Memorandum

October 22, 2013

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:

  a. ECON 489       Health Economics
  b. GEOS 410       Global Change
  c. MGMT 461       Entrepreneurship
  d. SOCI/AFST 317  Sociology of African Americans

Courses submitted for W recertification:

  a. ENTO 481       Seminar
  b. ESSM/GEOG 462  Advanced GIS Analysis for Natural Resource Management
  c. FREN 300       Composition
  d. MASE 407       Capstone Design II
  e. NUEN 303       Nuclear Detection and Isotope Technology Laboratory
  f. PSYC 204       Experimental Psychology
  g. RDNG 372       Reading and Writing across the Middle Grade Curriculum

Courses submitted for C recertification:

  a. FIVS 435       Case Studies in Problem Solving
  b. HORT 481       Seminar
  c. IDIS 330       Sales Engineering
TO: Faculty Senate Executive Committee

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

CC: Robert Maness, Department of Economics
    Timothy Gronberg, Head, Department of Economics
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: October 15, 2013

SUBJECT: REPORT ON CERTIFICATION OF W COURSE: ECON 489 Health Economics

We recommend that ECON 489 Health Economics (for this title only) be certified as a writing (W) course for four academic years (9/13 to 9/17). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 34%
2. Course content appropriate to the major
3. Total number of words: 2500
4. Instructor to student ratio for one section: 1:24

ECON 489 (Health Economics) requires that students write a short proposal for a research topic (500 words), and a final version of a research paper (2000 words). For feedback, students get instructor guidance on the proposal before they write the final paper; in addition, they do a peer review of a rough draft and get instructor comments on drafts. The quality of the peer reviews is also monitored by the instructor, and they are graded. Instruction includes relevant readings on the topics being written about and direct in-class instruction on topics such as developing a thesis and conducting and writing up research.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns (enter prefix, number, and complete course title):
__ECON 489: Health Economics______________________________

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

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

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

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

Approvals:

College Dean: [Signature]
Michael T. Stephenson
Printed name and signature
(Date)

Department Head: [Signature]
Timothy J. Goodson
Printed name and signature
(Date)
ECON 489: Health Economics
Spring 2014

Economics 489, Section 500
Health Economics
MLSC 214
TTH 8:00-9:15AM

Prof. Robert Maness
Office: Acad. Bldg West, Rm 3013
Phone: 268-6528
845-7351
e-mail: r-maness@neo.tamu.edu

COURSE DESCRIPTION:
This course analyzes the economics of health care in the United States, with particular attention to the role of third party payers, including the government. It examines the demand for health care and the structure and consequences of public and private health insurance; the supply of health care, including professional training and licensing. It also assesses the role of competition in health care markets, including competition among hospitals, insurance plans, physicians, and pharmaceutical manufacturers, among others. Finally, we assess the role of competition and regulation in medical innovation.

LEARNING OBJECTIVES:
The objectives of this course are to understand how economists model consumer and supplier behavior in health care markets, and the pervasive role of government policy on competition, innovation, and the quality and quantity of health care services.

Prerequisites:
ECON 323 is required.

COURSE MATERIALS:
The text used in this class is Charles E. Phelps, *Health Economics, 4th Edition*. This text is required. PowerPoint presentations of the lectures and practice tests will be available prior to each class.

Policy Paper:
There will be a paper due on the last day of class covering an aspect of health care policy, such as the economic impact of Obamacare, or the economic impact of changes in regulation for the pharmaceutical industry. The paper should consist of at least 2000 words. The process will work as follows:

(1) Proposed topics: You should submit a one to two paragraph description of the topic you propose to use for your paper by midterm. I will provide written and verbal feedback on the feasibility and appropriateness of your proposed topic.

(2) Rough draft of paper: Three weeks before the end of the semester, you should submit a rough draft of the paper, listing the key arguments and the analysis of those arguments. I will read and provide feedback on each draft. We will discuss the process for designing and submitting rough
drafts during class after Midterm.

(3) Peer Review: Rough drafts will be exchanged among members of the class for peer review. That is, your rough draft will be read by one member of the class, who will provide a written critique, and you will do the same for another class member. These critiques will be due one week after the rough drafts are turned in.

(4) Final Paper: Your final paper is due on the last class day and should incorporate the feedback given to you on the rough draft of the paper.

Only two of the four steps will be graded. The total process of producing the paper will be worth 40% of your final grade, divided as follows:

1. Proposed Topic: about 500 words, and 9% of final grade
2. Final Report: About 2000 words and 25% of final grade

Note that, while not all of the elements above will be graded, they are all important to the writing process and to developing the final report. We will also spend time in class between the proposed topic and describing the importance of outlining and the rough draft process, as well as discussing writing strategies, and the process of writing and communicating economic analyses.

TESTS:
There will be three tests worth 100 points each. The final exam will be the third test, and count as a regular test. Each test will consist of 7 essay questions, of which you will have to answer five. Each test will count for 22% of the total grade.

The grading scale is as follows:
A (100%-90%), B (89% - 80%), C (79%-70%), D (69%-60%) F (59% or less).

MAKE-UP TESTS:
Make-up exams will only be given for university excused absences as outlined in Academic Rule 7 (http://student-rules.tamu.edu/rule7); absences must be documented in line with Rule 7. In addition, you must email me within 48 hours after the exam to alert me of the situation. Make-up tests are in essay format with 5 to 6 questions covering the material for the relevant test.

OFFICE HOURS:
Office Hours will be immediately after class on Tuesday and Thursday in the Economics Dept., or by appointment. I also encourage you to call and make appointments outside of office hours if necessary. I will not be on campus often outside of office hours unless you have scheduled an appointment, but I can be reached at my off-campus office virtually any time--268-6528.
TENTATIVE COURSE OUTLINE:

I. Basics of Health Care Demand

1. Why Health Economics—
   Week 1 Chapters 1 & 16

2. Utility and Health Care
   Week 2 Chapter 2

3. Demand for Medical Care
   Week 4 Chapter 4

   Week 5 Chapter 5

   Test 1 TBD

II. Writing Discussions

1. Discussion of how to pick a topic
2. Discussion of the importance of outlines and rough drafts
3. Discussion of writing an economic paper

III. The Economics of Health Insurance

1. Basics of Health Insurance
Week 6    Chapter 10

Week 7    Chapters 10-11

2. Government Sponsored Health Insurance

Week 8    Chapter 12

3. Health Insurance and Health Reform

Week 9    Outside Readings (TBD)
Week 10   Outside Readings (TBD)

TEST 2 November 6

III. Supply of Health Care Services

1. Physician Markets

Week 11    Chapter 6

Week 12    Chapters 6-7

2. Hospital Markets

Week 13    Chapter 8
Week 14  Chapters 8-9
Cutler, et al, “Managed Care and the Growth of Medical Expenditures,”
Cutler, et al, “How Does Managed Care Do It?” RAND Journal of Economics,

3. Issues in Regulation and Pharmaceutical Markets

Week 15  Outside Readings (TBD)

FINAL EXAM TBD

GENERAL NOTES:

The class will be more enjoyable if we all come prepared. Being prepared before class allows you to intelligently discuss the issues that we are covering. Class participation is often difficult in a large class, but I encourage all of you to make an effort to participate.

I encourage you to keep up with the material to avoid cramming the night before the test. If you are having difficulty with any of the material or presentations in class, please come by during office hours (or make an appointment) early and often—that allows you to avoid the big crowds that gather around test time.

ACADEMIC INTEGRITY STATEMENT AND POLICY

This class will adhere strictly to the university honor code. Honor Council Rules and Procedures are on the web: http://www.tamu.edu/aggiehonor

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

Academic honesty will be strictly observed. Anyone who attempts to cheat will be dealt with severely.

AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 1845-1637. For additional information visit http://disability.tamu.edu.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Mitchell Lyle, Department of Oceanography, Environmental Geoscience Program
Don Collins, Department of Atmospheric Science & Director, Environmental Geoscience Program
Sarah Bednarz, AOC Dean, College of Geosciences

DATE: October 15, 2013

SUBJECT: REPORT ON CERTIFICATION OF W COURSE: GEOS 410

We recommend that GEOS 410 Global Change be certified as a writing (W) course for four academic years (1/13 to 1/17). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 90%
2. Course content appropriate to the major
3. Total number of words: 5300
4. Instructor to student ratio for one section: 1:25

Papers assigned in GEOS 410 include two short papers, a fact sheet for a climate presentation, weekly writing about course readings, and one longer final paper—all on topics related to global change. The first short paper is turned in as a draft, with the opportunity for revision and resubmission. Instruction includes the following: (1) reading scientific literature to see examples of technical writing; (2) lectures on proper ways to read and write technical literature; and (3) exercises of different length to practice technical writing and proper referencing. Because the best way to understand how to reference is to do it repeatedly in a variety of formats, writing assignments are broken up into weekly one-paragraph assignments, monthly two-page assignments, and a final 5-10 page paper. Each assignment requires the student to use the scientific literature, extract appropriate information, and reference the material properly. By the end of the course, there are more than 10 different exercises in technical writing and referencing. On early writing projects, students redo the exercise if the referencing is inadequate.
1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns (enter prefix, number, and complete course title):

_________________________ GEOS 410 Global Change _________________________

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: Mitchell Lyle
Printed name and signature
(Date)

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

Approvals:

College Dean: Kate C. Miller
Printed name and signature
(Date)

Department Head: Debbie Thomas
Printed name and signature
(Date)
Course title and number  GEOS 410, Global Change
Term (e.g., Fall 200X)  Spring, 2011
Meeting times and location  MWF, 12:40-1:30, O&M 206

Course Description and Prerequisites

Catalog: The interaction of the earth, atmosphere, oceans, cryosphere and life, including the impact of human society on the environment and climate; global change modeling; politics, policy and decision making; and personal awareness. Prerequisite: Junior or senior classification.

Global Change is intended to (1) familiarize students with the processes, feedbacks, and memory in the global climate system, (2) explore earth systems, how they interact, and how they are studied, (3) explore impacts of climate change caused by anthropogenic CO2 emissions, and (4) investigate mitigation options. Much of the data are on the web, and we will access this information during the course.

Learning Outcomes or Course Objectives

Students should understand
1) How is the earth heated?
2) What is the evidence for anthropogenic global warming?
3) How do earth systems interact to amplify or retard climate changes?
4) How are earth systems being monitored?
5) What are global change predictions for the next 100 years? How good are they?
6) What are potential impacts of anthropogenic CO2 and what are mitigation options?

Instructor Information

Name  Dr. Mitch Lyle
Telephone number  845-3380
Email address  mlyle@tamu.edu
Office hours  MW 1:30-2:30 (or by appointment)
Office location  O&M 411B (Eller Building)

Textbook and/or Resource Material


Chapters are posted on the course website at cleaarning.tamu.edu, or are available online at http://www.ipcc.ch/ipccreports/ar4-wg1.htm

(2) Readings from the literature will be posted on the website for each week.
Grading Policies

Grades will be awarded based on the following coursework:
1. Three 2-page papers during the semester (45% of course grade)
2. One 5-10 page paper at the end of the course (25%)
3. One presentation for Climate Conference (10%)
4. Weekly homework, mostly over readings (20%)

Exams: none

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<thead>
<tr>
<th>Week #</th>
<th>Dates</th>
<th>Topics</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 18, 20</td>
<td>Global warming controversy and how earth’s temperature is maintained</td>
<td>AR4 summary for policy makers</td>
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<tr>
<td>3</td>
<td>Jan 30, Feb 1, Feb 3</td>
<td>What is natural variability?: paleoclimate</td>
<td>National Research Council, 2006, <em>Surface temperature reconstructions for the last 2000 years</em>, pp 1-24, 115-119 and scan technical chapters</td>
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<tr>
<td>4</td>
<td>Feb 6, 8, 10</td>
<td>Albedo 1: atmosphere, aerosols and clouds</td>
<td>Charlson &amp; Wigley, 1994, <em>Scientific American</em>, Paper 1 due, Feb 10</td>
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<td>5</td>
<td>Feb 13, 15, 17</td>
<td>Albedo 2: Cryosphere</td>
<td>Kwok and Suhky (2010) Oceanography; scan papers in readings</td>
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<td>6</td>
<td>Feb 20, 22, 24</td>
<td>Feedbacks, climate sensitivity, carbon cycle</td>
<td>Lunt et al., 2010, <em>Nature Geoscience</em></td>
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<td>7</td>
<td>Feb 27, 29, March 2</td>
<td>Oceans and Climate change</td>
<td>Pierce et al. (2011); scan Broecker (1997) <em>Science</em>; Freeman (2010) <em>Oceanography</em>; AR4 Ch05—executive summary, 5.1 thru 5.22, and Box 5.1</td>
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<td>8</td>
<td>Mar 5, 7, 9</td>
<td>Ocean acidification, sea level</td>
<td>Feeley et al. (2009); Kerr (2010); Willis et al. (2010) Paper 2 due, March 5</td>
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<td>9</td>
<td>Mar 12-16</td>
<td>Spring break</td>
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<tr>
<td>10</td>
<td>Mar 19, 21, 23</td>
<td>Climate conference</td>
<td>Required attendance for presentations! Presentations W, F</td>
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11 Mar 26, 28, 30  biosphere and carbon cycle feedbacks  Suess et al. (1999); Schuur &Abbott. (2011)


14 Apr 16, 18, 20  Fixing the problem sequestration and geoengineering  Deutsch & Moniz (2006), Scientific American; scan IEA "Putting Carbon back in the Ground", 2001; scan Royal Society (2009) Geoengineering the climate

15 Apr 23, 25, 27, 30  fixing the problem: adaptation and topics of interest

Final Paper due May 7

All readings will be available on e-learning.tamu.edu

For Climate Conference, each student will do a 5 minute presentation upon an assigned country’s issues with climate change and their potential response. See website for more information.

See http://student-rules.tamu.edu/rule7.htm for excused absences and how you must respond to them.

Non-medical: University excuses must be presented to me in writing (not email) before missing a deadline.

Medical emergencies: Contact me as soon as possible; illnesses will require an official written exci from the student health center or other medical official.

Americans with Disabilities Act (ADA)

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

"An Aggie does not lie, cheat, or steal, or tolerate those who do."
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Don Lewis, Department of Management
    Ricky Griffin, Head, Department of Management
    Martha Louder, AOC Dean, Mays Business School
DATE: October 15, 2013
SUBJECT: REPORT ON CERTIFICATION OF W COURSE: MGMT 461

We recommend that MGMT 461 Entrepreneurship be certified as a writing (W) course for four academic years (9/13 to 9/17). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 52%
2. Course content appropriate to the major
3. Total number of words: 7000
4. Instructor to student ratio for one section: 1:25

The following writing assignments are completed in MGMT 461: (1) useful website and personal profile; (2) feasibility study; (3) practical knowledge paper; (4) guest speaker report; and (5) final essay exam. The feasibility study, practical knowledge paper, and guest speaker reports are all collaborative. However, individuals are responsible for developing and writing their particular section of the assignment. Students individually identify their authored portion of the assignment. They submit drafts of their assignments online and peers comment on them. Instruction includes written and oral guidance on expectations for successful written deliverables reinforced with a practice assignment at the beginning of the semester titled "Critiques of Previous Semesters' Feasibility Studies," where students are required to read, comment on, and grade (using a rubric), two previous semesters' feasibility studies. Students are also required to complete a practice assignment called "sales forecast," a three-page technical document explaining how the revenue figures for their business ideas were developed. This assignment is critiqued by two other groups and the instructor.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

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

   ______MGMT 461 Entrepreneurship________

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: ______Don Lewis 9/23/2013____
Printed name and signature

Received: ______Valerie Balester 10/7/17____
(W Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: ______M. Loudar____
Printed name and signature (Date)

Department Head: ______R. Green____
name and signature (Date)

Digitally signed by Don Lewis
DN: cn=Don Lewis, o, ou, email=dewy@picketforce.com
lnx.net, c=US
Date: 2013.09.23 08:41:39 -05'00'

1.214 Storling C. Evans Library
5000 TAMU
College Station, TX 77843-5000
Tel. 979.458.1465 Fax 979.458.1465
writingcenter.tamu.edu
MGMT 461 – Fall 2013

MGMT 461: ENTREPRENEURSHIP FALL 2013
Section 501 and 503

Instructor: Don Lewis
Cell: 979-229-1022
E-mail: dlewis@mays.tamu.edu
Office: Start up Aggieland
1700 Research P

ky Suite 150

Class Times: 503   MW 12:45 pm - 02:00
              501   MW 2:20 pm - 3:35
Office Hours by appointment
TA: Andrew Karl
E-mail: andrewbkarl@gmail.com

Note class is held at the new Start-up Aggieland location, 1700 Research Parkway, Suite 150 in the Research Park, Parking is free. Bus stops outside of building.

Startup Aggieland Website: http://startupaggieland.tamu.edu
Please Download the Start UP Aggieland App for your Android or I phone

This is an upper level course with the prerequisite being senior or graduate level classification in the College of Business.

Class Website: http://elearning.tamu.edu and www.businesspracticalknowledge.wordpress.com

Introduction to this Course:

I want to welcome you all to this course.

I am one of a handful of people who is actually from College Station/Bryan, graduated from Texas A&M, is passionate about introducing students to entrepreneurship and small business and enjoys passing on experience and knowledge gained from entrepreneurial endeavors.

Grey hair and far sightedness are inevitable consequences of age. So is the desire to pass on what one has experienced in his or her life. Some are better than others at transferring this experience. I, by myself, am limited in my ability to educate or effect change in you. But through my circle of friends and other contacts who want to see you succeed, I have power. I offer to you in this course, not only my experience, but the knowledge and experience of many of my friends and acquaintances who desire to pass their knowledge onto you. Most are A&M graduates who, like me, were at one time in your stage of life.

My course is about practical, real world information. I care about the future success of my students. I will study and remember each of your names by the first exam.

Realize that I will not teach you anything. I cannot. Instead I present information. You will decide whether the investment in time is important enough to learn the concepts. Practically speaking you will teach yourself; I will only suggest and assist in what you should learn.

To be clear, this course is an elective but not an "easy A". You will have to work and in fact you will have to work in groups to be successful. Through experience, I realize GPA's are important to most of you. I ask
that you explore your motivation for attending a College or University and suggest that what is significantly more important than grades are the tools you discover and people you meet that help prepare you for the future.

So the following represent some of the tools you might find useful in this class:

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**What will a student know and be able to use after successfully completing this course?**

This course is designed for those individuals interested in exploring entrepreneurship, evaluating a new business venture, acquiring an existing business, working in industries (e.g., Banking) that serve the entrepreneur or students who simply wish to familiarize themselves with the concepts, issues, and techniques of successful entrepreneurs.

**Learning Objectives for the Entrepreneurship Course**

1) **The entrepreneur, their traits, resources and the path:** Students should know the role entrepreneurs play in our society, characteristics and competencies of entrepreneurs, specific entry paths to entrepreneurship, and relationship with small business. Students should be able to identify those traits in others and themselves.

   *The following activities/exercises may be employed to enhance this learning outcome:*
   
   - Student personality profiles
   - “Entrepreneurial Competency Self Assessment” from text
   - Interviews with entrepreneurs and others in the field
   - Guest speakers in the field of entrepreneurship
   - Lectures and text readings

2) **How the entrepreneur generates ideas and recognizes opportunity:** Students should know where business ideas come from, be able to scan the environment and distinguish potential opportunities. The student should also be able to apply various techniques to facilitate idea generation and opportunity recognition.

   *The following activities/exercises may be employed to enhance this learning outcome:*
   
   - Stanford value exercise
   - Spotting Ideas from different places exercise
   - Lectures and text readings

3) **Harnessing an Idea (research and testing):** Students should be able to evaluate a potential business idea for feasibility through planning and decision making. They should be able to draw conclusions based on their knowledge and research of resource materials, analysis of industry and market criteria. They should be able to prepare and defend financial projections. They should be able to evaluate the success factors.

   *The following activities/exercises may be employed to enhance this learning outcome:*
   
   - Analysis of previous feasibility studies and due diligence exercises.
   - Feasibility study of a business idea
   - SIC code identification and Library visit
   - Lectures and text readings
4) **The Other Practical Stuff:** Students should discover numerous "tidbits of information" and "Practical Knowledge" and be able to apply this information in real-world situations.

*The following activities/exercises may be employed to enhance this learning outcome:*
1. Risk and reward relationship activities (gaming; poker, 42)
2. Networking and community involvement, Practical Knowledge Topic presentations
3. Knowledge is power...tidbits of information websites
4. Lectures and text readings

What will be the indicators that students have achieved these learning outcomes?

**Assessment:**
1. Exams
2. Assignments
3. Written reports and presentations
4. Class participation

After successfully completing this class, students will have developed their management-process skills including persuasion, presentation, applying ethics, team building, decision-making, planning, and problem solving in an entrepreneurial context.

**General Note:** I have around 100 students this semester. **It is my policy to respond to all emails sent by students.** Unfortunately, as the number of courses and students I teach and the involvement with clubs and other University organizations increase, so do the number of emails. To increase efficiency and avoid delays in responding to you, please either visit with me before or after class or direct all but the most confidential information or questions to my teaching assistants. They can usually answer your questions or provide me with the information you intend for me. Of course, there are times that this is not appropriate. I ask for your cooperation in minimizing the email response workload. My family and I will appreciate it.

**What Are Your Responsibilities?**

Your responsibilities in this course are very simple. **Treat faculty, staff, and guest speakers like you would treat your best customer** and you will be treated in the same manner. This course follows a customer centered philosophy. Your input and participation are important and appreciated. Class meetings start promptly at the designated time. Please arrange your schedule to allow you to be on time for every meeting and to stay for the entire meeting.

You will need to **come to class prepared**, having read the required materials or completed the expected assignment. Lectures do not always come from the book.

This class is not a class that you sit and listen to lectures and take an exam. You will be given several out of class assignments. You will find that most of the out of class assignments are interesting and build on other assignments. Each assignment is designed to make you go places and research information that is practical in nature and to offer information useful in your professional life.
Texting: I consider the classroom a conversation between you and me. It is not polite to text during a conversation. Please wait until after class or until there is an appropriate moment to text.

Guest Entrepreneurs and Other Speakers
You will have several guest speakers this year who are entrepreneurs in various stages in the development of their businesses as well as others who bring a particular expertise from which you can learn. The guest speakers are one of the most valuable aspects of the course and should not be missed. Please arrive on time and stay for the entire visit.

Grading
There are 1000 possible points in this course. Please see the table towards the end of this document for respective point values and assignment due dates. Specific descriptions of the assignments are provided on E-learning.

There are 2 types of assignments in this course; Individual and Group.

Individual Assignments:

Participation Points
Students are expected to complete the class assignments as required and participate in class discussions. It is important to be in class in order to participate, particularly when another group is presenting or guest speakers are present. The participation portion of a student’s grade will be based on the instructors’ final evaluation of the above and a cumulative peer review.

Exams
There will be 2 regular exams and a final. Students will be tested over lecture material and assigned chapters from the textbook. The format for the exams is open as both essay and multiple choice styles have been used. A review prior to each exam is provided with details on what specifically will be covered.

Group Assignments:
Students must realize that group/team involvement is required in this course. Groups will be kept to a 3-5 member teams. A major part of your grade is earned from the group’s activities. There are inherent difficulties with group involvement. Experience shows team members will have different opinions, levels of participation in activities and an overall sense of value regarding outcomes. You should prepare yourself for these obstacles and develop resourceful and innovative ways to complete the assignments. Comments from previous classes indicate that those groups establishing communication systems, delegating responsibilities and addressing early and directly members not participating are the key to successful outcomes.

In addition, at the end of the semester a confidential peer evaluation form will be offered to each team member to evaluate their respective team member’s participation. Below average peer reviews will be reflected in the final grade.

Attendance and Absences
Unexcused absences on the day of an assignment or examination will result in a grade of zero (0) for that exercise. There are no make-ups for any class assignment or exam without a university excused absence. This policy is strictly enforced.

Make-up Policy: If an absence is excused, the student will be allowed to make up work within 30 calendar days from the last day of the absence. To be excused the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence, and provide appropriate documentation for the absence. In cases where advance notification is not feasible (e.g. accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class. The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details (http://student-rules.tamu.edu/rule7.htm). The phrase for the exam is “it is out there let’s find it”. The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

Excused Absence Guidelines from the University

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

Special Information for Students:

My Fairness Doctrine:

Throughout the semester it is inevitable that we will interact with one another. Some of you will feel more comfortable than others talking with me, discussing ideas, your future etc. There is sometimes an underlying sense that those students who spend more time with faculty will receive favorable treatment. I want to confront this. Every decision I make in this class will be based on what is fair to all of the other students. I will treat each of you the same regardless of our positive or negative rapport with each other. My response to any student request will always be the same: Is this fair to all of the other students?
Students with Disabilities Act

"The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Student Services building. The phone number is 845-1637."

Students with Special Needs

Any student who could require assistance in the event of a necessary evacuation of the building in which this class is taught are asked to notify the instructor so that individuals can be identified to assist him/her during an evacuation.

Startup Aggieland Food & Beverage Policy

We have a very relaxed, casual classroom environment at Startup Aggieland and in co-working spaces like our Conference Room and Lounge. That said, we want to maintain the "livability" of our public spaces and classroom, called the Think Tank, for students in future years. As such, it is necessary for you to pick up after yourself when you consume beverages or food in any areas of Startup Aggieland. We consider you part of the Aggie Family. In our family, we look after one another and respect each others' rights so please respect your classmates and fellow students by not using tobacco products or bringing animals into Startup Aggieland (unless approved by the instructor). If you see some leftover food, beverages or trash, please be a Good Ag and put what seems like trash into a trash receptacle. Your assistance in keeping our learning and launching environment "livable" is greatly appreciated.

Academic Honesty

As commonly defined, plagiarism consists of passing off as one's own words, writings, etc., which belong to another. Therefore, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. In addition, all materials generated for this class are copyrighted. As such, you do not have the right to copy the handouts, unless I specifically grant permission. If you have any questions concerning plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section entitled "Scholastic Dishonesty."

AGGIE HONOR CODE

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

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

Conclusion:
You are advised to use this course as a testing ground for any entrepreneurial ideas you may have. I encourage you to leave your mark. Have an idea? Propose it to your soon to be formed group. Those ideas involving passion and real world potential which a student might actually pursue almost always have the most cohesive groups, develop the best post college friends and most importantly lead to the best educational experience. Many of my former students have started businesses after writing a business plan or feasibility analysis in this class. I invite you to do the same or assist those interested in doing so. Finally, I reward creativity and going above and beyond what is expected.
<table>
<thead>
<tr>
<th>Date</th>
<th>In Class Lectures and Activities</th>
<th>Assignments</th>
<th>Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon., 8/26</td>
<td>1. Introduction to course&lt;br&gt;Initial Discussion Assignments and Grades&lt;br&gt;Canned Food Drive&lt;br&gt;</td>
<td><strong>Overview of Semester Assignments</strong>&lt;br&gt;4 Individual Assignments (1-4):&lt;br&gt;1. Personal profile&lt;br&gt;2. Useful Website Assignment&lt;br&gt;3. State-of-the-Group Report (optional)&lt;br&gt;4. Final Peer Review (optional)&lt;br&gt;3 Group Assignments (A-C):&lt;br&gt;A. Practical Knowledge Topic&lt;br&gt;B. Guest Speaker Assignment&lt;br&gt;1. Notify Speaker of Group&lt;br&gt;2. Interview Speaker&lt;br&gt;3. Facilitate Discussion/picture&lt;br&gt;4. Thank you note&lt;br&gt;C. Feasibility Assign Components&lt;br&gt;1. Group selects business idea&lt;br&gt;2. Critique previous semesters Feasibility Studies located on E-learning (verify industry, NAICS/SIC code, be prepared to discuss in class)&lt;br&gt;3. Sales Forecast and Critique Lean Canvas&lt;br&gt;4. Turn in Feasibility Studies&lt;br&gt;5. End of Semester Critiques of Feasibility Studies&lt;br&gt;Note: assignment descriptions are listed on e-learning: <a href="http://elearning.tamu.edu">http://elearning.tamu.edu</a>&lt;br&gt;Assignments turned into e-learning should be attached as Word documents; do NOT paste into e-learning.</td>
<td>1. Personal Profile due by class time, access on elearning and follow instructions.</td>
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<tr>
<td>Wed., 8/28</td>
<td>2. Elearning demonstration, Discuss Personal Profile assignment&lt;br&gt;Introduce Useful Website Assignment,&lt;br&gt;Name tags created, pictures taken, Bingo Exercise&lt;br&gt;Form Groups&lt;br&gt;Group introductions&lt;br&gt;Exercise&lt;br&gt;Introduce and assign Practical Knowledge Topics&lt;br&gt;Check out binders for respective practical knowledge topics and provide website user names and passwords as applicable</td>
<td></td>
<td>2. Useful Website Assignment due by class time. Turn in hard copy at beginning of class.</td>
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<tr>
<td>Mon., 9/2</td>
<td>3. Library Services presentation at WCL Jarred Hopfenfeld” Information is power and where to get it”&lt;br&gt;Meet Room 126 at WCL</td>
<td></td>
<td>A: All groups to bring copy of practical knowledge guidelines to class and assigned binders. As applicable groups login to website and review.</td>
</tr>
<tr>
<td>Wed., 9/4</td>
<td>4. Discuss answers to useful website assignment&lt;br&gt;Discuss Feasibility Assignment (Be thinking about a business idea)&lt;br&gt;Introduce “Guest Speaker” assignment and assign speakers&lt;br&gt;Review “Practical Knowledge” assignment and discuss website development.</td>
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<tr>
<td>Mon., 9/9</td>
<td>Class used to: Prepare practical knowledge websites, Contact guest speakers</td>
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<tr>
<td>Wed., 9/11</td>
<td>Practical Knowledge Topic Presentations, Group 1, Group 2</td>
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<tr>
<td>Wed., 9/13</td>
<td>Practical Knowledge Topic Presentations, Group 3, Group 4</td>
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<td></td>
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<tr>
<td>Wed., 9/18</td>
<td>Practical Knowledge Topic Presentations, Group 5, Group 6</td>
<td></td>
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<tr>
<td>Wed., 9/27</td>
<td>Feasibility Study Assigned</td>
<td></td>
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<tr>
<td>Mon., 9/30</td>
<td>Review for Exam: Assimilation of Previous Semesters, Feasibility Studies, Group 1 and 2 Guest Speakers</td>
<td></td>
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<tr>
<td>Wed., 10/2</td>
<td>Ch. 1, 2, 3, 4, tidbits, useful website assignment, practical knowledge, WCL presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed., 10/9</td>
<td>Group 1 and 2 Guest Speakers</td>
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**It is strongly suggested to use any time left over from speakers to meet as groups and work on group assignments (i.e. Feasibility Studies)**
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon., 10/14</td>
<td>Discuss message of speaker(s) Groups report on their critiqued feasibility study from previous semesters (determine quality, verify industry, NAICS/SIC code, how did group derive sales, complete a lean canvas) Review Sales Forecast Assignment</td>
<td>C2. Critique previous semester feasibility studies due by class time, be prepared to discuss (nothing is uploaded)</td>
</tr>
<tr>
<td>Wed., 10/16</td>
<td>Lecture Ch. 5 – Paths to Part-Time Entrepreneurship</td>
<td>Read Ch. 5 and 6 3. State-of-the-Group Report due by class time (optional). Upload Excel file to elearning</td>
</tr>
<tr>
<td>Mon., 10/21</td>
<td>Lecture Ch. 6 – Paths to Full-Time Entrepreneurship Discuss Sales Forecasts and Lean Canvas from groups Facilitate Sales Forecast and Lean Canvas Discussion (Idea/problem/solution/competitive advantage/target customers/path to customers/revenue</td>
<td>Read Ch. 7 and 8 C3. Sales Forecast and Lean Canvas due by class time (upload to E-learning). Each group will be assigned 2 other groups’ sales forecast to critique. Look on E-learning for the assigned groups you will critique. Please help your classmates by providing candid assessments. Your comments will be passed on to the groups you critique.</td>
</tr>
<tr>
<td>Wed., 10/23</td>
<td>Lecture Ch. 7 – Strategies: Imitation with a Twist Tidbit Census Bureau/Texas triangle</td>
<td></td>
</tr>
<tr>
<td>Mon., 10/28</td>
<td>Cover any remaining lecture material Facilitate Sales Forecast Discussion regarding what groups noticed Critiquing groups meet and discuss suggestions for improvement with other groups Introduce Bio for Guest Speaker/s.</td>
<td>C3. Written Sales Forecast Critiques due by class time. Bring 2 copies of your groups’ critique. 1 provided to instructor and 1 provided to authors. Be prepared to discuss comments.</td>
</tr>
<tr>
<td>Wed., 10/30</td>
<td>Group 3 and 4 Guest Speaker **It is strongly suggested to use any time left over from speakers to meet as groups and work on group assignments (i.e. 461 Project)</td>
<td>B3. Groups Facilitate Discussion/Picture Reminder Canned Food Drive Contest Ends on Day of 2nd Exam</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Event Description</td>
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<tr>
<td>Mon., 11/4</td>
<td>21</td>
<td>Discuss Message of Speakers Lecture Ch. 8 – Business Plans Introduce Bio for Guest Speaker/s Review for exam</td>
</tr>
<tr>
<td>Wed., 11/6</td>
<td>22</td>
<td>Exam 2 Ch. 5, 6, 7, 8, tidbits, speakers and some practical knowledge material</td>
</tr>
<tr>
<td>Mon., 11/11</td>
<td>23</td>
<td>Group 5 and 6 Guest Speaker/s</td>
</tr>
<tr>
<td>Wed., 1/13</td>
<td>24</td>
<td>Discuss Message of Speakers Class time used for final questions regarding 461 Feasibility Studies Exam 2 Grades posted on E-learning</td>
</tr>
<tr>
<td>Mon., 11/18</td>
<td>25</td>
<td>461 Feasibility Presentations Group 1, Group 2, Group 3</td>
</tr>
<tr>
<td>Wed., 11/20</td>
<td>26</td>
<td>461 Feasibility Presentations Group 4, Group 5, Group 6</td>
</tr>
<tr>
<td>Mon., 11/25</td>
<td>27</td>
<td>Wrap Up Course Deliverable (Evaluations)</td>
</tr>
<tr>
<td>Wed., 11/27</td>
<td>28</td>
<td>Last Day of Class review for Final review critiques of feasibility studies Final Examinations December 6, 2013 (all finals due by 11:59 am)</td>
</tr>
</tbody>
</table>
### Final Grades:  A=1000-900  B=899-800  C=799-700  D=699-600  F=599-below

### Assignments, Exams and Point Values

<table>
<thead>
<tr>
<th>Individual Assignments</th>
<th>Group Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>Practical Knowledge</td>
<td>150</td>
</tr>
<tr>
<td>Exam 2</td>
<td>Guest Speaker</td>
<td>20</td>
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<tr>
<td>Final Exam</td>
<td>Feasibility Study</td>
<td>250</td>
</tr>
<tr>
<td>Participation</td>
<td>Components of Feasibility Study</td>
<td>30</td>
</tr>
<tr>
<td>Participation Includes:</td>
<td>Feasibility Study Components Include:</td>
<td></td>
</tr>
<tr>
<td>Personal Profile</td>
<td>Critique of Previous Class Feasibility</td>
<td></td>
</tr>
<tr>
<td>website</td>
<td>Studies -0 points</td>
<td></td>
</tr>
<tr>
<td>Useful website</td>
<td>Sales Forecast and Sales Forecast</td>
<td></td>
</tr>
<tr>
<td>State of Group and Peer</td>
<td>Critique -10 points</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>End of Semester Critiques Feasibility</td>
<td></td>
</tr>
<tr>
<td>In Class Participation</td>
<td>Studies -20 points</td>
<td></td>
</tr>
</tbody>
</table>

| TOTAL POINTS FROM INDIVIDUAL ASSIGNMENTS | 550 |
| TOTAL POINTS FROM GROUP ASSIGNMENTS    | 450 |

Note: In-class participation points will be awarded after the final is completed.

Note: All students please review the dates on this syllabus and let me know if there are inaccuracies.
TO: Faculty Senate Executive Committee

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

CC: Joseph Jewell, Department of Sociology
    Jane Sell, Head, Department of Sociology
    Violet Johnson, Director, Africana Studies Program
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: October 15, 2013

SUBJECT: REPORT ON CERTIFICATION OF W COURSE: SOCI/AFST 317

We recommend that SOCI/AFST 317 Sociology of African Americans be certified as a writing (W) course for four academic years (9/13 to 9/17), for 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: 100%
2. Course content appropriate to the major
3. Total number of words: 7,600
4. Instructor to student ratio for one section: 1:30

This is a 4-credit course. Students write 10 concept papers, which are returned at regular intervals with instructor comments; a memo for a book club presentation; two take-home essay exams; and a term paper. The book club memo is written collaboratively, although each group member gets a participation score. For formative feedback, students get instructor comments on the concept papers and written and oral comments from the instructor on an outline of the term paper during a conference. Instruction employs reading from *A Guide to Writing Sociology Papers*, which covers how to draft a thesis statement, using correct citation format, and how to draft outlines specific to sociology. Strunk and White’s *Elements of Style* is suggested as a general reference for grammar, punctuation, and sentence structure. Close reading and critique of assigned texts helps students to learn effective ways of expressing concepts and ideas, and handouts are provided throughout the semester on how to compose effective outlines and thesis statements.
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 317-AFST 317 Racial and Ethnic Relations

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

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

Instructor / Coordinator: [Signature]
Printed name and signature: Joseph Jewell (Date: 9/5/13)

Received: [Signature]
(W and C Course Coordinator, University Writing Center) (Date: 9/11/13)

Approvals:

College Dean: [Signature]
Printed name and signature: Michael T. Stephenson (Date: 9/10/13)

Department Head: (SOCI) [Signature]
Printed name and signature: Jane Sell (Date: 9/18/13)

Department Head: (AFST) [Signature]
Printed name and signature: Violet Johnson (Date: 9/25/13)

1214 Sterling C. Evans Library
5000 TAMU
College Station, TX 77843-5000
Tel. 979.458.1455 Fax 979.458.1466
writingcenter.tamu.edu

RECEIVED
By
OCT. 01 2013
Welcome to Sociology/Africana Studies 317-502: Race and Ethnic Relations. This course examines race and ethnicity from the perspective of sociology and considers their past and present significance in structuring social life. Its purpose is to acquaint the student with the comparative study of racial/ethnic communities and the effective use of sociological theories and methods. Methodologically, this course will employ an analytic framework rooted in comparative/historical sociology, which focuses on how social structures are shaped by complex social processes across time and place. This course is designed to:

1. Familiarize the student with the sociological study of race and ethnicity within the context of minority and majority group relations,
2. Teach the student to recognize and assess their historical and present role in the social organization of the United States, and
3. Critically analyze information about race and ethnicity.

We will begin by looking at the meanings of the concepts of race and ethnicity, as well as various theoretical and methodological approaches used in their study. The second part of the course will be comparative and historical in focus, examining first the history and social structure of the Native, European, African, Latino/Hispanic, Asian and Middle Eastern communities that make up the American nation and discussing key social issues pertinent to each group. The third and final part of the course will consider the past and present implications of race/ethnicity for American social policies.

Over the course of the semester two themes will be particularly important: (1) the search for continuities as well as differences in the experiences of the populations under study, and (2) the relative importance of social structural as opposed to cultural factors in affecting group outcomes.

PREREQUISITES/RECOMMENDED BACKGROUND
Given that this is an upper division course, it is recommended that students have taken some introductory level coursework in Sociology or another social science and a course in writing/composition. This course is designated as a writing intensive (W) course, so you can expect that a significant portion of your grade will be based on an evaluation of your writing skills. A course that focuses on writing will also have an accompanying focus on reading, so you should be prepared to engage in thoughtful and critical reading of all of the assigned texts.
REQUIRED TEXTS & READINGS

Additional readings marked (e) will be available in Adobe® PDF format through the course website on e-learning (http://elearning.tamu.edu). If you have difficulties accessing them, let me know immediately via e-mail. Please put SOCI/AFST 317 in the subject line.


RECOMMENDED TEXTS

STUDENT LEARNING OBJECTIVES

CONTENT:
The comparative study of racial/ethnic communities in the United States including the population histories of racial/ethnic communities, the influence of significant events, persons, and ideas.
The various theoretical and methodological approaches employed in the sociological study of race and ethnicity.
The impacts of race, ethnicity, gender, and class as intersecting principles of social organization.

SKILLS:
The use of theoretical concepts and frameworks as tools for critical thinking about the self, society, social problems and public policies.
Critical thinking, analytic reading, and their use in the evaluation and production of scholarly research.
Effective communication through speaking, writing, and other forms of expression.

MODES OF ASSESSMENT:
Reading assignments
  Scholarly journal articles, excerpts from research monographs and textbooks
  From 100 to 150 pages per week
Take-home Examinations (2 @ 5-7 pages)
Term Paper (1 @ 10-15 pages)
Concept Papers (8 @ 1 page each)

LEARNING OUTCOMES:
At the conclusion of this course, the student should be able to...
  Identify and use appropriate social science data as the primary means of answering sociological questions about human populations and the societies they create.
  Demonstrate and apply an understanding of the social forces that impact human populations and the societies they create.
  Demonstrate familiarity with sociological theories of race and ethnicity.
ASSIGNMENTS & EVALUATION

Your course grade will be based on the following straight percentage scale:

- 90-100 A
- 80-89 B
- 70-79 C
- 60-69 D
- 0-59 F

Course Grades will be calculated as follows:

- Concept Papers (10%)
- Book Club Presentation (15%)
- Exam #1 (20%)
- Exam #2 (20%)
- Term Paper (35%)

\[
\frac{[(CP)(.10) + (BC) (.15) + (EX \ total)(.40) + (Term \ Paper)(.35)]}{138} = \text{Grade Percentage}
\]

All exams will be cumulative, meaning that you are responsible for “all” material covered up until that point.

**Concept Papers (10%)**

These are short, 1-page papers of 100-150 words used to assess your grasp of concepts and materials discussed in class. They are based on discussion prompts that I will either present in class or post online at our eLearning site. The graded CPs should be saved and referred to when writing your final papers. Please refer to the class schedule on pages 7-10 below for due dates for each CP. They can also be used to assist you in formulating thoughtful commentary and/or questions in class about the assigned readings.

**TOTAL POINTS 10 points each, 80 total**

**Book Club Presentation (15%)**

Each student will be assigned to a group in which she/he will be responsible for presenting and leading the discussion on the last chapters of each of the assigned books for Part II (Cornell, Jacobson, Scott & Shade, Romero, et al., Min, and Saleiman). In addition to a short PowerPoint presentation (15-20 minutes max), each group should prepare a short list of main points and discussion questions that will guide the class discussion for that date. Your grade will be based on a rubric-based audience evaluation of your presentation (50%) and an instructor evaluation that includes individual participation grades from your group members (50%).

**TOTAL POINTS 100 points (50pts peer grade, 50 pts instructor grade)**
ASSIGNMENTS & EVALUATION (cont’d)

Examination #1 and #2 (20% each, 40% total)
Your first and second examinations will be take-home exams in which you will be expected to answer questions using the course readings and lectures. You may use relevant additional material to answer the questions, but keep in mind that your grade will be based upon your grasp of the concepts presented in assigned readings and class lectures.

TOTAL POINTS- 100 points each, 200 points total

Term Paper (40%)
Your term paper for this course is a 10-15 page research paper in which you will be expected to use concepts gleaned from the course readings and lectures to analyze data you have gathered about your own family. At three (3) different points of the semester you are REQUIRED to turn in draft outlines of your term paper on which you will receive substantive feedback on your writing progress. Outlines requiring substantive revision must be resubmitted within one week for reevaluation. In order to receive full credit for the term paper, you must attach all graded outlines with your final draft.

TOTAL POINTS- 100

For more detailed information about scoring and formatting for your written assignments, please see pp. 11-12

GENERAL COURSE GUIDELINES

1. Students are required to register with the course website at http://elearning.tamu.edu. The site is designed for you to have a readily accessible resource for any concerns or questions about the course, such as contacting the instructor, checking grades, and keeping up with any changes to the course schedule. It is your responsibility to register and utilize the site for these purposes.

2. There is a substantial amount of reading required for this course. It is your responsibility to keep up and be prepared for each class meeting. If you are having difficulty with a concept, or with reading comprehension, I am available for consultation during office hours, or by appointment. However, I would strongly encourage you to form study groups for this purpose.

3. ATTENDANCE: The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. Students are expected to attend class regularly and to arrive on time. If you cannot make it to class, it is your responsibility to find out what was discussed. I do not give “private lectures,” so you must obtain missing lecture notes from another student. Again, I strongly encourage you to form study groups for this purpose. Rescheduled exams will be given only to those students who have excused absences. University rules related to excused and unexcused absences are located online at http://student-rules.tamu.edu/rule07. Missed exams must be rescheduled in a timely fashion, i.e., within no more than 24 hours of your return to classes, and must be taken within a week’s time.
4. CONSULTATION ABOUT GRADES: While I am always willing to consult with students about assignments, I absolutely will not look at any assignment more than one week after it has been returned. Students desiring a consultation should make use of office hours or schedule an appointment. I absolutely do not give “extra credit” so please do not ask!!! Students who fail to complete all of the assigned work before the end of the semester will receive an “F” for their final grade. In accordance with university policy (Academic Rule 10.5), Incompletes (“I” grades) can only be given to those students who present a university-approved excuse and have completed all coursework with the exception of a major quiz, final examination or other work. For more information see http://student-rules.tamu.edu/rule10.

5. ACADEMIC INTEGRITY: “An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research. It does not include honest error or honest differences in interpretations or judgments of data. Texas A&M University students are responsible for authenticating work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case. Academic dishonesty includes the commission of any of the following acts: Cheating, fabrication, falsification, multiple submissions, plagiarism and complicity. This listing is not, however, exclusive of any other acts that may reasonably be called academic dishonesty. 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://aggiehonor.tamu.edu

6. SPECIAL ACCOMMODATIONS: 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. Texas A&M’s Office of Disability Services (Cain Hall, Room B118) is charged with assisting students in meeting these needs. If you believe you have a disability requiring an accommodation, you should contact the office directly at disability@tamu.edu or call 845-1637.
PART I: SOCIOLOGICAL PERSPECTIVES ON RACE & ETHNICITY

WEEK 1

Tuesday, August 27th - Course Introduction
Course Orientation
Introductory Lecture: “Race and Ethnicity as Sociological Topics”

Thursday, August 29th – Basic Concepts in Race & Ethnicity
Du Bois, “On the Concept of Race” (e)
Cornell & Hartmann, “Mapping the Terrain: Definitions” pp. 15-37 from Ethnicity & Race: Making Identities in a Changing World (e)
Writing Sociology Papers, Ch. 1-2

WEEK 2

Tuesday, September 3rd – Classical Perspectives: Race vs. Caste
Myrdal, “The Negro Problem as a Moral Issue” (e)
Cox, “Race & Caste, A Distinction” (e)
Writing Sociology Papers, Ch. 5

Thursday, September 5th - Contemporary Perspectives: The Marxian Turn
*DUE: CONCEPT PAPER #1*
Miles, “On Signification” (e)
Omi & Winant, “Racial Formations,” from Rethinking the Color Line (e)

WEEK 3

Tuesday, September 10th – Contemporary Perspectives: Intersectionality
Collins, “Toward a New Vision: Race, Gender and Class as Categories of Analysis and Connection” (e)

Thursday, September 12th – Contemporary Perspectives: Primordialism vs. Instrumentalism
*DUE: CONCEPT PAPER #2*
PART II: POPULATION HISTORIES OF RACIAL & ETHNIC GROUPS IN THE UNITED STATES

WEEK 4

Tuesday, September 17th – Conclusions on Theory
Lecture & Discussion, “New Directions in the Study of Race and Ethnicity” (e)
*Writing Sociology Papers*, Ch. 3-4
Midterm Exam #1 distributed in class

Thursday, September 19th – Native Americans
Cornell, *Return of the Native*, Chs. 1-3

WEEK 5

Tuesday, September 24th – Native Americans
*DUE: EXAM #1*
Cornell, *Return of the Native*, Chs. 4-6

Thursday, September 26th - Native Americans
*DUE: CONCEPT PAPER #3*
Cornell, *Return of the Native*, Chs. 7-9
  o Cornell Book Club presentation

WEEK 6

Tuesday, October 1st - European Americans
Jacobson, *Whiteness of a Different Color*, Chs. 1-3

Thursday, October 3rd - European Americans
*DUE: PAPER OUTLINE #1*
Jacobson, *Whiteness of a Different Color*, Chs. 4-6

WEEK 7

Tuesday, October 8th – European Americans
*DUE: CONCEPT PAPER #4*
Jacobson, *Whiteness of a Different Color*, Chs. 7-8
  o Jacobson Book Club presentation

Thursday, October 10th - African Americans
Scott & Shade, *Upon These Shores*, Chs. 1, 2 & 4

WEEK 8

Tuesday, October 15th – African Americans
Scott & Shade, *Upon These Shores*, Chs. 7, 8 & 10

Thursday, October 17th - African Americans
*DUE: CONCEPT PAPER #5*
Scott & Shade, *Upon These Shores*, Chs. 15, 16 & 19
  o Scott & Shade Book Club presentation
Fall 2013

Race & Ethnic Relations

WEEK 9
Tuesday, October 22nd – Hispanic/Latino Americans
Romero, et al., Challenging Fronteras, Chs. 1-3

Thursday, October 24th – Hispanic/Latino Americans
Romero, et al., Challenging Fronteras, Chs. 4-6 & 16
Exam #2 Distributed in class

WEEK 10
Tuesday, October 29th – Hispanic/Latino Americans
DUE: CONCEPT PAPER #6
Romero, et al., Challenging Fronteras, Chs. 11, 13, 14
○ Romero Book Club presentation

Thursday, October 31st – Asian Americans
DUE: EXAM #2
Min, Asian Americans: Contemporary Trends & Issues, Chs. 2-4

WEEK 11
Tuesday, November 5th – Asian Americans
Min, Asian Americans: Contemporary Trends & Issues, Chs. 6-8

Thursday, November 7th – Asian Americans
DUE: CONCEPT PAPER #7
Min, Asian Americans: Contemporary Trends & Issues, Chs. 9-11
○ Min Book Club presentation

WEEK 12
Tuesday, November 12th – Arab/Middle Eastern Americans
Suleiman, Arabs in America, Chs. 1-3

Thursday, November 14th – Arab/Middle Eastern Americans
DUE: PAPER OUTLINE #2
Suleiman, Arabs in America, Chs. 12, 13 & 20

WEEK 13
Tuesday, November 19th – Arab/Middle Eastern Americans
DUE: CONCEPT PAPER #8
Suleiman, Arabs in America, Chs. 4, 14 & 15
○ Suleiman Book Club presentation

Thursday, November 21st – No Class Meeting.
Writing Day: I will be out of town for the Social Science History Association conference.
Please use this class period to work on your term papers.
PART III: RACE, ETHNICITY & SOCIAL POLICY

WEEK 14
Tuesday, November 26th – Race, Ethnicity, and Social Policy: Wealth Inequality
Shapiro, “Transformative Assets, The Racial Wealth Gap and the American Dream” (e)
Katznelson, White Veterans Only,” pp. 111-141 from When Affirmative Action was White (e)

Thursday, November 28th – No Class Meeting.
Thanksgiving Holiday

WEEK 15
Tuesday, December 3rd – Course Wrap-Up
Concluding Lecture & Discussion: “Race and Ethnicity as Sociological Topics- Redux”

Final papers are due in my office mailbox by 5:00pm FRIDAY, 6 DECEMBER. All parts (outlines 1, 2 and 3) must be turned in with the final draft for full credit.
SCORING FOR TAKE HOME EXAMS AND TERM PAPER

Your papers will be graded for how well you score on the following elements.

Idea/Content: clarity of your thesis statement, understanding and application of the course concepts and materials
Organization & Coherence: the clarity and structure of your argument
Support: use of scholarly sources to support your argument
Style: appropriate word usage and clear sentence structure
Mechanics: proper use of grammar, citation format and proofreading rules

Since you will receive feedback throughout the course and as you complete sections and drafts of the term paper, making the same guideline errors will result in more points off in later drafts.

FORMAT FOR TAKE HOME EXAMS AND TERM PAPER

All papers MUST conform to the following guidelines; points will be deducted in each area that does not meet these standards:

Cover page: This page should have your name, course and section number, and any other identifying information. Do NOT repeat any of this information in the text of your paper, unless it is in a header or footer (i.e. it should not be used to take up space in the body of the paper).

Margins: All margins (top, bottom, right and left) must be 1 inch. If you are using Microsoft Word, click on File; click on Page Set up; under Margins, enter the number "1." If you have trouble doing this, SEE ME prior to turning in the paper.

Spacing: Double-spaced, except for any lengthy (taking up more than four lines of text) quotations, which should be indented and single spaced. Do NOT put an extra space between paragraphs or indented quotations and the body of the text.

Font: You must use 12-point font. Size matters. Style (as long as it isn’t one of the fancy or symbol fonts) doesn’t. Personally, I prefer Times New Roman.

Length: Adhere to the page-length requirement in the syllabus for each paper assignment — these length requirements are meant to highlight the need for editing to make your paper more concise and clear. If, before you turn in the paper, you find that you are more than a line or two under or over the required length, this is a signal to you that you need to do some re-writing. THE COVER PAGE AND WORKS CITED PAGE DO NOT COUNT AS PART OF THE PAGE-LENGTH REQUIREMENTS.

Grammar and Proofreading: Adhere to standard American English spelling and grammar requirements. Proofread your papers, as spell checking with a computer program is not the same thing as using language properly, and spell-check will not alert you to typographical errors other than misspelled words. If you have concerns about your proofreading skills, ask a classmate to proof your paper for you, as it is often easier to catch someone else’s mistakes. You may also go to The University Writing Center (UWC), located in Evans Library 1.214, offers help to writers at any stage of the writing process including brainstorming, researching, drafting, documenting, revising, and more; no writing concern is too large or too small. These consultations are highly recommended but are not required. While the UWC consultants will not proofread or edit your papers, they will help you improve your proofreading and editing skills. If you visit the UWC, take a copy of your writing assignment, a hard copy of your draft or any notes you
may have, as well as any material you need help with. To find out more about UWC services or to schedule an appointment, call 458-1455, visit the web page at http://writingcenter.tamu.edu, or stop by in person.

Sources/Works cited/Bibliography: Please include a full bibliographic section, in alphabetical order, of the sources you used. Within the text itself, you may use whatever citation format with which you are most comfortable. If you are unfamiliar with citation formats, you may check out the online Chicago Manual of Style for commonly used formats:

http://www.chicagomanualofstyle.org/tools.html. The parenthetical method of citation within the text—(Jewell, 2007: 56) or (Jewell, 2007, p. 56) is generally more concise and easy to read. Online sources are fine for general research, but must be cited as such, and you must be able to explain why they are relevant when a peer-reviewed research article was just as available as a source. News articles may be used as sources if they are being used to illustrate the existence of a phenomenon or cultural concept, but NOT as independent research sources like law review articles or scholarly journal articles or books.

All of the above are meant to be read as requirements aside from the content requirement of critical engagement with the course materials. These requirements may seem nit-picky to you, but they are required because the various ways students have of getting around length and style requirements often make the papers vastly unequal and difficult to grade on an acceptable standard.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: S. Bradleigh Vinson, Department of Entomology
    David Ragsdale, Head, Department of Entomology
    Kim Dooley, AOC Dean, College of Agriculture and Life Sciences
DATE: October 15, 2013
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ENTO 481

We recommend that ENTO 481 Seminar be certified as a writing (W) course for four academic years (9/13 to 9/17). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 100%
2. Course content appropriate to the major
3. Total number of words: 4150
4. Instructor to student ratio for one section: 1:16

ENTO 481 is a one-credit course. Since original certification, changes include a move to electronic submission, which allows for extensive feedback received by the student instantly, rather than having to wait for class each week. In addition, an assistant lecturer has been added to the course to allow greater instructor-student contact and personalized feedback on a weekly basis. Students are required to submit 11 assignments over the semester, each building upon the one before, culminating in a full research paper. In addition to the feedback provided on these assignments, the instructor conducts conferences with each student on a two-week basis to go over their assignments and give personal suggestions to improve their writing. Each week focuses on instruction of one aspect of the research paper, and includes specific instruction in techniques specific to the sciences, including proper in-paper citations, scientific names, and presentation of scientific methods. Students regularly receive handouts outlining writing methods, and students visit with reference librarians to learn research techniques.
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):

   Seminar - 11586 - Ento 481 - 900.

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

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

Instructor / Coordinator: __S. Bradleigh Vinson__

   Adrienne Leane Brundage

   Printed name and signature

   (Date)

Received: __Valerie Balester__ 9/6/13

   (W Course Coordinator, University Writing Center)

   (Date)

Approvals:

College Dean: __Kim Dooley__

   Printed name and signature

   (Date) 9/19/13

Department Head: __David Magrath__

   Name and signature

   (Date) 9/17/2013

RECEIVED
SEP 25 2013
By lMC
Course title and number: Seminar ENTO 481
Term: Fall 2013
Meeting times and location: Thursdays 4:00-5:00 PM, Heep Center – West Campus, Room 102

Course Description and Prerequisites

Prerequisite(s): None

ENTO 481, Seminar (1 credit hour) This course prepares students to write scientific papers for publication based on scientific research and the scientific method. During the semester, students will practice critical thinking, reading, and writing skills, develop research skills, and demonstrate written communication with a scientific audience. Instruction will be accomplished through a "step-by-step" process that will begin with library research methods and how to properly cite these papers. Students will receive specific instruction in the development of titles, abstracts, introductions, materials and methods, results, conclusions and/or discussion, and references cited. Proper formatting of tables and figures, scientific names, and requirements of specific journals will be discussed.

Student Learning Outcomes

Course Objective: Upon successful completion of ENTO 481, students will be able to write properly formatted scientific papers that reflect current research, analytical reading, critical thinking, data analysis, and mastery of Standard Written English.

Enabling Objectives
By the end of the course, students will be able to:
- Use university resources to find appropriate scientific literature
- Identify hypotheses and evaluate the proper use of scientific method within published scientific resources
- Develop strong titles, abstracts, introductions, and discussions, and use these to critically analyze scientific data
- Recognize well written materials and methods, and develop materials and methods sections that adequately describe scientific processes
- Develop succinct and complete summaries of complex scientific presentations, describe the current entomological research as presented in a public forum, and evaluate the strengths and weaknesses of the research
- Develop original research proposals based on current literature, discuss the merits of the proposed research, and design materials and methods for that research

Instructor Information

Name: Dr. S. Bradliegh Vinson
Telephone number: 979-845-9754
Email address: bvinson@tamu.edu
Office hours: By appointment
Office location: Entomology Research Building, 305
Textbook and Resource Material

No book is required for this course. Resource material will be obtained through the library catalogue and in-class handouts.

Grading Policies

Criteria for Grade Determination

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Abstract and hypothesis</td>
<td>2</td>
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<tr>
<td>Assignment 2: Title and abstract</td>
<td>5</td>
</tr>
<tr>
<td>Assignment 3: Title, abstract, hypothesis and results summary</td>
<td>5</td>
</tr>
<tr>
<td>Assignment 4: Title, abstract, hypothesis, results summary, materials and methods</td>
<td>6</td>
</tr>
<tr>
<td>Assignment 5: Title, abstract, hypothesis, results, materials and methods, summary of references</td>
<td>6</td>
</tr>
<tr>
<td>Assignment 6: Review of papers rejected from journals</td>
<td>7</td>
</tr>
<tr>
<td>Assignment 7: Seminar review</td>
<td>10</td>
</tr>
<tr>
<td>Assignment 8: Seminar review</td>
<td>12</td>
</tr>
<tr>
<td>Assignment 9: Review of published paper</td>
<td>12</td>
</tr>
<tr>
<td>Assignment 10: Review of published paper</td>
<td>14</td>
</tr>
<tr>
<td>Assignment 11: Research proposal</td>
<td>21</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>

Grading Scale:
Out of 100 possible points:
A = 90 to 100 points
B = 75 to 89 points
C = 60 to 74 points
D = 45 to 59 points
F = <45 points

Grades are not negotiable. Your final course grade will be based on your work in the course. If you are concerned about a grade, please see your instructors during office hours.

Assignments: There are two steps you must follow to submit your assignments. You will
1. Submit an electronic copy of each assignment to Turnitin.com (for more information on Turnitin.com, see “Other Pertinent Course Information” below).
2. Submit an electronic copy of each assignment to the appropriate assignment page on eCampus.

Your papers will be graded online, and you will be able to see comments via the eCampus interface.

After you receive a grade, you may discuss the grad with instructors. To protect your privacy, University rules prohibit instructors from discussion of student grade issues via email. Plan on making an appointment for a conference or drop by during regular office hours.

Assignment Format: Assignments must be typed on a computer into a Microsoft Word document. Formatting will vary according to journal style, and will be discussed each week.
Late Assignments: You are required to submit assignments electronically by due dates listed on this syllabus. Late submission of assignments will not be accepted without prior arrangement or a University approved excuse.

Attendance

Attendance is mandatory for this course, and attendance will be taken at the beginning of each class period. 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.

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The scientific method and scientific writing</td>
<td>None</td>
</tr>
<tr>
<td>2</td>
<td>Introduction to scientific literature, titles, and abstracts</td>
<td>Assignment #1</td>
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<tr>
<td>3</td>
<td>Proper citations, scientific names, and abstract formatting</td>
<td>Assignment #2</td>
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<tr>
<td>4</td>
<td>Identification of hypotheses, good and bad titles, good and bad abstracts, summary of results</td>
<td>Assignment #3</td>
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<td>5</td>
<td>Analysis of introductions, literature search methods</td>
<td>Assignment #4</td>
</tr>
<tr>
<td>6</td>
<td>Journal formats, proper citation methods</td>
<td>Assignment #5</td>
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<tr>
<td>7</td>
<td>Peer review, reasons for rejection</td>
<td>Assignment #6</td>
</tr>
<tr>
<td>8</td>
<td>Attendance of scientific seminar</td>
<td>Assignment #7</td>
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<tr>
<td>9</td>
<td>Attendance of scientific seminar</td>
<td>Assignment #8</td>
</tr>
<tr>
<td>10</td>
<td>Analysis of scientific method and scientific writing techniques</td>
<td>Assignment #9</td>
</tr>
<tr>
<td>11</td>
<td>Structure of discussion and conclusions</td>
<td>Assignment #10</td>
</tr>
<tr>
<td>12</td>
<td>Structure and format of proposals</td>
<td>None</td>
</tr>
<tr>
<td>13</td>
<td>Summary of literature searches, proper submission of research proposals</td>
<td>Assignment #11</td>
</tr>
<tr>
<td>14</td>
<td>Review of scientific methods</td>
<td>None</td>
</tr>
</tbody>
</table>

Other Pertinent Course Information

Classroom Behavior: Disruptive classroom behavior is defined as anything that would interfere with “an instructor’s ability to conduct the class” or “the ability of other students to profit from the instructional program.” TAMU Student Rules explicitly prohibit disruptive behavior.

eCampus

This course has a companion website hosted through eCampus. It is important for you to access eCampus on a regular basis because it will be the place where you will:

- See the class assignment calendar to keep up with your assignments
- Download additional course materials, like handouts, power points, and articles
• Access TurnItIn.com to submit your assignments
• Upload assignments for grading
• Check your grades using the online grade book

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

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

"An Aggie does not lie, cheat, or steal, or tolerate those who do."
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Ragavan Srinivasan and Prasad Daggupati, Department of Ecosystem Science and Management
     David Baltensperger, Interim Head, Department of Ecosystem Science & Management
     Kim Dooley, AOC Dean, College of Agriculture and Life Sciences
DATE: October 15, 2013
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ESSM/GEOG 462

We recommend that ESSM/GEOG 462 Advanced GIS Analysis for Natural Resource Management be certified as a writing (W) course for four academic years (9/13 to 9/17). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 43%
2. Course content appropriate to the major
3. Total number of words: 10,000
4. Instructor to student ratio for one section: 1:10

Individual students in this course write at least five lab reports and two mini projects requiring the collection, analysis, and presentation of data. The feedback on the mini project is directly applicable to the write-up of a final project, completed collaboratively in pairs but written up individually. Instruction includes lecture on the parts of a report. Written feedback is given by the instructor on the project proposal and on the mini-projects, which is then applied to the final project. Feedback on the lab reports is iterative, given that five are written and feedback is given in a timely manner as each is turned in. The final report is written in sections (e.g. Overview, Literature Review, etc.), and a lecture is delivered for each section.

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):

_ESSM 462 Advanced GIS Analysis for Natural Resource Management

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: ___Raghavan Srinivasan
Printed name and signature

Received: J. Balester, 9/27/13
(W'Course Coordinator, University Writing Center)

(Approvals:
College Dean: ___Kim Dooley
Printed name and signature

(9/23/2013

Department Head: ___M. S. Thomas
(name and signature

(9/23/2013

1.214 Sterling C. Evans Library
500 VCE TAMU
College Station, TX 77843-5000
Tel. 979.458.1455 Fax 979.458.1466
writingcenter.tamu.edu

RECEIVED
SEP 25 2013
By uwc
ESSM 462 (3 Credits)
Advanced GIS Analysis for Natural Resource Management
Fall 2013

Course Instructor: Dr. Ragavan Srinivasan (Srin) and Dr. Prasad Daggupati
r-srinivasan@tamu.edu and pdaggupati@tamu.edu
Room 224 B & C, Centeq

Office Hours Instructor: By appointment only. Please contact through e-mail.

Lecture: All Sections— T 8:00a -8:50a Room Room 214, Centeq (Research Park)
Labs: All Sections— M 9:00a – 10:50a Room 214, Centeq (Research Park)

Lab Instructor: Dr. Ragavan Srinivasan (Srin) and Dr. Prasad Daggupati
Lab Consult: David Shoemate (shoe2@tamu.edu)

Composition: Homework's/Assignments/Quizzes -15%
Two Mini Class project -45%
Final Project -40%

Prerequisites: ESSM 351/651 or equivalent course or instructor's approval

Course Objective: The objective of this course is to give students a greater understanding of advanced GIS topics. Knowledge gained in this course will give students the tools required to solve complex natural resource issues. This will be accomplished by providing experience in spatial analysis, geodatabases and model builder.

Class Projects: Class Projects will be developed by individuals. These projects should utilize GIS and use raster data in conjunction with any type of analysis covered in this course. Project results will be delivered to the class in the form of a presentation and poster. Presentations and results should be of publishable quality. It is hoped that class project results will be formally published.

Project Abstract: An abstract of the proposed project will be submitted to the instructor on or before October 11, 2013. The abstract will be no more than 2 pages, double-spaced. It should provide a description of the project with detailed information regarding its purpose, include learning objectives, methodology and a list of data used in the project and it's availability. It should basically answer—what I am going to do, how did I get this idea, and what am I going to learn from doing it. Please include citations if applicable.

Optional Textbook: ArcGIS Extension Guides Bundle ($60.00 from esri.com)
Course Webpage: www.ssl.tamu.edu/fisc462
<table>
<thead>
<tr>
<th>Topic</th>
<th>Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Introduction, Review of ArcGIS 10.x, Establishing Log-ins, Data Sources and Map Projections</td>
<td>Week 1</td>
</tr>
<tr>
<td>Projecting data in ArcMap Geodatabases — Getting to Know Geodatabases</td>
<td>Week 2</td>
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<tr>
<td>Geodatabases Surface Analysis</td>
<td>Week 3</td>
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<tr>
<td>Spatial Analyst Lab I Map Algebra</td>
<td>Week 4</td>
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<td>Mini Project Discussion Guest Lecture</td>
<td>Week 5</td>
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<td>Spatial Analyst Lab II Interpolation</td>
<td>Week 6</td>
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<tr>
<td>Spatial Analyst Lab III Distance and Density</td>
<td>Week 7</td>
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<tr>
<td>Spatial Analyst Lab IV Model Buikler - 1 or TBA</td>
<td>Week 8</td>
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<tr>
<td>Mini Project Discussion Model Buikler - 2</td>
<td>Week 9</td>
</tr>
<tr>
<td>Model Buikler Lab Introduction to Global Positioning System</td>
<td>Week 10</td>
</tr>
<tr>
<td>Global Positioning System Lab Advancements in GIS</td>
<td>Week 11</td>
</tr>
<tr>
<td>Final Project Discussion Guest Lecture</td>
<td>Week 12</td>
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<tr>
<td>Project Work Week</td>
<td>Week 13</td>
</tr>
<tr>
<td>Project Presentations</td>
<td>Week 14</td>
</tr>
</tbody>
</table>

Note: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Student Services Building. The phone number is 845-1637.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Ralph Schoolcraft, Department of French
    Robert Shandley, Head, Department of International Studies
    Donald J. Curtis, AOC Dean, Liberal Arts
DATE: October 15, 2013
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: FREN 300

We recommend that FREN 300 Composition be certified as a writing (W) course for four academic years (1/14 to 1/18). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 80%
2. Course content appropriate to the major
3. Total number of words: 2000-4000
4. Instructor to student ratio for one section: 1:22

In FREN 300, students learn to write in French. There are several instructors, each with a slightly different approach. The courses address both mastery of grammatical concepts as well as cultural approaches to various genres and rhetorical strategies. The lowest number of compositions assigned is four, the highest, ten. Word counts vary, as do the use of revision and grammatical writing exercises; however, the word count is never less than 2000. Instruction and feedback strategies vary from instructor to instructor. Since this is the first course dedicated solely to writing in French, corrections are extensive. In addition, extensive comments are added in the margins on each paper and rewritten versions. Class readings provide content for the writing projects, as well as examples of native French stylistics and rhetorical strategies. Classes analyze both content and technique of readings. Grammar reviews are a regular feature organized by an accompanying textbook; these focus on points that chronically reappear in students’ writing and are followed by homework assignments testing the grammar and then providing opportunities in controlled sentences to practice applying the rules.

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):

FREN 300-900: Composition

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

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

Instructor / Coordinator: Ralph Schoolcraft
Printed name and signature

Received: Valerie Balester 10/17/13
(W and C Course Coordinator, University Writing Center)

Approvals:

Michael T. Stephenson 10/15/13
College Dean:
Printed name and signature

Department Head: Robert Shandley 10/13/13
Printed name and signature
FREN 300W-900: Composition

Spring 2011  ACAD 123  TuTh 2:20 – 3:35

Instructor:  Dr. Ralph Schoolcraft III
Office:  ACAD 230-D
Hours:  TuTh 11:30-12:30
Phone:  845-2124 (department office)
e-mail:  rschoolcraft@tamu.edu

Course Description: This course aims to apply the grammar skills acquired in FREN 100-200 (or their equivalent as recognized by Texas A&M University) in order to develop written expression. A variety of genres (expository, fiction, biography, résumé, etc.) will be used to allow students to practice the most frequently-used contexts. In addition to original writing assignments, the readings (see below) demonstrate common strategies of written French and help build vocabulary. Finally, the instructor will guide students through self-correcting and rewriting a number of assignments with the aim of clarifying different steps in the writing process.

Prerequisites: FREN 202 or 222


Learning Outcomes:
--Apply previously-learned grammatical concepts in original contexts
--Build theme-related vocabulary
--Develop awareness of cultural differences in writing styles between France and the US (etc.)
--Acquire self-correction techniques
--Experiment with a variety of French writing genres, from professional to creative
--Increase awareness of the mechanics of writing through outlines, revision, and peer projects

Grading Policy:
The final course grade will be calculated according to the following percentages:
Daily work (small quizzes, grammar exercises, rewrites, discussion)  .  15%
3 Main compositions  .  45%
10 Shorter compositions.
(A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = 59 and below)
The small quizzes will be given regularly on Thursdays to verify that the reading has been completed and that at least a minimal comprehension has been obtained. Discussion will be assessed on similar grounds; it is important that oral answers show awareness of the texts' content. As for the compositions, the length of each will be specified when the subject is distributed. Compositions may be turned in hand-written or typed, but they should always be double-spaced.

Absences: Please see http://student-rules.tamu.edu/rule07 for current policy on university-excused absences. For illness- or injury-related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional’s confirmation that absence from class was necessary (see Rule 7.1.6.1). For university-excused absences not related to illness, please provide a Texas A&M University Explanatory Statement of Absence from Class (available at http://attendance.tamu.edu). No penalty or grading disadvantage may accrue from any University-approved absence; make-up
exams and late submission of assignments (or a satisfactory alternative) are permitted for University-excused absences within 30 calendar days from the last day of the absence, in accordance with Student Rule I.7.3.

Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute providing 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 Disability Services, Room B-118 Cain Hall (845-1637). For additional information, visit http://disability.tamu.edu.

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

Calendar of Assignments

Week I: Jan. 18 & 20
  Jeudi. Discussion des « 35 heures »). (Écrivez une composition pour le 25 janv.)

Week II: Jan. 25 & 27
  Jeudi. Discussion du « GPS ». (Écrivez une composition pour le 1er février.)

Week III: Feb. 1 & 3
  Mardi. Révision du passé composé, de l’imparfait, du plus-que-parfait.
  Jeudi. Vocabulaire d’une biographie. (Écrivez une biographie pour le 8 février.)

Week IV: Feb. 8 & 10
  Jeudi. Discussion de « La Star Academy ». (Écrivez un texte pour le 15 février.)

Week V: Feb. 15 & 17
  Mardi. Présentation de la « NCF ». (Lisez Th. Gandillot, « La Nouvelle Chanson française »)
  Jeudi. Discussion. (Choisissez une chanson et commentez le texte pour le 22 février.)

Week VI: Feb. 22 & 24
  Mardi. Révision du partitif et des articles.
  Jeudi. Exercices de perfectionnement sur la grammaire. (Écrivez un texte de fiction.)

Week VII: March 1 & 3
  Mardi. Présentation de Didier Jacob, « Le SMS », pp. 86-87. (Lisez Jacob pour jeudi.)
  Jeudi. Discussion de Jacob. (Écrivez un texte pour le 8 mars.)

Week VIII: March 8 & 10
  Mardi. Présentation de techniques d’organisation de paragraphes. (Réécriture du texte de fiction pour jeudi.)
  Jeudi. Stratégies d’arguments.
Week IX: March 22 & 24
Mardi. Formes diverses d’un CV et d’une lettre de motivation. (Faites un CV pour jeudi.)
Jeudi. (Écrivez une lettre de motivation pour le 29 mars.)

Week X: March 29 & 31
Mardi. Présentation de D. Jeambar, « La Pensée unique », pp. 88-90; et Serge Raffy,
« Les Bobos », pp. 148-49. (Lisez Jeambar et Raffy.)
Jeudi. Discussion de « La Pensée unique ». (Écrivez un texte pour le 5 avril.)

Week XI: Apr. 5 & 7
Mardi. Prés. de David Le Breton, « Le 4 x 4 », pp. 102-4 ; et Yves Simon, « La Smart »,
pp. 166-68. (Lisez Le Breton et Simon.)

Week XII: Apr. 12 & 14
Jeudi. Discussion de Sibony. (Écrivez un texte pour le 19 avril.)

Week XIII: Apr. 19 & 21
Mardi. Techniques de réécriture. (Choisissez un texte à réécrire.)
Jeudi. Travail en groupes. (Réécrivez le texte pour le 26 avril.)

Week XIV: Apr. 26 & 28
Mardi. Lecture de Ph. Val, « Le coaching », pp. 173-76. (Écrivez un texte pour jeudi.)
Jeudi. Rendez le texte sur Philippe Val.
TO: Faculty Senate Executive Committee

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

CC: Juan Horrillo, Department of Maritime Systems Engineering
    Vijay Panchang, Head, Department of Maritime Systems Engineering
    Donna Lang, AOC Dean, Texas A&M Galveston

DATE: October 15, 2013

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: MASE 407

We recommend that MASE 407 Capstone Design II be certified as a writing (W) course for four academic years (1/14 to 1/18). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 60%
2. Course content appropriate to the major
3. Total number of words: 17,350
4. Instructor to student ratio for one section: 1:17

Four to six professors instruct this course. Each professor is responsible for assigning a project relevant to his/her own technical, engineering and professional experience and expertise, and as such is familiar with technical writing typical for that technical engineering field. Students write 3-4 progress reports, minutes of a project team meeting (3-4 times), and a final collaborative report, based on a graded draft for which each student composes 25 pages. Students receive detailed feedback from their advisor or faculty member and work together to incorporate that feedback into their final report. The draft report is marked up extensively for content, layout, grammar, punctuation, etc. Students then work together to combine each other’s work, comments, and instructor comments into a final team report. Each weekly report is discussed in detail with the student team, so all students in the team will learn from every report. Marked-up weekly reports are also returned to the students prior to their writing the next report. Weekly minutes are handled similarly, except that feedback is nearly entirely written. The content, layout, and style of the draft and the final reports are explained to the students as they begin work on the document.

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):

   MASE 407, CAPSTONE DESIGN II

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

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

Instructor / Coordinator: Dr. Juan Horrillo
Printed name and signature
(Date)

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

Approvals:

College Dean: Dr. Patrick Loucheur
Printed name and signature
(Date)

Department Head: Dr. Bert Sweetman
Printed name and signature
(Date)
Instructors: Juan J. Horrillo, PhD  
Assistant Professor, MASE  
Office: PMEC, Room 217  
e-mail: horrillj@tamu.edu  

Bert Sweetman, PE, PhD  
Associate Professor, MASE  
Office: PMEC, Room 216  
e-mail: sweetman@tamu.edu  

Jens Fikus, PhD  
Assistant Professor, MASE  
Office: PMEC, Room 218  
e-mail: fikus@tamu.edu  

Martin Miller, PhD  
Professor, MASE  
Office: PMEC, Adm. office  
e-mail: millerma@tamu.edu  

Class Schedule:  
The primary instructional format of the course is regularly schedule weekly meetings between students and their instructor. Additionally, weekly class meeting will be held throughout as necessary for orientation, technical writing, special topics, and multiple student project presentations.  

Monday  PMEC 242  2:00-3:50 pm  
Friday  PMEC 242  1:00-4:50 pm  

Lab Schedule:  
The “Special Projects” room will be available for the exclusive use of this class for the duration of the semester. Additionally, the class has priority access to the computer aided design (CAD) lab on Friday afternoon as noted above.  

Office Hours:  
Regular weekly meetings between the advisor and project team will be arranged by mutual agreement  

Prerequisites: MASE 406 (Capstone I), ENGL 301 (Technical Writing)  


Course Description: Part two of a two-course sequence: Complete design process of a major engineered system completed as a group project. Realistic application of engineering design skills and tools, project managing for the engineering-design effort. This is a writing-intensive course including a major report and weekly one-page written reports.
Computer Usage: Computer literacy is mandatory for this class. Students are expected to utilize the best tools available for each aspect of the design project, which will involve self-teaching of one or more commercially available computer programs.

Professional Behavior: The course is intended to help students transition from the role of a student to that of a practicing engineer. As such, students are expected to demonstrate a level of professionalism expected of junior engineers.

Group meetings are an important part of this course. The objective of the meeting include providing guidance to the team and monitoring progress in reaching the established goals. The meetings also provide practice in professional presentation and progressive management of the project by having the students act as an engineering contractor, while the professor or advisor acts as a client. Under normal circumstances, students are neither required nor expected to meet with professors on project-related matters outside of the scheduled weekly meetings.

Throughout the semester, final and intermediate deadline are of primary importance. Students are expected to appear at scheduled meetings and give the presentations on time. The oral presentations are expected to be well-organized and professional. Documents are expected to be well-written too.

Grading: Course grades reflect both performance of the group and performance of the individual. Not all members of a group will necessarily get the same course grade, and particularly poor or exceptionally good individual performance can lower or raise the group score.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Weekly Progress Reports, Meetings</td>
<td>35%</td>
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<tr>
<td>Mid-Semester Presentation</td>
<td>15%</td>
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<tr>
<td>Draft Report</td>
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<td>Final Presentation</td>
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<tr>
<td>Final Report</td>
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<td><strong>Total</strong></td>
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<tr>
<td>Weekly Schedule</td>
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This is predominately a project and lab class; instructional and assignment topics will vary according to student project specifics.

Absences: Weekly meetings (approximately 12) are mandatory. Failure to attend a weekly meeting without prior approval of the instructor will result in a zero grade for that weekly meeting and the associated weekly report. As per MASE Department rules, unexcused absence in three classes (here, this includes weekly meetings) will result in a mandatory conference with the instructor and probable reduction of one letter grade from the student’s final course grade. Students should make arrangements with the project advisor to make up any missed weekly meetings or presentations prior to an excused absence.

University rules specify that excused absences for all exams must be documented. It is the student’s responsibility to contact the instructor within three working days following the absence date for make up requirements of exams. Further information concerning absences can be found in the University Students’ Rules Section 7. For a University excused absence, the student should contact the Counseling Office to request a letter for the instructor stating that the Associate Vice President for Student Affairs, or his or her designee, has verified the student’s absence as excused. Please consult the University Student rules for reasons for excused absences, detailed procedures and deadlines.

If the absence is excused in the process as outlined in the university Student Rules, the student must be given the opportunity to make up the work. The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unauthorized absence. See Part III, Student Grievance Procedures, Section 49, Unexcused Absences, for more information on appealing an instructor’s decision.
Academic Dishonesty:
For many years Aggies have followed a Code of Honor: "Aggies do not lie, cheat, or steal, nor do they tolerate those who do." As such, it is the responsibility of students and faculty members to help maintain scholastic integrity at the University by refraining to participate in or tolerate scholastic dishonesty. The Aggie Code of Honor and the Scholastic Dishonesty sections in the TAMUG University Rules handbook will be the standard upon which scholastic integrity is maintained in this course. Students are responsible for familiarizing themselves with the standards, definitions, and procedures concerning academic dishonesty. The usual penalty for a first violation shall be an "F" in the course and "Honor Violation Probation."

American Disabilities Act:
The American Disabilities Act (ADA), a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please contact the Director of Counseling and each of your instructors immediately.

Family Educational and Rights to Privacy Act (FERPA):
FERPA is a federal law designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. To obtain a listing of directory information or to place a hold on any or all of this information, please consult Admissions & Records Office.

Items that can never be identified as public information are a student's social security number or institutional identification number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your confidentiality.
The primary goal of the course is to provide students with the experience of executing a realistic and relatively comprehensive design project which requires use of much of the engineering knowledge they have acquired throughout their engineering education. To meet this objective, students will also be introduced to additional engineering and project management methods and considerations relevant to engineering design. (Letters correspond to EC-2000 Criteria 3, below)

- Provide students with the experience of executing a realistic and relatively comprehensive design project [a, c, d, e, f, g, h, i, j, k]
- Provide students with the experience of working on an multidisciplinary ocean engineering design team [a, c, d, e, f, g, h, k]
- Consolidate students' knowledge through more practical application [a, c, k]
- Have students prepare a detailed technical project report and presentation [d, g, k]
- Introduce students to project scheduling [e, g, k]
- Introduce students to engineering economics [a, d, e, h, k]
- Introduce students to the project environmental impact [a, b, f, g, h, k]

Engineering programs must demonstrate that their graduates have:

a. an ability to apply knowledge of mathematics, science, and engineering;
b. an ability to design and conduct experiments as well as to analyze and interpret data;
c. an ability to design a system, component, or process to meet desired needs;
d. an ability to function on multidisciplinary teams;
e. an ability to identify, formulate, and solve engineering problems;
f. an understanding of professional and ethical responsibility;
g. an ability to communicate effectively;
h. the broad education necessary to understand the impact of engineering solutions in a global/societal context;
i. a recognition of the need for and an ability to engage in lifelong learning;
j. a knowledge of contemporary issues; and
k. an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.
TO: Faculty Senate Executive Committee  
FROM: Valerie Balester, Chair, W and C Course Advisory Committee 
CC: Stephen Guetersloh, Department of Nuclear Engineering  
     Yassin Hassan, Head, Department of Nuclear Engineering  
     Valerie Taylor, AOC Dean, Dwight Look College of Engineering  
DATE: October 15, 2013  
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: NUEN 303  

We recommend that NUEN 303 Nuclear Detection and Isotope Technology Laboratory be certified as a writing (W) course for four academic years (1/14 to 1/18). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 50%
2. Course content appropriate to the major
3. Total number of words: 25,500
4. Instructor to student ratio for one section: 1:15

Two to three graduate assistants help with the four sections of this course. The radiation detection laboratories set up a real-world environment, including the requirement to turn in experimental results in a publishable format. Students do write-ups for nine labs: Counting Statistics, Detector Electronics, Gas Flow Detection, NaI Scintillation Detectors, NaI Scintillation Spectroscopy, Germanium Detector Calibration, Germanium Spectroscopy, Neutron Detection and Shielding, and a self-designed experiment. The lab write-ups start with a technical memo based on a format handed out in class. By the second lab, formal lab reports based on an appropriate journal style are written. For the second and third labs, the students turn in a draft for commenting and feedback, and common mistakes are discussed in class. Students may also choose to come to either the instructor or the graders for feedback. For instruction, memo and formal report templates are distributed along with example reports taken from peer reviewed journals. The first lecture focuses on these templates. The Journal of Physics Manual of Style provides examples and style books like Strunk and White’s Elements of Style are required.

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):

    NUEN 303

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: Stephen Guetersloh
   Printed name and signature 9-9-2013

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

   Approvals:

   College Dean: Valerie Balester 10/4/13
   Printed name and signature
   (Date)

   Department Head: ________________________________
   name and signature 10-14-13
   (Date)

   Printed

Yassin A. Hassen
Nuclear Detection and Isotope Technology
Laboratory
Spring Semester 2013
NUEN 303
1:50 - 2:40 p.m. MW
Class: ETE 1020

Labs: Zachry 133A/B/C

901: Monday 3:00 – 5:50
902: Tuesday 4:00 – 6:50
903: Wednesday 3:00 – 5:50
900: Thursday 3:00 – 5:50

Instructor: (pre-Spring break) Stephen Guetersloh  Email: guetersloh@tamu.edu
Office: 58B Zachry  Phone: 862-5198
Office hours: TBD.

901 Graduate Assistant: ---  Email:
Office: Zachry  Phone: ---
Office hours: TBD

902 Graduate Assistant: ---  Email:
Office: Zachry  Phone: ---
Office hours: TBF

903 Graduate Assistant: ---  Email:
Office: Zachry  Phone: ---
Office hours: TBD

904 Graduate Assistant: ---  Email:
Office: Zachry  Phone: ---
Office hours: TBF


COURSE DESCRIPTION

This course provides further study of the purposeful interaction of radiation with matter. Behavior of various nuclear radiation detectors and design of detector systems will be emphasized both theoretically and experimentally in the laboratory. Properties of radioisotopes useful to many industries are considered and evaluated from an engineering point of view. Prerequisites: ECEN 215 and NUEN 309.

OBJECTIVES

The specific objectives of this course are the following:

- Students will become familiar with safe radioisotope laboratory procedures.
- Students will be able to set up, calibrate and operate a radiation detection system, whether the desired outcome is pulse counting, current/charge measurement, pulse-height analysis (spectroscopy), or timing analyses.
- Students will be able to assess a radiation detection problem based on a consideration of the principles of radiation interactions with matter, available radiation detection techniques, and the characteristics of various nuclear radiation detectors to design an appropriate system;
- Students will be able to build detection systems based on their own design to provide observation of radiation interaction phenomena;
- Students will be able to perform any required statistical analysis of results derived with any of the systems discussed above;
- Students will develop communication skills, particularly technical writing.
- Students will enhance research and computer skills.

REQUIRED TEXTS


ISBN: 020530902

OR

ISBN: 0226899152

After Spring Break:

SUPPLEMENTARY TEXTS AND MATERIALS

Chart of the Nuclides 16th Edition
Scientific Calculator

Electronic Books and References (all books are provided in PDF format)


http://cran.r-project.org/doc/contrib/Verzani-SimpleR.pdf
ASSIGNMENTS AND GRADES (TENTATIVE)

Table 1: Assignments and Weights

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal Lab Reports</td>
<td>400</td>
</tr>
<tr>
<td>Quizzes</td>
<td>120</td>
</tr>
<tr>
<td>Design Project Report and Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Practical Examination</td>
<td>100</td>
</tr>
<tr>
<td>Homework</td>
<td>180</td>
</tr>
<tr>
<td>Final Examination: May 11, Tuesday 3:30 p.m.-5:30 p.m.</td>
<td>100</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1000</td>
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Table 2: Calculation of Final Grades

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<th>Final Grade</th>
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<tbody>
<tr>
<td>900-1000</td>
<td>A</td>
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<td>800-899</td>
<td>B</td>
</tr>
<tr>
<td>700-799</td>
<td>C</td>
</tr>
<tr>
<td>600-699</td>
<td>D</td>
</tr>
<tr>
<td>0-599</td>
<td>F</td>
</tr>
</tbody>
</table>
Americans with Disabilities Act

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

Copyrights

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

PLEASE NOTE:

1. AGGIE HONOR CODE: "An Aggie does not lie, cheat, or steal or tolerate those who do." For additional information please visit: www.tamu.edu/aggiehonor/

2. PROFESSIONAL BEHAVIOR: An important attribute of your professional development is that you act and speak in a manner that will not offend others giving particular care to diversity issues.

3. DISABILITY ACCOMMODATION: If you believe you have a disability requiring an accommodation, please tell your instructor or contact the Department of Student Life, Services for Students with Disabilities in Cain Hall or call 845-1637.

4. RELIGIOUS HOLIDAYS: If you are a member of a religious faith that has one or more holidays which require you to be absent from any class listed above, please tell your instructor at least two weeks in advance of your absence and make arrangements to make-up the class.

Scholastic Dishonesty and the Aggie Honor Code

AGGIE HONOR CODE: "An Aggie does not lie, cheat, or steal or tolerate those who do." The Code forbids the following:

- Cheating: Attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise.
- Fabrication: Making up data or results; submitting fabricated documents.
- Falsification: Manipulating results such that research is not accurately represented in the research record.
- Multiple Submissions: Submitting substantial portions of the same work (including oral reports) for credit more than once without authorization from instructors.
- Plagiarism: Using another person's ideas, processes, results, or words without giving appropriate credit.
- Complicity: Intentionally or knowingly helping, or attempting to help, another to commit an act of academic dishonesty.

For additional information see http://www.tamu.edu/aggiehonor/definitions.html.
GRADING/COURSE POLICIES

- Formal lab reports are to be no longer than twenty pages MAXIMUM, including tables and figures. Appendices should include only raw data and other supporting materials. All documents should be typed in twelve-point Times New Roman font, use Space-and-a-Half spacing, and with a minimum of one-inch margins.

- Lab reports should be submitted with the highest professional standards in mind. Students should retain copies of their work. Plots and Figures should be done with Sigma plot® or MATLAB® or Excel® and embedded in the text.

- Spelling, grammar, punctuation, neatness, and adherence to format are all graded and lack of attention to these details will adversely affect grades (at least 50% of the total grade).

- Students are encouraged to take advantage of the services provided by the University Writing Center and on their web site (http://writingcenter.tamu.edu/).

- References: web sites, web pages, etc. may not be cited as references unless you can prove that the cited work has been peer reviewed. You are required to cite a minimum of three references in each formal report submission.

- Drafts of formal lab reports are due at the beginning of the next lab period (one week). They will be graded and handed back promptly and the student will have an opportunity to improve the grade with a final draft of the report.

- Quizzes will cover the assigned reading and laboratory procedures.

- Homework is due one week after it is assigned. Neatness and the use of engineering paper are mandatory. Please be sure to include your section number with your name.

- Work is considered late if not handed in by the beginning of class on the due date. Late work will have 50% of the total score deducted.

- The instructor will return graded papers within one week after the submission date.

- Grade disputes will be handled in the instructor’s office on a case-by-case basis.

- Attendance is mandatory for all lectures and laboratories. Absences must be for University-approved excuses only. No exceptions. Unexcused absences exceeding three lectures or two laboratories can result in automatic failure of the course.

- Any act of cheating or plagiarism can result in a grade of F in the course and a referral to the Department Head for further action.
Table 3: Tentative Course Calendar

<table>
<thead>
<tr>
<th>DATE</th>
<th>SUBJECT</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/14</td>
<td>No Class – Jury Duty (yeah!)</td>
<td></td>
</tr>
<tr>
<td>1/16</td>
<td>Course Introduction / Technical Writing</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>1/14-1/17</td>
<td>No Lab first week</td>
<td>Ch. 2</td>
</tr>
<tr>
<td>1/21</td>
<td>No Class – MLK day</td>
<td></td>
</tr>
<tr>
<td>1/23</td>
<td>Counting Statistics</td>
<td></td>
</tr>
<tr>
<td>Lab 1, 1/21-1/24</td>
<td>Lab 1: Geiger Detector Counting Statistics</td>
<td>Ch. 3</td>
</tr>
<tr>
<td>1/28</td>
<td>More Fun With Statistics</td>
<td></td>
</tr>
<tr>
<td>1/30</td>
<td>Statistics, Statistics, Statistics</td>
<td></td>
</tr>
<tr>
<td>1/28 – 1/31</td>
<td>No formal lab, writing critique and exercises in class</td>
<td>Ch. 16</td>
</tr>
<tr>
<td></td>
<td>Counting Statistics Memo Due</td>
<td></td>
</tr>
<tr>
<td>2/4</td>
<td>Properties of Electronics</td>
<td></td>
</tr>
<tr>
<td>2/6</td>
<td>Detector Electronics</td>
<td></td>
</tr>
<tr>
<td>Lab 2, 2/4-2/7</td>
<td>Lab 2: Detector Electronics</td>
<td>Ch. 17</td>
</tr>
<tr>
<td>2/11</td>
<td>Properties of an Ideal Radiation Detector</td>
<td></td>
</tr>
<tr>
<td>2/13</td>
<td>Detector Design</td>
<td></td>
</tr>
<tr>
<td>2/11-2/14</td>
<td>No Formal Lab:</td>
<td>Ch. 4, 5</td>
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<tr>
<td></td>
<td>Detector Electronics - Report Due (Report 1)</td>
<td></td>
</tr>
<tr>
<td>2/18</td>
<td>Gas-filled detectors</td>
<td></td>
</tr>
<tr>
<td>2/20</td>
<td>Gas filled Detectors, part 2</td>
<td></td>
</tr>
<tr>
<td>Lab 3, 2/18-2/21</td>
<td>Lab 3: Gas-Flow Detection</td>
<td>Ch. 6, 7</td>
</tr>
<tr>
<td>2/25</td>
<td>Scintillation Detectors</td>
<td></td>
</tr>
<tr>
<td>2/27</td>
<td>Semiconductor Detectors</td>
<td></td>
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<tr>
<td>2/25-2/28</td>
<td>No formal Lab</td>
<td>Ch. 8, 9</td>
</tr>
<tr>
<td></td>
<td>Final Gas-Flow Lab Due (Report 2)</td>
<td></td>
</tr>
<tr>
<td>3/4</td>
<td>Radiation Spectroscopy</td>
<td></td>
</tr>
<tr>
<td>3/6</td>
<td>Spectroscopy II</td>
<td></td>
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<tr>
<td>Lab 4, 3/4-3/8</td>
<td>NaI Scintillation Detection</td>
<td>Ch. 10, 11</td>
</tr>
<tr>
<td>3/11 – 3/15</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>3/18</td>
<td>HPGE Detection</td>
<td></td>
</tr>
<tr>
<td>3/20</td>
<td>Neutron and Other Detection Methods</td>
<td></td>
</tr>
<tr>
<td>Lab 5, 3/18–3/21</td>
<td>Lab 5: High Purity Germanium Detectors,</td>
<td>Ch. 12, 13</td>
</tr>
<tr>
<td></td>
<td>NaI lab Due (Report 3)</td>
<td></td>
</tr>
<tr>
<td>3/25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab 6, 3/25–3/28</td>
<td>Neutron Detection and Shielding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HPGe Lab Due (Report 4)</td>
<td></td>
</tr>
<tr>
<td>4/1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/3</td>
<td></td>
<td></td>
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<tr>
<td>Lab 7, 4/1-4/4</td>
<td>Self-designed project</td>
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<tr>
<td></td>
<td>Optional Neutron Lab Due</td>
<td></td>
</tr>
<tr>
<td>4/8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab 8, 4/8-4/11</td>
<td>Practice for Practical Examinations,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Self designed project</td>
<td></td>
</tr>
<tr>
<td>4/15</td>
<td></td>
<td></td>
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<tr>
<td>4/17</td>
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<td></td>
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<tr>
<td>4/15-4/18</td>
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<tr>
<td>4/22</td>
<td></td>
<td></td>
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<tr>
<td>4/24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/22-4/25</td>
<td>Individual Practical Examinations</td>
<td></td>
</tr>
<tr>
<td>4/29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/7</td>
<td>Comprehensive Final Exam – 3:30 a.m.-5:30 p.m.</td>
<td></td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee

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

CC: Rachel Hull, Department of Psychology
    Paul Wellman, Head, Department of Psychology
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: October 15, 2013

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: PSYC 204

We recommend that PSYC 204 Experimental Psychology be certified as a writing (W) course for four academic years (9/13 to 9/17). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 34%
2. Course content appropriate to the major
3. Total number of words: 2500
4. Instructor to student ratio for one section: 1:20

PSYC 204 is a multi-section course taught by Graduate Assistant Teachers under the direction and mentorship of a faculty member. Since the last certification, a formal process has been implemented to monitor the work of the GATs and help them develop professionally as teachers. The percentage of the final grade based on writing has risen from 33.3% to 34%, and students are required to complete a minimum of six writing assignments before they submit a final paper. Students write a summary of a psychology article (from the PSYCINFO database) and a research paper broken into six shorter assignments so that feedback can be provided as they write. They are required to submit a draft of each section for formative feedback. Instruction uses lecture, modeling, and workshops and includes learning how to do research, discussion of common problems, and coverage of APA style.
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):

   __PSYC 204 Experimental Psychology

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: __Rachel Hull__
Printed name and signature
4/29/13 (Date)

Received: __Valerie Balester__ 10/7/13
(W Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: __Michael T. Stephenson__
Printed name and signature

Department Head: __Paul J. Wellman__
Printed name and signature

1.214 Sterling C. Evans Library
5000 TAMU
College Station, TX 77843-5000
Tel: 979 458.1455 Fax 979.458.1495
writingcenter.tamu.edu
EXEMPLAR SYLLABUS

PSYC 204 - EXPERIMENTAL PSYCHOLOGY
Sections XXX

Lectures: day/time
Room: TBA
Instructor: TBA
Office: TBA
Phone: TBA
Email: TBA
Office Hrs: TBA

This syllabus can be found online in the Howdy schedule of classes.

REQUIRED TEXT

NOTE. The 8th, 7th, and 6th editions will also be acceptable; just make sure you are referencing the correct chapters and corresponding sections. And the author list for these previous editions is "McBurney, D. H., & White, T. L."


PREREQUISITES: Majors only; PSYC 107 and PSYC 203

COURSE DESCRIPTION: Research techniques in psychology with emphasis on the experimental method. Laboratory exercises applied to specific problems in psychology.

LAB SECTIONS

<table>
<thead>
<tr>
<th>Section</th>
<th>Lab Day/Time</th>
<th>Room</th>
<th>TA</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>901</td>
<td>M 8:00-9:59</td>
<td>STCH 207</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>902</td>
<td>M 10:00-11:59</td>
<td>STCH 207</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>903</td>
<td>M 12:00-1:59</td>
<td>STCH 207</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>904</td>
<td>M 2:00-3:59</td>
<td>STCH 207</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>905</td>
<td>M 4:00-5:59</td>
<td>STCH 207</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>906</td>
<td>W 8:00-9:59</td>
<td>STCH 207</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>907</td>
<td>W 10:00-11:59</td>
<td>STCH 207</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>908</td>
<td>W 12:00-1:59</td>
<td>STCH 207</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>909</td>
<td>W 2:00-3:59</td>
<td>STCH 207</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>910</td>
<td>W 4:00-5:59</td>
<td>SCC 4102B</td>
<td>TBA</td>
<td></td>
</tr>
</tbody>
</table>

WITHDRAWAL FROM THE COURSE
Policy governing withdrawal from the course is in accordance with current University regulations (see Student Rule 17 for details http://student-rules.tamu.edu/rule17).
LEARNING OUTCOMES
The objectives of this course are to provide you with an introduction to the scientific research process, the research designs and methods commonly used in psychological research, and an understanding of how to communicate in the written style of the discipline. At the end of this course, successful students will be able to:

- Demonstrate a basic understanding of the methods, techniques, and procedures essential to good research design,
- Demonstrate research skills developed through a combination of lecture and "hands-on" experiences in the lab,
- Understand and apply each step in the research process including the literature search, generating hypotheses, operationalizing variables, choosing the most appropriate research design, collecting and analyzing data, drawing conclusions, and writing the research report. Apply these skills to become more informed consumers of research studies presented to the public in the media and other outlets,
- Apply these skills to enhance understanding of material covered in advanced courses (i.e., 300-400 level courses) in psychology and other disciplines that use the scientific approach and empirical research methods,
- Be better prepared to conduct research as part of a future job if warranted, and
- Apply these skills as a solid foundation for graduate study in psychology and other scientific fields.

COURSE STRUCTURE
The course consists of lectures and one 2-hour lab each week. Both are required. Class lectures will focus on basic principles of research design, drawing on examples from various research areas in psychology and everyday life. While the material covered in the lectures may parallel the topics covered in the textbook, it will not necessarily duplicate the textbook word-for-word or topic-for-topic. In other words, the lectures and textbook will supplement each other to produce a more complete coverage of the material than either would by itself.

It is expected that students would have read and reviewed the pertinent material in both the textbook and any associated lecture notes before the topic is covered in class.

Lab. The lab is integral to your learning experience in this course and attendance is therefore mandatory. Labs will be taught by your lab instructor and will meet in Rm. 207 State Chemistry Building (adjacent to the Psychology Building, between Butler and Biological Sciences; the sign outside this building reads "Analytical Services") unless you are otherwise notified. The lab section of the course will consist of computer modules/exercises and multiple writing assignments which will comprise disciplinary-specific scientific reports. Your lab instructor will provide a lab syllabus along with further information on these assignments, which are intended to provide you with opportunities to apply and communicate basic research methods and design in the style of the discipline. Papers are expected to be the product of the person submitting them and no one else. In other words, although students may jointly work on some parts of the paper such as the literature review, the written text must be the student's own work with no collaboration by others. Cases in which papers appear to be similar will be treated as possible instances of plagiarism and will be handled according to university regulations (see http://aggiehonor.tamu.edu/). Papers should be handed in on the scheduled due date. Your lab instructor will establish penalties for late papers in accordance with university regulations (see http://student-rules.tamu.edu/rule07).

EXAMINATION AND GRADING POLICIES
Final course grades will be based on performance on the following:

1. Exams (66%)
   There will be four (4) exams covering material from the lectures, textbook, and handouts. The fourth exam will be a comprehensive final that will be administered on the university-scheduled finals date. The other three exams will be non-cumulative and will be administered after the specified block of material for that test has been covered in class. Exams will be some combination of multiple-choice, write-in and fill-in questions.

2. Lab (34%)
   Details on lab requirements, computer modules/exercises, writing assignments, and grading criteria will be provided by your lab instructor in class and in the Lab Syllabus your lab instructor will distribute. [NOTE: Because this is a writing (W) course, students must pass a D or higher in the writing section (i.e., lab) to pass this course and receive a W credit. In other words, if you fail the writing lab component of this course, you will fail the entire course, irrespective of your final grade in the lecture component.]
Final Grades: The distribution of scores across the various course components in terms of their contribution to the final course grade will be as follows:

<table>
<thead>
<tr>
<th></th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1 = 15%</td>
<td>90-100</td>
</tr>
<tr>
<td>Exam 2 = 15%</td>
<td>80-89</td>
</tr>
<tr>
<td>Exam 3 = 15%</td>
<td>70-79</td>
</tr>
<tr>
<td>Final Exam</td>
<td>60-69</td>
</tr>
<tr>
<td>Lab</td>
<td>below 60</td>
</tr>
</tbody>
</table>

The assignment of final course letter grades will be based on the scale presented below. Consistent with traditional practice, I round .5 and higher.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>below 60</td>
</tr>
</tbody>
</table>

Although this is not necessarily a difficult course per se, to do well in this course requires that you engage the material in a meaningful way. Specifically, develop the habit of reviewing your notes, the posted lecture notes, and the specified sections in the textbook before class and then take the responsibility of asking questions in class for clarifications and expectations. Do not assume that because no one else is asking questions, they all understand the material and therefore, you will be "slowing the class down." Far be it!! Answering questions and clarifying material is what I am here for.

To help manage expectations and gauge the level of effort required in this course, the distribution of grades for the last two times I taught this course is approximately as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>9%</td>
</tr>
<tr>
<td>B</td>
<td>37%</td>
</tr>
<tr>
<td>C</td>
<td>43%</td>
</tr>
<tr>
<td>D</td>
<td>9%</td>
</tr>
<tr>
<td>F</td>
<td>2%</td>
</tr>
</tbody>
</table>

EXTRA CREDIT QUIZZES AND EXERCISES
There may occasionally be both unannounced and announced quizzes and/or exercises. These will be optional. These exercises and quizzes are meant to give you an opportunity to earn extra credit; there will be no penalty for not doing them. However, because extra credit activities are not part of the course requirements, there will be no make-ups on these activities.

EXAM DATES AND CONTENT
You will need to bring a Gray Scantron and a #2 pencil to class for exam day. See the Course Schedule for approximate exam dates, but note that precise exam dates will depend on our progress and will be announced prior to each exam. The content domain for each of the three exams is noted in the "Course Schedule" section below.

The Final Exam will be on the scheduled finals date; please consult the XXX Final Exam Schedule at http://Registrar.tamu.edu/General/FinalSchedule.aspx?XXX. The Final Exam will be comprehensive, encompassing all the material covered in the course.

MAKE-UP EXAMS
Attendance at exams is mandatory. Illness, death in the family, or other traumatic events unfortunately are part of life. However, to help manage the course and maintain some level of fairness across all students in the class, the policy concerning make-up exams is in strict accordance with University policy (see http://Student-Rules.tamu.edu/Rule607). So, if you have an excused absence per this policy and ideally notify me in advance that you will not be able to take an exam on the scheduled exam date, I will make arrangements for you to take it during office hours. If you do not have an excused absence, the comprehensive final exam may be counted double, if you inform me that you would like to do so.

CLASS ATTENDANCE
Because the vast portion of the material covered by each exam will come from the lectures, class attendance is mandatory. However, attendance will not be directly monitored and there will be no direct penalty for absences. That being said, if you miss class, please do NOT send me an email asking "Did you do anything important today?" or "What did we cover today?" It is YOUR responsibility to obtain lecture notes from a classmate if you miss class. So, identify a friend and exchange contact information on the first day!

Finally, if you bring a cell phone to class, please make sure it does not disrupt class; turn it off or set it to vibrate.
Lab Attendance
Lab attendance is mandatory and will be monitored by your lab instructor in accordance with Student Rule 7 (see http://student-rules.tamu.edu/rule07). Again, your lab instructor will distribute a lab syllabus that provides more detailed information about the lab attendance policy. There are no labs the first week of classes.

Course Schedule (subject to adjustment, as needed)
Note: Chapters 2, 4, 14, and 15 should be read for your labs. This block of material will be part of the Final Exam. In addition, Chapters 14 and 15 are a good review source for material and concepts that were covered in PSYC 203. Consequently, you are very strongly encouraged to continuously review this material for ALL the TOPICS and EXAMS.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Chapters</th>
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<tbody>
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<td>1</td>
<td>Psychology and the Scientific Method</td>
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<td></td>
<td>Psychology and the Scientific Method</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>Psychology and the Scientific Method</td>
<td>Chapter 1</td>
</tr>
<tr>
<td></td>
<td>Research Validity</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>3</td>
<td>Research Validity</td>
<td>Chapter 6</td>
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<td></td>
<td>Variables and Measurement</td>
<td>Chapter 5</td>
</tr>
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<td>4</td>
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<td>Chapter 5</td>
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<tr>
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<td>Chapter 5</td>
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<td>5</td>
<td>EXAM 1</td>
<td>Chs. 1, 5, 6</td>
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<td>Experimental Control</td>
<td>Chapter 7</td>
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<tr>
<td>6</td>
<td>Experimental Control</td>
<td>Chapter 7</td>
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<td>Single Subject and Single Factor Experimental Research Designs</td>
<td>Chapter 10</td>
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<td>Chapter 10</td>
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<td>Chapter 11</td>
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<td>Chapter 11</td>
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<tr>
<td>9</td>
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<td>Chapter 12</td>
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<td></td>
<td>Factorial Experimental Research Designs</td>
<td>Chapter 12</td>
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<td>10</td>
<td>EXAM 2</td>
<td>Chs. 7, 10, 11, 12</td>
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<td>Quasi-Experimental Designs</td>
<td>Chapter 13</td>
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<td>11</td>
<td>Observational Designs</td>
<td>Chapter 8</td>
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<td>Correlational Designs</td>
<td>Chapter 8</td>
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<td>12</td>
<td>Survey Research</td>
<td>Chapter 9</td>
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<td>Survey Research</td>
<td>Chapter 9</td>
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<td>13</td>
<td>Longitudinal and Cross-Sectional Program Evaluation Designs</td>
<td>Chapter 13</td>
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<td>Meta-Analysis</td>
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<td>Meta-Analysis</td>
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<td>Research Ethics</td>
<td>Chapter 3</td>
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<tr>
<td>15</td>
<td>EXAM 3</td>
<td>Chs. 3, 8, 9, 13</td>
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<td></td>
<td>Reading Day – CLASSES DO NOT MEET</td>
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<td></td>
<td>FINAL EXAM</td>
<td>Per University Schedule</td>
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</table>
AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT
"The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life. Services for Students with Disabilities, in Cain Hall or call 845-1637. For additional information visit http://disability.tamu.edu/"

ACADEMIC INTEGRITY STATEMENT AND POLICY
"AGGIE HONOR CODE

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

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

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

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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/rule20."
EXEMPLAR WRITING LAB SYLLABUS
EXPERIMENTAL PSYCHOLOGY—PSYC 204
SECTION XXX

LAB INSTRUCTOR INFORMATION

<table>
<thead>
<tr>
<th>Name:</th>
<th>Office:</th>
<th>Office hours:</th>
<th>Contact Info:</th>
</tr>
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<tbody>
<tr>
<td>TBA</td>
<td>TBA</td>
<td>TBA</td>
<td>E-mail: TBA</td>
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</table>

DESCRIPTION OF WRITING LAB
This laboratory course consists of a series of active learning activities and writing assignments (that will comprise disciplinary-specific, written scientific reports) that provide students with an introduction to common methods and procedures used in psychological research, experience in analyzing data collected in such research, and communicating results to the scientific community. This lab is a mandatory component of the PSYC 204 Experimental Psychology course.

LEARNING OUTCOMES
At the end of this course, successful students will be able to:

1. Understand and apply basic research paradigms used in experimental psychology;
2. Demonstrate skill in completing computerized experiments using the PsychMate software package;
3. Write effective reports of psychological research studies using APA format;
4. Successfully use the PSYCINFO computer database to locate psychological literature;
5. Understand and discuss journal article reports of psychological research and be able to cite them in written form;
6. Demonstrate skill in interpreting empirical results from psychological research studies presented in tabular and graphic formats.

GRADING POLICY
1. The maximum total points for all required lab activities and the research paper and associated written assignments is 265. These points will be converted to the equivalent percentage of 100% to represent your final lab grade. The breakdown of the 265 points is presented in the Lab Grading Criteria section below.

2. During the course of the semester, you will be required to submit written drafts and revisions of the 6 sections of a research paper in the APA discipline (see Lab Grading Criteria section). These drafts will be scored and returned to you with specific feedback to improve your writing skill. You will then be required to submit both the revision that incorporates the feedback given on your first draft, and the marked up copy of the first draft showing the feedback you were given. The revision will then be scored and returned to you as well. In addition to the required drafts and revisions of the 6 paper sections, you can also submit an optional second revision of your intro and discussion sections and get feedback before turning in your final paper.

3. Scores assigned to drafts and revisions will NOT count towards your final lab grade. These are provided for formative feedback purposes only. However, if you fail to submit BOTH a draft and revision for a specific section (e.g., Title Page and References), then that section of the final paper will NOT be graded—that is, you will earn a zero for that section of the final research paper. Again, it is important to realize that the final research paper contributes to your final grade, and for
any section of the final research paper to be graded, you must have submitted BOTH the first draft and revision for that section.

4. First drafts and revisions of written assignments will be due on the assigned date. (a) Any assignment that is submitted more than 3 days after the due date will NOT be graded (unless you provide a University-approved excuse for ALL of the days late, in accordance with University rules; see http://student-rules.tamu.edu/rule07). (b) Any assignment (first draft or revision) that is submitted late and unexcused will be penalized 5 points for the first day, 2 points for the second day, and 2 points for the third day. That is, although the scores for the drafts and revisions will not count towards the final lab grade, late penalties WILL be deducted from the final paper grade.

5. The final research paper, which will be a minimum of 2,000 words, is due on TBA and will not be accepted more than 3 days past the due date (unless you provide a University-approved excuse for ALL of the days late, in accordance with University rules; see http://student-rules.tamu.edu/rule07). Late and unexcused submissions will be penalized 5 points for every date past the due date. Your lab instructor will furnish you with additional details about the final paper submission process as the date approaches.

LAB GRADING CRITERIA

- PsychMate Quizzes (5 modules) 50 points (18.87%)
- PSYCINFO article summary assignment 15 points (5.66%)
- Final Research Paper (APA format) 200 points (75.47%)
  1. Title (5 points) and References (15 points)
  2. Abstract (10 points)
  3. Method (35 points)
  4. Introduction (60 points)
  5. Results (30 points)
  6. Discussion (45 total points)

<table>
<thead>
<tr>
<th>Total</th>
<th>265 points (100%)</th>
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LAB ATTENDANCE

Because we only meet once per week, attending lab is both mandatory and essential to your success in this course. You are expected to take an active, hands-on role in lab activities, including computer experiments in PsychMate and class discussion of results, which requires your attendance. You are allowed one unexcused absence (for any reason). Each subsequent unexcused absence will result in a deduction of 5 points from your overall grade (i.e., the 265 points). Material missed due to an unexcused absence will NOT be covered by your lab instructor outside of lab. Absences will be considered excused if the student provides timely and appropriate documentation in accordance with Texas A&M policy (see Student Rule 7, http://student-rules.tamu.edu/rule07). It is your responsibility to contact classmates (not the instructor) to obtain any materials presented or distributed in missed labs. It is recommended that you get the email addresses of a few classmates in case you miss a lab.

WRITING ASSIGNMENTS

There will be 14 written homework assignments over the course of the semester: drafts and revisions of Title page and References, Abstract, Introduction, Method, Results, and Discussion, your final paper with all 6 sections, and one PSYCINFO article summary. These assignments are structured to familiarize you
with applying research methods and to provide instruction and practice in how to communicate in APA-style written format. **ALL WRITING ASSIGNMENTS MUST BE TYPE-WRITTEN**, except for the answers to questions from your PsychMate experiments (these assignments will be handed in to your lab instructor at the end of lab sessions).

As previously noted (see the Grading Criteria section), for each written homework assignment you will be required to submit a draft which will be scored and returned to you. You will then be required to submit a revision that addresses and incorporates the feedback provided by your lab instructor. **Remember to resubmit the marked up copy of the first draft with your revised second draft.**

**FINAL PAPER**
A core objective of this lab course is for you to successfully apply what you have learned in lecture and lab to produce your final APA-style research paper. Your final paper (minimum of 2,000 words; but must not exceed 11 double-spaced pages typed in 12-pnt font) will be a synthesis of your draft writing assignments for the Introduction and Discussion sections, along with some newly written sections. That is, for your final paper, you will apply what you learned during the early part of the course about writing the Title, Abstract, Method, Results, and Reference sections to write analogous sections on a new topic – this topic will be the focus of your final paper, and you will write multiple drafts and get feedback on the Introduction and Discussion sections of your final paper before you turn it in. Your lab instructor will provide further guidance and details on paper requirements and grading criteria during lab sessions.

**LATE POLICY**
- Homework assignments will be collected during the lab session on the corresponding due date. Assignments can be turned in before the lab session. The penalties for late assignments are outlined in the Grading Criteria section (see also the TAMU attendance policy at Student Rule 7, [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)). It is in your best interest to arrange with a fellow classmate to hand in your assignment for you if you are unable to attend the lab on the due date for University-approved reasons (see Student Rule 7, [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)).
- The final research paper is due on TBA and will not be accepted more than 3 days past the due date (see Student Rule 7, [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)). Late and unexcused submissions will be penalized 5 points for every date past the due date. Your lab instructor will furnish you with additional details about the submission process as the date approaches.

**OTHER INFORMATION**
Written assignments must follow the style of the psychology discipline, which is APA format as described in the APA Publication Manual, 6th edition. Your lab instructor will furnish you with additional information on APA format requirements.

All assignments should be completed individually. However, it is okay to get feedback on your written work from others, including class members. Effective communication of scientific work is not easy and takes long practice to master. Be sure to ask questions of your lab instructor as you work on your report drafts and final paper.

Please Note: Plagiarism in any form is strictly prohibited and may result in an F in the course! See below for more information on the definition and dangers of plagiarism.
Academic Integrity Statement and Policy

'AGGIE HONOR CODE—An Aggie does not lie, cheat, or steal or tolerate those who do.'

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

Plagiarism—Faculty Senate Addendum

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If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section 'Scholastic Dishonesty'."

TENTATIVE LAB SCHEDULE

Note: This is a tentative lab schedule and may be changed by your lab instructor with advance notice.

<table>
<thead>
<tr>
<th>Week/ Day</th>
<th>TOPIC/ ACTIVITIES</th>
<th>ASSIGNMENTS DUE</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>NO LAB</td>
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<tr>
<td>Week 2</td>
<td>NO LAB</td>
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<tr>
<td>Week 3</td>
<td>Review lab syllabus and policies</td>
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<td></td>
<td>Library use and PSYCINFO database search methods.</td>
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<td></td>
<td>Reading research papers: Why? How? What’s good?</td>
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<tr>
<td>Week 4</td>
<td>Introduce PsychMate software package—Create login IDs and passwords, students join lab class online.</td>
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<tr>
<td></td>
<td>• Rotation of Mental Images</td>
<td>PSYCINFO article summary assigned today.</td>
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<td></td>
<td>• Executive Control</td>
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<td></td>
<td>• Measures of Personality Traits</td>
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<td></td>
<td>Read Getting Started Guide in PsychMate text (pp. G1-G14) and chapters for 4 modules we will do in class</td>
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<td>Join lab class in PsychMate system.</td>
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</table>
| Week 5 | Reaction Time Procedures Module  
|        | - Number of Choices  
|        | - Stimulus Probabilities  
|        | Overview of APA Format | PSYCINFO article summary assignment due today.  
|        | Read RT chapter (5.1).  
|        | Submit PsychMate data and answers to module questions |
| Week 6 | Stroop Effect Module  
|        | - Single Trial version  
|        | APA Format: Title Page, References | Read Stroop chapter (1.5).  
|        | Submit PsychMate data and answers to module questions  
|        | WA #1 assigned today. |
| Week 7 | Automaticity & Stereotyping Module  
|        | APA Format: Abstract | Read A&S chapter (3.5)  
|        | Submit PsychMate data and answers to module questions  
|        | Writing Assignment #1 Due: Title & References pages for Stroop study.  
|        | WA #2 assigned today. |
| Week 8 | Generation Effect Module  
|        | APA Format: Method Section | Read GE chapter (2.11).  
|        | Submit PsychMate data and answers to module questions  
|        | Writing Assignment #2 Due: Abstract (120 words max.) for A&S study.  
|        | WA #3 assigned today. |
| SPRING BREAK | |
| Week 9 | Lexical Decisions Module  
|        | APA Format: Introduction  
|        | - Components of Intro. section  
|        | - Writing an outline  
|        | - Writing the Intro. section  
|        | - Writing workshop | Read LD chapter (2.1).  
|        | Submit PsychMate data and answers to module questions  
|        | Writing Assignment #3 Due: Method section for GE study.  
|        | Revised Writing Assignment #1 Due: Title & References pages for Stroop study.  
|        | WA #4 assigned today. |
| Week 10 | APA Format: Results Section  
|        | Data Analysis Using SPSS. | Writing Assignment #4 Due: Draft Intro. section for final paper.  
|        | Revised Writing Assignment #2 |
| Week 11 | APA Format: Discussion Section | Due: Abstract (120 words max.) for A&S study.  
WA #5 assigned today. |
|---------|---------------------------------|------------------------------------------------------------------|
| Week 12 | APA Format: Putting it all together, Discuss components of required final paper. | Writing Assignment #5 Due: Results section for Lexical Decisions study.  
Revised Writing Assignment #3 Due: Method section for GE study.  
WA #6 assigned today. |
| Week 13 | Questions on final papers discussed. | Writing Assignment #6 Due: Discussion section draft for final paper.  
Revised Writing Assignment #4 Due: Draft Intro. section for final paper. |
| Week 14 | Review/discuss feedback on draft writing assignments | Revised Writing Assignment #5 Due: Results section for Lexical Decisions study. |
| Week 15 | Hand in final paper (see TA for submission details) | Final Paper due no later than TBA by 5:00pm. |
Writing Assignment #4

Write an APA style introduction section. Write about the Psychmate module that you will use for your final paper. Be sure that the paper is double spaced, uses 12 pt Times New Roman font, and the page has 1" margins. Your paper should have 5 references.

Introduction:

___ Double Spaced, 12 point Times New Roman font
___ Correct Format – Title Centered, Paragraphs indented
___ Page heading and number
___ 1st paragraph - Tells purpose of experiment, correct grammar/style
___ Literature review – At least 10 citations, relevant to hypothesis, correct grammar/style
___ Literature review- Provides related findings, methodological issues, and major conclusions
___ Final paragraph - Clear statement of hypotheses, grammar/style
___ Final paragraph – Clearly connects hypotheses with previous findings and conclusions described in the literature review and briefly introduces the current research design
___ Citations – Correct format and placed correctly
In an attempt to make sense of the copious amounts of information we receive, and because our ability to process information is limited, people must make generalizations. Thus, stereotyping allows us to categorically interpret the world through assumptions made according to pre-existing information. In some instances, certain motor routines can become automated or instinctive; however, the application of a stereotype is still under the individual’s control. The purpose of this study was to show that cues can contribute to automatic processes. To demonstrate automaticity, Texas A&M psychology students were primed with words representing social cues followed by names and asked to distinguish whether they were male or female. Results showed... This study was unable to replicate the trends that were proposed to occur, and therefore indicated that reaction time was not significantly affected by the gender of the prime words.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Patricia Wiese, Department of Teaching, Learning, & Culture
    Yeping Li, Head, Department of Teaching, Learning, & Culture
    David Byrd, AOC Dean, College of Education and Human Development
DATE: October 15, 2013
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: RDNG 372

We recommend that RDNG 372 Reading and Writing across the Middle Grade Curriculum be certified as a writing (W) course for four academic years (9/14 to 9/18). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 45%
2. Course content appropriate to the major
3. Total number of words: 7500
4. Instructor to student ratio for one section: 1:15

In previous versions of this course, the Calibrated Peer Review (CPR) portion of the research paper project was conducted as the end product in the assignment, with any collaborative work, peer feedback, instructor guidance, etc. being provided prior to the final submission to CPR. Now, the CPR portion is conducted as a part of the writing process, and after this entire process, the students apply this preliminary work in their revision of final papers. As a part of the current research paper assignment, students now include a visual image, and the coursework now includes submission of ten written discussions (and responses to peers’ discussions) over required scholarly readings (primarily recent scholarly articles). The overall writing word count has risen from 2,000-3,000 to 7,500-8,500.

The course is supported by Undergraduate Peer Mentors (UPMs), students who have been invited to work for TLAC to assist and mentor fellow undergraduates and assist W instructors; a mentor is assigned to each section, and other mentors are available during office hours to assist students one-on-one. Students provide peer feedback on the research paper (with in-class workshops dedicated to this purpose) and also review their peers’ papers within CPR; they also read and respond to their peers’ writing in their posted discussions of readings. Students are required to have individual conferences with their mentors to get feedback on their research papers before submitting them to CPR and again before submitting them to the instructor. Five class days are dedicated to instruction for writing the research paper.
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):

RDNG 372  Reading and Writing Across the Middle Grades Curriculum

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: Patricia P. Wiese  [Signature]
Printed name and signature  (Date)

Received:  Valerie Balester  9/18/13
(W Course Coordinator, University Writing Center)  (Date)

Approvals:

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

Department Head:  Yeping Li Yeping Li  9/12/2013  Printed
name and signature  (Date)

1214 Sterling C. Evans Library
5000 TAMU
College Station, TX 77843-5000
Tel. 979.458.1455  Fax 979.458.1460
writingcenter.tamu.edu

RECEIVED
SEP 13 2013
By UWC
College of Education and Human Development  
Department of Teaching, Learning, & Culture  
RDNG 372 ~ Fall 2013  
RDNG 372 903 Tuesday/Thursday 9:55-10:50 (EDCT 302)  
Office Hours: 11:00-12:00 T/Th or by appointment

*Reading and Writing Across the Middle Grades Curriculum – (Writing Intensive Course)*

| Dr. Erin McTigue | Office: #222 E Harrington (Within Reading Library)  
| Associate Professor Director of TAMU Reading Clinic | Hours – T/Th 11-12  
| emctigueno@tamu.edu (NOT e-learning please)  
(I will work to answer all emails within 24 hours M-F up until 8:00 pm.) | Main office phone: (979) 845-8384 |

University Peer Mentor - Office Harrington 210  
Brianne Darling – briannej.darling@gmail.com

Wednesdays 11:45-2:45. Thursdays 3:45-5:45 OR by appointment

**Course Context/Background**

<table>
<thead>
<tr>
<th>Course Description (Course Catalog)</th>
<th>Course Description (Mine)</th>
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| Acquaints middle-grade educators to reading and writing instruction in content area education; focuses on development of grade-appropriate reading/writing competencies and educational techniques appropriate to student development in various subjects. | Introduces preservice teachers of grades 4-8 to  
1) Strategies for enhancing students' literacy skills (e.g., vocabulary) while teaching content area.  
2) Strategies to enhance students' comprehension of subject matters by the integration of literacy and content area.  
3) Adapting instruction to meet needs of diverse learners.  
4) Integrating writing instruction and formative feedback with instruction. |

**Aggie Teachers:**

*Transforming lives through leadership and innovation!*
Common Concern: 1st day concerns of students regarding this class:

Q1. I am going to be a math (or science, or social studies ...) teacher. Why am I taking a reading course again?

Because TEA says so. But more seriously, this is a course to improve your overall efficacy as a teacher by capitalizing on literacy strategies (writing, reading comprehension strategies) to teach whatever your content is. You will not be a “reading teacher” by the end of this class but you may become a better math teacher. Also, you will have struggling readers in your classes, no matter what grade you will teach, so you need to know how help them learn the content.

Q2. I am going to teach early elementary school, not middle school. How is this class relevant?

While the early grades emphasize “learning to read,” (e.g., decoding), students are also learning vocabulary, writing, and comprehension strategies as young as preschool. For example, when doing a read-alouds with kindergartners, you can be simultaneously teaching predictions, inferencing, and comprehension monitoring. Therefore the majority of the examples in class will be aimed at older students, the underlying concepts can and should be applied to all levels of learners.

Q3. How long is the research paper?

Long-ish. We will go into more details later. However, don’t worry, there will be multiple due dates and support throughout the semester. The goal is for you to improve your research, writing, and revising strategies so that you can teach future students how to find and synthesize information. We also want you to get practice on how to effectively respond to others’ writing.
This is a *Writing Intensive Course*... What does that exactly mean?

According to Faculty Senate a Writing Intensive Course:

1) Be a discipline-specific, content area-course that incorporates writing either to demonstrate knowledge or to reinforce learning or both.

2) Include approximately one-semester hour of writing instruction with demonstration of writing skill to account for an appropriate proportion of the final grade. For example, 1/3 of a 3 “credit hour” class should be devoted to writing instruction & practice.

Closer to home, in RDNG 372, this means that you will participate in multiple “low stakes writing assignments within class to build your writing fluency (include weekly online discussion posts). You will also participate in a formal peer review assignment that guides you through the writing process in a sequential manner.

Our class is assigned a University Peer Mentor (UPM) to help with this process, and the University Writing Center is available for help in as well. This culminating research paper will give you an opportunity to further develop and showcase your skills. Your paper should be between 1500-2500 words and use APA format. Please keep in mind: As teachers, a primary purpose is to structure learning so that students become producers, not just consumers.

This final assignment will be partially graded through the Calibrated Peer Review System (CPR) which will be explained further in class. For questions related to CPR, please contact your UPM.

GRAMMAR MODULE Additional W course Requirement GRAMMAR MODULE – This is NEW and is a departmental requirement prior to being able to enroll in your Methods classes. This is NOT part of this course but should ideally be completed in conjunction with your first W course as it will be helpful for your writing and review of peers’ writing. It is an online/individualized study program and therefore the time commitment will be variable based on your current grammar knowledge. It must be completed before your senior methods.

- A short summary of the process is:
- You will access the system at the Pearson website (http://pearsonnaylebandmastering.com/) and set up an account
- You students will take a diagnostic pre-test on various grammar topics
- You will be assigned a "study plan" based on the results of their diagnostic
- You will complete a post test
- You will receive a completion of study plan and be granted a certificate of completion from the UPM office
- I will post related documents on E-learning
Textbooks and Resource Materials

Texts (Required) - NA - All readings will be posted on E-learning (Yay! No expensive textbook to buy! ... however this does not mean - Yay! No reading!)  

Articles, Handouts, and most Slides will be posted on E-Learning (you will need to check this on a regular basis—all announcements and emails will be sent through the system)

Course Expectations

The obvious bare minimum (you know all this but I must write it anyway so it is clear): Attendance is required. There can be one unexcused absence for the term without penalty. Additional absences will have a negative effect on your grade, up to 5% total grade per missed class. To be granted an excused absence (and therefore incur no penalty), you must provide proper documentation; however, you will still be responsible for missed work. Please contact a classmate for such information. For specific information on what constitutes excuses/absences please see [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

A little bit more: Participation is expected, emphasized and encouraged. Being physically in the classroom but splitting your attention on unrelated tasks (e.g., Soduko, texting, sleeping etc) is not considered as fully “attending class”. (If you are thinking ... But, I’m a good multi-tasker ... see the research on multi-tasking and the cognitive cost for each task. For example: [http://www.youtube.com/user/dbw8m#p/u/0/34OZ-dsNkBw](http://www.youtube.com/user/dbw8m#p/u/0/34OZ-dsNkBw). In short, unless requested otherwise, no cell phones will be needed in class. Accordingly participation represents a large percentage of your grade. Think of it as a really easy way to earn an “A”. Participation includes 1) having the readings done prior to class, 2) oral participation in small groups and whole class times, 3) in-class journaling, 4) meaningful collaborative efforts in group projects and 5) other forms of active attention.

Outside of class. The readings have already been carefully selected to provide you with details that cannot be covered in class discussions/lectures/powerpoints. We cannot cover all topics within the allotted class time and you will gain much more knowledge by spending time each week reading and reflecting.

Assignments: Assignments are due on by submission via E-learning on the designated assignments and by the time stated on the syllabus. Late assignments will only be considered for grading if turned in with a written request/explanation for the late arrival. Extensions may be granted IF requested in advance.
Class Formats

**Onsite Class Sessions.** Please collect and display your name card when in class because that is how I take attendance. Our classroom is VERY small, so please take the materials that you need and stow your bag in an out-of-the-way location. We will generally use the entire class block.

**Online Class Sessions.** On select dates, you will be expected to use E-learning and follow the directions given in class and online for participation for each particular online session. Online participation will include your total time online, your links to required sites, completion of assignments, preparation for class activities, and completion of activities. All of these will contribute to your final grade. The online sessions may contain links to other sites. If you are unable to access links from the presentation, view them from your Internet browser after you have finished the presentation. **Technological glitches of any kind do not constitute an excuse for incomplete or late online assignments so plan accordingly.**

Assignments

Your involvement and production of professional work as a result of the following activities will determine your final grade in the course.

**Late Assignments:** Late assignments are accepted; however, late assignments will be deducted 10% of the earned total per day until turned in (no later than 7 days after original due date). If a problem arises, please contact me BEFORE the assignment is due and I will try to be flexible to arrange an extension.

**Brief Descriptions of Assignments.** (More information will be distributed as relevant. However, the assignments are designed for you to practice and apply the class learning. Therefore they can't be completed "ahead of time". There are 4 Types of Assignments

1. **Process assignments**
   - E-Learning discussions
   - In class writing/journal writing
   - Class Participation

2. **Objective/Factual Knowledge Summative Assessments (Professional Knowledge & Terminology)**
   - Exam 1 (Midterm)
   - Exam 2 (Comprehensive) - during exam period

3. **Application Assignments (Ability to translate knowledge into practice) – Partner Projects**
   - Mini-Lesson
   - Vocabulary Project

   - Construct Quality Research Question
   - Article Matrix (Find and Synthesize Relevant Research)
   - Rough & Final Draft (Writing and Critical Thinking)
   - CPR Feedback (Provide Quality Feedback for Writers)

Assignments

1. E-learning grade: there will be reading response assignments/online discussion on most weeks. This is a 2 part task. By midnight on Sunday, you will respond to a question(s) from the weekly readings and will respond to 2 peers' comments. Please see attached rubric for Details.
2. Exams: there will be two exams and both will be online & open book via E-learning.
3. Research paper:
   a. There will be multiple due dates for this project
   b. You will first generate a research question that builds upon the content of this course in order to better prepare you for your specific future teaching assignments.
   c. You will then answer this question in the form of a research paper.
   d. Your research will include a minimum of 7 peer-reviewed scholarly articles of your choice. Articles should be no older than 2003.
   e. The peer review process will be accomplished through the CPR program (Calibrated Peer Review) on your rough draft. Further information will be provided on this process throughout the semester.
   f. You will also have access to writing support from our UPM (University Peer Mentor).

4. Mini-lesson: Each student will sign up for one strategy and a class session to present a mini-lesson on the selected strategy. You will work in groups of 2-3. This will be a short demonstration of class lesson in which you ACTIVELY engage your peers by having them try out a strategy.

5. Vocabulary project: With a group of 2-3, you will be given a brief text from a select content area and grade and be expected to analyze which vocabulary words that you would choose to teach and justify why, write developmentally appropriate, student-friendly, definitions and select vocabulary teaching activities.

<table>
<thead>
<tr>
<th>Assignment:</th>
<th>Points Possible:</th>
<th>Due Date:</th>
<th>My Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-learning grade (75)</td>
<td>Online discussions (70 points)</td>
<td>Sunday evenings 11:30 PM Weeks 2, 3, 4, 5, 6, 8, 9, 10, 11, 13 (see rubric)</td>
<td>/75</td>
</tr>
<tr>
<td>Exams/Quizzes (150)</td>
<td>Mid term (75 points)</td>
<td>10/10</td>
<td>/75</td>
</tr>
<tr>
<td></td>
<td>Final Exam (Comprehensive) (75 points)</td>
<td>During final exams, TBD</td>
<td>/75</td>
</tr>
<tr>
<td>Research paper (150)</td>
<td>Research question (5 points)</td>
<td>9/8 (Sunday Night)</td>
<td>/5</td>
</tr>
<tr>
<td></td>
<td>Article matrix (20 points)</td>
<td>10/1</td>
<td>/30</td>
</tr>
<tr>
<td></td>
<td>CPR Total Grade (30 points)</td>
<td>10/37 (Sunday) Calibrations 11/3 (Sunday) Post Paper 11/10 Peer Review Comments due</td>
<td>/30</td>
</tr>
<tr>
<td></td>
<td>This is your total CPR performance which includes your calibrations, your reliability for scoring peers papers, and your peers’ rating of your paper.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPR Review Comments (30 points)</td>
<td>11/10 Peer Review Comments</td>
<td>/30</td>
</tr>
<tr>
<td></td>
<td>These are a quality grade as assessed by your UPM and your instructor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final Version Paper (80 points)</td>
<td>December 3</td>
<td>/30</td>
</tr>
<tr>
<td>Mini-lesson (Partner Project)</td>
<td>(30 points)</td>
<td>Sign up Sheet</td>
<td>/30</td>
</tr>
<tr>
<td>Vocabulary (Group Project)</td>
<td>(50 points)</td>
<td>10/8</td>
<td>/50</td>
</tr>
<tr>
<td>Class Participation</td>
<td>(30 points)</td>
<td>On-going</td>
<td>/30</td>
</tr>
</tbody>
</table>

Total: 500 points
Total possible points:

300 points
450-500 = A
400-449 = B
350-399 = C
300-349 = D
299 and below = F
**Please note: This is a tentative schedule. The course syllabus is subject to change at the discretion of the instructor. All changes will be documented on the calendar function on E-learning in addition to being announced in class or via e-mail.**

### Calendar for RDNG 372 - Spring

Readings are posted on E-learning – Listed by First Author & Date of publication.

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Class Topic:</th>
<th>Readings~Topic</th>
<th>Core Assignments</th>
<th>Research Paper Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Aug. 27</td>
<td>Introduction: Content Area Literacy/ Adolescent Literacy</td>
<td>In class</td>
<td>Core Assignments</td>
<td>Research Paper Assignments</td>
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<tr>
<td></td>
<td>2</td>
<td>Aug. 29</td>
<td>Introduction cont.</td>
<td>In class</td>
<td>Core Assignments</td>
<td>Research Paper Assignments</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>Sept 3</td>
<td>Writing across the Content Area</td>
<td>Elbow, 2004 Harris, 2013</td>
<td>Discussion Post 1-Sunday prior (Sept 1) 11:55 PM</td>
<td>Core Assignments</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Sept 5</td>
<td>Writing across the Content Areas</td>
<td>Davis, 2009 Saddler, 2004</td>
<td>Discussion Post 2-Sunday 11:55 PM</td>
<td>Research Questions Due on E-learning by Sunday 11:55 PM</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>Sept 10</td>
<td>Writing across the Content Areas</td>
<td>Bromley, 2007 Kucan, 2012</td>
<td>Discussion Post 3-Sunday 11:55 PM</td>
<td>Core Assignments</td>
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<tr>
<td></td>
<td>6</td>
<td>Sept 12</td>
<td>Writing across the Content Areas MINI LESSONS</td>
<td>Core Assignments</td>
<td>Research Paper Assignments</td>
<td>Research Paper Assignments</td>
</tr>
<tr>
<td>4</td>
<td>7</td>
<td>Sept 17</td>
<td>MEANINGFUL DAY – EVANS LIBRARY</td>
<td>Core Assignments</td>
<td>Research Paper Assignments</td>
<td>Research Paper Assignments</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Sept 19</td>
<td>Vocabulary – Why it is important</td>
<td>Core Assignments</td>
<td>Research Paper Assignments</td>
<td>Research Paper Assignments</td>
</tr>
<tr>
<td>5</td>
<td>9</td>
<td>Sept 24</td>
<td>MEANINGFUL DAY – EVANS LIBRARY</td>
<td>Core Assignments</td>
<td>Research Paper Assignments</td>
<td>Research Paper Assignments</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Sept 26</td>
<td>Vocabulary – Selecting Important Words</td>
<td>Core Assignments</td>
<td>Research Paper Assignments</td>
<td>Research Paper Assignments</td>
</tr>
<tr>
<td>6</td>
<td>11</td>
<td>Oct 1</td>
<td>Vocabulary – Writing Definitions</td>
<td>Core Assignments</td>
<td>Research Paper Assignments</td>
<td>Research Paper Assignments</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Oct 3</td>
<td>Vocabulary – Teaching Strategies</td>
<td>Core Assignments</td>
<td>Research Paper Assignments</td>
<td>Research Paper Assignments</td>
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<tr>
<td>7</td>
<td>13</td>
<td>Oct 8</td>
<td>Vocabulary – Teaching Strategies MINI-LESSONS</td>
<td>Core Assignments</td>
<td>Research Paper Assignments</td>
<td>Research Paper Assignments</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Activity</td>
<td>Discussion Post 6 - Sunday 11:55 PM</td>
<td>Mid-term Exam</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>------------------------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Oct 17</td>
<td>Text Comprehension/</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Oct 22</td>
<td>WRITING DAY - APA &amp; Using CPR</td>
<td>Afferbach, 2013 Keene, 2013</td>
<td>Rough Draft due by Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Oct 24</td>
<td>Text Comprehension</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Oct 29</td>
<td>WRITING DAY - Editing</td>
<td>Klein, 2013 Schugar, 2013</td>
<td>Calibrations Due on CPR, Sunday at 11:55 PM Bring Paper to Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Oct 31</td>
<td>Text Comprehension - New Literacies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Nov 7</td>
<td>Text Comprehension</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Nov 12</td>
<td>Struggling Readers</td>
<td>GUEST SPEAKER NO DISCUSSION POSTS</td>
<td>Peer Review Due on CPR Sunday at 11:55 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Nov 14</td>
<td>MINI-LESSONS for COMP.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Nov 19</td>
<td>Text comprehension - Struggling Readers</td>
<td>Allington, 2013 Ivey, 2006</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Nov 21</td>
<td>Text Comprehension - Struggling Readers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Nov 26</td>
<td>ONLINE CLASS - NO CLASS MEETING</td>
<td>Technology Connections</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Dec 3</td>
<td>Final Class</td>
<td></td>
<td>Final Version of Research Paper Due - E-copy &amp; Hard Copy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Final Exam scheduled during Exam Period
Rubric for Online Discussions for RDNG 372. Total point value is 75 points. You will be graded holistically at the end of the semester, although I will be participating in & monitoring discussions weekly. If you are concerned about your grade, please contact me prior to the end of the semester.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent! (Earn Full Credit = A = 75/75)</th>
<th>Acceptable (Earn Majority of Credit = B or B+)</th>
<th>Below Expectations (Significantly Reduced Credit = C/D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>* rich in content</td>
<td>* notable information</td>
<td>* rudimentary and superficial</td>
</tr>
<tr>
<td></td>
<td>* full of thought, insight, and analysis</td>
<td>* thought, insight, and analysis has taken place</td>
<td>* no analysis or insight is displayed</td>
</tr>
<tr>
<td></td>
<td>* posts yield responses from peers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connections</td>
<td>Clear connections!</td>
<td>* connections are made,</td>
<td>* no connections are made</td>
</tr>
<tr>
<td></td>
<td>* to the reading</td>
<td>* connections are not always clear or elaborated</td>
<td>* off topic</td>
</tr>
<tr>
<td></td>
<td>* to previous comments</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* to classroom contexts</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* to other readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elaboration</td>
<td>* new ideas</td>
<td>* some depth and/or detail</td>
<td>* no new ideas</td>
</tr>
<tr>
<td></td>
<td>* new connections</td>
<td>* some are lacking new ideas</td>
<td>* frequent &quot;I agree with ...&quot; statements w/o elaboration</td>
</tr>
<tr>
<td></td>
<td>* made with depth and detail</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timeliness</td>
<td>* submits initial responses early in the session, &amp; thoughtful peer responses early in the session, and more than two peer responses close to the end of the session.</td>
<td>* all required postings</td>
<td>* chronically late in posting responses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* some not in time for others to read &amp; respond</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>* missed required postings</td>
</tr>
<tr>
<td>Stylistics</td>
<td>* full sentences and accurate grammar usage</td>
<td>* occasional grammatical or stylistic errors</td>
<td>* obvious grammatical or stylistic errors</td>
</tr>
<tr>
<td></td>
<td>* respectful tone when disagreeing with peers</td>
<td>* respectful tone when disagreeing with peers</td>
<td>* makes understanding impossible</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>* responses can be interpreted as rude</td>
</tr>
</tbody>
</table>

There are 2 readings per week. I will generally post > 1 prompt or question per each reading. Select at least 1 question from each reading to respond to. Then respond to at least 2 peers’ postings.

Weekly postings should be a minimum of 4:
2 direct responses to a prompt/question (1 per reading)
2 postings in response to peers (threaded discussion)
Reading List – RDNG 372

Writing


Vocabulary


Kucan, L. (2012). What is most important to know about vocabulary?. *The Reading Teacher, 65*(6), 360-366.


Comprehension


**New Literacies**


**Struggling Readers**


Texas A&M University Rules and Regulations:

For many years Aggies have followed a Code of Honor, which is stated in this very simple verse:

An Aggie does not lie cheat, or steal or tell a lie to those who can.

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

The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

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

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

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

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

7.1.3 Illness of a dependent family member.

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

7.1.5 Religious holy day. (See Appendix IV.)

7.1.6 Illness that is too severe or contagious for the student to attend class (to be determined by Health Center or off-campus physician).

7.1.7 Required participation in military duties. 7.1.8 Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

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

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

The associate dean for undergraduate programs, or the dean's designee, of the student's college may provide a letter for the student to take to the instructor stating that the dean has verified the student's absence as excused. If the student is seeking an excused absence, the student must notify the instructor as soon as possible after the absence, but no later than the end of the next class day after the last date of absence. If the absence was excused, the instructor must either provide the student with an opportunity to make up tests, assignments and other work missed or provide a satisfactory alternative completed within 30 days from the last date of absence.

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

Americans with Disabilities Act (ADA) Policy Statement:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services with Disabilities in Room B118 Cain Hall. The phone number is 979-843-1687.

Concern/Opportunity/Acknowledgment Form (COAF):
If you have a concern (for example, a question about your grade), see an opportunity, or would like to acknowledge something, attached at the end of this syllabus.

PICS Website:
The website for student evaluations is https://pica.tamu.edu.

Student Rules and Grading
10.1 The course instructor shall provide in writing the following information to the class during the first class meeting:
- A statement of the nature, scope and content of the subject matter to be covered in the course.
- All course prerequisites as listed in the catalog.
- All required course text and material.
- The grading rule, including weights as applicable for tests, laboratory assignments, field student work, projects, papers, homework, class attendance and participation and other graded activities in the calculation of the course grade. No such rule should be in contradiction to other provisions of the University Student Rules.

10.2 The student's semester grade shall be based upon the grading rule statement in 10.1 (above). No such rule should be in contradiction to other provisions of the University Student Rules.

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

Attendance will be taken in class each day. You must demonstrate the dedication, preparation, and professionalism effective teachers possess. Class attendance, promptness to class, meeting assignment dates, preparation for class, group and class participation, and effective use of class time will illustrate this. The university views class attendance as an individual student responsibility. Students are expected to go to class, because information presented in class is extremely vital to your learning as well as your performance on assignments, quizzes and exams. If you are absent make sure you get any information that you missed (from peers). You are allowed one unexcused/undocumented absence without a grading penalty. Absences beyond one unexcused will reflect on the final grade. Excessive excused absences will reflect on the final grade up to a 10 point loss on your final grade (the participation portion of the grade). It is the student's responsibility to report their absence, tardy, or early departures to the instructor. Written excuses must be presented at the next class meeting. (SBEC IX).

Teaching, Learning and Culture (TLAC) Statement

The Department of Teaching, Learning and Culture (TLAC) does not tolerate discrimination, violence, or vandalism. TLAC is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetuate discrimination, violence, or vandalism. Texas A&M University is an Affirmative Action and Equal Opportunity institution, and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmative action embraces the entire university community including faculty, staff, and students.
Texas A & M University
Teaching, Learning and Culture
Concern/Opportunity/Acknowledgment Form (COAF)

Name_________________________ UIN: __________ Date ___ / ___

Telephone: Home (____) __________ Major________________________

Work (____) __________ EMAIL ________________________________

Class: ____________________________

Circle Freshman Sophomore Junior Senior Graduate

Projected Graduation Semester: __________ Year ____________

Explain Opportunity/Concern/Acknowledgement (Please be specific with your narrative.)
If this is a concern what are the possible solutions

a.

b.

Professor/Advisor/Mentor/Administrator Recommendation

______________________________ Date: ___ / ___

Advisor/Professor/Facilitator

Department Head Recommendation (deoniesmith@tamu.edu)

Department Head/Designee __________________________ Date: ___ / ___

Action/Follow-up: Yeping Le, Department Head
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Aaron Tarone, Department of Entomology
David Ragsdale, Head, Department of Entomology
Kim Dooley, AOC Dean, College of Agriculture and Life Sciences
DATE: October 15, 2013
SUBJECT: REPORT ON RECERTIFICATION OF C COURSE: FIVS 435

We recommend that FIVS 435 Case Studies in Problem Solving be certified as a communications (C) course for four academic years (1/14 to 1/18). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 88%
2. Course content appropriate to the major
3. Total number of words: 8500
4. Total minutes of oral performance: 50 minutes
5. Instructor to student ratio for one section: 1:24

Since original certification, growth in the course has necessitated some collaborative assignments (to allow time to present). An additional debate has also been added to keep the group size manageable. However, several assignments (1000 of 1700 total points in the class) are completely singular. In addition, the students must present and write in many joint assignments, which are policed by group evaluations of collaborating class members. Students write a summary of five presentations, papers, or posters; they write and present a paper on a scientific article; and they write and present a final paper comparing three forensic sciences. They also participate in two debates. The comparison papers and presentation and the five summaries are done in small groups. For the four debates, each student has to take a pro, a con, and two judge positions. Pro and con positions require group work and presentation. Judge positions are solo.

The first assignment draft is peer reviewed using the rubric. After that assignment, students get feedback from the instructor during class time. On one assignment, students or groups prepare drafts and the instructor gives them an estimated grade. For the final assignment, students are encouraged to get instructor feedback and generally do so. Instruction includes the assignment of readings that allows students to critically evaluate science and scientific writing, model scientific readings, and a “mock” debate.
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):
FIVS 435 Case Studies in Problem Solving

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: Aaron Tarone
Printed name and signature

Received: Valerie Balester 9/12/13
(W Course Coordinator, University Writing Center)

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

Department Head: Daniel Kachelsko
(name and signature)
(Date)

9/13/2013
(Date)

9/23/2013
(Date)
Syllabus
FIVS 435 Case Studies in Problem Solving
Spring Semester 2013
Three Credit Hours
Tuesday, Thursday 9:35-10:50
Room 102 Hep Center-West Campus

Instructor: Dr. Aaron Tarone, Assistant Professor

Department of Entomology
Texas A&M University
Office: Rm 420 (Tarone) Hep Center
Email: amtarone@ag.tamu.edu
Office Hours: Tuesday 8:30AM-9:30AM, 11-12 AM, or by appointment

Description/Expectations: This course is designed to help students develop problem-solving skills for real world situations. The forensic sciences provide excellent material for gaining experience due to the diversity range of sciences that are of importance to legal issues. Students are expected to identify and provide order to the components of problem solving, develop logical arguments from different perspectives, and communicate decision-making processes as a member of a problem solving team. The scale of problem solving will extend from laboratory and field to community, state, and national levels.

Students are expected to build upon their knowledge of, and experience in forensic science by learning about problems and problem solving approaches. Students will participate by developing and assessing different problem solving strategies, by investigating a series of cases that vary in scale and complexity, and by being challenged to solve real-world problems as part of a team of scientific investigators.

This course will emphasize both lateral and vertical integration of instructional experiences. The lateral dimension will be achieved within the course by using a team approach to focus on case studies and problem solving. The vertical integration (i.e., integration over time) will encourage continual building of new concepts predicated on principles previously learned in other courses. Students will be required to utilize concepts, skills, and knowledge from previously completed course work and experience as they formulate solutions to problems presented in this course.

Student Learning Outcomes:
- Assess, define and communicate problems from simple to complex levels.
- Define and debate problems and solutions from different points of view.
- Participate in the development and assessment of logical arguments, appropriate uses of evidence, and integration of varied types of information (quantitative, qualitative, text, image, etc.) in problem solving.
- Recognize the responsibilities and opportunities associated with citizenship in an increasingly interconnected and interdependent world.
Prerequisites: Junior or Senior classification, or approval of instructor. This is a capstone course in the curriculum for the Bachelor of Science Degree in Forensic and Investigative Sciences and as such my expectations are for you to draw upon your background, current knowledge, and experience in this course.


Required Reading: Selected materials including web-based, scientific and public domain articles, and materials appropriate to case studies. Due dates listed below are the dates that you should be prepared to discuss the readings listed on that date at the beginning of class.

Class Guide to Library Resources Website: Class and activity 27 January to be held in the Medical Sciences Library, West Campus.

Grading: Approximate percent values, actual point values.
* Paper and presentation on a single scientific article.....................6% (100 pts)
* Comparison paper and presentation*.................................6% (100 pts)
* Written mid-term exam................................................6% (100 pts)
* Forensic science discipline evaluation paper and presentation*...18% (300 pts)
* Current Issues Debates*..............................................24% (400 pts)
* AAFS/articles paper.......................................................12% (200 pts)
* Attendance and Participation...........................................6% (100 pts)
* Final (Compare and contrast 3 forensic science disciplines); presentation and paper*...........................................24% (400 pts)

A=90-100% of cumulative points; B=80-89; C=70-79; D=60-69; F=<60.

Course activities designated by * include formal presentations with a requirement for business professional dress. Students are guided to “Dress for Success”. Visit the Career Center website for information and guidelines on professional dress.

Each course activity will include assessment of written documents and oral presentations. Activities indicated by * may be assigned to teams and teams will be evaluated by collective and individual assessments (pending class size).
Estimated Schedule of Classroom Activities (Schedule and Assignments are Subject to Change):

<table>
<thead>
<tr>
<th>Week</th>
<th>Joint Assignment</th>
<th>FIVS 415</th>
<th>Date</th>
<th>FIVS 435</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (joint classes)</td>
<td>Welcome &amp; Rubric</td>
<td>15 January</td>
<td>Welcome &amp; Rubric</td>
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<tr>
<td>1</td>
<td>Paper 1</td>
<td>17 January</td>
<td>Scientific Method, Lakatos, Platt, Kuhn</td>
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<tr>
<td>2 (joint classes)</td>
<td>Library</td>
<td>22 January</td>
<td>Library</td>
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<tr>
<td>2</td>
<td>Daubert and Science</td>
<td>24 January</td>
<td>Scientific Method, Chapter 1</td>
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<tr>
<td>3</td>
<td>Assign one article and discuss rubric for presentations</td>
<td>Paper 2</td>
<td>29 January</td>
<td>Reading scientific papers.</td>
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<tr>
<td>3 (joint classes)</td>
<td>PRESENTATION</td>
<td>31 January</td>
<td>PRESENTATION One page article review due.</td>
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<tr>
<td>4</td>
<td>Paper 3</td>
<td>5 February</td>
<td>Review presentations, assign Forensic Science vs Non-forensic science</td>
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<tr>
<td>4</td>
<td>Exam #1</td>
<td>7 February</td>
<td>Mid Term Exam</td>
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<tr>
<td>5</td>
<td>Paper 4</td>
<td>12 February</td>
<td>In class work, compare For Sci vs. Non-For Sci</td>
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<tr>
<td>5</td>
<td>Paper 5 (Guest Speaker: Scott)</td>
<td>14 February</td>
<td>PRESENTATION, 2 page comparison</td>
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<tr>
<td>Date</td>
<td>Task</td>
<td>Description</td>
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<td>6</td>
<td>Assign AAFS/articles (5) (5 page maximum summary paper)</td>
<td>Out of class assignment</td>
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<td>19 February</td>
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<td>Out of class assignment</td>
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<td>6</td>
<td>Papers due</td>
<td>Paper 5</td>
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<td>26 February</td>
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<td>Discuss papers and AAFS conference. Assign 5 paper field evaluation.</td>
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<td>7</td>
<td>Assign Debate #1</td>
<td>Paper 6</td>
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<td>28 February</td>
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<td></td>
<td>Work on 5 paper field evaluation</td>
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<td>8</td>
<td>Exam #2</td>
<td>5 March</td>
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<td>PRESENT 5 paper field evaluation</td>
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<td>9</td>
<td>Spring Break</td>
<td>12 March</td>
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<td>Spring Break</td>
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<tr>
<td>10</td>
<td>Assign Debate #2</td>
<td>Debate #1</td>
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<td></td>
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<td>19 March</td>
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<tr>
<td></td>
<td></td>
<td>Debate #1</td>
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<tr>
<td>10</td>
<td>Paper 8</td>
<td>21 March</td>
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<td>Discussion on research from Chapters 3/4</td>
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<tr>
<td>11</td>
<td>Assign Debate #3</td>
<td>Paper 9</td>
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<td>28 March</td>
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<td>Discussion on Chapter 5</td>
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<td>12</td>
<td>Exam #3</td>
<td>2 April</td>
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<td>Discussion on research from Chapter 5</td>
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<tr>
<td>12</td>
<td>Paper 10</td>
<td>4 April</td>
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<td>Discussion on Chapter 10</td>
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<tr>
<td>13</td>
<td>Assign Debate #4</td>
<td>9 April</td>
<td>Work on Debate #3</td>
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<tr>
<td>13</td>
<td></td>
<td>11 April</td>
<td>Discussion on research from Chapter 10</td>
<td></td>
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<tr>
<td>14</td>
<td>Debate #3</td>
<td>16 April</td>
<td>Debate #3</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Paper 12</td>
<td>18 April</td>
<td>Discussion on research from Chapter 11</td>
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</tr>
<tr>
<td>15</td>
<td>Present Multi-discipline Comparison. 10 page compare and contrast paper due.</td>
<td>23 April</td>
<td>Present Multi-discipline Comparison. 10 page compare and contrast paper due.</td>
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<tr>
<td>15</td>
<td>Debate #4</td>
<td>25 April</td>
<td>Debate #4</td>
<td></td>
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</tbody>
</table>

**Classroom Expectations:** Be in class on time and be prepared for classroom discussion/participation. Turn off all cell phones, pagers, and other communication devices that would cause interruptions. Please remove caps. Be aware of and observe all classroom safety rules and regulations. Assist and respect others.

**Make ups:** No make ups are given without a University Approved Excuse. Make up exams must be taken within 2 weeks of missed date or a “0” will be given. Make up assignments must be turned in within 1 week of missed date or a “0” will be given. Late assignments will lose one full grade (A downgraded to a B, etc.) per day, starting at the beginning of the course on the due date of an assignment. Yes, that means that, if you are late to class, your grade will drop one full grade. If you don’t get the assignment to me within 24 hours of the beginning of the course on the due date, your grade will drop two full levels.

**Joint Assignments with FIVS 415**
You will have several assignments, such as the debates, where you will be evaluated for both FIVS 415 and FIVS 435. This does not mean that you should expect the same grade for such an assignment in each class. It is entirely possible to have a detailed knowledge of how a forensic science fits into the legal arena and have no understanding of the science itself (and vice versa). Accordingly, make sure that you have met the requirements of both courses on these assignments and do not hesitate to contact the instructors of either or both courses if you are unclear as to how you can do so.

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

**Academic Integrity Statement**

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: www.tamu.edu/aggiehonor.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: R. Daniel Lineberger, Head, Department of Horticultural Science
    Kim Dooley, AOC Dean, College of Agriculture and Life Sciences
DATE: October 15, 2013

SUBJECT: REPORT ON RECERTIFICATION OF C COURSE: HORT 481

We recommend that HORT 481 Seminar be certified as a communications (C) course for four academic years (1/14 to 1/18). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 80%
2. Course content appropriate to the major
3. Total number of words: 3800
4. Total minutes of oral performance: 5 minutes
5. Instructor to student ratio for one section: 1:25

HORT 481 is a one-credit course. One significant change since original certification is more emphasis on the ePortfolio requirement. Reflective writing is required at several places in the ePortfolio including the description of portfolio artifacts, specifically, examples of work done throughout students' time in the major, such as course projects or lab reports. Other assignments in the portfolio include a one-page essay on the topic of "self-assessment of job readiness"; a one-page essay on the "trends impacting my profession"; and a three-page professional profile paper on the characteristics of the student's chosen profession, based on interviewing a member of the horticultural industry who holds the type of position being described. Other writing assignments, not added to the word count above, include a cover letter and resume. The oral assignment is a five-minute presentation of the professional profile paper. This (both practice and final presentation) is recorded via Camtasia so that students may "self-evaluate" their presentations for improvement. The students are encouraged to incorporate these presentations into their ePortfolios. Feedback occurs throughout the course, and the instructor gives a preliminary assessment of the total portfolio to guide revision for the final version. Instruction covers issues from the importance of communication skills to formatting, oral presentation slide design, and web page design, through lecture and direct instruction.
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

HORT 481, SEMINAR

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

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

Instructor / Coordinator: R. Daniel Lineberger 29 Sept 2013
Printed name and signature (Date)

Received: Valerie Balester 10/7/13
(W Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: Kim Dooley Kim Dooley 9/30/2013
Printed name and signature (Date)

Department Head: R. Daniel Lineberger 29 Sept 2013
Printed name and signature (Date)
HORT 481, Seminar
Class Meetings: Friday, 9:10 – 11 am
Class Location: Horticulture/Forest Science Building, Room 105

Course Description:
HORT 481 is designed to assist the graduating horticulture major to achieve a smooth transition from the self-directed, learning-centered university environment to the business-focused, demanding environment that accompanies employment as a professional horticulturist. Emphasis will be placed on defining the educational, leadership, and personality traits exhibited by successful professionals and developing a plan for presenting one’s own credentials most favorably in the eyes of potential employers. Skills for communicating professionally through a variety of written documents and oral presentations will be practiced.

Prerequisites: A major in horticulture (BA or BS program); senior classification or permission of the instructor

Expected Learning Outcomes:
- Each student will prepare a comprehensive portfolio of such quality that it will enhance his/her employment opportunities.
- Students will determine the elements of a successful career in a chosen job in the broad field of horticulture by gathering information from a variety of sources (Web, professional publications, industry publications) and interviewing successful holders of similar jobs.
- Students will gain experience in organizing, preparing and delivering professional quality presentations on assigned topics related to their career interest.

Instructor Information:
Name: R. Daniel Lineberger
Telephone: 845-5278
EMAIL: dan-lineberger@tamu.edu
Office Hours: Open door policy or by appointment
Office Location: 202 HFSB

Resource Materials: No assigned text. Materials will be distributed and/or downloaded from the course Web site as needed.

Grading Policies:
Writing assignments and oral presentations are either assigned in advance or impromptu. Impromptu assignments are graded with an eye toward speaking and writing improvement and are accompanied by a liberal amount of constructive “criticism.” Assigned activities will be graded more with an eye toward evaluation, giving you the opportunity to highlight what you have learned and how your work has improved.

Your grade will be the sum of your participation grade (20%), your professional profile presentation (20%), the scores of your 4 best writing assignments (40%), and the grade on your portfolio (20%). Assignments are graded on a continuum (see below), and on-time completion of assigned work is an important part of your grade.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Grading Continuum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td></td>
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<tr>
<td></td>
<td>Always contributes to class in meaningful way</td>
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<tr>
<td></td>
<td>Usually contributes to class</td>
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<tr>
<td></td>
<td>Occasionally makes comments in class, but is usually present</td>
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<tr>
<td></td>
<td>Rarely makes comments; misses class occasionally</td>
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<tr>
<td></td>
<td>Misses class often and rarely contributes</td>
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<tr>
<td>Written Assignments</td>
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<tr>
<td></td>
<td>Assignments are well written, content-rich, and always submitted on time</td>
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<td></td>
<td>Assignments are mostly error free, written on subject, and submitted on time</td>
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<tr>
<td></td>
<td>Assignments contain spelling and/or grammatical errors and/or not on task, but are</td>
</tr>
<tr>
<td></td>
<td>submitted on time</td>
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<tr>
<td></td>
<td>Submitted assignments are not college level writing and are submitted late</td>
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<tr>
<td></td>
<td>habitually</td>
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<tr>
<td></td>
<td>Assignments are written poorly and submitted infrequently</td>
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<tr>
<td>Oral Presentations</td>
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<tr>
<td></td>
<td>Oral presentations are well organized, and delivered with style and precision</td>
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<tr>
<td></td>
<td>Oral presentations are well organized and delivered with few miscues</td>
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<td></td>
<td>Oral presentations address the subject but may contain organizational or delivery</td>
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<tr>
<td></td>
<td>flaws</td>
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<td></td>
<td>Attempts at presentations reflect little thought or preparation</td>
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<td></td>
<td>Presentations are poorly organized, off target, and poorly delivered</td>
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</tbody>
</table>

Course Topical Outline and Assignment Topics:
Unless otherwise noted, written assignments are one page (single spaced, typed) that are due at the next class meeting.

Session 1
Course introduction, editing your profile; expected outcomes
Assignment: Self Assessment of Job Readiness

Session 2
TAMU Career Center services; resume format
Assignment: Draft of resume
Optional: post resume into http://aggies-for-hire.tamu.edu/

Session 3
Putting the “e” in ePortfolio!
Class meets in the Open Access Lab, 119X HFSB
Instructions are located at http://people.tamu.edu/
Assignment: ePortfolio Starter Page

Session 4
ACEday, College Career Day, Agrilife Building
http://aglifesciences.tamu.edu/careers/aceday/

Session 5
Putting the “e” in ePortfolio! – Continued!

Session 6
Professional Communications (memos, cover letters, briefs, email)
Assignment: Cover letter for job application
Session 7 Managing Change  
Assignment: Trends Impacting My Profession

Session 8 Beyond PowerPoint – Creating Effective Presentations

Session 9 Practice presentations

Session 10 Practice presentations

Session 11 Practice presentations

Session 12 Project presentations  
Assignment: ePortfolio project due

Session 13 Project presentations

Session 14 Project presentations  
Assignment: Professional Profile Paper due

Session 15 Project presentations

Major Project – The Professional Profile
How better to examine your readiness and help you to prepare for that “ideal job” than to listen to a successful person who already holds a similar position? We are building a database of successful professional horticulturists who are willing to talk to you (and perhaps meet with you) to discuss what their job is really like. The expected outcomes of this project include your gaining a personal contact in the industry/government/education (wherever the job is!), your researching the job requirements regarding education, experience, and personal qualities needed to be successful, and then using this information for self-evaluation (I’m really ready for this job!) and for structuring your portfolio to maximize your potential for getting the job you want. Your performance on this project will be assessed in two ways:

- Professional profile brief – a two to three page paper examining the job in detail including a description of the educational, experience, and personal qualities required for initial employment and for later advancement, variables which might impact the job in the future, potential for career advancement, and a self-assessment of your preparedness for the job.
- Professional profile presentation – a four to five minute illustrated presentation that can be shared with the class.

Writing Resources
University Writing Center  http://writingcenter.tamu.edu/

Grammar basics  
http://writingcenter.tamu.edu/for-faculty/teaching-writing/teaching-basic-skills/tips-on-teaching-grammar-basics/

Planning and Drafting  
http://writingcenter.tamu.edu/for-faculty/teaching-writing/instruction/the-composing-process/
Cover Letters
http://writingcenter.tamu.edu/2005/types-communication/business-professional-writing/cover-letters/

Memos
http://writingcenter.tamu.edu/2005/types-communication/business-professional-writing/memos/

Resumes
http://writingcenter.tamu.edu/2005/types-communication/business-professional-writing/resumes/

Issues of Academic Integrity
This course is taught with the expectation that all students will adhere to the Aggie Honor Code: "Aggies do not lie, cheat, or steal nor do they tolerate those who do." Violations will be dealt with in accordance with the guidelines posted on the TAMU Honor Council Web site at http://www.tamu.edu/aggiehonor/Student%20Rules/definitions.html. **Plagiarism will not be tolerated.** Be sure to consult the TAMU Honor Council Web site that defines the boundaries of plagiarism. The TAMU Library has an excellent [online tutorial concerning plagiarism](http://libraryasp.tamu.edu/bi/Tutorials/F08/AcadIntegSt.htm) on their Web site at http://libraryasp.tamu.edu/bi/Tutorials/F08/AcadIntegSt.htm.

Attendance
Students are expected to attend all classes, complete assignments on time, and participate fully in class discussions and group projects. Absences may be excused and missed assignments completed in accordance with the TAMU student [rules on attendance](http://student-rules.tamu.edu/rule7.htm).

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

STYLE - 2/10 points

Spelling
minor or multiple spelling errors capitalization

Vocabulary
little use of terminology technical terms used incorrectly

Grammar
subject/verb tense sentence structure other

Punctuation

Other comments:

SUBSTANCE - 6/10 points

Addresses question/topic does not clearly state issue misses point of assignment

Uses facts and data key facts missing states facts incorrectly

Critically analyzes topic little analysis of facts facts misinterpreted states but does not analyze

Cites References (as needed) no references cited inaccurate citation poor choice of references

Other comments:

OTHER FACTORS - 2/10 points

Submitted on time Yes NO

Adherence to layout rules Yes NO
Presentation Evaluation
Topic: Professional Profile Presentation

Presenter:

Evaluation Criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization (6 pts)</td>
<td></td>
</tr>
<tr>
<td>Content (6 pts)</td>
<td></td>
</tr>
<tr>
<td>Style (4 pts)</td>
<td></td>
</tr>
<tr>
<td>Adherence to time limits (2 pt)</td>
<td></td>
</tr>
<tr>
<td>Responses to questions (2 pt)</td>
<td></td>
</tr>
</tbody>
</table>

20 pts max

Comments:
ePortfolio Evaluation Guidelines
HORT 481, Fall 2013
Final Version Due November 22\textsuperscript{nd}, 2013

**Evaluation Criteria**

**20 pts max**

**Required elements (10 pts)**

- **Bio/intro**
  
  Brief, well constructed. Focus on your background, education, career goals, special skills. Write for your potential boss, not your friends.

- **Resume**
  
  Should include a well laid out Web page version, with a link to a downloadable PDF.

- **Coursework**
  
  A quick assessment of the courses that you took that had a major impact on your career path; what you learned, how it will help you in your profession. DO NOT use the catalog description.

- **Project Samples**
  
  Feature your BEST work. Use well laid out arrays for images. Make sure that documents have public permissions. Be sure to view your eportfolio while not logged in to Google to insure that all documents are viewable by public. See handout from course Website titled “Suggested Artifacts for the Eportfolio.”

- **Contact**
  
  A page that contains information about how a potential employer can contact you.

**Use of work samples and reflective comments (6 pts)**

Embedded images, slideshows, links to projects, writing samples, etc. should not be used without some explanatory text to describe the context in which the project/image fits. What were the assignment guidelines, what course, what skills did you master in the process of doing the project, what did you learn, how did it make you a better professional? How would having done this project better prepare you for employment?

**Appearance and Style (4 pts)**

Links all work; pages are well laid out and attractive; overall appearance and navigation, freedom from distracting elements, quality of images

Comments:
CREATING YOUR EPORTFOLIO

What is an eportfolio?
An eportfolio is a "micro" Web site that serves as online documentation of your academic background, leadership involvement, and work experience. The purpose of an eportfolio is to allow potential employers convenient access to information that may increase your probability for getting a job or internship offer, and to elevate the amount of the offer. It is a place where you can tactfully "toot your own horn" by displaying your resume, links to courses which you have taken, significant projects you have completed, awards and other accomplishments, and other aspects of your professional and/or personal life that you feel employers need to know.

What is included?
That's your call. At a bare minimum, your eportfolio should include a comprehensive resume. This resume should be appropriately formatted for both on-screen display and for printing (a PDF file for printing is preferred). The resume should contain complete contact information (your email, campus and permanent addresses, perhaps your phone number), your academic background (major, anticipated graduation date), your work experience, organizations and activities in which you participated (mention the type of involvement and emphasize leadership positions), honors and awards, and perhaps a goal or objective statement.

Beyond the resume, the eportfolio should include samples of your best work. Examples include:
- papers written for writing intensive classes (e.g., HORT 455, HORT 225)
- lab reports, posters, photo galleries or other visual or written documentation of projects
- Powerpoint presentations and/or streaming videos of you delivering presentations
- landscape design projects (not as CAD files, rather as PDF files of your drafting work)
- photos of floral designs completed in your design classes

In all cases, projects/documents/photos should be accompanied with detailed descriptions of the project and a reflection of how these projects contributed to your education and helped you increase your skill level and professionalism.

An annotated list of courses you have taken (not all courses, but those targeted to your career area), other work experiences you have had, links to organizations with which you have been involved and a description of your involvement (particularly leadership positions), and some carefully selected material from your personal life (notice I said carefully selected... not Facebook kind of stuff!) can be effective additions to your portfolio.

How do I construct the eportfolio?
A number of "free" services allow you to host a personal Website, but we have found many reasons to use the Google sites for the horticulture student eportfolios. It is easy to use, does not stop serving when you graduate, is free of advertising, and can be "morphed" into either a professional or business Website after you graduate.

Anyone who has a GMAIL account already has access to set up a HORTfolio. If you don’t have a GMAIL account, simply go to http://gmail.google.com and sign up for one. Then use one of these easy steps to get to the TAMU student template:

Use the direct link to the template
https://sites.google.com/site/tamuhortfolio2/

OR, when signed in to GMAIL, navigate to the “more” pulldown, then to the “evenmore” pulldown and when you arrive at the page with all the Google services, go to the Home & Office section and then click on the Sites link. Then from the CREATE site page on Google, search the template gallery for “TAMU HORTfolio” and apply that template to your site and begin editing.

For editing help, see the beginner’s guide at:
https://support.google.com/sites/bin/answer.py?hl=en&answer=153098&topic=23216&rd=1

Remember these important action words: collect; select; reflect; project.

Prepared by Dan Lineberger; revised 10 August 2013
The purpose of including samples of your work in your portfolio is to give the reader (potential employer) the opportunity to observe "what you've done" in various assignments, not just to read about "what you say you can do" as he or she would discover by reading your resume. These "artifacts or work samples" should represent your best work, and they should be presented in a format readily viewed by the reader.

Artifacts should never be presented "naked," rather they should be presented with accompanying "reflective" text that describes (briefly) the context of the work, the important elements, and how it contributed to your educational objectives.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>ARTIFACT</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>HORT 202, Hort Sciences Lab</td>
<td>Sample lab report</td>
<td>Photos and/or report of one of the labs</td>
</tr>
<tr>
<td>HORT 225, Learning Community</td>
<td>Coping with the Aggie Experience presentation; any essay</td>
<td>Media file of presentation</td>
</tr>
<tr>
<td>HORT 203, Floral Design</td>
<td>Weekly floral designs</td>
<td>Photo gallery of floral designs</td>
</tr>
<tr>
<td>HORT 291/491, Research</td>
<td>Research project</td>
<td>Paper, poster, or presentation of your research project</td>
</tr>
<tr>
<td>HORT 309, Interior Plants</td>
<td>Interiorscape project</td>
<td>PDF file of project; photo gallery</td>
</tr>
<tr>
<td>HORT 315, Hort Systems</td>
<td>Essay</td>
<td>PDF file of your best essays</td>
</tr>
<tr>
<td>HORT 319, Fruit Crops</td>
<td>Orchard management project</td>
<td>PDF file of completed project</td>
</tr>
<tr>
<td>HORT 332, Landscape Graphics</td>
<td>Project</td>
<td>PDF file or photo of best graphics project</td>
</tr>
<tr>
<td>HORT 418, Nut Culture</td>
<td>Review paper in nut culture</td>
<td>PDF of completed paper</td>
</tr>
<tr>
<td>HORT 423, Tropical Horticulture</td>
<td>Required oral presentation</td>
<td>Powerpoint or PDF file of completed presentation</td>
</tr>
<tr>
<td>HORT 425, Land Maint. &amp; Const.</td>
<td>Landscape construction project</td>
<td>Photo gallery of project; sample of bidding &amp; estimating work</td>
</tr>
<tr>
<td>HORT 428, Greenhouse Mgmt</td>
<td>Crop portfolio</td>
<td>PDF file of completed project</td>
</tr>
<tr>
<td>HORT 431, Nursery Mgmt</td>
<td>Special Projects I, II, III</td>
<td>PDF file of completed projects</td>
</tr>
<tr>
<td>HORT 432/442, Residential Landscape Design</td>
<td>Design Project</td>
<td>PDF of CAD project or Photo/PDF of hand rendering</td>
</tr>
<tr>
<td>HORT 451/453, Floral Art</td>
<td>Design project</td>
<td>Photo gallery and description of floral design works</td>
</tr>
<tr>
<td>HORT 481, Seminar</td>
<td>Professional profile paper, flyer, and presentation</td>
<td>PDF files of paper and flyer; Powerpoint file and video of presentation</td>
</tr>
<tr>
<td>HORT 484, Internship</td>
<td>Internship presentation</td>
<td>Powerpoint and/or video of presentation; photo gallery of internship work experience</td>
</tr>
<tr>
<td>HORT 485, Special Problem</td>
<td>Required project submission</td>
<td>Powerpoint, paper, poster, or other documentation of special problem</td>
</tr>
<tr>
<td>HORT 489, International Floriculture</td>
<td>Case study analysis</td>
<td>PDF of case study document</td>
</tr>
</tbody>
</table>

Revised 3 February 2012
A&M University earning a B.S. in Horticulture production and management. I have a
and enology and was just accepted to California
ster's of Science in Viticulture and Enology
. This interest goes back to my upbringing as
apevine. As the name implies, there are a
d throughout this flourishing town and being
chance to appreciate the science of horticulture
ents and grandparents taught me the invaluable
nd the beauty of interacting with nature, including

A&M University from Tarrant County College the
y on in my life blossomed prolifically. As I look
seen an Aggie, two years to be exact, I cannot
ently and spiritually. I have been blessed to
h the Department of Horticulture as well as with
es. In addition, I have been able to maintain a
. The incredible experiences that I have
transformed and molded the person that I am
ly, from having lived in a vibrant town that
ustry, to gardening, working on a cattle ranch,
University have helped to galvanize my desire
issue a life-long career in the American wine

al Sciences

TAMU | College Station, TX 77843

nt for HORT 481, Senior Seminar, by the student referenced above. The individual is solely responsible for the information.
in the field of horticulture pertaining to the wine industry.

Station, TX
Litur, expected May 2013
We Production and Management

of Wine Tasting, Honey Bee Biology, and Tropical Horticulture

ENCE
Texas A&M University
zabeth Pierson, February 2012-present
ess and sanitation, and helped with daily tasks
, cloned bacteria, manufactured antibiotics, and maintained research plant material

, Blanco, TX
ela Arrosky, July-August 2012
installed the irrigation, watered and maintained greenhouses
and harvested, processed, and packaged flowers, filled invoices

Castiglion Fiorentino, Italy
, the Department of Horticulture, May-July 2012
nder Dr. Leonardo Lombardini at the Santa Chiara Center
ghout Italy studying International Horticulture and Art History
ono, TX
resent
scale honey bee apiary on Austin Ranch property
nch, Rhone, TX
by Austin, 2005-2011
cattle
repairs fence and minor equipment, painted fence, performed yard work, and cleared and burned brush

Life Sciences Student Council
and representative of the Department of Horticulture, 2012-2013
and met with the Dean of Agriculture
ents throughout the semester

nt
ill sales and fundraising events, coordinated ordering and receipt of merchandise for sales, director of Spring Plant Fair, ar
American Wine Industry

Wine Industry
advances in the wine industry, written for HORT 315: Issues in Horticulture. Both technological advances in this paper.

Wine Industry
climate change has on the wine industry in the United States, written for HORT 315: Issues in Horticulture. Climate change is playing a large role in the vineyards across America.

Wine Industry
eter and the wine industry, written for HORT 315: Issues in Horticulture. Water is necessary for all forms of industry becoming as scarce as our supply of oil.

Project
ed for HORT 319: Fruit and Nut Production. It was carried out by three students, each researching a specific crop or fruit completely established from beginning to end. This project has helped me to realize what it takes to establish a crop, all the way to marketing the crop. It also taught me how to collaborate with my fellow students.

Cacao Tree
123: Tropical Horticulture, which covers the history of the cacao tree and the acclaimed benefits of its fruit and Prunus persica Seed
326: Plant Propagation, which covers successful germination of peach seeds. Experimented with varic in which led to the highest germination rate.

Internship
of my internship at Texas Specialty Cut Flowers in Blanco, TX. This internship, although seemingly unimportant, was such an incredible experience. This opportunity has given me the basic skills and understandings on how to manage a horticultural business in Texas.

Presentation
of the six-week study abroad trip to Castiglione Fiorentino, Italy with Dr. Leonardo Lombardini. This study was such an enriching experience, not only was I able to increase my knowledge of international horticulture, but it was such a uniquely rich history.
Vineyards, Grapevine, TX - 2012

Texas A&M Vineyard - 2012

Hort Club Christmas - 2013

air preparations - 2012

Dosatron Inc. donated a Dosatron Fertigation System to Hort Club - 2013

Bluebonnets & Aggie Maroonboner - 2013
Science & Practices

g with general horticultural sciences. Learned principles and plant processes and

Ice

Science of growing vegetables and fruits in the ics of landscaping techniques and garden

Production

on and management practices for major fruit and ates.

Vegetable Production

cial vegetable production techniques and rops as suited for Texas production and as both in a classroom setting and out in the groups and were required to plant and maintain a commercial style farm throughout the

ation

methods of plant propagation. Learned about ue culture, grafting and budding, layering and applied to successfully propagate specific plants.

Production

duction and management of small fruits, with a ture.

Wine Production

duction of the most popular wines around the properly score and evaluate wine.
The Life Sciences Student Council

The Dean Committee and sole representative of the Department of 2013

Spring Plant Fair - 2012

 cinematic Sciences

aces Blog | 2133 TAMU | College Station, TX 77843

; a requirement for HORT 481, Senior Seminar, by the student referenced above. The individual is solely responsible for the information conta
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Norm Clark, Department of Industrial Distribution
Reza Langari, Interim Head, Department of Industrial Distribution
Valerie Taylor, AOC Dean, Dwight Look College of Engineering

DATE: October 15, 2013

SUBJECT: REPORT ON RECERTIFICATION OF C COURSE: IDIS 330

We recommend that IDIS 330 Sales Engineering be certified as a writing (W) course for four academic years (1/14 to 1/18). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 75%
2. Course content appropriate to the major
3. Total number of words: 1850
4. Total minutes of oral performance: 21 minutes
5. Instructor to student ratio for one section: 1:20

IDIS 330 is a four-credit course. A Graduate Assistant Teacher assists the instructor, and since original certification the person in this position has taken a more active role in helping with writing skills as well as giving feedback on presentations. Students work individually to complete a letter of introduction and a book review, totaling 1250 words and 35% of the final grade. They work in groups of four to complete four more assignments, which are presented in class and in video lab, as follows: (1) First 3-5 Minutes of an Initial Meeting with a Prospect; (2) Customer Needs Analysis; (3) Presentation of Proposal to Prospect/Customer; and (4) Interactive Group Presentation of Sales Management Cases. A different group member takes the lead role in each of the first three assignments. The fourth assignment is a group presentation, which is critiqued by the class and the instructor. The remaining group member takes the lead role in this presentation. Individual writing goes through a peer review with additional comment from the instructor and GAT. Instruction includes lecture and class discussion and development of components in each presentation. The instructor is available to review these components in class, when submitted by email, or during office hours. In addition, the instructor models what the presentations should look like.
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):

**IDIS 330 – Sales Engineering**

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] Norm Clark 7/9/13

Received: [Signature] Valerie Balester 7/10/13

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

Approvals:

College Dean: [Signature] 7/25/2013

Department Head: Walter Buchanan, Ph.D. 7/10/13

1.214 Sterling C. Evans Library
5000 TAMU
College Station, TX 77843-5000
Tel. 979.458.1455 Fax 979.458.1465
writingcenter.tamu.edu
TEXAS A&M UNIVERSITY
IDIS 330-Sales Engineering
Designated “C” Course by the University Writing Center
Fall 2013

Instructor: Norm Clark
Office: Ferrell Hall 205C
Office Hours: After class or by appointment
Telephone: (979) 847-9076
E-mail: clark@cent.tamu.edu
Website: http://leaming.tamu.edu

Section 930 – TR, 8:00-9:15 p.m., Ferrell Hall 303
Section 931 – TR, 9:35-10:50 p.m., Bright Building 124

Course Description
Sales and sales management techniques for analyzing distribution challenges and providing solutions through effective communication techniques; establishing credibility, effective questioning techniques, developing solutions, presenting solutions, anticipating objections and gaining commitment, plus techniques for recruiting, training, leading and compensating an effective sales organization.

Course Objectives
The basic objectives for students in this course are:
- To gain an understanding of a Solution-Based Selling Process as a major function of the marketing and promotional mix as it applies to Industrial Distribution applications
- To familiarize you with effective communication/selling techniques
- To give you an opportunity to practice and develop communication/selling skills through role-play and video-taped exercises
- To familiarize you with techniques for building, developing and compensating an effective sales organization
- To familiarize you with practical applications for sales management techniques through case studies
- To improve your overall levels of confidence and professionalism when interacting with others

Prerequisites
IDIS 340 – Manufacturer Distributor Relations

Course Format
The course will consist of the presentation and demonstration of techniques, class discussions, role-play and video-taped exercises, case studies, class presentations, a book review, and guest speakers, writing assignment and exams.

Class Notes
Available to download on the website

Books
Fundamentals of Industrial Distribution: The Sales Process, Mitchell Harper and Norm Clark
Monday Morning Leadership, David Cottrell
Video Lab
Each student will role-play three projects in the video lab during the semester. This totals 300 videotaping sessions for all students in both sections. **It is critical that you work with your lab instructor Lauren Greaves, laurencw@aol.com, to schedule time for your three role play projects. There will be sign-up sheet for each session in the video lab.**

Policies and Procedures
You are expected to abide by the Aggie Honor Code. “An Aggie does not lie, cheat or steal or tolerate those who do.” There is a zero tolerance for academic dishonesty. Violations will result in an "F" for the course. Additional repercussions will be determined by the program coordinator in compliance with Texas A&M regulations.

http://www.tamu.edu/aggiehonor

Students with Disabilities
The Americans with Disabilities Act (ADA) is a Federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, the 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 accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in room 126 of the Koldus Building, or call 845-1637. In addition, please see the instructor within the first two weeks of classes.

Attendance and Participation
*What you will someday be, you are now becoming. Start forming good habits now.* You are expected to attend class, be punctual, display an attitude of professionalism and become actively involved in class activities and discussions. If it is necessary for you to miss a class or an Exam, please inform the instructor prior to the event.

Exams
Multiple choice and short answer questions covering class discussions, presentations, case studies and any outside material assigned or discussed. The **Final Exam will allow you to gain a few additional points** should you need them to achieve a higher grade for the course. You may elect not to take the final.

Letter of Introduction
This is about you. What are your interests? What makes you interesting? What makes you unique? If a future employer asked you to write a 250 word essay about you, what would you write? Prepare an initial draft of the letter to be critiqued by your group members in class on **September 12**. The final draft of your letter will be due to the instructor on **September 17**. In addition to the content of the paper, you will be graded on grammar, spelling, sentence structure and punctuation. Please include a picture of yourself.

Book Review
Select a book dealing with some aspect of Industrial Distribution, Sales, Sales Management or Self-improvement. The book review should be approximately 1,000 words. Approximately 80 percent of the paper should be a summary of the book. The other 20 percent should be your comments about the book. Prepare an initial draft of the book review to be critiqued by your group members in class on **October 24**. The final draft of your book review will be submitted using the Turnitin link on e-learning by 3:00 a.m. **October 29**. In addition to the content of the paper, you will be graded on...
grammar, spelling, sentence structure and punctuation. PLAGERISM IS A FORM OF ACADEMIC DISHONESTY. ENGAGING IN IT WILL EARN YOU AN “F” IN THE COURSE.

**Group Presentation/Role-play Assignments**

It is your responsibility to form groups of four students at the beginning of the semester. You will work with your group members throughout the semester on four assignments that will be presented to the class and three of which recorded in the video lab. These assignments will provide practical applications for materials discussed. Each group member is required to take the lead role in one presentation/role-play assignment.

**A Note Concerning Group Activities**

You will experience two types of learning as a result of working in groups.

1. **Cognitive Learning through Collaboration**—the discussions generated when working in groups will expose you to different ways of looking at things and enhance your ability to think critically about what you are learning. Your retention of the information being discussed will, likely, also be increased as a result of the group discussions.

2. **Social Learning**—as in the working world, there will be challenges that will arise when working with other people. You may experience situations in which some people do not contribute, or some people try to dominate a situation. You may experience difficulty scheduling times for meetings, or agreeing upon the direction of a project. **These are your groups.** The way you choose to handle these situations is part of the learning experience. I will abide by the decisions of the group. My only involvement, if necessary, will be that of an advisor.

**SLACKERS BEWARE**—the assessment of your group members will determine a large portion of your participation grade. **If you do not participate in an assignment, you will not receive a grade for that assignment.**

**Grading**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
<td>A = 900 - 1000 points</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
<td>B = 800 - 899 points</td>
</tr>
<tr>
<td>Letter of Introduction</td>
<td>100</td>
<td>C = 700 - 799 points</td>
</tr>
<tr>
<td>Book Review</td>
<td>150</td>
<td>D = 600 - 699 points</td>
</tr>
<tr>
<td>Assignment 1</td>
<td>100</td>
<td>F = below 600 points</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Assignment 3</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Assignment 4</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Lab Projects</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Grading of Assignments**

As I observe your presentations, I will rate them 1, 2 or 3.

1. **Nailed it!**—Demonstration of a superb understanding and application of the techniques being learned. In addition to preparation and professionalism being obvious, the presenter has developed the skills to a level that could be used in a real world situation.

2. **Good Job!**—Demonstration of a good understanding and application of the techniques being learned. Preparation and professionalism are obvious.
3. **Not-So-Good Job!** – Demonstration of a less than adequate understanding and application of the techniques being learned. Preparation and/or professionalism are obviously lacking.

Grades will be assigned to the presentations based on the performance of your group relative to the performance of other groups in the class. A typical distribution looks something like this:

1. 92-100
2. 84-91
3. 75-83

**Grading of Lab Projects**

Each project will be graded in accordance with the method described above. Your lab grade will be an average of the grades you receive on the individual projects.

**Participation Grade**

The majority of your participation grade will be determined by the evaluation of your group members. As the instructor, I may make adjustments to your participation grade based on your attendance, punctuality and class participation.
### Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 27</td>
<td>Introduction - Ground rules and course expectations. Overview of the Selling Process</td>
</tr>
</tbody>
</table>
| Aug 29 | Student introductions and expectations. **Selection of Groups.**
  * **Company Selection** – Select the product or service your group will sell during the semester (refer to handout for suggestions). Prepare and submit to the instructor a **typed one page paper** (**Bullet Point Format**) including:
    - The company you will represent for the semester
    - Specific products, services, or systems you will be selling
    - Your target market
    - Five problems that your customers could have to which you can provide solutions
    - Your perceived competition
    - The advantages you have to offer over your competition
  * **Assignment 1** – Prepare, submit to the instructor and present to the class in role-play format what you will say and do during the first 3-5 minutes of your sales interview to gain your prospect’s attention and help him/her to see the value of spending time with you. See page seven of the class notes for a template.
  
  *Note: Bring a hard copy of each presentation to class with you and hand it to the instructor prior to your presentation. Each assignment should include your **Group Number** and the **Name** of each group member. Failure to do this will result in five points being deducted from your group’s grade for the assignment.*
| Sep 3  | **Company and Book Selection Due**
Guest Speaker - Recent Grads |
| Sep 5  | Attention Step of the Selling Process |
| Sep 10 | **Guest Speaker - Curt Tuchett - DXP** |
| Sep 12 | In class critique of Letter of Introduction |
| Sep 17 | **Letter of Introduction Due**
Attention Step of the Selling Process |
| Sep 19 | **Class Presentations – Assignment 1** |
| Sep 24 | The Discovery Step of the Selling Process.
  * **Assignment 2** – Prepare, submit to the instructor and present to the class in role-play format the questions you will ask to identify the needs/problems of your prospects. |
| Sep 26 | The Discovery Step of the Selling Process |
| Oct 1 | **Class Presentations – Assignment 2** |
| Oct 3 | PAID – Career Expo-Golf Tournament |
| Oct 8 | **Class Presentations – Assignment 2** |
Oct 10  | Guest Speakers - Greg Barnes – MRC & Richard Kattmann – CED

Oct 15  | [Exam 1]


Oct 22  | Handling Objections and Asking for the Business.
Assignment 3 – Prepare, submit to the instructor and present to the class in role-play format your proposal.

Oct 24  | In class critique of Book Review

Oct 29  | [Book Review Due]
Class Presentations – Assignment 3

Oct 31  | Class Presentations – Assignment 3

Nov 5   | Guest Speaker-BJ Tietze-Volterra

Nov 7   | Overview - Managing a Sales Organization; Planning & Forecasting, Recruiting, Training, Evaluation, Compensation Account Analysis, Time & Territory Management
Assignment 4 – Prepare, submit to the instructor and present to the class the case study assigned to your group

Nov 12  | Case Presentations – Assignment 4

Nov 14  | Guest Speaker-Bill Boyle-Hydraquip

Nov 19  | Case Presentations – Assignment 4

Nov 21  | Case Presentations – Assignment 4

Nov 26  | [Exam 2]

Nov 28  | Thanksgiving

Dec  3 | Wrap-up

Dec  6 | Final Exam, Section 931 – 12:30 p.m.-2:30 p.m.

Dec  9 | Final Exam, Section 930 – 1:00 a.m.-3:00 p.m.
Company List

The following is a list of companies from which your group may choose the company whose products, services, or systems you will sell during the semester.

- Once your decision is made, e-mail the instructor clark@ece.tamu.edu to advise him of your selection.
- If you elect to represent a company that is not on the list, the company must be approved by the instructor.

Rockwell Automation-Allen Bradley
www.ab.com

Energy Alloys
www.ealloys.com

L&W Supply
www.lwsupply.com

Wornack Machine Supply Co.
www.wornack-machine.com

Hydraquip Corp.
www.hydraquip.com

Gexpro Services
www.gexproservices.com/gexproservices/

Brenntag
www.brenntagnorthamerica.com/en/

SRS Acquisition
http://srsicorp.com/

DXP Enterprises
www.dxe.com

McKesson
www.mckesson.com

TII
www.tiiinc.com

GHX Industrial
www.ghxinc.com

Hill Country Electric
hces.net

Moore Supply Co.
www.mooresupply.com

Irby
www.irby.com

HISCO
www.hiscoinc.com

Mustang CAT
www.mustangcat.com

Eaton
www.eaton.com

AWC
www.awc-corp.com
Good to Great by Jim Collins

Rethinking the Sales Force by Neil Rackham & John DeVincentis

The Five Dysfunctions of Team by Patrick Lencioni

Outliers by Malcolm Gladwell

The Tipping Point by Malcolm Gladwell

Customer Centered Selling by Robert Joles

Influence: The Psychology of Persuasion by Robert Cialdini

Influencer: The Power to Change Anything by Karry Patterson, et al.

Industrial Sales Management 101: Is it Possible to Herd Cats? by Mitch Harper

How to Win Friends and Influence People by Dale Carnegie

How to Hire and Develop Your Next Top Performer by Herb Greenberg, et al.

Think and Grow Rich by Napoleon Hill

The M Factor: How the Millennial Generation is Rocking the Workplace by Lynne Lancaster & David Stillman

IDIS330-Sales Engineering is being approved as a “C Course” by the University Writing Center. This means that the course has to meet rigorous requirements in the areas of both oral and written communications.

If you are not confident in your writing skills or you simply feel that your writing needs improvement, I recommend you contact the University Writing Center for advice and assistance.

The University Writing Center
Evans Library 1.214 | 5000 TAMU
College Station, TX 77843-5000
Tel. +1 979.458.1420 | Fax. +1 979.458.1465
http://writingcenter.tamu.edu/

Both your Book Review and your Letter of Introduction will be graded on:

✓ Content 80%
✓ Grammar 5%
✓ Spelling 5%
✓ Punctuation 5%
✓ Sentence structure 5%