to currents, thermal structure and waves. Intended for majors in the physical sciences or engineering. Prerequisites: MATH 308, junior or senior classification.

**Details from instructor:** Oceanography is an interdisciplinary science that deals with the geological, biological, chemical, and physical properties of the ocean. This course provides an introduction to physical oceanography, primarily for students majoring in ocean engineering, environmental geosciences, and meteorology, but also for students interested in other physical sciences and applied mathematics. The main objective of this course is to gain an overview and a basic understanding of the physical processes that occur in the ocean, covering a wide spectrum, from coastal currents to the global ocean circulation, from atmosphere-ocean interactions to deep-ocean hydrographic properties, from polar to tropical oceanic features, from ship-borne in-situ measurements to satellite remote sensing products, from basic theories to their application in mathematical-numerical models. It should be noted that physical processes of the ocean are a primary driver of the global climate system, and thus key to understanding climate change. The prerequisites will not be insisted upon, but in order to follow the class material, it is necessary to know what a derivative and a differential equation is all about.

**Learning Outcomes**

Even though the emphasis of this course is physical oceanography, almost all covered mathematical-physical concepts are applicable in more general terms. Toward the end of this course the student should be able to apply mathematics (in particular derivatives and partial differential equations) to describe and quantify dynamical and thermo-dynamical processes of the ocean. This skill will be assessed through weekly writings including conceptual graphics in which the student is to visualize the effects of individual terms of a mathematical equation in 2- or 3-dimensional space. The idea is to gain a feeling for how complex equations can be narrowed down to describe physical processes of the Earth’s system. Physical oceanography provides ample real-world examples that can readily be used to visualize and understand complex mathematical equations. Furthermore, the student is expected to have gained insight in the listed topics (see below) to the point where he/she will be able to interpret relevant graphics and equations, and to describe the associated physical processes in decent written form, conforming to professional standards. The progress toward this goal will be assessed as outlined under the grading policies.
**Instructor and TA Information**

Name: Achim Stössel  
Telephone number: 862-4170  
E-mail address: astoessel@ocean.tamu.edu  
Office hours: Fridays 8 - 12 am and 1 - 5 pm, except for short-notice absences  
Office location: O&M Building, Room 606 (mailbox: Room 602)

**Textbook and/or Resource Material**

In class I will make use of the white board for equations and conceptual graphics of which you are encouraged to take your own notes. In addition, numerous viewgraphs and photographs will be shown electronically. These will be available as .pdf files at http://ocean.tamu.edu/608. There is no mandatory textbook; instead you are expected to collect information from a variety of sources, which is part of the training. The following is a list of suggested basic literature: *Descriptive Physical Oceanography* by Talley, Pickard, Emery, and Swift, *Introductory Dynamical Oceanography* by Pond and Pickard, *Introduction to Physical Oceanography* by Stewart (for further details see http://oceanworld.tamu.edu/home/course_book.htm), *Introduction to Physical Oceanography* by Knauss, as well as "The Open University" books: *Seawater: Its composition, properties and behaviour*, *Ocean circulation*, and *Waves, tides and shallow-water processes*. There are also various general oceanography books that include more or less detailed sections on physical oceanography, e.g. *Invitation to Oceanography* by Pinet and *Essentials of Oceanography* by Trujillo and Thurman. All books are listed in the catalog of the Evans Library. Of these texts, the structure of the course follows most closely that of Stewart.

**Grading Policies**

The final grade will to 20% be based on the outcome of the midterm exam (October 9th), and to 30% on the outcome of the final exam (December 12th). The other 50% will be based on weekly take-home assignments. The procedure is as follows: once per week you will receive an assignment sheet consisting of a review of the most relevant topics covered in class and associated questions. You are expected to study these topics thoroughly and answer the questions yourself outside class in clearly written form. To monitor your understanding of the material and your efforts in answering the questions, and to provide immediate feedback, your writings will be assessed promptly after the given due dates, so these dates will be insisted upon. You should treat the assignments as your most precious class notes, for one because the exam questions will exclusively be selected out of the assignments. Note, however, that a major goal of this course is for you to understand basic mathematical-physical concepts, so the exam questions will deviate in their phrasing and applied cases from those of the assignments.

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% or higher</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>Less than 60%</td>
</tr>
</tbody>
</table>

**Attendance and make-up policies**

See student rule 7: http://student-rules.tamu.edu/rule07. In order to follow the class material in a timely manner and to work effectively on your weekly assignments, I strongly recommend attending all class sessions.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Introduction and Overview</strong></td>
<td><strong>1st assignment handed out</strong></td>
</tr>
</tbody>
</table>
| 1    | **Relevance of physical oceanography**  
  -> Seafaring  
  -> Exploitation  
  -> Engineering  
 **Data sampling**  
  -> Traditional measurements/observations  
  -> Satellite remote sensing  
  -> Measurement errors  
  -> Data assimilation  
 **The physical setting**  
  -> Land - Sea distribution  
  -> Projection of the ocean  
  -> Bathymetry  
  -> Satellite altimetry | |
| 2    | **The upper boundary conditions**  
  -> Earth in space  
  -> Role of the atmosphere  
  -> Momentum, heat, and fresh-water flux  
  -> The surface heat-flux equation  
  -> Ocean impact on atmosphere  
  -> Role of sea ice | **1st assignment due, 2nd handed out** |
| 3    | **The large-scale circulation**  
  -> Large-scale gyres  
  -> Wind-driven and thermohaline circulation  
  -> Volume, mass, and heat transport  
  -> Role of ocean in global climate | **2nd assignment due, 3rd handed out** |
| 4    | **The hydrographic properties**  
  -> Temperature (T) and salinity (S)  
  -> Equation of state  
  -> Density ($\rho$) and ($\sigma_T$)  
  -> The oceanic mixed-layer  
  -> Static and dynamic stability  
  -> Double diffusion  
  -> Convection  
  -> Role of density maximum  
  -> Potential temperature ($\theta$) and density ($\sigma$)  
  -> Water masses  
  -> Temperature - salinity diagram | **3rd assignment due, 4th handed out** |
| 5    | **Measurement methods**  
  -> Measurements of T, S, and pressure  
  -> Measurements of ocean currents  
  -> The role of sound in the ocean  
  -> Penetration of light in the ocean  
  -> Satellite remote sensing | **4th assignment due, 5th handed out** |
| 6    | **Basic dynamic equations**  
  -> Conservation of mass  
  -> Conservation of momentum  
  -> Common simplifications | **Midterm exam** |
| 7    | **The role of friction**  
  -> Molecular versus turbulent viscosity | **5th assignment due, 6th handed out** |
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Topic</th>
<th>Subtopics</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 8       | Geostrophic currents | - Dynamic topography  
- Currents from hydrography  
- Thermal wind  
- Barotropic versus baroclinic flow  
- Eddies  
- Baroclinic deformation radius | 6th assignment due, 7th handed out |
| 9       | Wind-driven circulation | - Gyre circulation  
- Sverdrup balance  
- Equatorial Counter Current  
- Langmuir circulation | 7th assignment due, 8th handed out |
| 10      | Vorticity | - Conservation of potential vorticity  
- Topographic steering  
- Western boundary currents (e.g. Gulf Stream) | 8th assignment due, 9th handed out |
| 10      | Numerical modeling | - Finite differences  
- Numerical stability  
- Boundary conditions  
- Subgrid-scale parameterizations  
- General circulation models  
- Eddy-resolving models | |
| 11      | Waves | - Wave spectrum  
- Short- and long-wave approximation  
- Propagating versus standing waves  
- Breaking and refracting waves  
- Sea versus swell  
- Tsunamis  
- Internal waves  
- The Kelvin wave  
- The Rossby wave  
- El Niño | 9th assignment due, 10th handed out |
| 12      | Tides | - Tidal waves  
- Tide-producing forces  
- Diurnal versus semi-diurnal tides  
- Neap and spring tides  
- Tidal range - tidal resonance - tidal flats  
- Storm surges | 10th assignment due, 11th handed out |
| 13      | Coastal dynamics | | |
| 14      | Review | | 11th assignment due |
| 15      | Review of 11th assignment, slide show | | Final exam |
Other Pertinent Course Information

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

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

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

Copyright Notice
All materials 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 problems sets. Because of these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.

Plagiarism Statement
As commonly defined, plagiarism consists of passing off as one’s own ideas, words, writing, 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.

Advice from instructor on copyright and plagiarism.

The copyright includes the electronic material shown in class that you can readily view under http://ocean.tamu.edu/608. When you refer to any of this material in your assignments, please make sure to put any text citation in quotes, and to provide reference to the author/source (normally indicated on the bottom right corner of each figure page). Don’t deliver direct copies out of this (or any other) material in your assignments. Rather try to reproduce and explain things with your own drawings and words.
TO: Faculty Senate Executive Committee

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

CC: April Douglass, Department of Teaching, Learning, and Culture
    Yeping Li, Head, Department of Teaching, Learning, & Culture
    Christopher Cherry, AOC Dean, College of Education and Human Development

DATE: May 8, 2015

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: RDNG 371

We recommend that RDNG 371 Multicultural and Interdisciplinary Literature for the Middle Schools be certified as a writing (W) course for four academic years (9/16 to 9/20). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 74%
2. Course content appropriate to the major
3. Total number of words: 3300
4. Instructor to student ratio for one section: 1:30

This course is supported by the trained Undergraduate Peer Mentors who work in Teaching, Learning, and Culture for 10 hours per week. Writing for the course includes a reading/writing workshop paper and five letter essays. For the letter essays, since there are five produced in the same genre with regular feedback, formative feedback is not required. The Reading and Writing Workshop paper receives formative feedback via Calibrated Peer Review. Students complete exercises in class to help them with their writing. Students also attend a workshop where a peer mentor and the instructor are available for individual conferencing. Instruction happens in at least five class sessions on topics such as MLA, organization, and word choice, and students have access to writing resources and to the peer mentors.

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):

RONG 371

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: April Douglass
Printed name and signature
(Date)

Received: Valerie Balester 5/6/15
W and C Course Coordinator, University Writing Center (Date)

Approvals:

College Dean: Robert Chen 5/4/15
Printed name and signature (Date)

Department Head: Yeping Li 4/30/15
Printed name and signature (Date)

1.214 Sterling C. Evans Library
5000 TAMU
College Station, TX 77843-5000
Tel. 979.458.1455 Fax 979.458.1466
writingcenter.tamu.edu
Texas A&M University
College of Education and Human Development
Department of Teaching, Learning, & Culture
Reading 371
Multicultural and Interdisciplinary Literature for the Middle Schools
Spring 2015

Professor Name: April G. Douglass, Ph.D.
Title: Assistant Clinical Professor
Office: 213 Harrington Tower
Office Hours: by appointment
E-mail address: adouglass@tamu.edu

Class Meeting:
Course UPMs:

IMPORTANT COURSE NOTES:

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

2) Although I try to draft the syllabus to allow for us to follow it as closely as possible, sometimes changes need to be made, and I reserve the right to change this document—Your UPM and/or I will communicate with you in class or by email to let you know of any changes.

Required Textbooks:

Texts for the Letter-Essays and Authentications should be purchased or borrowed from the lending library (in the UPM Office: 210 Harrington Tower).

Multicultural Children’s and Adolescent Selections (by Culture in order presented in Norton text):
The following are suggested texts for the Letter-Essays; the historical fiction selections with the noted * are acceptable books for your authentication projects; your reading team must choose one of these books for each culture for letter essays and one for your team’s authentication from your assigned culture (you will not be required to write a letter essay for the culture on which you complete your authentication). This semester, you may choose ONE picture book as your letter essay selection and ONE letter essay may be based off your RWW selection. Please remember that the book you choose for your authentication project MUST be a historical fiction selection. This is by no means an exhaustive list but merely a starting point for your selections. If you choose to read a book not on this list, please discuss the selection with Dr. Douglass first.

African American: Linda Sue Park’s *A Long Walk to Water*; Christopher Paul Curtis’s *The Mighty Miss Malone* and *Bud not Buddy*; *One Crazy Summer* by Rita Williams-Garcia; any Walter Dean Myers book

Native American: Sharon Creech’s *Walk Two Moons*; Elizabeth George Speare’s *The Sign of the Beaver*

Latino: Pam Munoz Ryan’s *Becoming Naomi Leon*; Pam Munoz Ryan’s *Esperanza Rising*

Asian: Grace Lin’s *Where the Mountain Meets the Moon*; Thanhha Lai’s *Inside Out & Back Again*; L. Namioka’s *Yang the Youngest and His Terrible Ear*, and L. Yep’s *The Child of the Owl and Dragon’s Gate*

Jewish: *Devil’s Arithmetic* by Jane Yolen; Art Spiegelman’s *Maus, Part I and II*; Yvonne Ward-Hughes’s *The Red Handkerchief*

Middle Eastern: Marina Budhos’s *Ask Me No Questions*, Susan Fletcher’s *Shadow Spinner*; S. Staples’s *Shabanu: Daughter of the Wind*

Note: This is a writing-intensive literature course, so you will be reading and writing throughout the semester!! During the latter part of the semester, you will be writing a letter essay or completing an authentication for six books from this list (one from each culture) every week. As soon as your team members decide which selections you will be reading and writing about, PLEASE start reading right away so that you will not have to read a book AND write an essay or finish an authentication in a single week!

MyWritingLab: As a future educator, it is essential you possess a thorough understanding of grammar so that you can effectively teach it to your students. Also, you must be able to use correct grammar when speaking and writing in professional settings. Thus, this semester you will be completing MyWritingLab. MyWritingLab is an online program that allows you to further develop your understanding of grammar, and all education majors are required to complete it during their first writing-intensive course. Completion of MyWritingLab is a requirement for enrolling in senior methods. It is an online/individualized study program and therefore the time commitment will be variable based on your current grammar knowledge. If you have previously completed MyWritingLab or MyCompLab and received your certificate (or have verified your completion with a UPM), then you do not need to complete it again.

A short summary of the MyWritingLab process is:

- You will purchase the MyWritingLab code at either the TAMU bookstore OR online at the Pearson website. We highly recommend you purchase it at the TAMU bookstore as it is usually more cost-effective this way. Please see directions below for finding and purchasing the materials at the bookstore.

- You will access the system at the Pearson website (http://pearsonmylabandmastering.com/) and set up an account.
• There will be three modules to complete: grammar, punctuation and mechanics, and sentence skills. At the beginning of each module, you must complete the “Skills Check” diagnostic.

• Based on your results from the Skills Check, you will be assigned a study plan with individual “homework” modules to complete.

• Once your homework modules have been assigned, you must complete each one with a passing rate of 95% or higher.

• Once you have completed ALL module assignments with 95% or more accuracy, you have completed the MyWritingLab requirement.

• The system will NOT provide you a certificate of completion. We highly recommend that you have your completion verified by a UPM in the UPM office (EDCT 210). Once you reach senior methods, your completion will be verified again by the UPMs and given to your senior methods instructor. If you would like a copy of a certificate of completion for personal assurance, you may request one from a UPM.

If you have further questions about the Grammar Module, please check the MyWritingLab website (http://tlac.tamu.edu/MyWritingLab) or with your UPM.

You will need the following information to purchase and access MyWritingLab:


OR

1b) ISBN 0205911692 - Standalone access code for MyWritingLab (does not include Little Brown Handbook ebook access)

(note: the easiest way to find the materials is to search online at the TAMU bookstore under the “textbook search” function using the following criteria: term – semester and year; department – TLAC; course – Wcourse; section – diagnostic)

All MyWritingLab requirements should be completed by the final day of classes for the semester.

**Course IDs (you need these to sign up for the course on the Pearson website)**

**Spring 2015:** douglass85992 (final day available for enrollment: May 5)

**Summer I 2015:** douglass49905 (final day available for enrollment: July 3)

**Summer II 2015:** douglass17968 (final day available for enrollment: August 10)

Finally, please note that technical problems with MyWritingLab (e.g., not being able to access modules, results not showing up, etc.) require that you contact Pearson directly at 1-855-875-1797. **Instructors and UPMs are NOT able to troubleshoot technical issues.**

**Course Description:**
Focuses on multicultural and interdisciplinary literature appropriate for middle grades students; implements and evaluates effective multicultural, interdisciplinary instruction through selection, use, and development of literature in middle grade classroom.

**Prerequisites:** Junior Classification

**Co requisites:** Recommend INST 322

### Objectives and Standards for RDNG 371

#### Course Learning Outcomes

1. Recognize signs of individual developmental differences in learners. (LNR2)
2. Recognize and communicate discipline-specific terminology, text, and content. (DCK1)
3. Identify research-based teaching strategies unique to discipline. (PCK1)
4. Critique and analyze an example lesson for time management, components of the lesson cycle, questioning techniques, grouping structures and engagement. (LDV1)
5. Connect concepts and ideas within and between courses and disciplines. (CK2)
6. Analyze the purposes and implications of different media to communicate during instruction, including ethical and legal restrictions on published work. (ML3)

7) **Evaluate contextual factors influencing individuals’ and groups’ learning experiences. (DL4)**

8) Define basic functions of active listening and reading. (RS1)

9) Define basic conventions and practices associated with writing, speaking, and nonverbal skills (ES1)

#### Other Concurrent Objectives:

Upon completion of the course, the student should:

1. have knowledge and skills to integrate literature across content areas,
2. have an increased understanding of the reference sources available to teachers and the general public,
3. have an understanding toward creating life-long readers,
4. and be a competent writer and be knowledgeable about methods to teach writing to middle grade classes, as Reading 371 is a W (writing-intensive) Course.

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

#### Required Assignments and Grading:

I strongly encourage you to meet with your Undergraduate Peer Mentor (or you can meet with other UPMs during posted UPM Office Hours since all our UPMs are familiar with the various writing-intensive course assignments) throughout the semester to help you with any of the course requirements.

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>100</td>
</tr>
<tr>
<td>Reading-Writing Workshop Paper*</td>
<td>150</td>
</tr>
<tr>
<td><em>Calibrated Peer Review assignment + comments</em>*</td>
<td>70 (50 + 20, respectively)</td>
</tr>
<tr>
<td>Letter Essays (100 points each)***</td>
<td>500</td>
</tr>
<tr>
<td>Authentication Project****</td>
<td>130</td>
</tr>
<tr>
<td>Participation****</td>
<td>50</td>
</tr>
</tbody>
</table>
**Grading Scale:**

- **A=900-1000 points**
- **B=800-899 points**
- **C=700-799 points**
- **D=600-699 points**
- **F=600 points or below**

*A reading/writing workshop will be conducted using one of the book selections listed above. This essay will include the various aspects of a writing project (prewriting, drafting, peer reviewing, revising, and publishing), with special attention to particular grammatical and rhetorical issues. You will read the story on your own, develop a connection with events/characters in the story, and write an essay that focuses on your personal connection with the story. This is NOT a narrative paper in which you solely describe personal events/experiences or provide a review/analysis of the paper. You must directly connect your experiences with that of the events/characters in your chosen book and compare/contrast them throughout. Your paper will be analyzed twice this semester: 1) during the CPR process by your peers and 2) by me after you turn in the final draft. The paper must be between 800 and 1400 words. Your paper will be graded on the following components: 1) Does the essay have an interesting introduction and show a clear connection to the reading selection? 2) Does the writer communicate a clear, though non-formulaic, thesis? 3) Does the essay follow an organization that is what you have been led to believe would be followed by the thesis? 4) Is vivid, “showing” as opposed to “telling” language (i.e., good word choice) used? 5) Are MLA guidelines followed? 6) Are grammatical and mechanical errors kept to a minimum? 7) Is the paper concluded in a satisfying way that summarizes major details of the paper and confirms the thesis? 8) Is a connection to the book clearly developed throughout? During the first several weeks of the semester, we will cover each of these writing elements in class and review examples. It is expected that you incorporate each of these writing elements to the fullest in your paper.

The FIRST draft of your RWW paper will be turned in via the Calibrated Peer Review system (see below). Your FINAL RWW paper is due by class time during the week of April 6th and will be turned in via eCampus (in the “assignments” section). No paper copies, please!

**The Calibrated Peer Review (CPR) web site will be used to grade the first draft of your paper and allow you to provide quality feedback to your peers on their papers. The goals of this peer review exercise are two fold: (1) to determine the extent to which you and/or your peers satisfied the assignment of the reading-writing workshop paper and (2) to provide you with a meaningful opportunity to assess your own and others’ writing against a reasonable set of criteria for a well-written essay. Your RWW draft will be entered into the CPR system during week 8 and will be assessed by three of your peers. Explanation of the CPR system will take place before the deadline.**

Additionally, you will be required to provide detailed peer review comments on each grade you give to your peers in the CPR system. The assigned Undergraduate Peer Mentor (UPM) for our class will grade these peer review comments using a detailed rubric. These comments are essential for providing your fellow classmates quality feedback they can use to improve their writing.

Additional information regarding the RWW assignment will be discussed during the semester and samples will be posted under the “RWW” folder on eCampus.

**CPR Text entry deadline: Friday, March 6th - Final assignment deadline is Friday, March 20th.**

**Final RWW paper is due by class time during the week of April 6th. Please turn in via eCampus.**
London Group: Requirements for CPR are exactly the same, but all London students will be placed in a separate CPR section.

***Each student will be required to write a Letter Essay for one book from each of five of the studied cultures; (NOTE: YOUR GROUP AUTHENTICATION PROJECT WILL TAKE THE PLACE OF THE SIXTH CULTURE, SO YOU DO NOT HAVE TO WRITE A LETTER ESSAY FOR THE CULTURE ON WHICH YOU AND YOUR GROUP MEMBERS ARE DEVELOPING YOUR AUTHENTICATION PROJECT). In writing your letter essay, please follow the posted rubric and guidelines provided with the sample essays posted on eCampus. Your letter essay must contain cultural connections – both surface and non-surface and/or from the Norton text – and discuss how these connections and/or events from the book can inform your future teaching. These Letter Essays must be submitted on eCampus by class time the week during which the book will be discussed; then, you are required to bring the book and a personal copy of your letter essay to read aloud and share with your group members in class. Failure to actively participate with the discussions (such as failing to bring and share a copy of your letter essay) will result in lost participation points.

**** The Team Authentication Projects will be based on the selected historical fiction texts. The authentication process will be modeled in class, and a sample authentication project will be provided on eCampus. The assignment will include (1) a digital presentation (NOT a Power Point, Voice Thread or Prezi) uploaded to YouTube (2) a works cited with at least 8-10 appropriate online and hard-copy references used in the project (cited using proper MLA), (3) a completed lesson plan describing the the lesson as it will be presented to the class (4) a handout including a short summary of the book, and a brief author’s report providing biographical information on the author of the authenticated text and (5) written submission to Dr. Douglass should be a signed (by all members) explanation of the agreed-upon group process outlining each team member’s responsibilities and the agreed-upon method for apportioning the project grade. PLEASE BRING ONE HARD COPY OF ALL COMPONENTS TO CLASS FOR DR. DOUGLASS. EACH OF THESE COMPONENTS MUST ALSO BE TURNED INTO ECAMPUS WITH YOUR FINAL SUBMISSION. Your authentication video must include authentication of at least three of the following elements from the book: setting, historical events, geography, popular culture, sociological issues, author’s credentials. A formal presentation of around 45 minutes will be presented on the projects as scheduled on the syllabus. Your presentation should NOT simply consist of showing your video and asking if there are any questions. As future teachers, I fully expect you to create a lesson where your audience is fully engaged and genuinely learning the content. You may pause your video as need for discussions, activities, etc., but I expect this presentation to be presented as a lesson. Please look at the lesson plan formats discussed in class. The written submission to Dr. Douglass should be signed (by all members) explanation of the agreed-upon group process outlining each team member’s responsibilities and the agreed-upon method for apportioning the project grade (to avoid problems down the line, you might want to consider building in a formula for penalizing/rewarding group members for not fulfilling/exceeding expectations on the project—otherwise, I will assign the same grade to all group members; the group process is, in my opinion, as important as the end product since collaborating with colleagues will be a necessary part of your future careers as educators; therefore, I expect time and consideration to be devoted to creating an effective, fair, accountable, and successful team effort). During the oral presentation, in addition to project/report content, students will be assessed on time management, professionalism (no gum chewing, inappropriate dress, etc.) and delivery (eye contact, enthusiasm for subject, articulation, etc.).

*****One unexcused absence will impact negatively on your participation grade. More than one unexcused absence will result in an automatic drop of one letter grade per unexcused absence. In addition, class participation must be active and engaged, exhibited by eye contact, body language, and oral discussion when you have something to say—such behavior is crucial for future teachers who will in turn model behavior for their future students and will need to be enthusiastic and engaged (even on days when they don’t feel like it). This does not necessarily require frequent speaking orally in class (although this is welcome); it does mean that you are attentive and engaged. Noted text messaging, eating, chewing gum, acting bored, tardiness, etc. will result in lost participation points.
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity to do prior to class</th>
<th>On-line (eCampus or CPR) activity to do prior to class</th>
<th>In-class activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Week of:</td>
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<td></td>
<td></td>
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<tr>
<td>August 31</td>
<td></td>
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<tr>
<td>(note: last day to add or drop is January 26)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>Select and begin reading your book for the Reading Writing Workshop (RWW) paper (see list in syllabus)</td>
<td>RZ activity/discussion (chapters 2 and 3: The Zone and Choice)</td>
<td></td>
</tr>
<tr>
<td>Week of:</td>
<td>Read chapters 2 and 3 in <em>The Reading Zone (RZ)</em></td>
<td>Writing concepts: MLA &amp; Getting Started</td>
<td></td>
</tr>
<tr>
<td>September 7</td>
<td></td>
<td>Introduce RWW and LEP assignments</td>
<td></td>
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<tr>
<td><strong>Week 3</strong></td>
<td>Read chapters 4 &amp; 5 in <em>RZ</em>. Finish reading your RWW book</td>
<td>Discuss RWW books</td>
<td></td>
</tr>
<tr>
<td>Week of:</td>
<td></td>
<td>RZ activity/discussion (Chapters 4 &amp; 5: Ease and Comprehension)</td>
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</tr>
<tr>
<td>September 14</td>
<td></td>
<td>Writing concept: Organization (UPM)</td>
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<tr>
<td><strong>Week 4</strong></td>
<td></td>
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<tr>
<td>Week of:</td>
<td>Writing concept – Word choice</td>
<td></td>
<td></td>
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<tr>
<td>September 21</td>
<td>Lesson plan analysis for LEP and Authentication projects</td>
<td></td>
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</tr>
<tr>
<td><strong>Week 5</strong></td>
<td>Read chapters 6, 7, and 10 in <em>RZ</em>.</td>
<td>Writing concept - Grammar</td>
<td></td>
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<tr>
<td>Week of:</td>
<td></td>
<td>RZ activity/discussion (Booktalking &amp; Practicalities), active listening strategies</td>
<td></td>
</tr>
<tr>
<td>September 28</td>
<td></td>
<td>Look at sample RWW papers</td>
<td></td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td>With your group, decide which book you will be completing for your authentication project.</td>
<td>Meet in Library Annex with Elaine Thornton</td>
<td>MIDTERM EXAM</td>
</tr>
<tr>
<td>Week of:</td>
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<tr>
<td>October 5</td>
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<tr>
<td><strong>Week 7</strong></td>
<td>Finish draft of RWW</td>
<td></td>
<td>Group writing day – mandatory attendance</td>
</tr>
<tr>
<td>Date</td>
<td>Activity to do prior to class</td>
<td>On-line (eCampus or CPR) activity to do prior to class</td>
<td>In-class activity</td>
</tr>
<tr>
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<tr>
<td><strong>Week of: October 12</strong></td>
<td>paper and bring to class</td>
<td>Reading-Writing Workshop Essays must be submitted to CPR by Friday, March 6th at 11:55 p.m.!!!!</td>
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</tr>
<tr>
<td><strong>Week 8</strong></td>
<td></td>
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<tr>
<td><strong>Week of: October 19</strong></td>
<td>Read chapter 2 (African American Literature) in <em>Multicultural Children’s Literature: Through the Eyes of Many Children</em> Complete letter essay on African American literature and bring a personal copy to class African American literature authentication group – complete presentation and be prepared to present to class</td>
<td>Reading-Writing Workshop Essays must be submitted to CPR by Friday, March 6th at 11:55 p.m.!!!! Turn in African American literature letter essay via eCampus by your class day and time – NO hard copies, please</td>
<td>Begin authentication presentations and book talks about letter essays – African American literature authentication group will present</td>
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<tr>
<td><strong>SPRING BREAK! March 16-20</strong></td>
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<tr>
<td><strong>Week 9</strong></td>
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<tr>
<td><strong>Week of: October 26</strong></td>
<td>Read chapter 3 (Native American Literature) in <em>Multicultural Children’s Literature: Through the Eyes of Many Children</em></td>
<td>Turn in Native American literature letter essay via eCampus by class day and time – NO hard</td>
<td>Authentication presentations and book talks about letter essays – Native American literature authentication group will present</td>
</tr>
<tr>
<td>Week 10</td>
<td>Read chapter 4 (Latino Literature) in <em>Multicultural Children's Literature: Through the Eyes of Many Children</em></td>
<td>Turn in Latino literature letter essay via eCampus by 5:45 p.m., by class day and time—NO hard copies, please.</td>
<td>Authentication presentations and book talks about letter essays – Latino literature authentication group will present</td>
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<tr>
<td>Week 11</td>
<td>Read chapter 5 (Asian Literature) in <em>Multicultural Children’s Literature: Through the Eyes of Many Children</em></td>
<td>Turn in Asian literature letter essay via eCampus by 5:45 p.m., by class day and time—NO hard copies, please.</td>
<td>Authentication presentations and book talks about letter essays – Asian literature authentication group will present</td>
</tr>
<tr>
<td>Week 12</td>
<td>Read chapter 6 (Jewish Literature) in <em>Multicultural Children’s Literature: Through the</em></td>
<td>Turn in Jewish literature letter essay via eCampus by 5:45 p.m. by class day and</td>
<td>Authentication presentations and book talks about letter essays – Jewish literature authentication group will present</td>
</tr>
</tbody>
</table>

Complete letter essay on Native American literature and bring a personal copy to class
Native American literature authentication group – complete presentation and be prepared to present to class

CPR process must be completed by Friday, March 20th by 11:55 p.m.

Week 10
Week of: November 2

Week 11
Week of: November 9

Week 12
Week of:
| Week 16 | November 16 | Eyes of Many Children  
Complete letter essay on Jewish literature and bring a personal copy to class  
Jewish literature authentication group – complete presentation and be prepared to present to class | time – NO hard copies, please. |
| Week 13 | Read chapter 7 (Middle Eastern Literature) in Multicultural Children’s Literature: Through the Eyes of Many Children  
Complete letter essays on Middle Eastern literature and bring a personal copy to class  
Middle Eastern literature authentication group – complete presentation and be prepared to present to class | Turn in Middle Eastern literature letter essay via eCampus by class day and time - NO hard copies, please.  
Authentication presentations and book talks about letter essays – Middle Eastern literature authentication group will present |
| Week 14 | Complete MyWritingLab and fill out your PICA! | Course wrap up |

Log on to this site for Reading 371 course information

ecampus.tamu.edu

Texas A&M University Rules and Regulations

Academic Integrity Statement and Policy (All syllabi should contain a section that states the Aggie Honor Code and refers the student to the Honor Council Rules and Procedures on the web:

http://www.tamu.edu/aggiehonor.)

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

PLEASE NOTE: THIS IS TO BE TYPED AND ATTACHED TO ALL PAPERS, PROJECTS, AND EXAMS:

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.”

[Signature of Student], University Identification Number, and Date.

Helpful links

Academic Calendar http://admissions.tamu.edu/registrar/general/calendar.aspx

Final Exam Schedule http://admissions.tamu.edu/registrar/general/finalschedule.aspx

On-Line Catalog http://www.tamu.edu/admissions/catalogs/

Student Rules http://student-rules.tamu.edu/

Religious Observances http://dof.tamu.edu/faculty/policies/religiousobservance.php

Center for Teaching Excellence http://cte.tamu.edu

Reviewed by University Curriculum Committee, April 2008

Reviewed by Graduate Council, May 2008

Recommended by Academic Affairs Committee, May 2008

Approved by Faculty Senate (FS.26.15), July 14, 2008

Approved by President, August 6, 2008

To review the Student Rules access http://student-rules.tamu.edu/ and click on Part 1: Academic Rules.

**University Rules: Attendance**

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

7.1 The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Among the reasons absences are considered excused by the university are the following: (1) Muster

7.1.1 Participation in an activity appearing on the university authorized activity list. ([see List of Authorized and Sponsored Activities](#))

7.1.2 Death or major illness in a student’s immediate family. Immediate family may include: mother, father, sister, brother, grandparents, spouse, child, spouse’s child, spouse’s parents, spouse’s grandparents, stepmother, step-father, step-sister, step-brother, step-grandparents, grandchild, step-grandchild, legal guardian, and others as deemed appropriate by faculty member or student’s academic dean.

7.1.3 Illness of a dependent family member.

7.1.4 Participation in legal proceedings or administrative procedures that require a student’s presence.

7.1.5 Religious holy day. (See Appendix IV.)
Excused Absences

7.1 The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Among the reasons absences are considered excused by the university are the following:

7.1.6 Injury or illness that is too severe or contagious for the student to attend class.

7.1.6.1 Injury or illness of three or more days. For injury or illness that requires a student to be absent from classes for three or more university business days (to include classes on Saturday), the student should obtain a medical confirmation note from his or her medical provider. The Student Health Center or an off-campus medical professional can provide a medical confirmation note only if medical professionals are involved in the medical care of the student. The medical confirmation note must contain the date and time of the illness and medical professional’s confirmation of needed absence.

7.1.6.2 Injury or illness less than three days. Faculty members may require confirmation of student injury or illness that is serious enough for a student to be absent from class for a period less than three university business days (to include classes on Saturday). At the discretion of the faculty member and/or academic department standard, as outlined in the course syllabus, illness confirmation may be obtained by one or both of the following methods:

a. Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu
b. Confirmation of visit to a health care professional affirming date and time of visit.

7.1.6.3 An absence for a non acute medical service does not constitute an excused absence.

7.1.7 Required participation in military duties.

7.1.8 Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

7.2 If the student is found to be too ill to attend class by a Health Center physician, the director of the Health Center or his/her representative will, on request of the student, confirm this fact.

7.3 If an off-campus physician provides evidence of a student’s illness, the excuse documentation must contain the date and time of the illness and doctor’s opinion that the student was too ill to attend class. If a physician determines that the student is not ill, he or she will not receive an excuse. If no evidence is available, the instructor will decide whether makeup work will be allowed.

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

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

**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 students
Texas A & M University
Teaching, Learning and Culture
Concern/Oportunity/Acknowledgment Form (COAF)

Name_________________________ UIN:_____ - _____ - _____ Date ___/___/___

Telephone: Home (______)_______ - ________ Major________________________

Work (______)_______ - ________ EMAIL ________________________

Class: ____________________________

Circle Freshman Sophomore Junior Senior Graduate

Projected Graduation Semester__________ Year __________

Explain Opportunity/Oportunity/Acknowledgement (Please be specific with your narrative.)

If this is a concern what are the possible solutions

a. 

b. 

Professor/Advisor/Mentor/Administrator Recommendation
________________________________________Date:___/___/____

Advisor/Professor/Facilitator

Department Head Recommendation  (denniesmith@tamu.edu)

Department Head /Designee________________________________________Date:___/___/____

Dennie L. Smith, Department Head

Action/Follow-up:
Texas A & M University

Student’s Name ___________________________ UIN ___________________________

Teaching, Learning, and Culture Instructor’s Name ___________________________ Date ____________

Disposition Checklist 11/15/03; Revised 4/25/05

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

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

B. Initiative

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

J. Respect (in action and speech) in and out of the classroom

1. Creating classroom disruptions (such as cell phones ringing or rattling paper)

K. Interactions with professors, field work personnel, and children (if applicable)

1. Apathetic during field placement

2. Often distracted during field placement

2. Discusses inappropriate or personal topics

3. Inappropriate remarks or actions

3. Indifferent when talking with students or teachers

4. Diplomatic, sensitive to others’ needs

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

K. Interactions with professors, field work personnel, and children (if applicable)

2. Sometimes dresses appropriately

4. Always dresses professionally

D. Written communication skills

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

3. Seeks help from cooperating teacher or instructor to increase understanding of content and/or to improve effectiveness of teaching.

4. Takes initiative and actively seeks assistance to learn content and/or instructional strategies to help learners attain higher order learning skills.

E. Critical thinking skills

1. Cannot analyze
2. Struggles with initial analysis
3. Poses thoughtful questions
4. Distinguishes between relevant and irrelevant material

N. Commitment to excellence in teaching – if applicable

F. Quality of work

1. Consistently hands in poor work
2. Asks for help, then does nothing
3. Completes the minimum required
4. Reaches beyond the minimum and turns in excellent work

1. No attempt to implement suggestions for improvement.
G. Appropriate attributes for morals, ethics, and values for teaching
   1. Exhibits behavior contrary to attributes
   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**

Additional comments
The following are to guide your thinking as you comment about the student. You do not need to address each bulleted item.
- Positive attributes the student possesses related to teaching
- Impediments to the student’s progress related to teaching:
- Has this student self-disclosed any disability that effects his or her disposition? If so, explain the disability and the specific needs of the student.
- Extenuating circumstances expressed by the student and relative to the student’s coursework:
- Identify actions taken to remedy the situation. List any recommendations made to the student. Include appropriate dates.
- Recommendations to the Director of Field Placement regarding this student:
- Follow-up Recommendations Attached.

Student acknowledges and understands comments   Student Signature _________________________________

**Person Completing this form** _______________________________   **Date** _______________________________
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Nancy Plankey-Videla, Department of Sociology
    Annette Jackson, Women’s and Gender Studies
    Jane Sell, Head, Department of Sociology
    Steven Oberhelman, Interim AOC Dean, Liberal Arts
DATE: June 8, 2015
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: SOCI/WGST 424

We recommend that SOCI/WGST 424 Women and Work in Society be certified as a writing (W) course for four academic years (1/16 to 1/20). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 63%
2. Course content appropriate to the major
3. Total number of words: 4500
4. Instructor to student ratio for one section: 1:35

The committee recommends that this class be limited to 30 students to ensure adequate feedback. Students write a short interview essay and a longer, researched observational paper. They write a draft of the short essay, which receives instructor feedback, and write the longer paper in arts, including the proposal, a description of the observational setting, and the final paper, which goes through a peer review in draft form and gets instructor feedback on the parts. In addition, they complete a take-home essay final. Writing instruction includes instructional handouts and slides from the University Writing Center and instruction on how to do an observational study, including how to write up observations.

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

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns
(enter prefix, number, and complete course title):
SOCI/WGST 424 Women and Work in Society

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

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

Instructor/Coordinator: Nancy Plankey-Videla Nancy Plankey-Videla 5/22/15
Printed name and signature

Received: Valerie Balester 6/3/15
W and C Course Coordinator, University Writing Center
(Date)

Approvals:

College Dean: Steve Obrall steve obrall 6/2/2015
Printed name and signature

Department Head: Jane Sell Jane Sell 5/22/15
Printed name and signature JANE SELL
(Date)

NGST Director 5/27/15

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

Tel: 979.458.1465 Fax 979.458.1468
writingcenter.tamu.edu
COURSE OBJECTIVES:
This course is an overview of some of the most important issues facing women in their work for wages. Women have always worked, but as industrialization moved employment out of the home and created a dependence on employment for most families, women’s position in the household and the economy changed in different ways according to women’s class and race. In general, their former productive activities became devalued and their ability to leave their families to earn a living was restricted. However, even in the early stages of industrialization, women were more involved in factory work and home-based production than many realize. The 20th century saw the steady rise in the percentage of women who worked outside the home for income, with a brief decline in the 1950s. Since the 1960s, however, women’s labor force participation has increased rapidly, almost equaling that of men.

Women and men, however, have different patterns of work, different types of work, and different career trajectories. There is still a pay gap that can’t be explained completely by women’s choices or skill levels. Moreover, the fact of women moving into the labor force is not only an American phenomenon, but also a global one that affects women in every country. Issues such as wage equity, discrimination, exploitation, ‘the glass ceiling’, work-family conflicts, parental and family leave, retirement savings, and many more affect women differently than men.

In this course, we will examine what sociologists know about women and their work— their successes as well as their continuing challenges. We will first take a historical look at women and work in the U.S. by reading articles that provide a more in-depth look at the worlds of women and work. In order to more fully understand how race, class, and gender interact in workplaces, there will be two writing assignments. The first will ask students to interrogate gender dynamics in their own family by interviewing two generations of women. The other assignment requires students to observe gendered/classed/racial interactions at a workplace and compare their findings with the sociological literature. Since this is a W course, there will be opportunities to re-write each writing assignment.

PRE-REQUISITES: Junior or senior classification or approval of instructor.
LEARNING OUTCOMES:
By the end of this course you should be able to:

• Recognize patterns of female labor force participation throughout history
• Discuss the causes and consequences of inequality in the labor market
• Identify social policies to remedy gender inequality
• Effectively write and participate in discussions about women in the workforce

REQUIRED READINGS:
There is one book and on-line readings required for this course.


NOTE: Use the FOURTH EDITION. I have ordered the book through the MSC bookstore AND have also put two copies on reserve at the Evans Annex for your use. The on-line readings are available on WebCT at http://ecampus.tamu.edu.

I expect every student to read assigned materials before class. We will stick to the course outline as closely as possible. However, it may occasionally be necessary to make adjustments to the schedule. These adjustments will be announced in class and posted on WebCT. It is the students’ responsibility to stay informed of all changes in the course outline.

COURSE FORMAT:
I believe learning is a shared experience. The course will combine lecture, discussion and small group dynamics. To this end, I expect you to participate in class by being prepared to discuss readings, asking and answering questions, breaking into small groups for discussion and partaking in different group activities.

We meet twice a week and each meeting will combine lecture and discussion of topics covered in the readings. We will also watch several films related to the course material. Discussion is key to understanding the course material and participation will be graded. We will share—in class and through various assignments—our experiences of work, which will provide a useful basis for critically engaging the theories and ideas brought up in lectures and readings.

There will also be presentations on the writing process and the most common grammar and punctuation errors. The writing assignments are designed to incrementally be worth more points to provide the student an opportunity to improve their writing skills.

Requirements and expectations:
I expect students to attend class, do the assigned reading, participate in class discussions, and take writing assignments seriously. Your final grade will be based on one exam, two writing assignments, and attendance/participation. You will earn points for each assignment, though for your final grade, I will take into account such things as improvement, enthusiasm and active
participation in discussions.

**COURSE GRADING:**

Here is how your final grade breaks down:

**One (1) Short Essay/Interview Paper (130 points)**
You will conduct a short assignment (4-pages, typed, double-spaced, 12-font Times New Roman or Calibri, 1 inch margins) that requires investigation into the work histories of at least two generations of women in your family. The assignment will be discussed and a hand out passed out in class.

**Short Essay/Interview Paper Due Dates:**
February 5       Short Essay Draft (50 points)
February 17     Final Essay (80 points)

**One (1) Observational Research Paper (250 points)**
In order to better understand the gendered, racial, and classed nature of workplaces, everyone will be required to observe interactions at a pre-approved work setting and write a research paper based on those observations. Details of the research project will be discussed in class. This project will be your major grade for the course and will be discussed throughout the semester.

**Observational Study Due Dates:**
January 29     Citi Report Print Out (10 points)
February 24     Paper Proposal – 1 page (20 points)
March 12        Description of the Setting – 3 pages (30 points)
April 2         Observational Study Peer Review – min. 7 pages (First Draft, 80 pts)
April 30        Observational Study Final Paper – 10-15 pages (110 points)

Late papers will not be accepted, except in the case of DOCUMENTED, UNIVERSITY-EXCUSED ABSENCES (see student rules http://student-rules.tamu.edu/rule07). If you do not turn in an assignment, you must contact me by email WITHIN 24 HOURS of missing the deadline or you will receive a grade of zero. Late assignments will be docked 10 points per class.

Plagiarism will not be tolerated. You may not use someone else’s written words without citing them. If you are not sure if you should cite an author, cite it. If you plagiarize, you will receive a grade of zero. All assignments will need to be turn into TurnItIn on the eCampus website as well as in hardcopy on the day they are due.

**One (1) cumulative take-home exam (150 points each)**
There will be only one exam in this course, a take-home final. The goal of the exam is to demonstrate a clear understanding of class lecture and reading material, not your ability to memorize. Therefore, you will be able to work on the exam with others, but will need to turn in exams individually. Sixty percent of the exam will be on the readings. The exam will be passed out a week before it is due on **May 12 at noon.**
**Attendance (40 points)**
Attendance is required. It is an important element of creating a community of learning. Let me warn you that it is almost impossible to pass the course if you miss many classes. I will be making a seating chart the first week of classes, from which I will mark weekly attendance. I will begin to subtract grade points after two university unexcused absences. That is, you will be permitted to miss two classes. After that you will be docked 10 points for each unexcused absence. That is, if you miss four classes, you will only earn 20 points for attendance. For more information on what is considered a university excused absence, go to http://student-rules.tamu.edu/rule07.

Lectures and discussion on the readings will not be posted. It is your responsibility to obtain notes from a classmate if you are absent. Once you have obtained notes, I am glad to meet with you during office hours, or an alternate time if you cannot make it to office hours, to discuss any questions you have on lecture. Lastly, please come to class on time and do not leave early out of respect for your fellow students and myself. All cell phones should be turned off.

**Participation (30 points)**
Participation points will be allotted at the professor’s discretion, noting the caliber and frequency of students’ class participation. Elements that count towards participation include talking in class, answering questions, and showing that one has done the readings. If you do not feel comfortable speaking up in class, talk to me to demonstrate familiarity with the readings and material discussed in class.

Active participation is premised on respect. Being prepared for class, listening attentively, **challenging ideas and not individuals**—are all markers of respect in a community of learning. I expect everyone to attend class and value each other’s ideas.

**Extra Credit (one point added to final grade)**
Throughout the semester I will offer opportunities for students to attend campus events that relate to class to earn one extra credit point. The Sociology Colloquium Series offers presentations by scholars from around the country on cutting-edge issues. I will pass out a flyer on these when it become available so that you can choose one to attend for extra credit. To earn extra credit, you must attend the event, write a two-page reflection essay, and turn it in to me A WEEK after the event. The extra credit point will be added to the final grade. This means that if a student earns a final grade of 89, the extra credit will bump the student to an A.

<table>
<thead>
<tr>
<th>Grading Scale:</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Essay/Interview Paper</td>
<td>130 points</td>
</tr>
<tr>
<td>Observational Research Paper</td>
<td>250 points</td>
</tr>
<tr>
<td>Final Take-Home Exam</td>
<td>150 points</td>
</tr>
<tr>
<td>Attendance</td>
<td>40 points</td>
</tr>
<tr>
<td>Participation</td>
<td>30 points</td>
</tr>
</tbody>
</table>

Out of 600 assignable points:

- A = 540 - 600 points
- B = 480 – 539 points
NOTE: Failure to earn a passing grade on the writing requirements precludes the assignment of W credit, irrespective of the student's making a passing grade for the entire course on a straight calculation basis. Students cannot receive W credit for this course without earning a passing grade on the writing component, no matter how the points are distributed.

A Note on Academic Dishonesty
As members of a community of learning, it is imperative that all students be aware of and abide by the rules of academic integrity. They can be downloaded at http://student-rules.tamu.edu/rule20.htm. Furthermore, as of September 1, 2004 the Aggie Honor Code will be effect (www.tamu.edu/aggiehonor). In short, they state that students and faculty will refuse to participate in or tolerate plagiarism, cheating or falsification of information. Knowledge is built upon the work of others—that work must be recognized appropriately. If you use an idea, paraphrased sentences or words of another person(s) you must cite them. When in doubt, cite the work. It is preferable to over-cite than to take credit for someone else’s work.

The handouts in the course are copyrighted. Handouts include all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, power points, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I grant permission. Classes CANNOT BE AUDIO TAPED without my express permission.

Plagiarism and other forms of academic dishonesty will not be tolerated. Suspected cases will be sent to the Aggie Honor System Office where an investigation will proceed. The consequences of academic dishonesty range from grade sanctions to expulsion from the University. This is a very serious matter.

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

A Note on Disability
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637. For additional information visit http://disability.tamu.edu.
## Class Readings and Summary Table

### Week 1

**Thursday January 22**
- EC: Introduction to class – Read short pieces in the folder titled “Writing Resources” on the eCampus website (EC). I have collated the most important online resources from the Texas A&M Writing Center. Please refer to these often.
- We will watch and discuss the documentary “The Life and Times of Rosie the Riveter.” If you miss it or would like to watch it again, it is available on mediamatrix.tamu.edu, under SOCI/WGST 424-900.

### Week 2

**Tuesday January 27**
- EC: Read “The Research Process” under Writing Resources.

**Thursday January 29**
- **CITI REPORT DUE.** Go to [www.citiprogram.org](http://www.citiprogram.org) to complete the Social and Behavioral Research Training course. Print out a copy and bring to class.

### Week 3

**Tuesday February 3**

**Thursday February 5**
- **SHORT ESSAY DRAFT DUE AT THE START OF CLASS.**

### Week 4

**Tuesday February 10**

### Week 5

**Tuesday February 17**
- **SHORT ESSAY FINAL DRAFT DUE AT THE START OF CLASS.**

**Thursday February 19**
Week 6  

Tuesday February 24  
- **OBSERVATIONAL PAPER PROPOSAL DUE AT START OF CLASS.**

Thursday February 26  

Week 7  

Tuesday March 3  

Thursday March 5  
- Presentation on Gender and Salary Negotiation by Heather Wheeler, TAMU Program Coordinator, Women’s Resource Center

Week 8  

Tuesday March 10  

Thursday March 12  
- **OBSERVATIONAL SETTING PAPER DUE AT START OF CLASS.**

Week 9 - March 17-19 - SPRING BREAK

Week 10  

Tuesday March 24  

Thursday March 26  

Week 11  

Thursday April 2  
- **HARDCOPY OF OBSERVATIONAL PAPER DRAFT ONE.** The Writing Center will be conducting a peer review session. You must come to class with a hardcopy of your first draft of the Observational Paper.
Week 12
**Tuesday April 7**

**Thursday April 9**
- Film “Chains of Love” on mediamatrix.tamu.edu

Week 13
**Tuesday April 14**

Week 14
**Tuesday April 21**

Week 15
**Tuesday April 28**

**Thursday December 4**
- OBSERVATIONAL PAPER FINAL DRAFT DUE AT THE START OF CLASS.

Week 16
**Tuesday May 5:** No reading.

Week 17
**Tuesday May 12:** TAKE-HOME FINAL DUE IN ACADEMIC 311 at NOON
<table>
<thead>
<tr>
<th>WEEK</th>
<th>Class Topic</th>
<th>Reading Assignment by Day (EC=eCampus; Italics=Wharton Book)</th>
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<tbody>
<tr>
<td>Week 1</td>
<td><strong>Introduction to Class</strong></td>
<td>EC: look over Writing Resources (WR)</td>
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<tr>
<td>Jan 20</td>
<td><strong>“The Life and Times of Rosie the Riveter”</strong></td>
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<td>Jan 22</td>
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<tr>
<td>Week 2</td>
<td><strong>Discussion of Writing Assignments</strong></td>
<td>EC: WR-The Research Process</td>
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<td>Jan 27</td>
<td><strong>Writing Center: Grammar and Punctuation; CITI report due</strong></td>
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<td>Jan 29</td>
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<tr>
<td>Week 3</td>
<td><strong>Historical Overview of Work and Classical Theories of Work</strong></td>
<td>Marx, Weber; EC: May, Crittenden;</td>
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<tr>
<td>Feb 3</td>
<td><strong>Historical Overview of Work, Short Essay draft due in class</strong></td>
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<tr>
<td>Week 4</td>
<td><strong>Historical Overview of Work and Contemporary Theories of Work</strong></td>
<td>Braverman; Hochschild, Leidner; Crowley et al.</td>
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<td>Feb 10</td>
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<td>Feb 12</td>
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<tr>
<td>Week 5</td>
<td><strong>Short Essay final draft due</strong></td>
<td>EC: Head; Arabandi</td>
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<td>Feb 17</td>
<td><strong>Contemporary Theories of Work, continued</strong></td>
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<td>Feb 19</td>
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<td>Week 6</td>
<td><strong>Examining Our Grandmothers’ Work Lives; Proposal due</strong></td>
<td>EC: Jacobs; Kanter</td>
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<td>Feb 24</td>
<td><strong>Gender Inequality in the Labor Market</strong></td>
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<tr>
<td>Week 7</td>
<td><strong>Theories of Work and Gender</strong></td>
<td>EC: Ridgeway, Correll</td>
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<td>Mar 3</td>
<td><strong>Gender and Socialization</strong></td>
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<td>Mar 5</td>
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<td>Week 8</td>
<td><strong>Occupational Segregation</strong></td>
<td>EC: Williams; Desmond</td>
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<td>Mar 10</td>
<td><strong>Men’s Work/Women’s Work, Paper Setting due</strong></td>
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<td>Mar 12</td>
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<td>Week 9</td>
<td><strong>SPRING BREAK</strong></td>
<td>Read ahead and work on paper!</td>
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<td>Mar 17</td>
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<td>Week 10</td>
<td><strong>Race/Class/Gender at Work</strong></td>
<td>Rivera; Wingfield</td>
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<td>Mar 24</td>
<td><strong>Service Work</strong></td>
<td>EC: Ehrenreich</td>
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<td>Mar 26</td>
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<td>Week 11</td>
<td><strong>Discussion of Papers</strong></td>
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<td>Mar 31</td>
<td><strong>Peer Review – Hardcopy of Observational Paper Draft Due</strong></td>
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<td>Apr 2</td>
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<td>Week 12</td>
<td><strong>Aesthetic and Body Labor</strong></td>
<td>Kang; Williams &amp; Connell</td>
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<td>Apr 7</td>
<td><strong>Care Work</strong></td>
<td>Film: Chains of Love</td>
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<td>Week 13</td>
<td><strong>Sexualities at Work</strong></td>
<td>Tilesik; EC: Schilt &amp; Connell</td>
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<td>Apr 14</td>
<td><strong>Film: Out at Work</strong></td>
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<td>Week 14</td>
<td><strong>Family/Work Balance</strong></td>
<td>Bernard &amp; Correll; Dodson</td>
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<td>Apr 21</td>
<td><strong>Family/Work Balance and Class</strong></td>
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<td>Week 15</td>
<td><strong>Immigrants, Work, and Immigration Policy</strong></td>
<td>EC: Los Angeles Times Series</td>
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<td>Apr 28</td>
<td><strong>Final Paper due</strong></td>
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<td>Apr 30</td>
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<td>Week 16</td>
<td><strong>The Future of Work</strong></td>
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<td>May 5</td>
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<tr>
<td><strong>TAKE-HOME FINAL EXAM DUE ~ May 12 ~ Tuesday~ NOON</strong></td>
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