Memorandum

April 21, 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:

GEOL 301 Mineral Resources

Courses submitted for C certification:

MKTG 321 Marketing
VTBP 303 Medical Communication in the International Community

Courses submitted for W recertification:

BUSN 205 Integrated Work-Life Competencies
GERM 491 Research
SOCI/WGST 489 Images of Women

Courses submitted for C recertification:

ENTC 419 Technical Project Management
TO: Faculty Senate Executive Committee

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

CC: Frank Hopf, Department of Geology & Geophysics
    Rick Giardino, Head, Department of Geology & Geophysics
    Chris Houser, AOC Dean, College of Geosciences

DATE: April 10, 2015

SUBJECT: REPORT ON CERTIFICATION OF W COURSE: GEOL 301

We recommend that GEOL 301 Mineral Resources 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: 40%
2. Course content appropriate to the major
3. Total number of words: 2800
4. Instructor to student ratio for one section: 1:20

Students write a paper on the most valuable mineral resource, a report on a metal resource, and a report on hydrocarbon resource marketing. Although the metal resource report is written with a team, each student is responsible for at least 1000 words. For formative feedback, the second assignment is reviewed by the instructor in draft form, and students are also required to have a review of the first paper at the University Writing Center. The geology librarian presents each semester on finding appropriate resources. Instruction includes a lecture by a geology librarian and a reflection on a writing center session.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

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

GEOL 301 Mineral Resources

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

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

Instructor / Coordinator:  

[Signature]

(Date)

Printed name and signature

Received: 

[Signature] 

(Date)

(W and C Course Coordinator, University Writing Center)

Approvals:

College Dean:  

[Signature]  

(Date)

Printed name and signature

Department Head: 

[Signature]  

(Date)

Printed name and signature

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

Tel. 979.458.1455 Fax 979.458.1466
writingcenter.tamu.edu
SYLLABUS – REVISED 3/12/2015
ECONOMIC GEOLOGY
TEXAS A & M UNIVERSITY
SPRING SEMESTER, 2015

INSTRUCTOR
FRANK HOPF, Ph.D. P.E.

COURSE
GEOL 301

OFFICE HOURS: (APPOINTMENTS ALSO AVAILABLE)
TUESDAY 1:30 - 3:00 PM
THURSDAY 10:00 AM - 11:00 AM

OFFICE: HALB 212
CLASS MEETS EVERY T-TH
8:00AM-9:15PM IN HALB 105

E-MAIL: FHPF@TAMU.EDU

Statement:
Geology 301 is a course designed to permit geology majors to explore applying geological knowledge to assist in the development of Earth’s sources of mineral resources. It will introduce students to the geologic and geomorphic processes that have created economic deposits of metals; salt evaporates; industrial minerals, sediments, and rocks; and hydrocarbon energy and petrochemical feedstock deposits. It will explore the roles, responsibilities, and methods of professional geologists involved in advising mining engineers and environmental specialists in finding and developing these Earth resources in a manner that best balances the need to develop these resources for the present and future. The course will also look to identify the geographic distribution of these resources and the economics of their production and bringing them to markets. It will also attempt to identify the cost of resource exploitation on the environment and local communities to better understand the true cost of developing these resources.

It is a writing intensive course because written reports represent the official method that professional geologists communicate their findings, ideas, and recommendations to the mining engineer, explorationist, and environmental specialist and to society at large. It also includes an opportunity to present finding and ideas to an interested public, increasingly a task the professional geologist finds in their job.

To prevent the course from becoming more about the instructor than the students, we will focus on measureable goals for each class, recommended by the instructor but augmented and modified by class member suggestions. The course will also emphasize “Key Learning Points” (KLPs). These are defined as the two or three learning points identified by each student for themselves after each lecture, discussion, lab, and project. It is very important that every student record the KLPs at the end of each lecture/discussion.
Learning Objectives:

By course completion, students will be able to:

Discuss how the concentration of ore and minerals is part of the geological processes drive by energy from the sun and the interior of the Earth.

Investigate, analyze, and report effectively the uses of individual mineral resources, identify major sources of the resources and the Earth process history that led to development of a particular economically developable deposit, based on technically defendable literature and internet sources.

List the major magmatic ore formation systems

Describe supergene, sedimentary and diagenetic ore formation systems

Define the types of metamorphic related ore systems.

Define the connection between metallogey and plate tectonics

Discuss the connection between geochemistry of metal ores such as iron, manganese, uranium, copper, zinc, gold, silver, nickel, cobalt, lead, tin, platinum, thorium, and the “electronic metals” and the locations around the world they are found.

List the major industrial minerals, earths, and rocks and describe the economic and geologic factors that determine when and which of the deposits become developed.

Describe the mining cycle and the economic, political, and environmental factors that play key roles in that cycle.

Describe the formation of evaporate deposits and list some of the industrial uses of the deposits

Research, develop, compose and present a technical report that effectively communicates a plan to develop a given ore body or hydrocarbon deposit.

Describe the geologic forces that have led to the development of the coal resources of the world and determined their distribution around the world

Describe the origin of petroleum and natural gas and petroleum and natural gas deposits

Characterize the locations and quantities of oil and natural gas around the world and the current demand amounts and locations for those energy sources

Define the transport options to bring oil and natural gas to markets and describe the financial and environmental costs associated with each
Describe some of the environmental concerns of oil and gas exploration, production, and transport to markets

Requirements:
Engineering Geology. (2-3). Credit 3. Fundamentals of soil, rock and fluid mechanics and basic engineering practices as applied to the analysis of the geologic environment for engineering uses. The course is designed for geoscience majors who have not had engineering courses. Prerequisites: GEOL 101 or 320 and CHEM 106 or higher or approval of instructor

3.000 Credit hours
2.000 Lecture hours

The following resources will be REQUIRED to successfully pass this course.
1. Access to internet/web - TAMU internet for official class announcements and e-Campus to access grades and class PowerPoint presentation materials.
2. The main text for 301 is "Economic Geology" by Walt L. Pohl. ISBNs:978-1-4443-3662-7 (hardback) or 978-1-4443-3663-4 (softback).
3. Exam books and & soft lead pencils for exams.
4. Access to internet and Texas A&M University library resources to complete other readings that may be assigned during the semester.
5. Access to GOOGLE Earth, a free internet access program from Google and Arc-GIS Explorer, a free internet access program offered by ESRI.

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

The final grade will be determined from the following graded items:
1) Project 1 Most Valuable Mineral Resource paper – 10% (Individual report – 800 word minimum, 1000 word maximum report)
2) Project 2 Assigned Metal Resource Report – 15% (Two person team, 1000 word minimum each team member with class presentation.
3) Project 3 Assigned hydrocarbon resource marketing report – 15% (1000 word minimum)
4) Goal Assessment 1 – 10%
5) Goal Assessment 2 – 10%
6) Final Exam – 10%
7) Lab grade - 20%
8) Class participation grade (including unannounced quiz grades) - 10%

Whereas, Geology 301 is a writing intensive course, to pass the course, an average minimum
grade of 60.0% must be achieved on the items 1 through 3 above. I encourage students to use the Texas A&M Writing Center to achieve their goal and as a minimum a consultation with the Center will be required on the first writing assignment. Compliance with this requirement will be confirmed by submittal of a 300-word description of lessons learned through the consultation, which will be graded as part of the first which will be graded and made part first assignment grade.

The second assignment will require instructor review and commenting on the rough draft and prior to submitting the paper for grading. Students not achieving at least and 85% on the second assignment will also be required submit rough draft for comment and review either to the instructor or the Writing Center, before submitting for a final grade.

Attendance:

As an undergraduate, I missed two classes in the entire four years I was a student. That includes illness, alarm clock malfunctions, missing to study for other exams, and trying to avoid the dinosaur attacks that were so prevalent then. I, of course, got the worst grade of my career on that course that I missed those classes in. This is not an easy course; however, success is directly related to class attendance and participation. You will not do well if you do not attend each class meeting faithfully. Attendance will be taken at each class meeting by the collection of Key Learning points (KLPs)

Those students ending the semester with perfect attendance will quality for a grade averaging curve and will have the option of not taking the final or taking it at no risk. Students who do not maintain perfect attendance will have their grades determined by the straight 90.0, 80.0, 70.0, 60.0 percentage and will be required to take the final which will count in the final total. The final records for class attendance will be the responsibility of the student and those with perfect attendance will be asked at the end of the semester to submit a statement certifying the perfect attendance. Submitting a false certification of perfect attendance would be a violation of the Aggie Honor Code and will be treated as such

The University policy concerning absences and excuses appears in paragraph 18 of the current University Regulations Handbook. Those missing a scheduled exam will require formal notice per paragraph 18. Those with a valid excuse for missing other classes, being late for class, or having to leave early will be excused by providing a valid excuse to the instructor via e-mail PRIOR to the start of class. Prior notification will also avoid a penalty on unannounced quizzes and preserve prefect attendance goals. Skipping class to study for an exam in another class or work on a project in another class is NOT a valid excuse and a recipe for failure to meet your overall goals. Neither absences nor notification of absence relieves the student of meeting all please do not hesitate to make them known to me.

I take attendance very seriously, I consider it very important for the student and I selfishly find it very important to me as an instructor. Students are my “12th Men and Women” in class. I draw energy from student participation to keep my enthusiasm up. I need it to be as effective an instructor as I can be.

For those with perfect attendance, grades will be determined with the Lab grade still will count 20%, and the other grades will be increased by a factor of 1.143 (8/7ths). Should the Final exam become optional, any student may use it to replace one or more of the Goal Assessment grades. Should a student grade on an OPTIONAL final be lower than all of the Goal
Assessments, the grade on the final will be discarded.

Classroom Policies:
Policy 1 - E-mail will never replace face-to-face communication so if you have questions or concerns, particularly about a grade, plan to visit me during office hours or schedule a non-office hour face-to-face meeting. I am not permitted by university rules to share grade information with you by e-mail. Office hours are for you so try to take advantage of them.

Policy 2 – I have become convinced that the world’s obsession with instant and constant electronic communications will lead to more traffic accidents, less learning in classrooms, and stunted interpersonal skills – in short the END of Civilization. Even if civilization survives, those addicted to using cell phone or computers for communications when clearly attention is required elsewhere will suffer the same fate as those who have other addictions. Therefore, this class will be texting free zone. Whereas I believe that there are appropriate uses of the internet during class room, I hope to be able to avoid banning computers, I-Pads, and the like from the classroom, but I reserve the right to issue such a ban. I also reserve the right to lower the grade of anyone inappropriately communicating electronically during class discussion 5% (one half of a letter grade) per occurrence. Notice of observed offenses will be communicated privately via a notation in the e-Campus grade book.

Policy 3 – If you have to arrive late or leave early, please do so as quietly and as non-disruptively as possible. If you have a situation that necessitates frequent late arrivals or early departures, please let me know. If you have to leave early, it is best to explain the reason to me before class in case there is a quiz.

Policy 4 - The university policy is to not allow food and drink in lecture halls. I will enforce the rule after the fact, if there is no trash (including newspapers) or mess in your area after the class ends, I will consider the spirit of the policy adhered to. All responsible geologists and engineers “Pack in and Pack out”. I expect you to do the same in class, with your participation grade at risk if you fail to develop this critical professional standard.

Policy 5 - Have fun and do not stress too much. We want to keep up our record as the happiest campus in America, a better title than National Champions in football. (Just think how happy some of us would be if we were National Champions in Football!) Please talk to me if you start to feel overwhelmed in this class for any reason. Please talk to me if you start to feel overwhelmed in this class for any reason. If you concerned about achieving a certain grade to be sure you can get into a major or graduate, or stay in good academic standing, or to keep a scholarship or whatever, if you come to my office hours and identify your concern early in the semester, I will be happy to work with you to help YOU achieve your goal. Remember, however, that coming to me or any other instructor with only hours left in the semester to request help to achieve a needed grade level does not work for anyone.

Academic Integrity Statement:
Like all true Aggies, I will not tolerate any form of dishonesty (personal and academic). The Aggie Honor Code is: "An Aggie does not lie, cheat, or steal or tolerate those who do."
Nothing is worth the consequences of violating the honor code so please don’t even think about it, not in school or in your professional life.

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

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

• Questions: YES, ask questions. Be inquisitive. The best questions start with why, where, or who. If you are curious or unsure, probably others in class are thinking the same thing. I will respond. Please communicate with me; I realize this is a large lecture section so if you are hesitant to ask questions in front of everyone, at least ask after class or during office hours.

• Communication/Office Hours: I try to return phone calls and emails in a timely manner and I do my best to keep office hours. When emailing me, please write out your name inside the message as well as filling in the subject line. Remember, important communication should be in person. Please use your TAMU e-mail account when e-mailing me as I often delete without opening non-TAMU e-mail I do not recognize as a security provision. I also treat all e-mails as important and tend to treat all e-mails marked “urgent” with disdain because most of the ones I have received so marked have NOT been urgent. I tend to delay opening them.

• FERPA/grade disclosure: All personal information concerning your performance/grade in this course is covered by federal privacy legislation. No grades or status questions will be addressed over the telephone or by email.

Copyright and Plagiarism Policy
All materials used in this class are copyrighted. These materials include, but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated and knowledge shared. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, http://student-rules.tamu.edu/, under the section "Scholastic Dishonesty."
Course Outline and Textbook Reading Assignments
NOTE: BELOW SCHEDULE SUBJECT TO CHANGE PENDING CLASS INPUT AND INSTRUCTOR’S CHANGE IN EMPHASIS

January 20  Course and class introductions
             Writing requirements
             Introduction of Arc-GIS Explorer
             Research requirements (Guest lecturer from library)
             Assignment of “Most Important Earth Resource Project”
Jan 22     Review of tectonic and geomorphic processes
Jan 27     Review of the paleo-geography of the Earth (Pohl Section 1.7 through 1.8)
Jan 29     From ore deposit to marketed product – Overview of total economics of mineral
            production and processing (Introduction – Pohl)
Jan 30 EOD Most Important Earth Resources Project due
Feb 3, 5   Magmatic Ore Formation systems (Pohl 1.1) (Assignment of Project 2)
Feb 10    Supergene and Sedimentary Ore Deposits (Pohl 1.2-1.3)
Feb 12    Diagenetic and metamorphic-type ore processes (Pohl 1.4-1.9)
Feb 17    Student Presentation Economic Geology of Iron and Manganese (Pohl 2.1)
            Student Presentation Economic Geology of Nickel and Cobalt
Feb 24    Student Presentation Economic Geology of Copper (Pohl 2.2)
            Student Presentation Economic Geology of Lead, Zinc and Tin
Feb 26    Student Presentation Economic Geology of Gold, Silver and Platinum (Pohl 2.3)
            Student Presentation Economic Geology of Aluminum and Magnesium (Pohl 2.4)
Mar 3     Student Presentation Economic Geology of Uranium and Thorium (Pohl 2.5)
            Student Presentation Economic Geology of the “Electronic Metals”
Mar 5     Summary of Economic Geology of Metals (Pohl 2.6)
            Non-Metallic Minerals and Rocks (Pohl 3.1-3.7)
Mar 10    Non-Metallic Minerals and Rocks (Pohl 3.8-3.28)
Mar 12    Objectives Assessment (Exam)
Mar 17-19    SPRING BREAK!!!

Mar 24, 26  Evaporates (Pohl Chapter 4) Assignment of Energy supply logistics paper

Mar 31, Apr 2 Practice of Economic Geology (Pohl Chapter 5)

Apr 7, 9    Coal (Pohl Chapter 6)

Apr 14, 16  Petroleum and Natural Gas formation and concentration (Pohl 7.1-7.7)

Apr 21     Second Goals Assessment (Exam)

Apr 23, 28  Natural Gas and petroleum processing and transportation

Apr 30     Environmental aspects of coal, oil, and natural gas production – Third paper due end of day  (Pohl 7.8)

May 5      Battle of Puebla Day - Go celebrate in your Friday class because it is also a Redefined day

May 8      Final 1-3 PM in classroom

PLEASE READ THE SYLLABUS CAREFULLY AND SIGN BELOW
I have my own copy of the syllabus and I have read through it.
I understand the grading process in this course.
I take responsibility to access Howdy and e-Campus accounts as necessary.
I am aware that the instructor will only post evaluation results on an electronically controlled location. Grades and point totals will not be given over the phone or via email.
I know and understand the Aggie Honor Code.

Signature _______________________________    Date ________________
TO: Faculty Senate Executive Committee

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

CC: Janet Parish, Department of Marketing
    Mark Houston, Head, Department of Marketing
    Martha Louder, AOC Dean, Mays Business School

DATE: April 10, 2015

SUBJECT: REPORT ON CERTIFICATION OF C COURSE: MKTG 321

We recommend that MKGT 321 Marketing be certified as a Communication (C) 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: 36%
2. Course content appropriate to the major
3. Total number of words: 1250
4. Total minutes of oral performance: 5 minutes
5. Instructor to student ratio for one section: 1:30

Graduate Assistant Teachers help with this course in spring and fall. Students do two presentations (market segment analysis and implementation plan). Although students present collaboratively, each is responsible for an equal amount of speaking time. They also write three short assignments: one on the importance of marketing, one on segment description and unmet needs, and an executive summary. Formative feedback includes review of presentation slides prior to delivery for the first presentation. For writing, there is a peer review on the first writing assignment. Instruction includes the review of assignments with related instruction, and required breakout sessions in which oral presentations are discussed. Students are also encouraged to attend the Mays Communication Lab and the University Writing Center.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns
   (enter prefix, number, and complete course title):
   __MKTG 321 Marketing________________________________________

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: __Janet Parish___________________________ 3/24/15

Printed name and signature (Date)

Received: __Valerie Balester_____________________________ 3/30/15

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

**Approvals:**

College Dean: __Martha Louder_____________________________ 3/24/15

Printed name and signature (Date)

Department Head: __Mark Houston___________________________ 3/24/15

Printed name and signature (Date)
Prerequisite. U3 or U4 classification. Only students who have been accepted for upper-level entry into a major field in Mays Business School are eligible to take MKTG 321.

Course Description: Marketing 321 is an introductory course designed to provide you with an overview of the marketing field. Among other things we will explore the meaning of marketing, the environmental influences that impact marketing decision-making, strategic marketing fundamentals, buyer behavior, market segmentation, and managerial issues related to the marketing mix decision variables. The learning experience will be created through a variety of activities, assignments and discussions. Current events and discussions about careers in marketing will be discussed frequently.
Learning Objectives:

Students will:
- Define and apply marketing terms and concepts.
- Describe a market segment and compute its size.
- Recommend a marketing strategy for a chosen market segment.
- Compose a series of marketing-relevant writings.

Course Material

Text: William M. Pride and O.C. Ferrell, Marketing, 2014 edition. There are several options for purchasing this book. The supplementary materials packaged with most of the options are not required but are useful.

Publisher options: You can purchase from the publisher at: www.cengagebrain.com/micro/Marketing. There will be two choices. One comes with a digital eBook and CNOW access to the supplementary materials and is priced at $85. The other choice includes the eBook and CNOW access plus a print version of the book and is priced at $95.

Bookstore option: You can purchase the print version of the custom book bundled with the CNOW/eBook access from the bookstore. The cost at the bookstore is approximately $129.

Register at: http://tamu-mays.sona-systems.com for research credits.

Web resources:
- www.cengagebrain.com
- http://eCampus.tamu.edu (Note: you will have two “courses” on eCampus, one for the combined lecture sessions and one for the individual breakout sessions.)
- Download the eCampus mobile app to receive course updates and reminders.

Services for Students with 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. Please also see me within the first two weeks of class.

Mays Food and Beverage Policy. We have beautiful and state-of-the-art classrooms in the Wehner Building and Cox Hall. We want to maintain the high quality condition of these classrooms for current and future students. Thus, it is necessary for you to adhere to the established policy of NO BEVERAGES, FOOD, TOBACCO PRODUCTS, OR ANIMALS (unless approved) within the Wehner Building and Cox Hall classrooms. The only exception is that water in a clear container is allowed. This policy will be strictly enforced.
Scholastic Standards. All policies concerning scholastic dishonesty found in the current Texas A&M University Relations apply, and if necessary, will be enforced.

Aggie Honor Code. “An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor system. On all course work, assignments, and examinations at Texas A&M University, the following Honor pledge shall be preprinted and signed by the student: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

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

Grading. Grades will be assigned based on the results of quizzes, exams, presentations, written assignments, participation in research activities, and attendance in breakout sessions.

<table>
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<tr>
<th>Category</th>
<th>Points</th>
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<td>Quizzes</td>
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Final grades will be computed based on the total number of points earned during the semester.

A = 1233
B = 1096-1232.9
C = 959-1095.9
D = 822-958.9
F = 821.9 or below

No grades will be dropped, rounded, or curved.

* Approximately 36% of the grade is based on oral and written communication assignments. Regardless of the grades on other assignments, in order to pass this class, students must have passing grades on these assignments.
**Quizzes.** There will be 18 chapter quizzes. Each quiz will have 10 multiple choice questions and will be worth a total of 20 points. The quizzes will be administered online in the assessments section on eCampus. You will have 1 week to access and 15 minutes to complete each quiz. You will be allowed TWO attempts for each chapter quiz with each chance revealing new questions. The higher grade will be recorded. All quizzes are due at 5:00 pm on the posted due date. No exceptions. It is recommended that you NOT complete the quizzes on a WiFi connection (i.e., don’t use your phone or laptop).

The quizzes are designed to have students immerse themselves in the text material prior to attending class freeing class time for current events/examples, in-depth discussions of specific topics and learning from practitioners.

**Exams.** Each exam will consist of 50 multiple choice questions and be worth 150 points. Each will cover several chapters, guest speeches, and class lecture/discussion information (including breakout sessions). The exams will be administered in the classroom during the regular class time.

**Make-Up Exams.** Make-ups are only given if you miss an exam for a university-excused absence with appropriate documentation (e.g., a note from a physician stating that you were unable to attend class) AND you notify the Administrative TAs (MKTG-TA@mays.tamu.edu) prior to missing the exam.

For any questions about the quizzes or exams, please see the Administrative TAs.

**Research Credits.** Each student will be required to earn research credits for Marketing 321. Information will be posted in the syllabus section on eCampus for earning and monitoring your credits.
Group Project - Marketing Plan. The marketing plan project is a semester-long, group project (4 per team) consisting of two presentations worth a total of 250 points.

NOTE: If you have not attended a Friday breakout session and been assigned to a group by the second Friday of the semester, you will not be able to participate in the group project and you will not be given an alternative assignment. If you miss the first Friday, it is recommended that you contact your Classroom TA to ensure that you are placed in a group.

Presentation 1: Market Segment Analysis – 100 points

Assignment:
1. Choose a market segment (within an assigned industry) that your group is interested in and explain your choice (i.e., why are you interested in that segment?)
   a. Explain the criteria defining the segment (e.g., demographics, lifestyle, etc.)
   b. Estimate the size of the market – number of people
2. Identify at least 3 unmet market needs for this segment. Explain.

Deliverables:
Craft a 10 minute presentation using at least two forms of visual aid (e.g., PowerPoint, video, poster, handout, etc.). An electronic copy of the presentation (e.g., ppt slides) must be submitted for TA review at least 5 days before the presentation date. All members of the group must have equal speaking parts in the presentation. All group members must be dressed appropriately (business casual or better) and be prepared to take questions. Each group must turn in a hard copy of their presentation before they begin. The presentations will take place in March.

Grading Criteria:
1. Description of chosen segment
   rationale for choice, complexity of decision-making, explanation of segmentation variables/tools used
   20 points
2. Market size estimation
   thoroughness of explanation
   20 points
3. Description of unmet market needs
   at least 3 needs, how needs discovered, appropriateness for identified segment
   40 points
4. Quality of presentation
   introduction, time management, speaking voices, personal appearance, quality of visual aids, creativity, thoroughness
   20 points
Presentation 2: Implementation Plan – 150 points

Assignment:
Select the strongest unmet need your group identified during presentation 1 and fulfill that need with an appropriate good or service. Describe your good/service in detail; use the 4 Ps as a guideline: product, price, place, and promotion.

Deliverables:
- Craft a 10 minute presentation using at least two forms of visual aid (e.g., PowerPoint, video, poster, handout, etc.). All members of the group must have equal speaking parts in the presentation. All group members must be dressed appropriately (business casual or better) and be prepared to take questions. Each group must turn in a hard copy of their presentation before they begin. The presentations will take place in May.

Grading Criteria:
1. Product, Price, Place 40 points
   brief reminder of target market and product,
   explanation of price and distribution strategies
2. Promotion plans 80 points
   Create and share at least three promotional activities that are creative and fit your offering and target market.
   Examples of promotional activities you can use:
   Websites, Internet/social media, Print ads (magazines),
   TV commercials, Radio spots, Events/sponsorships,
   Salesforce, Newspaper, Billboards, Buzz marketing
3. Quality of presentation 30 points
   introduction, time management, speaking voices,
   personal appearance, quality of visual aids, creativity,
   thoroughness
INDIVIDUAL Writing Assignments. All individual writing assignments must be turned in on-time and via eCampus using the turnitin feature. No assignments will be accepted late or via other means. Please note that while two of these assignments are related to the group project, they are to be completed independently. No exceptions. Before an assignment will be graded, the word count (minimum and maximum) must be met and no plagiarism can be detected via turnitin. If these two conditions are satisfactory, the assignments will be graded based on grammar (25%), formatting (25%), and rationale/development of thoughts (50%).

Writing 1 – Importance of Marketing – 50 points

Assignment:
Write an essay explaining your opinion of why it is important for all business majors to take an introductory marketing course. The essay must be 250-300 words all-inclusive. Due: Friday, February 6 by 5:00 pm – no exceptions.

Writing 2 – Segment Description and Unmet Needs – 100 points

Assignment:
Using information from your group project (while completing the work independently), write an essay describing your chosen segment, why you chose the segment and explaining three unmet needs of the segment that you have identified. The essay must be 500-600 words all-inclusive. Due: Friday, February 20 by 5:00 pm – no exceptions.

Writing 3 – Executive Summary – 100 points

Assignment:
Using information from your group project (while completing the work independently), write an executive summary of your semester-long project. The summary must be 500-600 words all-inclusive. Due: Friday, April 24 by 5:00 pm – no exceptions.

Questions about these assignments should be directed to your classroom TA (aka breakout leader) not to classmates. Do not share your papers with others. Doing so could result in an honor council report.
Other factors that can impact your grade.

Attendance. Students must be present, prepared, and punctual for each class meeting in order to perform satisfactorily. Attendance is mandatory for the Friday breakout sessions, will be monitored, and will be factored in to the final grade. Your total breakout grade (i.e., the semester project grade) will be affected by attendance as follows: zero absences will add 10 points to the final breakout grade. One absence will not impact the final breakout grade. Two absences will subtract 10 points from the final breakout grade. Three absences will subtract 20 points from the final breakout grade. Additional absences will continue to lower the final breakout grade. Because there is a reward for perfect attendance, do not expect your Classroom TA to excuse absences that do not fit the guidelines for university-excused absences. At the discretion of the instructional team, excessive tardies and/or inappropriate behavior in the classroom (e.g., sleeping, rudeness, misuse or overuse of technology) will prevent students from earning attendance points and may contribute to the absence deductions.

Team Member Evaluations. At the end of the semester, each student will complete and turn in a team member evaluation form which will be available on eCampus. The information included in this evaluation has the potential to impact student grades on the group project. Fortunately, group conflicts tend to be rare. When they do occur, communication problems and/or differences in priorities tend to be the underlying cause. Please communicate openly and honestly with your team throughout the semester. Also, it is preferred that team issues be brought to the attention of your TA as they occur rather than at the end of the semester. Team member evaluations are due by 5:00 pm on 5/5 through turnitin in the individual sections on eCampus.
Class Meeting Times and Locations.

This semester, MKTG 321 has 18 sections, each with approximately 25 students. All sections meet together on Mondays and Wednesdays from 10:20 – 11:10 in Room 113. Each section meets individually on Fridays according to the schedule below. You must attend with your assigned section.

<table>
<thead>
<tr>
<th>Section #</th>
<th>Friday Meeting Time</th>
<th>Breakout Location</th>
<th>Classroom TA</th>
</tr>
</thead>
<tbody>
<tr>
<td>501</td>
<td>8:00-8:50</td>
<td>WCBA 108</td>
<td>Michael Smith</td>
</tr>
<tr>
<td>502</td>
<td>9:10-10:00</td>
<td>WCBA 108</td>
<td>Michael Smith</td>
</tr>
<tr>
<td>503</td>
<td>10:20-11:10</td>
<td>WCBA 108</td>
<td>Michael Smith</td>
</tr>
<tr>
<td>504</td>
<td>11:30-12:20</td>
<td>WCBA 108</td>
<td>Blair Banker</td>
</tr>
<tr>
<td>505</td>
<td>12:40-1:30</td>
<td>WCBA 108</td>
<td>Blair Banker</td>
</tr>
<tr>
<td>506</td>
<td>1:50-2:40</td>
<td>WCBA 108</td>
<td>Blair Banker</td>
</tr>
<tr>
<td>507</td>
<td>8:00-8:50</td>
<td>WCBA 241</td>
<td>Sydney Robertson</td>
</tr>
<tr>
<td>508</td>
<td>9:10-10:00</td>
<td>WCBA 241</td>
<td>Sydney Robertson</td>
</tr>
<tr>
<td>509</td>
<td>10:20-11:10</td>
<td>WCBA 241</td>
<td>Sydney Robertson</td>
</tr>
<tr>
<td>510</td>
<td>11:30-12:20</td>
<td>WCBA 241</td>
<td>Lindy Nelson</td>
</tr>
<tr>
<td>511</td>
<td>12:40-1:30</td>
<td>WCBA 241</td>
<td>Lindy Nelson</td>
</tr>
<tr>
<td>512</td>
<td>1:50-2:40</td>
<td>WCBA 241</td>
<td>Lindy Nelson</td>
</tr>
<tr>
<td>513</td>
<td>8:00-8:50</td>
<td>WCBA 156</td>
<td>Claire Hand</td>
</tr>
<tr>
<td>514</td>
<td>9:10-10:00</td>
<td>WCBA 156</td>
<td>Claire Hand</td>
</tr>
<tr>
<td>515</td>
<td>10:20-11:10</td>
<td>WCBA 156</td>
<td>Claire Hand</td>
</tr>
<tr>
<td>516</td>
<td>11:30-12:20</td>
<td>WCBA 156</td>
<td>Sahana Suresh</td>
</tr>
<tr>
<td>517</td>
<td>12:40-1:30</td>
<td>WCBA 156</td>
<td>Sahana Suresh</td>
</tr>
<tr>
<td>518</td>
<td>1:50-2:40</td>
<td>WCBA 156</td>
<td>Sahana Suresh</td>
</tr>
</tbody>
</table>
Following is a tentative course schedule. Topics may change at the discretion of the instructor or guests.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Quizzes</th>
<th>Assignments</th>
<th>Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/21</td>
<td>Course Introduction</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1/23</td>
<td>Breakout Introduction</td>
<td></td>
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<tr>
<td>1/26</td>
<td>Department Informational</td>
<td></td>
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<tr>
<td>1/28</td>
<td><strong>Guest Speaker - Dr. Steve McDaniel, Study Abroad Program</strong></td>
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<tr>
<td>1/30</td>
<td>Project/Marketing Instruction</td>
<td></td>
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<tr>
<td>2/2</td>
<td><strong>Guest Speaker - Joe Stallard, VP Human Resources Sewell Automotive Companies</strong></td>
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<tr>
<td>2/4</td>
<td>Marketing/Marketing Strategy</td>
<td></td>
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<tr>
<td>2/6</td>
<td><strong>WORK DAY</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2/9</td>
<td>Understanding Customers (research)</td>
<td></td>
<td></td>
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<tr>
<td>2/11</td>
<td><strong>Guest Speaker - Mayerland Harris, HEB</strong></td>
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<tr>
<td>2/13</td>
<td>Research Activity</td>
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<tr>
<td>2/16</td>
<td>Segmentation</td>
<td>Chs 6 and 7</td>
<td></td>
<td></td>
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<tr>
<td>2/18</td>
<td>Segmentation</td>
<td></td>
<td></td>
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<tr>
<td>2/20</td>
<td>Segmentation Activity</td>
<td></td>
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<tr>
<td>2/23</td>
<td><strong>WORK DAY</strong></td>
<td></td>
<td></td>
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<tr>
<td>2/25</td>
<td></td>
<td></td>
<td></td>
<td>EXAM 1</td>
</tr>
<tr>
<td>2/27</td>
<td>How to Present</td>
<td></td>
<td></td>
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<tr>
<td>3/2</td>
<td>Product Decisions</td>
<td>Chs 11 and 12</td>
<td></td>
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<tr>
<td>3/4</td>
<td>Branding</td>
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<tr>
<td>3/6</td>
<td></td>
<td></td>
<td></td>
<td>Pres 1*</td>
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<tr>
<td>3/9</td>
<td>Services MKTG</td>
<td>Chs 13 and 14</td>
<td></td>
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<tr>
<td>3/11</td>
<td><strong>Guest speaker - TBA</strong></td>
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<tr>
<td>3/13</td>
<td></td>
<td></td>
<td></td>
<td>Pres 1*</td>
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<tr>
<td>3/23</td>
<td><strong>Guest Speaker - Karla Waddleton, ALDI</strong></td>
<td>Chs 15 and 16</td>
<td></td>
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<tr>
<td>3/25</td>
<td>Retailing Mrs. Kelli Hollinger</td>
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<tr>
<td>3/27</td>
<td>Retailing Activity</td>
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<tr>
<td>3/30</td>
<td><strong>WORK DAY</strong></td>
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<tr>
<td>4/1</td>
<td></td>
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<td></td>
<td>EXAM 2</td>
</tr>
<tr>
<td>4/3</td>
<td>Reading Day - No class</td>
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<tr>
<td>4/6</td>
<td><strong>Guest speaker - Keith Hill, Reynolds and Reynolds</strong></td>
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<tr>
<td>4/8</td>
<td>Promotions</td>
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<tr>
<td>4/10</td>
<td>Promotion Activity</td>
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<tr>
<td>4/13</td>
<td>Social Responsibility</td>
<td>Chs 10 and 17</td>
<td></td>
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<tr>
<td>4/15</td>
<td><strong>Guest Speaker - Dave Mannon, Section Sales Director Altria</strong></td>
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<tr>
<td>4/17</td>
<td>Ethics Activity</td>
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<tr>
<td>4/20</td>
<td>Pricing</td>
<td>Chs 18 and 19</td>
<td></td>
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<tr>
<td>4/21</td>
<td>Sales</td>
<td></td>
<td></td>
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<tr>
<td>4/24</td>
<td>Sales Activity</td>
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<td></td>
<td>Writing 3</td>
</tr>
<tr>
<td>4/27</td>
<td><strong>Guest Speaker - Chas Gile, Hilti</strong></td>
<td>Chs 20 and 21</td>
<td></td>
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<tr>
<td>4/29</td>
<td>Case Study</td>
<td></td>
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<tr>
<td>5/1</td>
<td></td>
<td></td>
<td></td>
<td>Pres 2</td>
</tr>
<tr>
<td>5/4</td>
<td>Course Conclusion (review, evals, etc.)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5/5</td>
<td></td>
<td></td>
<td></td>
<td>Pres 2/Team Evals</td>
</tr>
</tbody>
</table>

*An electronic copy of the presentation (e.g., ppt slides) must be submitted for TA review 5 days before the presentation date.

**Final exam: Monday, May 11 from 9:00 – 10:00**

(Note that this is the 2nd half of the final exam period according to the registrar’s schedule which is posted at [http://registrar.tamu.edu/General/FinalSchedule.aspx#_Spring_2015](http://registrar.tamu.edu/General/FinalSchedule.aspx#_Spring_2015))
Marketing Research Credit for MKTG 321 & 409
Marketing Department Participant Pool, Mays Business School
Marketing Research Website: http://tamu-mays.sona-systems.com
Email for Marketing Research: ResearchAdmin@mays.tamu.edu

Marketing data and theories depend upon the research methods used to obtain them. Thus, an exposure to research and research methods is an experience that is valuable to understanding marketing and consumer behavior. At Texas A&M, the Marketing Department allows each student enrolled in MKTG 321 and MKTG 409 to earn 3 hours of Marketing Research Credit in order to gain some familiarity with the aims, methods, and results of marketing research. A total of (4.4%) (60 of 1370 points) of your final grade will be based on your participation in marketing research.

To Earn Marketing Research Credit...
1. **Choose how you want to earn your credit.**
   There are two options for earning 3 hours of research credit:
   a. Experiment Option
   To receive all 3 credits you must participate in 3 lab sessions, write 3 research reports, or any combination totaling 3.

2. **Follow the instructions below to complete your credit options.**
   If you have any questions, contact the lab administrator at the email address listed above.

**Experiment Option**

Students may elect to participate in marketing research studies conducted by A&M faculty and/or graduate students. These studies may be in conjunction with local or national companies and researchers. This research is very important to the reputation of our business school so please give all tasks your attention and best effort.

Here’s what to do.
1. Reserve your timeslot by logging into the marketing research website listed above and finding a time that works for your schedule. Please make a note of the times for which you sign up.
2. The Behavioral Research Lab is located in Wehner building, room 157. Arrive for your study five minutes earlier than the posted start time. No late-comers can be admitted to the study once the door has closed. Credit is granted for study attendance, not study sign-ups.
3. At the study session, you will fill out a participation form which will be used to assign credit for that session. You do not have to take anything to your instructor to get credit – this process is done for you. You do not need to bring anything to the studies – everything you need will be provided.
4. Study sessions last one hour and may be a collection of separate short tasks from various researchers who are interested in your opinions. Your responses are always confidential.

*Please note that you can participate in each particular study only once.* Each study is identified by a unique number. Thus, if you have already participated in a session for “Spring 15 Study 01” you cannot participate in a later timeslot of the same study.

**Cancellations:** If you cannot attend a session for which you’ve signed up, it is your responsibility to cancel your reservation via the marketing research website so another student can reserve the spot. If you do not attend an experimental session for which you signed up, you will receive no credit.
Walk-Ins: If a study session you are interested in is completely full online, you may still come by at the time of the session. Empty spaces due to no-shows will be given to walk-ins on a first-come-first-served basis. If you choose to attend as a walk-in, please check in with the study administrator when entering the lab so that s/he may ensure that credit is granted for your attendance.

Research Report Option 1 report = 1 research credit

The Marketing Department Participant Pool offers a written alternative for students not wishing or able to participate in experimental research. The purpose of participating in experiments is to gain hands-on experience concerning how marketing research is conducted. Another way to gain insight into marketing research is by reading and synthesizing information from articles published in academic marketing journals.

Here's what to do.

1. Register in the marketing research website for credit via Research Report.
2. Select an article from a recent (2012 or later) issue of one of the top four marketing journals. These journals, the *Journal of Marketing*, *Journal of Marketing Research*, *Marketing Science*, and the *Journal of Consumer Research*, are available online as well as from the West Campus Library. Do not use articles from magazines such as *Fortune*, *Business Week*, *The Wall Street Journal*, etc; only the 4 journals listed above are acceptable. (hint: If you access the journals through the TAMU library website, you will be given free access to full journal articles).
3. Read the article.
4. Write a synopsis relating the article to a topic from your class and/or text. The synopsis should:
   a. State directly the major hypothesis being investigated, the method used by the researchers, and how the results supported or did not support the hypothesis.
   b. Be a minimum of 2 double-spaced pages, Times New Roman 12 point font with 1” margins.
   c. Include a cover sheet with your name, UIN, email address, section, and professor’s name.
   d. All papers must include full citation in the form of a “works cited” or “references” page in APA, MLA, Chicago, or other standard format. Citations must include journal name, article title, authors, date, volume/series, etc. If full citation is not included, credit will not be granted. If you need help finding a citation style, go to [http://guides.library.tamu.edu/CitingSources](http://guides.library.tamu.edu/CitingSources) for more information.
5. Submit paper through [www.turnitin.com](http://www.turnitin.com).
   a. Log onto www.turnitin.com. If you do not have a student account with Turnitin, you will need to establish one on the website.
   b. Use Class ID #9190597 and Password: mktgresearch.
   c. Select assignment “Research Report 1” if you are submitting just one report. If you are submitting a second report, submit it under “Research Report 2,” and if you are submitting a third report, submit it under “Research Report 3.”
6. Research Reports must be successfully uploaded to Turnitin.com on or before Tuesday, May 5th (by 5:00 pm). No papers will be accepted after this deadline. Reports will be subject to review on a pass/fail basis by research faculty and/or staff. Credit for papers will not be posted until the end of the semester.

Your Marketing Professor does not have access to your credit status during the semester and does not control when studies are offered. If you have any questions or concerns about Marketing Research, email the Behavioral Lab Administrator, at the email listed above.

Copying from another student’s paper or directly copying from the article text without proper citation is plagiarism. All university academic responsibilities and disciplinary procedures apply.
TO: Faculty Senate Executive Committee

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

CC: Donald J. Brightman, Department of Veterinary Pathobiology
    Roger Smith, Interim Head, Department of Veterinary Pathobiology
    Elizabeth Crouch, AOC Dean, College of Veterinary Medicine

DATE: April 14, 2015

SUBJECT: REPORT ON CERTIFICATION OF C COURSE: VTPB 303

We recommend that VTPB 303 Communication in the International Community be certified as a Communication (C) course for four academic years (1/15 to 1/9). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 60%
2. Course content appropriate to the major
3. Total number of words: 10,000
4. Total minutes of oral presentation: 12-15
5. Instructor to student ratio for one section: 1:20

VTPB 303 is taken as part of a semester abroad in Costa Rica. Students complete 10 one-page assignments of about 500 words each, reflecting and gathering their thoughts and questions on their activities (e.g., medical clinic visits, vaccinating goats) in preparation for class discussions. They also write a field journal of at least 5000 words documenting and reflecting on their activities, which is graded at three points during the semester. At four points during the semester they are graded on their brief presentations (with slides) on current news articles. For all these assignments, formative feedback occurs because there are more than five assignments in a given genre and feedback occurs in a timely fashion throughout the process. Students also give a ten-minute oral presentation for another course and are evaluated on that presentation for this course. Instruction includes viewing of model presentations; students will also read about keeping a field journal, and there will be a lecture on field journals with models.
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):

VTBS 303 MEDICAL COMMUNICATION IN THE INTERNATIONAL COMMUNITY

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: DONALD J. BRIEN SMITH 2 APRIL 2015

Printed name and signature

(Date)

Received: Valerie Balester 4/9/15

W and C Course Coordinator, University Writing Center

(Date)

Approvals:

College Dean: ELEANOR GREEN 4-8-15

Printed name and signature

(Date)

Department Head: Roger Smith II 4-9-2015

Printed name and signature

(Date)
Course Description

The goal of this course is to introduce students to Costa Rican culture and cultural communication through experiential learning (field trips, homestays, institutes, clinic tours, independent travel, etc.), readings from the primary and popular literature, and presentations by local people and academics. The students will be required to keep a formal journal which the faculty will review three times throughout the semester. The course will have frequent group discussions about the readings, presentations, and activities to encourage students to explicitly analyze the cultural context in which they are working. Before each group discussion students will be asked to prepare and submit a single page of questions and insights about each topic taken from the readings or their field journal.

Students will be asked to compare and contrast the Costa Rican culture and health care systems with those of the USA. Faculty and students with experience in other cultures will be encouraged to compare and contrast their experiences in Costa Rica in order to allow students to better understand Latin American culture as a whole. Students will also look at the cultural differences and cultural issues between the native Costa Ricans and the US expatriates living in Costa Rica. Topics such as medical tourism, rural medicine, veterinary care, water quality, and public opinions of conservation will also be investigated. Students will be required to read Costa Rican English (Tico Times) or Spanish (La Nación) news media (depending on language ability) and present brief oral and written overviews of news items on health and the environment. Where relevant, both English and Spanish language versions of the same story will be compared and contrasted.

Course Location

The course will be based at the Soltis Center in Costa Rica as part of the BIMS Semester in Costa Rica program. The course will also travel to various locations throughout Costa Rica.

Instructor

Donald J. Brightsmith, PhD (dbrightsmith@cvm.tamu.edu)

Learning Outcomes

By the end of this course students should

1. Through reflective discussions be able to describe Costa Rican culture as seen through a mixture of field trips, homestays, volunteerism, independent travel, readings, and presentations by local people and academics
2. Be able to monitor, report on and describe the greater context of current events related to human health, animal health and environmental health in Costa Rica and Latin America
3. Be able to list and discuss differences in human and animal healthcare between rural Costa Rica, Urban Costa Rica and the USA
4. Be able to demonstrate social, cultural, and global competence through a deeper understanding of Spanish language, Costa Rican culture, and Latin American culture in general

**Grading policies**
Student grades will be based on the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and compliance with the rules</td>
<td>25%</td>
</tr>
<tr>
<td>Field journal</td>
<td>30%</td>
</tr>
<tr>
<td>News presentations</td>
<td>20%</td>
</tr>
<tr>
<td>Final project presentation</td>
<td>5%</td>
</tr>
<tr>
<td>Written questions and insights on discussion topics</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

The final grading scale will be as follows: A = 100-90%; B = 89-80%; C = 79-70%; D = 69-60%; F = 59-0%.
See “Compliance” and “Attendance” sections below for discussion of how 35% is assigned. Students will receive full attendance credit for being at the required activity. If students choose not to participate in course required activities and do not have an illness or excused absence they will lose up to 5% off from their grade per unexcused absence (removed from the 25% Attendance and compliance with rules portion of the grade). Students who are tardy and do not follow the rules set by the faculty and staff of the Soltis Center will be warned in writing and then be docked up to 5% of their grade per infraction (removed from the 25% Attendance and compliance with rules portion of the grade).

**Readings**
There are no required texts for this course. Reading assignments from the popular or scientific literature may be assigned. Students will be required to read either the English language newspaper (Tico Times) or Spanish language newspaper (La Nación) or an electronic equivalent.

**Assignments**

**Field notebook**
Each student will be required to maintain a field notebook throughout the course. Entries will be required for all major course activities. Each entry will include text which 1) documents the activities and experiences and 2) reflects upon these activities and compares them to other professional or cultural references. Students will be presented a variety of formats at the beginning of the course and will be encouraged to experiment and come up with a style that matches their needs and interests. Students will be encouraged to write their observations, reactions, and comparisons with their home countries in their notes. Field notebooks will be evaluated at three times during the semester.

**News summaries**
Students will be required to read Costa Rican English (Tico Times) or Spanish (La Nación) news media plus one other media outlet in search of items related to health and the environment. At four times throughout the semester students will be required to submit a list of 10 articles they have read (with titles and URLs). Of those 10 they will have to choose one and create a 3 minute PowerPoint presentation and present it to the class. Before class each student will be required to email to Dr. Brightsmith a list of the articles and PowerPoint presentation.
Written questions and insights on discussion topics
Throughout the semester, students will participate in a wide array of cultural experiences including homestays; visits to medical clinics, national parks, institutes, and museums; cross country travel; cooking and eating in local restaurants; etc. Students will be expected to take notes on these experiences and their reactions to these experiences in their field notebooks. Throughout the semester we will have regular formal discussions about these cultural experiences. We will also have discussions and debates about other topics which lie at the intersections of culture and medicine. In order to ensure that the students are prepared for these discussions, each student will be expected to prepare and submit before the beginning of class approximately one to two pages of observations, questions and insights related to the topic of the discussion.

Environmental Threats Project
Each student will be required to complete a case study on an important health or environmental threat. The case study will 1) discuss how this threat can affect human health, animal health and/or biodiversity conservation, 2) show how perceptions of this threat change among different cultures and information sources, and 3) develop a plan to mitigate the effects of this threat. This assignment is part of the course One Health and Tropical Ecology (all students must be simultaneously enrolled in both courses to be part of the Costa Rica Semester Program). For the Medical Communication course students will be graded only on the oral presentation portion of this project. The oral presentation will be about 10 minutes long and given using PowerPoint. Students will be evaluated on the quality of the slides and the mechanics of the presentation.

Compliance
In the field and in the station, compliance with rules and regulations set by the faculty and staff of the program is vital to create a safe and productive learning environment. Tardiness can cause logistical delays which affect the entire course. Unsafe behavior can endanger the lives of students and those around them. Irresponsible behavior can damage the reputation of TAMU and the Soltis Center. Students will be given a set of guiding rules at the beginning of the semester. Appropriate behavior in the field and social settings in any area, including Latin America are vital for the ability to live and work overseas. As a result, learning to live by the rules will provide students with valuable skills for the future.

Students who are tardy and do not follow the rules set by the faculty and staff of the Soltis Center will be warned in writing and then be docked up to 5% of their grade per infraction (removed from the 35% Attendance and compliance with rules portion of the grade).

Attendance and make-up policies
Given that this course is part of an integrated semester program, all students are required to participate in all “required activities” which includes lectures, discussions, field trips and outings unless it is explicitly stated that an activity is optional. Students will be excused from “required activities” for illness or other university approved excused absence. For more information on attendance please see http://student-rules.tamu.edu/rule07. If students choose not to participate in course required activities and do not have an illness or excused absence they will lose up to 5% off from their grade per unexcused absence (removed from the 35% Attendance and compliance with rules portion of the grade).

If students have an illness or university approved excused absence and are forced to miss assignments they will be given a chance to hand in the assignment at the earliest date convenient for the professor. There will be no makeups possible for field trips, activities, discussions, or lectures.
Study Abroad Course Itinerary
See attachment for proposed course itinerary in Costa Rica

Americans with Disabilities Act (ADA) Policy Statement
If you have a disability that requires special accommodation, please inform the instructors upon application to this semester program and provide a memo from the Student Disability Services Office that verifies the disability and recommends specific accommodations.

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

Academic Integrity Statement
“An Aggie does not lie, cheat, or steal or tolerate those who do.”
For more information on the Aggie Honor Code and the Honor Council Rules and Procedures please visit the following website http://aggiehonor.tamu.edu. Students who break the Aggie Honor Code and fail to comply with the Honor Council Rules and Procedures will receive zero points on the assignment or exam in question and will be officially reported to the Aggie Honor System Office.
Daily schedule for
VTPB 303 Medical Communication in the International Community
Fall 2014 in Costa Rica

All dates are approximate and exact activities may change due to scheduling issues.

<table>
<thead>
<tr>
<th>Dates (subject to change)</th>
<th>Academic code</th>
<th>Contact hours</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>26-Aug-15</td>
<td>Lecture</td>
<td>0.5</td>
<td>Introduction to Medical Communication in the International Community</td>
</tr>
<tr>
<td>26-Aug-15</td>
<td>Lecture</td>
<td>1</td>
<td>Introduction to Costa Rica</td>
</tr>
<tr>
<td>26-Aug-15</td>
<td>Lecture</td>
<td>0.5</td>
<td>The role of field notes and the field journal</td>
</tr>
<tr>
<td>28-Aug-15</td>
<td>Lecture</td>
<td>1</td>
<td>Introduction to Costa Rican Health</td>
</tr>
<tr>
<td>28-Aug-15</td>
<td>Discussion</td>
<td>1</td>
<td>First impressions</td>
</tr>
<tr>
<td>29-Aug-15</td>
<td>Lecture</td>
<td>0.5</td>
<td>Bananas and Costa Rica: Social and environmental impacts</td>
</tr>
<tr>
<td>29-Aug-15</td>
<td>Discussion</td>
<td>0.5</td>
<td>Review session on Field notes</td>
</tr>
<tr>
<td>30-Aug-15</td>
<td>Activity</td>
<td>1</td>
<td>Visit to Banana plantation</td>
</tr>
<tr>
<td>30-Aug-15</td>
<td>Discussion</td>
<td>0.5</td>
<td>Health impacts of the banana industry in Latin America</td>
</tr>
<tr>
<td>2-Sep-15</td>
<td>Discussion</td>
<td>0.5</td>
<td>Life as an ExPat in CR</td>
</tr>
<tr>
<td>3-Sep-15</td>
<td>Assignment</td>
<td></td>
<td>Review of field notebook 1 Due</td>
</tr>
<tr>
<td>3-Sep-15</td>
<td>Discussion</td>
<td>0.5</td>
<td>Lessons from weekend field trip</td>
</tr>
<tr>
<td>4-Sep-15</td>
<td>News</td>
<td>1</td>
<td>News Discussion</td>
</tr>
<tr>
<td>8-Sep-15</td>
<td>Discussion</td>
<td>0.5</td>
<td>Lessons from weekend field trip</td>
</tr>
<tr>
<td>9-Sep-15</td>
<td>Assignment</td>
<td></td>
<td>Review of Field notebook II</td>
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<tr>
<td>10-Sep-15</td>
<td>Discussion</td>
<td>1</td>
<td>Translation and discussion of &quot;Niagra en Bicicleta&quot; y &quot;Costo de la Vida&quot; by Juan Luis Guerra</td>
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<tr>
<td>18-Sep-15</td>
<td>Discussion</td>
<td>0.5</td>
<td>Lessons learned during trip</td>
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<tr>
<td>23-Sep-15</td>
<td>Discussion</td>
<td>0.5</td>
<td>Discussion of home stays</td>
</tr>
<tr>
<td>1-Oct-15</td>
<td>Activity</td>
<td>1</td>
<td>Latin cooking class at CPI; lunch (included)</td>
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<tr>
<td>4-Oct-15</td>
<td>Activity</td>
<td>4</td>
<td>CRHF Medical Volunteership Field work; lunch (included)</td>
</tr>
<tr>
<td>6-Oct-15</td>
<td>Discussion</td>
<td>1</td>
<td>Discussion of home stays</td>
</tr>
<tr>
<td>8-Oct-15</td>
<td>News</td>
<td>1</td>
<td>News Discussion</td>
</tr>
<tr>
<td>15-Oct-15</td>
<td>Discussion</td>
<td>1</td>
<td>Discussion Topic to be announced</td>
</tr>
<tr>
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<td>Type</td>
<td>Activity</td>
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<td>--------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>23-Oct-15</td>
<td>Lecture</td>
<td>Talk from a Costa Rican Animal Health provider</td>
<td></td>
</tr>
<tr>
<td>27-Oct-15</td>
<td>Discussion</td>
<td>Human and Animal health care and culture, rural v urban: lessons from homestays</td>
<td></td>
</tr>
<tr>
<td>28-Oct-15</td>
<td>News/Discussion</td>
<td>News Discussion</td>
<td></td>
</tr>
<tr>
<td>30-Oct-15</td>
<td>Assignment</td>
<td>Review of Field Notebook III</td>
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</tr>
<tr>
<td>31-Oct-15</td>
<td>Lecture</td>
<td>Exploring Expats' and Locals' attitudes and behaviors associated with natural resources in Costa Rica: By Dr. David Matarrita RPTS, TAMU (date not confirmed via Skype)</td>
<td></td>
</tr>
<tr>
<td>2-Nov-15</td>
<td>Logistics</td>
<td>Visit Grenada</td>
<td></td>
</tr>
<tr>
<td>3-Nov-15</td>
<td>Logistics</td>
<td>Full day to meet with people visit places in Managua</td>
<td></td>
</tr>
<tr>
<td>3-Nov-15</td>
<td>Logistics</td>
<td>Human Hospital / animal hospital site / etc.</td>
<td></td>
</tr>
<tr>
<td>4-Nov-15</td>
<td>Activity</td>
<td>Treasure hunt in Central Market in Managua Nicaragua (or meeting with someone)</td>
<td></td>
</tr>
<tr>
<td>5-Nov-15</td>
<td>Discussion</td>
<td>Nicaragua and Costa Rica similarities and differences</td>
<td></td>
</tr>
<tr>
<td>6-Nov-15</td>
<td>Discussion</td>
<td>Discussion Topic to be announced</td>
<td></td>
</tr>
<tr>
<td>18-Nov-15</td>
<td>Discussion</td>
<td>Discussion of previous weekend</td>
<td></td>
</tr>
<tr>
<td>25-Nov-15</td>
<td>News/Discussion</td>
<td>News Discussion</td>
<td></td>
</tr>
<tr>
<td>1-Dec-15</td>
<td>Discussion</td>
<td>Cultural lessons learned during Thanksgiving Break</td>
<td></td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: John Van Alstyne, Business Undergraduate Special Programs
    Jeana Simpson, Mays Business School, Business Undergraduate Special Programs
    Martha Louder, AOC Dean, Mays Business School
DATE: April 10, 2015

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: BUSN 205

We recommend that BUSN 205 Integrated Work-Life Competencies 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: 2000
4. Instructor to student ratio for one section: 1:24

Students in BUSN 205 write a letter on core values, a memo on leadership, a case study on ethical decision making, and two take-home essay exams. Not counted in the percentage above, they also write out a presentation. For each of these assignments, the instructor provides written feedback on a draft, and students must revise until the instructor is satisfied that they have done their best work. Instruction includes lecture and discussion on writing issues as well as a grammar diagnostic to identify major areas for instruction and to measure progress.

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):
BUSN 205 Integrated Work-Life Competencies

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

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

Instructor / Coordinator: John Van Alstyne
Printed name and signature

Received: Valerie Balester 2/17/15
(W and C Course Coordinator, University Writing Center)  
(Date)

Approvals:
College Dean: M. L. Loudner 2/11/15
Printed name and signature

Department Head: Nancy Simpson 2/11/15
(name and signature)
BUSN 205
SPRING SEMESTER, SY 15

COURSE TITLE
Integrated Work-Life Competencies

DESCRIPTION
Course is primarily focused on five of the Mays Business School’s seven core competencies — leadership; the ability to work with others; the ability to solve problems; the ability to act ethically; and the ability to communicate.

Course work is based on several integrated components:

-- Classroom presentations/discussions
-- Individual written assignments
-- Team written assignments
-- Team work on case studies
-- Team presentations

Course learning outcomes are outlined on pages 2 and 3.

GRADING

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-term Exam</td>
<td>20</td>
</tr>
<tr>
<td>Exam #2</td>
<td>15</td>
</tr>
<tr>
<td>Individual Written Assignments</td>
<td>20</td>
</tr>
<tr>
<td>Classroom Participation</td>
<td>15</td>
</tr>
<tr>
<td>Team Presentations</td>
<td>15</td>
</tr>
<tr>
<td>Contribution to Team</td>
<td>15</td>
</tr>
<tr>
<td>Total Points</td>
<td>100</td>
</tr>
</tbody>
</table>

COURSE GRADE

90 - 100 Points = A
80 - 89 Points = B
70 - 79 Points = C
60 - 69 Points = D
< 60 Points = F
EXPECTATIONS OF STUDENTS

- Attend all classes and team meetings.
- Think.
- Listen to and learn from class members.
- Speak up when you have an insight or point to contribute.
- Complete all assignments to standard.
- Participate effectively as a team member.
- Demonstrate a capacity for ambiguity.

CONTACT INFORMATION

LTG (Ret.) John Van Alstyne  
jvanalstyne@mays.tamu.edu  
jvanalstyne66@gmail.com  
Cell: 979-777-5606  
Wehner Building, Room 340K  
Office Hours: Mon/Wed 2:15--3:15  
(Other times by appointment)

COURSE LEARNING OUTCOMES

Each student will:

- **Demonstrate knowledge of** the basics of leadership.

- **Solidify** their personal core values through a values validation exercise and through discussing their values with fellow team members.

- **Increase** their level of self-awareness as a result of input from the Jung Typology Test and feedback from both fellow team members and the instructor.

- **Demonstrate proficiency** in both written and oral communication. (This will be accomplished through writing assignments and through student presentations associated with class participation and case studies.)

- **Demonstrate knowledge of** the relationship between their worldview, their values, their principles and their behavior and actions.

- **Be able to apply** the basic principles and techniques associated with establishing, operating, and sustaining a team.

- **Demonstrate** their ability to work effectively as a team member. (This will be assessed during the team’s work on case studies and other collective assignments.)

- **Demonstrate knowledge of** the five dysfunctions of teams.
• Be able to apply approaches and techniques for overcoming these dysfunctions.

• Be able to apply Hill’s Model for Team Leadership in assessing a team.

• Be able to apply a basic model in support of problem-solving and decision making.

• Demonstrate knowledge of the nature of the ethical environment in today’s corporate sector.

• Be able to apply several models in support of ethical decision-making.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Class Activities For Date Indicated</th>
<th>Notes On Future Classes and Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>WK 1</td>
<td>21 Jan</td>
<td>Discussion of syllabus (Dropbox 1)</td>
<td>Each student will sign up for a one-on-one meeting with the instructor.</td>
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<tr>
<td></td>
<td></td>
<td>Course Introduction (Dropbox 2)</td>
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<tr>
<td>WK 2</td>
<td>26 Jan</td>
<td>Writing Instruction (Dropbox 4-9)</td>
<td>Before class on 28 Jan, read and be prepared to discuss Dropbox #10 (“The Five Dysfunctions of Teams”)</td>
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<tr>
<td></td>
<td></td>
<td>Discuss English Grammar Diagnostic Test</td>
<td></td>
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<td></td>
<td></td>
<td>Presentation: “Thinking as a Leader Thinks” (Dropbox 3)</td>
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<tr>
<td></td>
<td>28 Jan</td>
<td>Organize teams</td>
<td>Complete Personal Values Validation Exercise before class on 2 Feb. (Dropbox #13)</td>
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<tr>
<td></td>
<td></td>
<td>Discussion on “The Five Dysfunctions of Teams” (Dropbox #11)</td>
<td>Before class on 2 Feb, read and be prepared to discuss Dropbox #14 (“Relationship between Worldview, Values, Principles and Actions/Behavior”).</td>
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<tr>
<td></td>
<td></td>
<td>Discussion: Personal Values (Dropbox 12a and 12b)</td>
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<tr>
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<td></td>
<td>Explanation of the Personal Values Validation Exercise (Dropbox 13)</td>
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<tr>
<td></td>
<td></td>
<td>Team discussion on selected questions/topics (Handout provided in class.)</td>
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<tr>
<td>WK 3</td>
<td>2 Feb</td>
<td>4 Feb</td>
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</tbody>
</table>
|      | **Presentation:** “The Relationship Between Worldview, Values, Principles and Actions/Behavior” *(Dropbox #16)* | **Introduction to Jung Typology Test (Dropbox 17 and Dropbox 17b)* | Before class on 4 Feb, read the article: “Solitude and Leadership” *(Dropbox #15).*  
|      | **Explanation of Assignment 1 (Due on 11 Feb)** | **Introduction to Learning Styles instrument** | Before class on 4 Feb, read *Dropbox #17a—Jung Typology Test and Dropbox 17b—MBTI Types*  
|      | **Team Meeting: Each member presents their personal core values to fellow team members** | **Discussion of the article, “Solitude and Leadership” *(Dropbox 15)*** | Each student complete on-line Jung Typology Test *(Dropbox 18)* and Learning Styles assessment *(Dropbox 19 and 20)* before class on 9 Feb.  
|      | | Each student will be prepared to brief their fellow team members on the results of their Jung Typology Test in class on 9 Feb. | Each student will be prepared to brief their fellow team members on the results of the Learning Styles instrument in class on 9 Feb.  
|      | | | Before class on 9 Feb, read *Dropbox #21 (Team Operational Guidelines)*
| WK 4 | 9 Feb | Discussion: “Development of Team Operational Guidelines” (Dropbox #22)  
Discuss Team Assignment 1 (Due 2 Mar)  
- Part 1 (Operating Guidelines)  
- Part 2 (Briefing slides highlighting team’s strengths and challenges)  
Each member presents their results on the Jung Typology Test and the Learning Style Instrument to fellow team members. | Before class on 16 Feb, read Dropbox #23a (Presentation on the Basics of Leadership)  
Before class on 16 Feb, Read Dr. Goleman’s article: “Leadership That Gets Results” (Harvard site). |
|---|---|---|---|
| 11 Feb | Team Exercise: “The Sports Connection” (Dropbox 24)  
Discuss team results in class  
Turn-in Assignment 1. | |
| WK 5 | 16 Feb | Presentation: “The Basics of Leadership” (Dropbox #23a) | Read Dropbox #25 (Team Presentations) before class on 23 Feb |
| 18 Feb | Presentation: “Supporting Your Leader” (Dropbox 23b)  
Discuss Assignment #2 (Due 25 Feb)  
Teams work on Team Assignment 1 (Due on 2 Mar) | |
<table>
<thead>
<tr>
<th>WK 6</th>
<th>23 Feb</th>
<th>Presentation: “Team Presentations” (Dropbox #25)</th>
<th>Before class on 25 Feb, read and be prepared to discuss Dropbox #26 (Developing and Leading a Team) and Dropbox #27 (Leading a Team Through the Five Dysfunctions)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>In-Class Team Presentations</td>
<td></td>
</tr>
<tr>
<td>„ „</td>
<td>25 Feb</td>
<td>Presentation: “Developing and Leading a Team” (Dropbox #28 and #29)</td>
<td>Before class on 2 Mar, read and be prepared to discuss Dropbox #30 (Problem-Solving/Decision-Making)</td>
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<tr>
<td></td>
<td></td>
<td>Teams work on Team Assignment #1</td>
<td>Read Case 1, “The Lanning Company” before class on 2 Mar. (Dropbox 31.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Turn-in Assignment 2</td>
<td></td>
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<tr>
<td>WK 7</td>
<td>2 Mar</td>
<td>Turn-in Team Assignment 1</td>
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<td></td>
<td></td>
<td>Presentation: “The Problem-Solving/Decision-Making Process” (Dropbox #33)</td>
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<td>In-Class Case</td>
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<td></td>
<td>Introduction to Case 1 (Lanning Case) (Dropbox #31)</td>
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</tr>
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<td></td>
<td></td>
<td>Decision-Making Model (Dropbox #32)</td>
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<td>Distribute Mid-Term Exam (Due 23 Mar)</td>
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<tr>
<td></td>
<td>4 Mar</td>
<td>Teams work on Case 1</td>
<td></td>
</tr>
<tr>
<td>WK 8</td>
<td>9 Mar</td>
<td>Teams work on Case 1</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
<td></td>
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<tr>
<td>------------</td>
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<td>----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>11 Mar</td>
<td>Teams work on Case 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WK 10 23Mar</td>
<td>Case 1 Presentation #1</td>
<td>Before class on 30 Mar, Please read the following and be prepared to discuss the following documents:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Case 1 Presentation #2</td>
<td></td>
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<tr>
<td></td>
<td>Turn-in Mid-Term Exam</td>
<td>■ Dropbox #34 (Ethics in Today’s Corporate Sector)</td>
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<td></td>
<td></td>
<td>■ Dropbox # 35 (Ethics).</td>
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<tr>
<td></td>
<td></td>
<td>■ Dropbox 36 (Character)</td>
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<td>■ “The Intern’s Dilemma” (Harvard site)</td>
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<td>■ “Chris and Alison Weston”(Harvard site)</td>
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<tr>
<td>25 Mar</td>
<td>Case Presentation #3</td>
<td>Before class on 1 April, read and be prepared to discuss “The Inner Ring” by C.S. Lewis (To be distributed in class.)</td>
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<tr>
<td></td>
<td>Case Presentation #4</td>
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| WK 11 | 30 Mar | Presentation: “Ethics in Today’s Corporate Sector (Dropbox #37)  
Discuss case: “Chris and Alison Weston”.  
In-Class case: “The Intern’s Dilemma” (Harvard site)  
(Work case using Dropbox #38)  
Read Case 2, “The Medisys Case” (Harvard site) before class on 6 Apr. |
| WK 12 | 6 Apr | Teams work on Case 2 (Medisys) |
| 8 Apr | Teams work on Case 2  
Distribute Exam #2 (Due 27 Apr) |
<p>| WK 13 | 13 Apr | Work on Case 2 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>15 Apr</td>
<td>Turn-in Assignment 3 (Ethical Decision-Making Case)</td>
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<td>Case 2 Presentation #1</td>
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<td>WK 14</td>
<td>20 Apr Case 2 Presentation #2</td>
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<td>22 Apr Case 2 Presentation #3</td>
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<td>Before class on 29 Apr, Read:</td>
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<td>- Dropbox # 40</td>
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<td></td>
<td>(Self-Development, and Sustainment)</td>
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<td>WK 15</td>
<td>27 Apr Case Presentation #4</td>
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<td>Turn-in Exam #2</td>
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<td>29 Apr Presentation “Self-Development and Sustainment” (Dropbox #41)</td>
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<td>Read Tolstoy’s short story:</td>
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<td>“The Three Questions”</td>
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<td>before class on 4 May</td>
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<td>ASGMT</td>
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<tr>
<td>#1</td>
<td>Letter on Worldview and Personal Core Values</td>
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<td></td>
<td>(6.7% of final grade)</td>
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<tr>
<td>#2</td>
<td>Memorandum on Leadership Style</td>
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<td>(6.7 % of final grade)</td>
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<tr>
<td>Team Asgmt 1</td>
<td>Team Operating Guidelines Slide Packet Highlighting Team’s Strengths and Challenges</td>
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<tr>
<td>#3</td>
<td>Ethical Decision Making Case</td>
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<td>(6.7% of final grade)</td>
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<tr>
<td></td>
<td>Mid-Term Exam (20% of final grade)</td>
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<td></td>
<td>Exam #2 (15%) of final grade</td>
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</table>
Note: If I believe your initial submission is not the best work you are capable of, I will return your paper without a grade. I will ask that you re-work and re-submit the paper.

MATERIALS REQUIRED FOR THE COURSE

Please see email to all students registered for the course, Subject: Documents for BUSN 205.

POLICY

ATTENDANCE: Attendance is required. Excused absences must conform to University guidelines. Exams missed as a result of an excused absence must be completed NLT one week after the date of the scheduled exam. Exams missed without an excused absence will be assigned the grade “0.”

SYLLABUS CHANGES: The instructor reserves the right to make changes and substitutions to the course outline and syllabus without prior notification.

ACADEMIC INTEGRITY STATEMENTS: The University has a system for the enforcement of the Aggie Honor Code, to which every student—graduate as well as undergraduate—is expected to adhere. Violations may result in disciplinary action.

Aggie Honor Code

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

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

CLARITY ON PERMISSIBILITY OF TEAM COLLABORATION ON SPECIFIC ASSIGNMENTS: Students have asked that each faculty member give clear guidance on each graded assignment as to whether or not it is permitted or even desired that students work together. The course curriculum includes some team assignments. The instructor will designate which assignments are individual and which are group assignments.

PLAGARISM: As commonly defined, academic dishonesty/plagiarism consists of presenting as one’s own ideas, the words, writings, etc. that belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and submit it as your own, even if you have the permission of the person. It does not matter from where the material is borrowed—a book, article, material from the internet, or the paper of another student in the class—all constitute plagiarism unless the source of the work is fully identified and credited. It is important when using a phrase, a
distinctive idea or concept as well as a sentence or longer excerpt to credit the source in the text, a footnote or end note. Plagiarism is a violation of academic and personal integrity at Texas A&M University and carries severe consequences. (See Student Rules on Academic Dishonesty.)

AMERICANS WITH DISABILITY ACT: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students 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.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Stefanie Harris, Department of International Studies
Robert Shandley, Head, Department of International Studies
Steven Oberhelman, Interim AOC Dean, Liberal Arts
DATE: April 1, 2015
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: GERM 491

We recommend that GERM 491 Research 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: 90%
2. Course content appropriate to the major
3. Total number of words: 4000
4. Instructor to student ratio for one section: 1:10

Students taking this one-credit course write 4 short reaction papers, a paper proposal including bibliographic information, and an assignment for a co-requisite course of at least 1500 words. They receive formative feedback in the form of instructor comments on all drafts and also a peer review during in-class workshops. They present their final proposal and receive both oral and written peer and instructor feedback. They are instructed on rhetorical forms for critical essays and written language skills in German. Students taking this course must be co-enrolled in a 300- or 400-level German course, so that one assignment can be written in coordination with this course.

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

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

   GERM 491 Research

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

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

Instructor / Coordinator: Stefanie Harris  2/25/2015
Printed name and signature

Received: Valerie Balester  3/8/15
(W and C Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: 3/3/2015
Printed name and signature

Department Head: 2/25/2015
name and signature (Date)
GERM 491 Research
Fall 2015 • M 4:10-5:00 • ACAD 124
Texas A&M University

Instructor: Dr. Stefanie Harris
Office: Academic 229c
Office phone: 845-2124

E-mail: stefanieharris@tamu.edu
Office hours: MW 10:15-12:00, or by appt.

COURSE DESCRIPTION:
Writing-intensive course concentrating on the critical analysis of German literary texts and other forms of cultural production. Students enrolled in this course must also be co-enrolled in an approved section of a 300- or 400-level German course. Writing assignments are coordinated with the writing assignments of the co-requisite course.

COURSE OBJECTIVES:
• Students will master the form of the scholarly essay, including appropriate standards of style, citation, and acknowledgement.

• Students will learn how to conduct research in German studies (library, bibliographic sources, critical use of internet).

• Students will strengthen their German-language writing skills in order to achieve level C1/C2 under the Common European Framework of Reference for Languages. These skills include the ability to:
  (a) understand a wide range of demanding, longer texts, and recognize implicit meaning;
  (b) use language flexibly and effectively for social, academic, and professional purposes;
  (c) summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation;
  (d) produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors, and cohesive devices.

PREREQUISITES:
Junior or senior classification and approval of department head.

TEXTBOOKS:
• Klausnitzer, Ralf, Literaturwissenschaft: Begriffe-Verfahren-Arbeitsmethoden, 2nd ed. (De Gruyter, 2012).


GRADING:
4 Reaction papers 40%
Final paper proposal/Bibliographic assignment 15%
Assignment for co-requisite course 35%
Participation in discussions 10%

You must pass the writing component of the course in order to earn a passing grade for the course.

Grading scale
A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = <60
**Reaction papers (40%)**
Students will submit four 2-page reaction papers (approximately 500 words each) that synthesize the discussions and reading. Reaction papers must be written in German and brought to class in hard copy on due dates noted on the assignment calendar. Papers will be presented and discussed in class and be subject to peer-review. Detailed instructor feedback will address points from common writing rubric and individual grammatical/linguistic areas. Papers will be assigned a first grade based on content, organization, and grammatical and linguistic accuracy. Students may revise essays and resubmit them for a final grade. Late papers will not be accepted except in the case of a university-approved excused absence (see statement on absences below).

**Final paper proposal/Bibliographic assignment (15%)**
Students will present their final paper topics to the class as part of a writing workshop. This assignment will include the submission of a one-page proposal and an annotated bibliography in preparation for the final paper (approximately 500 words). Instructor feedback will address content, organization, and appropriateness of sources.

**Assignment for co-requisite course (35%)**
A requirement of this course is that students are simultaneously enrolled in an approved German course requiring a final paper of at least 5 pages (1500 words). Students must inform the instructor of the co-requisite course that they are taking it in conjunction with this course. Students must submit a copy of the final paper written for the co-requisite course as part of the required work for this course. For the purposes of this course, that essay will be graded with respect to its use of language, organization, structure, and research as an essay.

**Participation (10%)**
Students are expected to come to class with the reading for that day prepared and ready to engage in class discussion. Study questions will be posted on eCampus. Students should use these study questions to prepare for class by making brief notes for each question, including relevant passages from the text with page numbers and any special vocabulary, as well as questions they want to ask. Study question sheets must be printed out and brought to class.

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

**ACADEMIC INTEGRITY:**

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

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction</th>
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| Week 2 | *Was ist ein literarischer Text?*  
Klausnitzer I.1 |
| Week 3 | *Lesen-Verstehen-Interpretieren*  
Klausnitzer I.2 |
| Week 4 | *Was sind literarische Gattungen?*  
Klausnitzer I.3 |
| Week 5 | Researching: Library |
| Week 6 | *Wie lesen, verstehen, interpretieren wir narrative Texte?*  
Klausnitzer I.4 |
| Week 7 | *Wie lesen, verstehen, interpretieren wir lyrische Texte?*  
Klausnitzer I.5 |
| Week 8 | *Wie lesen, verstehen, interpretieren wir dramatische Texte?*  
Klausnitzer I.6 |
| Week 9 | Researching: Indexes/Internet |
| Week 10 | Class presentations: Final paper proposals  
Final paper proposal/Bibliographic assignment |
| Week 11 | *Was ist ein Autor?*  
Klausnitzer II.1 |
| Week 12 | *Was sind literarische Generationen?*  
Klausnitzer II.2 |
| Week 13 | *Was ist eine Literaturepoche?*  
Klausnitzer II.3 |
| Week 14 | *Was ist literarische Kommunikation?*  
Klausnitzer II.4 |
|       | Final paper due |
TO: Faculty Senate Executive Committee

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

CC: Kathryn Henderson, Department of Sociology
    Jane Sell, Head, Department of Sociology
    Steven Oberhelman, Interim AOC Dean, Liberal Arts

DATE: April 14, 2015

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: SOCI/WGST 489 Images of Women

We recommend that SOCI/WGST 489 Images of Women be certified as a writing (W) course for four academic years (1/15 to 1/19) with this title only. We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 90%
2. Course content appropriate to the major
3. Total number of words: 8500
4. Instructor to student ratio for one section: 1:30

Students will write five entries in a clip journal and complete two take-home essay exams and a research paper. They have the opportunity to revise the clip journals and the two essay exams based on instructor comments. They also have a chance to revise the final paper after receiving instructor written and oral comments on a draft of that paper. Instruction includes reading essays on writing in sociology, handouts on common errors, and in-class discussion and peer correction of writing. This course will be stacked with a graduate course in which students study overlapping materials on visual methods.
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):
   WGST 489-503 Images of Women

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: Kathryn Henderson
Printed name and signature
(Date)

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

Approvals:

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

Department Head: Joan Wolf
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):
SOCI 489-503 Images of Women

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: Kathryn Henderson
Printed name and signature

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

Approvals:

College Dean: Steven M. Oberhelman
Printed name and signature

Department Head: Jane Sell
Printed name and signature

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

Tel 979.458.1455 Fax 979.458.1466
writingcenter.tamu.edu
IMAGES OF WOMEN Writing Intensive Syllabus

This is a Writing Intensive course. You will receive feedback and evaluation on your writing as well as the content of your assignments. Ways to improve your writing will be addressed during class as well as in conferences with the professor. Details below.

Prerequisites: none

Course goals: This course will examine visual images of women across historical time and multiple cultures, including our own, to explore what representations can tell us about the changing perceptions of the place of woman in society. You will become familiar with theoretical perspectives in multiple disciplines including Sociology, Psychology, Art History, Film and Cultural Studies through examination of recurring themes and vast differences in representations of the feminine. While no historical survey of images could ever be complete, our sample will span from current media and print images of “tough women” heroes and entertainers to images of female deities in ancient to contemporary times. We will discover how assumptions regarding woman as nature and nature as woman have influenced science and develop theoretical tools for understanding representations of women as cyborgs, in cartoons, and in contemporary media. New material will cover the representation of the feminine under the surge of new media technologies, the impact of globalization on media form and content and how changes since 9/11 have changed our looking practices. Throughout the course, you will have the opportunity to bring in images of women from many sources for class discussion and analysis as we test out an array of theories to understand how visual images of women are constructed and read in order to create gendered identity, space, and expectations. You will leave the course with a critical eye and the ability to analyze visual information well beyond representations of the feminine.

Writing Intensive Aspects: Since this is a W class, you will have the opportunity to re-write each of the writing assignments. Moreover, you will need to meet with me to discuss your essays in terms of content and writing style. The goal is for you to learn about the social connections between visual representation of women and the status of women in society while honing your writing and analytical skills. There are three types of assignments in this course. 1) take-home essay midterm and final based on applying concepts and theories to films and readings. 2) 5 clip journal entries which will be handed in for feedback throughout the term, to be revised and resubmitted as a whole set at the end of the term. 3) A research paper on a subject of your choice having to do with representation of women, historically or in the contemporary world. Graded evaluation of your writing will reflect how thoroughly you apply theories and concepts from the course and support your conclusions with detailed data; the organization and clarity of your writing; and its grammatical correctness.

I am here to assist you in developing the skills necessary to become competent writers and scholarly writers in sociology. There are many other resources that you can take advantage of at Texas A&M University, one of which is the University Writing Center 1.214 Evans Library.

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

Required Texts:
Walters  Material Girls: Making Sense of Feminist Cultural Theory
Baring & Cushford  The Myth of the Goddess: Evolution of an Image
Sturken and Cartwright  Practices of Looking, 2nd ed.

Readings Packet in eCampus (ePac)

Writing Handouts

Excerpts from A Guide to Writing Sociology Papers, American Sociological Association Style Guide, The Transitive Vampire: ultimate grammar handbook for the innocent, the eager, and the doomed,

AND from TAMU University Writing Center
Lecture and Discussion Topics

Week 1: Introduction: From Images of Women to Woman as Image
READ: Sturken & Cartwright (Practices of Looking) Ch. 1, "Images, Power, and Politics"

Week 2: Tough Women in their own time
READ: M: Innes: (Tough Girls): Intro & Ch. 1, "Beyond Muscles" (ePac)
W: Ch. 5: Tough Girls as One of the Boys: (ePac)
Recommended: Overby and Preston-Matto “Stalking in Tongues: Speech Act as Weapon in Buffy” Wilcox and Lavery eds. Fighting the Forces: What’s at Stake in Buffy the Vampire Slayer (ePac)

Week 3: Woman as Deity: Paleolithic, Neolithic, Crete & the rise of Patriarchy
READ: M: Baring & Cushford: Chapters 1; 2: 46-90, 3: to 135
W: Baring & Cushford: Chapters 4 & 5; Ch. 8: 325-345; Ch. 9: 349-377; Ch. 11: 416-439

Film: Signs Out of Time: archaeologist Marija Gimbutas

***WEEK 4: (research project selection due: 1 page)

Week 4: Mary through the ages & members’ meanings
READ: M: Baring & Cushford: Ch. 14 & Ch 16
Sturken & Cartwright: Ch. 2: Viewers make meaning
W: Ch. 3: Spectatorship, Power and Knowledge
Ch. 4: Reproduction and Visual Technologies

Film: Ave Maria or Easter in Sicily

Week 5: Science: Woman as Controlled and Uncontrolled Nature: The Witch
READ: M: Merchant: The Death of Nature EXCERPTS (ePac)
Fox-Keller: Reflections on Gender and Science EXCERPTS (ePac)
Recommended: Malleus Maleficarum: The Hammer of Witches (ePac)
W: Barstow: Witchcraze: A New History of the European Witch Hunts (ePac)

Week 6: Women, Technology & Cyborg Images
READ: M: Balsamo: Technologies of the Gendered Body: Reading Cyborg Women. EXCERPTS (ePac)
W: Sturken & Cartwright: Ch 8: Scientific Looking, Looking at Science

***Essay MIDTERM handed out end of WEEK 6 - Due end of WEEK 7

Week 7: Are you looking at me? The Male Gaze, The Female Gaze and beyond
READ: M: Walters (Material Girls): Ch. 1, “From Images of Women to Woman as Image.”
Walters: Ch 4: “Seeing Beyond the Gaze”
W: Sturken & Cartwright: Ch. 6: Consumer Culture and the Manufacture of Desire

***ESSAY MIDTERM DUE

Week 8: Material Girls in Film and Television
READ: M: Walters: Chapters 2 & 3
W: Walters: Chapters 5 & 6

Week 9: Crossing Boundaries: Ethnicity and othering
READ: M: Gunn Allen: Pocahontas: Medicine Woman, Spy, Entrepreneur, Diplomat (EXCERPTS) (ePac)
Awaikta: Selu: Seeking the Corn Mother’s Wisdom (EXCERPTS) (ePac)
W: Foxworth: “Aunt Jemima: The Most Battered Woman in America Rises to the Top” (ePac)
Hammonds: “New Technologies of Race” (ePac)
Film: “Mickey Mouse Monopoly”

Week 10: The Global Flow of Visual Culture
W: Mernissi: Scheherazade Goes West (excerpts) (ePac)
Film: "Killing Us Softly 4"

Week 11: Post Modern Culture and Women
READ: Sturken & Cartwright: Ch 7. Postmodernism & Popular Culture
Shaw. 2014. Gaming at the Edge (excerpts)
Film: “Barbie Nation”

Week 12: Queering the Feminine Image
READ: Vested Interests (excerpts) (ePac)

Weeks 13 & 14
Student Presentations of Research Projects
***Final essay topics handed out

Research Paper due on last day of class

Media clip journal and take-home final due on date of scheduled final

Grading:
Oral Presentation of readings and research 10%  A  90 – 100%
Clip journal 20%  B  80 -- 89%
Midterm 15%  C  70 -- 79%
Final 20%  D  60 -- 69%
Research Paper (topic must be approved by professor) 35%  F  59% & below

Attendance Policy:
Course adheres to university regulations on attendance (see student rule #7: http://Student-rules.tamu.edu). Essays handed in late will drop ½ a letter grade for every day late without a university approved excuse. You are expected to be in class during the showing of films. If you are going to miss class because of a university excused activity, let me know beforehand.

Clip journal*: You will be expected to keep a media journal of clippings or descriptions of video, TV, film, internet representations of women along with your analysis of them based on materials from class which you will hand in periodically for feedback. Your clip journal is an on-going opportunity to apply concepts from this course to the world outside the classroom. You should find some representation of the feminine in the media (internet, newspapers, magazines, television) and apply a concept we have discussed to it. Hand in the clip along with your analysis, which should be 1-3 pages including your summary of what the clip shows. Review these writings and clippings when they are returned with comments. You may rewrite them when you hand in your final clip journal which will give you the opportunity to address any shortcomings in your earlier observations and your writing. At the end of the semester you will hand in your entire clip journal with your rewrites and some summary comments and analysis of what the experience has provided as a learning tool. More information and examples will be handed out in class.

Research Paper: All topics must have Dr. Henderson’s approval. A Research Project is required for this course. You may choose any topic that has to do with visual representations of women or the feminine. You may choose to do a historical study of representations of women along a theme (ex. women in the military) or employ contemporary images and conduct interviews to ascertain their different meanings to a range of viewers. You will need to analyze both the formal aspects of representations along with audience meanings, applying theories and concepts from the course. More information will be provided in class.
**Note on use of internet sites:** All internet information should be cited just as if the materials were published in a book or journal. For the purposes of the clip journals, a print-out is sufficient. If you use other internet materials for analysis in your research paper, cite it with author (individual name or institution posting the site), title, and the web site address. Just like books and journals, direct quotes should include quotation marks followed by author and page number; a paraphrase should include author and page number at the end of the paragraph. The full citation with web address should then appear in a bibliography. **Using materials from the internet (or anywhere else, for that matter) and attempting to pass them off as your own work is plagiarism which is illegal and could result in a failing grade.** Dr. Henderson may use turnitin.com to monitor papers. A handout on how to cite from the internet will be provided.

All materials handed out in class such as syllabi, worksheets, guidelines, etc. are copyrighted and the property of the professor. They may not be copied without her or his permission. To do so and pass off any such materials as your own is plagiarism. **You have my permission to copy any class materials you wish for legitimate learning purposes for this course.**

**ADA (Americans with Disabilities Act) 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 that you have a disability requiring an accommodation, please contact the Department of Disability Services in Cain Hall Room B118 or call 979-845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Academic Integrity Statement and Policy reminder**
"An Aggie does not lie, cheat or steal, or tolerate those who do.” “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”
Honor Council Rules and Procedures on the web: [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Joseph A. Morgan, Department of Engineering Tech. & Industrial Distribution
Reza Langari, Head, Department of Engineering Tech. & Industrial Distribution
Prasad Enjeti, AOC Dean, Dwight Look College of Engineering
DATE: April 10, 2015
SUBJECT: REPORT ON RECERTIFICATION OF C COURSE: ENTC 419

We recommend that ENTC 419 Technical Project Management be certified as a Communication (C) 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: 90%
2. Course content appropriate to the major
3. Total number of words: 4050
4. Total minutes of oral performance: 18 minutes
5. Instructor to student ratio for one section: 1:24

Since original certification, the course has not significantly changed. Students write two project quad charts and a planning memo individually, for a total of 650 words and 20% of the final grade. Collaborative writing assignments include a design document, a schematic review, and a web page; however, each member of the team will write specific sections, and teams are instructed to share the workload equally. Each student writes approximately 1500 words. For the presentation, each student again has to present, and the total time is shared equally, for a total of 18 minutes. Students are given several assignments that span the fifteen-week semester and build on each other to prepare them to generate the final document. These assignments are critiqued by faculty, industry representatives, and by the students themselves. Thus, they are receiving continual feedback and have the opportunity to improve their writing over the entire semester. Every writing assignment must be edited by a person outside of their project team, and the edited draft showing how the feedback was used must be included with each assignment submission. Each team must practice their presentation using a peer group prior to making their formal presentation. Most teams will also do a dry run of their presentations for their faculty advisor for feedback. A knowledge base of past teams’ documents and presentations are available for review and reference. In preparation for the first major presentation in week 8, all ENTC 419 students must attend and grade ENTC 420 student teams in their Critical Design Review (CDR) presentations during week 7. Observing and grading second semester students just prior to their presentation provide an excellent learning and preparation process.
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):
ENTC 419 ENGR TECH CAPSTONE I

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

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

Instructor / Coordinator: JOSEPH A. MORGAN
Printed name and signature

(Date)

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

(Date)

Approvals:
College Dean: REZA LANGARI
Printed name and signature

(Date)

Department Head: REZA LANGARI
Printed name and signature

(Date)
ENTC 419: Engineering Technology Capstone I  
Spring 2015  
MW 3:00 – 4:15  
F110

COURSE DESCRIPTION:
ENTC 419 Engineering Technology Capstone I. Project management tools for a System Design Process document, addresses scope, schedule, risk, cost, milestones and deliverables; planning and initial design of prototype to be implemented in ENTC 420; teams must have sponsor and technical advisor. Credit 3 (3 Lecture, 0 Laboratory)

PREREQUISITE:
Prerequisites: ENTC 333 and 369 and senior classification.

The capstone design experience (ENTC 419 followed by ENTC 420) is intended to be completed by students during the last two major semesters of their undergraduate education program. As such, students should be within one major semester of graduation prior to enrolling in ENTC 419. Students not meeting this requirement will be dropped from the course. Students should understand and appreciate that there are several prerequisites that must be satisfied prior to being registered in ENTC 420. Not meeting all of these prerequisites could result in retaking ENTC 419. It is the student’s responsibility to work with the program director and academic advisor to ensure he/she meets this prerequisite requirement.

PURPOSE OF COURSE
ENTC 419 encompasses four primary areas. First, students should gain an introduction to the fundamentals of engineering/technical project management principles. Second, this course offers the student opportunity to develop the components necessary to satisfy the initial requirements of ENTC 420, Engineering Technology Capstone II. These components include evaluating and selecting the project, the sponsor, the faculty advisor, the project team, and generating potential project Quad Charts, System Design Process documentation and an initial prototype design including Version 1 of the schematic. Third, students enrolled in ENTC 419 will have the opportunity to interact with engineers working in the public and private sectors through a series of guest lecturers and seminars. Finally, ENTC 419 has been chosen by the EET/TET faculty members to satisfy the requirements of a Communications (C) Course required of all students graduating on or after catalog 130. Successful completion of this course provides the student with the tools and knowledge necessary to plan, execute, manage, control and document a valuable and beneficial capstone design experience while gaining significant insight into why these factors are important to the student’s professional development.

LEARNING OUTCOMES / COURSE OBJECTIVES:
Student working individually and in small teams will achieve the following learning outcomes:
1. Form teams and conduct product development activities as a startup company.
2. Construct and maintain team web page.
3. Using project management concepts and toolsets, create a comprehensive plan with associated documentation for the Capstone project.
4. Create the preliminary design for an embedded intelligence prototype to be delivered to the sponsor/customer at the conclusion of Capstone II (ENTC 420).
5. Develop and deliver Preliminary Design Review.
6. Manage all stakeholder expectations and interactions.
8. Construct detailed timeline of design, development, and test activities.
9. Prepare and justify complete costing budget.

INSTRUCTOR: Dr. Joseph A. Morgan, D.E., P.E.
OFFICE: Fermier 111
LAB: MISL – Fermier 006, Product Innovation Cellar – T009A
PHONE: Cell: 979-575-0128
E-MAIL: jmorgan@tamu.edu
OFFICE HOURS: Monday and Wednesday, 3:00 PM - 4:00 PM. (Recommend making appointment)

TEXTBOOK:
Recommended – Successful Project Management, Gido and Clements. ISBN 0-538-88152-

REFERENCE:

MATERIALS:
Students are responsible for providing their own materials for all assignments. In addition, each student must have all assignments available on a removable media device – a thumb drive is recommended. This form of soft copy will allow all students to readily present materials during class from the podium.

GRADING:
The final grade each student receives will be based on individual work and on the work generated by the team. To receive a passing grade (C or Better), each student SHALL
1. satisfactorily complete all individual and team assignments,
2. receive a grade of 70 or better on the final exam, and
3. receive a team grade of 70 or better on the System Design Process document

The following table includes the elements that are used in determining the student’s final course grade.

<table>
<thead>
<tr>
<th>Element</th>
<th>Type</th>
<th>Team Grade Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potential Project Quad Chart</td>
<td>I</td>
<td>.10</td>
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<tr>
<td>SDP Presentation</td>
<td>T</td>
<td>.20</td>
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<tr>
<td>Preliminary SDP Document</td>
<td>T</td>
<td>.10</td>
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<tr>
<td>Planning Memo</td>
<td>I</td>
<td>.10</td>
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<tr>
<td>Final SDP</td>
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<td>.30</td>
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<tr>
<td>Schematic Review</td>
<td>T</td>
<td>.10</td>
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<tr>
<td>Web Page</td>
<td>T</td>
<td>.10</td>
</tr>
<tr>
<td>Final Exam</td>
<td>I</td>
<td>Determines highest grade possible</td>
</tr>
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</table>

Potential Project Quad Charts  two submitted, one graded by peers
SDP Presentation  Presented to Project Sponsor and Advisor, the 419 and 420 Course Instructors, other ENTC 419 students, and invited guests.
Preliminary SDP  Includes prototype design/performance requirements, major project milestones/deliverables and test matrix.
Planning Memo  Individually generated memo that coordinates a basic element of project with stakeholders
Final SDP  Team effort with individual responsibility for sections of report
Schematic Review  Team develops and conducts a review of their Version 1 Schematic
Project Web Page  Communicates with text, images, animation, sound and video
Final Exam  Must receive a 70% or higher
Attendance  *

Bonus Assignments:
Up to 10 points added to final course grade based on quality and quantity of Bonus Assignment. Bonus Assignments will generally be 3-4 points each. Students can complete Bonus Assignments until the maximum 10 points are reached. (Must be approved prior to Week 7)

FINAL COURSE GRADE:
Each student will receive a course grade based on the above individual and team performance. The following factors will impact the final course grade each student receives:
• Attendance and participation are the two most important factors in benefiting from this course. Attendance will be taken via a sign-up roster that will be distributed sometime during each class. For each unexcused absence, 5 points will be deducted from your final course grade. It is your responsibility to insure that YOU sign the attendance roster – no one can sign for YOU.

• A primary portion of the student’s grade is for written/oral assignments. Grading of these assignments will focus on technical content and ability to communicate concepts effectively, but will also include assessment of style, format, grammar, punctuation, spelling, etc. A course grade of C or better in ENTC 419 requires that all assignments be completed in satisfactory manner.

• Each team must receive a 70% or higher grade on their Final SDP Document to receive a C or better grade in the class.

• Students will receive a final course grade which is no higher than the grade he/she receives on the Final Examination.

IMPORTANT

TESTS: Exam date and time will be consistent with the University’s Final Exam Schedule. All students must take the exam at this time unless they have an approved written request to take it early. Only emergency situations will be considered as a valid excuse for not taking the exam on or before the scheduled time. Students who do not take the exam on or before the scheduled time or do not have an acceptable justification (emergency) for missing the exam will receive a zero grade for the exam.

PEER EVALUATIONS: A major portion of the work you perform in this course will be accomplished in a team environment. As such, you will be required to submit a confidential assessment of your peers that will be used to determine individual grades for team assignments. It is your responsibility to submit this confidential assessment in a separate sealed envelope containing the course name and your signature on the outside of the envelope. All peer evaluations must be submitted in the envelope containing the Final System Design Process Documentation – peer evaluations will not be accepted in any other manner. Teams members will not be assigned a final grade until this assessment is received. Late submittals of the Final System Design Process Documentation package, for any reason, will be cause to lower the team grade for this assignment.

American with Disabilities (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 Syllabus Statement
"An Aggie does not lie, cheat, or steal or tolerate those who do." For questions about honor code violations or the review/appeal process see: http://aggiehonor.tamu.edu
# ENTC 419
## Project Management

<table>
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<tr>
<th>WEEK</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>1</td>
<td>Course overview, assignments and ENTC 420 expectations/prerequisites</td>
</tr>
<tr>
<td>2</td>
<td>Project management processes overview / Quad Charts</td>
</tr>
<tr>
<td>3</td>
<td>WBS / SDP</td>
</tr>
</tbody>
</table>
| 4    | Individual potential project Quad Charts / RAM  
Random selection (names called from class roster – not from those attending) |
| 4    | NLD |
| 5    | System Design Process |
| 6    | Preliminary Design Review --- System Design Process Presentations |
| 7    | Version 1 – SDP Documents |
| 8    | Risk Management |
| 9    | Cost Analysis and Project Pricing |
| 10   | Project Control and Earned Value |
| 11   | SDP Review |
| 12   | Special Topics |
| 13   | Special Topics |
| 14   | Final SDP Documents  
TAT Meeting Requirements and Presentations |
| 15   | Final Exam – see University Final Exam Schedule for date and time |

Presentation of the above topics is subject to change based on the availability of guest lecturers from industry and ELE Seminars.