Memorandum

October 10, 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:

- DH 4220 Comprehensive Care
- ECON 489/EMCT 461 Economic Data Analysis
- ECON 489 Program Evaluation
- NURS 411 Evidence-based Practice for Nurses
- NURS 461 Application of Evidence-Based Practice for the RN
- NURS 467 Management and Leadership for the RN

Courses submitted for C certification:

- DH 4710 Applied Research Methods
- MAST 441 Piracy
- NURS 314 Health Assessment

Courses submitted for W recertification:

- ANSC 402 Exploring Animal Industries
- BICH 414 Biochemical Techniques
- BICH/GENE 432 Molecular Genetics
• KINE 198  Health and Fitness
• MARB 408  Marine Botany
• MAST 411  International Maritime Cultures
• PHIL 361  Metaphysics

Courses submitted for C recertification:

• BIOL 388  Principles of Animal Physiology
• PHIL 111  Contemporary Moral Issues
TO: Faculty Senate Executive Committee

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

CC: Cherri Kading, Department of Dental Hygiene
Janice DeWald, Director and Chair, Caruth School of Dental Hygiene
Lawrence Wolinsky, Dean, TAMU Baylor College of Dentistry

DATE: September 25, 2013

SUBJECT: REPORT ON CERTIFICATION OF W COURSE: DH 4220

We recommend that DH 4220 Comprehensive Care 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: 70%
2. Course content appropriate to the major
3. Total number of words: 2200
4. Instructor to student ratio for one section: 1:30

DH 4220 is a two-credit course. The enrollment of 30 was noted as being on the higher end, and the W and C Course Advisory Committee recommends it be lowered to 25 or fewer to maintain adequate feedback. Students write a nutrition patient counseling paper and conduct a related counseling session. They also write a fact sheet and clinical implications document related to a case study; do an oral presentation based on a case study; and write a self-assessment for a portfolio of their work for the semester. Feedback is provided both through peer review and written instructor comments on drafts of the fact sheet and clinical implications. Oral feedback is also provided on the nutrition counseling paper, which is used to help students prepare for the oral consultation with a patient. Instruction includes lecture on the writing assignments, review of samples of acceptable work, and readings related to writing topics.
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):

   DH4220 Comprehensive Care 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: Cherri Kading Cherri Kading 8/26/13 (Date)

Printed name and signature

Received: Valarie Balester 8-13-13 (W Course Coordinator, University Writing Center)

(Date)

Approvals:

College Dean: Lawrence G. Wolinsky 8/26/13 (Date)

Printed name and signature

Department Head: Janice DeWald Janice DeWald 8-26-13 Printed

name and signature

1,214 Sterling C. Evans Library
5000 TAMU
College Station, TX 77843-5000
Tel. 979.458.1466 Fax 979.458.1465
writingcenter.tamu.edu
Course Syllabus

Course Number and Name: 4220 Comprehensive Care Seminar

Course Type (underline one): Lecture Laboratory Clinical Seminar Selective

Academic Year/Semester Offered: 2013-2014  X Fall  X Spring  X Summer

- Summer Emphasis: An Introduction to Clinical Photography
- Fall Emphasis: Nutrition
- Spring Emphasis: Oral Case Presentations

Course Director: Cherri L. Kading, RDH, MS

Other Participating Faculty: Kathy Muzzin, RDH, MS (summer only)

Leigh Ann Wyatt, RDH, MACE (summer only)
Lisa Mallonee, BSDH, MPH, RD, LD (fall only)

Course Description:
Topics and activities are designed to integrate dental hygiene care with total patient care. This includes identification and nutrition counseling for a patient who presents with nutrition habits that contribute to oral disease risk during the fall semester. An oral case presentation of various medical conditions that influence treatment planning and patient care is the focus of the spring semester. Intraoral photography will be introduced in the summer session and incorporated into the oral case presentation.

Evaluation Criteria/Methods:
The final grade, which is awarded at the end of the spring semester, will be based on the following formula:

- Photography participation and final exam 5%
- Nutrition Patient Guidelines Quiz 5%
- Nutrition Exam 10%
- Nutrition Patient Counseling & Paper 20%
- WREB Guidelines Exam 5%
- Case Study-Fact Sheet and Clinical Implications 15%
- Case Study-Oral Presentation 15%
- Process of Care Exam 5%
- Portfolio & Self-Assessment Paper 20%
- Senior Exit Exam Pass/Fail

Criteria for each component of the course will be distributed at the beginning of the applicable semester.

Grading Scale as established by the Administrative Council of the College

A 93-100
B' 90-92
B 84-89
C' 81-83
C 75-80
D 70-74
F 69-below
Remediation Policy:

Remediation for failure of the course will occur through self-study and completion of a project which must be completed the week before final grades are due the following semester. Remediation for a deficient progress report for summer and fall will occur the semester following the deficiency by completing with a passing grade, a written report, project, exam or other means deemed appropriate by the course director.

Blackboard:

Grades and notices will be posted on Blackboard. It is the student's responsibility to periodically check Blackboard for course related materials and announcements.

Attendance Policy:

Class attendance and participation are a vital part of the learning process. It will be the responsibility of the student to see the course director for any supplemental materials missed in the event of an absence.

Allowances will be made for students who have a BCD approved leave of absence or for religious holidays. These are considered excused absences.

Accommodations for any make-up assignments/exams will only be made for excused absences stated above.

You must be in the classroom for the entire class period to be counted as present. To be an active participant you must be punctual and prepared for class. Your full attention is expected during class. Examples of unacceptable behavior are: talking with your classmates while the lecturer is speaking, studying for other courses or reading outside material, making noise while eating, sleeping, text messaging, walking in late, etc.
### 4220 PHOTOGRAPHY COURSE OUTLINE

<table>
<thead>
<tr>
<th>Date/Location</th>
<th>Session Title/Topic</th>
<th>Instructor(s) Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 6/3/13</td>
<td>4820 Clinic II Orientation</td>
<td>Various speakers</td>
</tr>
<tr>
<td>8:00-12:00</td>
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<tr>
<td>Rm 310</td>
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<tr>
<td>Tues 6/4/13</td>
<td>Introduction to Comprehensive Care Seminar</td>
<td>Ms. Kading</td>
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<tr>
<td>10:00-12:00</td>
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<tr>
<td>Rm 310</td>
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<tr>
<td>Tues 6/11/13</td>
<td>Lab – Section A-1 and A-2 Only</td>
<td>Ms. Kading</td>
</tr>
<tr>
<td>10:00-12:00</td>
<td></td>
<td>Ms. Muzzin</td>
</tr>
<tr>
<td>DH Clinic</td>
<td></td>
<td>Ms. Wyatt</td>
</tr>
<tr>
<td>Tues 6/18/13</td>
<td>Lab – Section B-1 and B-2 Only</td>
<td>Ms. Kading</td>
</tr>
<tr>
<td>10:00-12:00</td>
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<td>Ms. Muzzin</td>
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<tr>
<td>DH Clinic</td>
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<td>Ms. Wyatt</td>
</tr>
<tr>
<td>Tues 6/25/13</td>
<td>• Section C Only</td>
<td>Ms. Kading</td>
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<tr>
<td>10:00-12:00</td>
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<td>Ms. Muzzin</td>
</tr>
<tr>
<td>DH Clinic</td>
<td></td>
<td>Ms. Wyatt</td>
</tr>
<tr>
<td>Mon 7/1/13</td>
<td>• 9:00-9:30 Final Exam</td>
<td>Ms. Kading</td>
</tr>
<tr>
<td>9:00-10:00</td>
<td>• 9:30-10:00 Orientation for <em>Texas Scottish Rite Hospital</em></td>
<td>Maria Anderson, RDH, MS</td>
</tr>
<tr>
<td>Rm 310</td>
<td>• 10:00-11:00 Orientation for <em>Children's Medical Center</em></td>
<td>Stacy Pettif, RDH, MS</td>
</tr>
<tr>
<td>YOU MUST BRING A COPY OF YOUR IMMUNIZATION RECORD FROM NURSE DOYLE</td>
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</tbody>
</table>
INTRODUCTION TO PHOTOGRAPHY and CALCULUS DETECTION

SUMMER

Course Objectives:
1. To provide the background, knowledge, and experiences necessary for the development of clinical photography skills.
2. To integrate and apply clinical photography skills in case documentation.
3. To provide experiences necessary to detect moderate to heavy calculus.

Learning Objectives: Through readings, classroom presentations, discussion, demonstrations and clinical practice the student will be able to:
1. Discuss a variety of uses for clinical photography in dentistry.
2. Identify the types of photographic imaging systems available for dental photography and the advantages and disadvantages of each.
3. Identify the various components of the departmental digital camera system and discuss the function of each component, to include:
   A. lens and lens cap
   B. on/off and mode dial
   C. shutter release button
   D. LCD monitor, on/off button
   E. zoom lens lever
   F. flash
   G. flash/erase button
   H. memory card and card compartment
   I. battery compartment, open/close switch
   J. extra batteries/battery charger
   K. lock button
   L. settings for portrait and intraoral photographs
   M. view finder and control panel
   N. OK button
4. Identify, select and compose clinical views used in an extraoral and intraoral clinical photography series.
5. Select the appropriate mirrors and retractors for a particular view, considering not only the composition, but also patient comfort and the differences in patient anatomy.
6. Demonstrate respect and concern for the patient by:
   A. Explaining the procedure and providing clear instructions when the patient's participation is required.
   B. Placing cheek retractors and mirrors without patient discomfort.
   C. Working efficiently to minimize the time required for each exposure.
7. Provide clear and concise instructions to the photography assistant.
8. Properly focus the camera, select the appropriate camera settings for selected views and expose clinical photographs of acceptable quality.

9. Describe the clinical protocol for use, care and storage of the departmental digital camera and all photographic accessories, including the mirrors, retractors, and battery charger.

10. Evaluate the quality of clinical photographs and provide recommendations for improvement.

11. Differentiate between the varying anatomy and textures of burnished calculus, "binding" calculus, spicules, rings and cementum.

**Learning Materials:**

The following are attached to this packet:
1. Introduction to Photography (p. 4)
2. Clinical Procedures (p. 7)
3. Photography Procedures (p. 8)
4. Guidelines for Acceptable Clinical Photographs (p. 10)

**Laboratory/Clinic Policies and Procedures:**

Read and study all material prior to lab! It is crucial that you are prepared so your faculty does not have to re-teach material, but rather review it and answer any questions you came up with during your reading.

Bring all handouts to clinic on your assigned day. You may refer to any information given to you in this packet while completing the lab.

**Laboratory Sessions:** Students are assigned to groups of three. Each student will act as the photographer, the patient and the assistant. Decide who will be photographer, patient and assistant first, and then rotate roles. Divide your time appropriately. Have your assigned unit set up and be ready to start on time. You will need your air/water tip, but no suction tip or instruments.

**Student Groups:**

A-1: Bemi, Rachel, Brittany Stephens (Units 29 & 30 with Ms. Muzzin)  
Meredith, Rocío, Dulce (Units 21 & 22 with Ms. Kading)

A-2: Joey, Lindsay, Tali (Units 10 & 18 with Ms. Muzzin)  
Tiffany, Amy, Eli (Units 19 & 24 with Ms. Kading)

__________________________

B-1: Bekka, Natalie, Lauren Thedford (Units 29 & 30 with Ms. Muzzin)  
Felicia, Charleeceya, Brittany Smithhart (Units 21 & 22 with Ms. Kading)

B-2: Doris, Jordan, Jennifer (Units 10 & 18 with Ms. Muzzin)  
Courtney, Lauren Cox, Sonia (Units 19 & 24 with Ms. Kading)

__________________________

C: Fatema, Ainslee (Units 29 & 30)  
Yeray, Hanh, Stefani (Units 21 & 22)
**Lab Schedule:**

<table>
<thead>
<tr>
<th>Tues, June 11 Student Section</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-1</td>
<td>10:00</td>
<td>Examine Camera and identify various cameral components</td>
</tr>
<tr>
<td></td>
<td>10:10</td>
<td>Photographer #1</td>
</tr>
<tr>
<td></td>
<td>10:20</td>
<td>Photographer #2</td>
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<tr>
<td></td>
<td>10:30</td>
<td>Photographer #3</td>
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<tr>
<td></td>
<td>10:50</td>
<td>Clean up*</td>
</tr>
<tr>
<td></td>
<td>11:00</td>
<td>Calculus Detection with Ms. Wyatt (Units TBA)</td>
</tr>
</tbody>
</table>

| A-2                          | 10:00    | Calculus Detection with Ms. Wyatt (Units TBA)             |
|                              | 11:00    | Examine Camera and identify various cameral components    |
|                              | 11:10    | Photographer #1                                           |
|                              | 11:20    | Photographer #2                                           |
|                              | 11:30    | Photographer #3                                           |
|                              | 11:50    | Clean up                                                  |

<table>
<thead>
<tr>
<th>Tues, June 18 Student Section</th>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>B-1</td>
<td>10:00</td>
<td>Examine Camera and identify various cameral components</td>
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<tr>
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<td>Photographer #3</td>
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<td>Clean up*</td>
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<tr>
<td></td>
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<td>Calculus Detection with Ms. Wyatt (Units TBA)</td>
</tr>
</tbody>
</table>

| B-2                          | 10:00    | Calculus Detection with Ms. Wyatt (Units TBA)             |
|                              | 11:00    | Examine Camera and identify various cameral components    |
|                              | 11:10    | Photographer #1                                           |
|                              | 11:20    | Photographer #2                                           |
|                              | 11:30    | Photographer #3                                           |
|                              | 11:50    | Clean up                                                  |

<table>
<thead>
<tr>
<th>Tues, June 25 Student Section</th>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>C</td>
<td>10:00</td>
<td>Examine Camera and identify various cameral components</td>
</tr>
<tr>
<td></td>
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<td>Photographer #1</td>
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<tr>
<td></td>
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<tr>
<td></td>
<td>11:00</td>
<td>Calculus Detection with Ms. Wyatt (Units TBA)</td>
</tr>
</tbody>
</table>

*Clean up includes turning in mirrors and retractors to the dispensary. The white cards need to be given to Ms. Kading.
CLINICAL PROCEDURES

1. Each group should take time to examine the camera equipment to be used for this laboratory and identify each of the following:
   A. lens and lens cap
   B. on/off and mode dial
   C. shutter release button
   D. LCD monitor and on/off button
   E. zoom lens lever
   F. flash
   G. flash/erase button
   H. view finder and control panel
   I. OK button
   J. extra batteries/battery charger
   K. memory card and card compartment
   L. battery compartment, open/close switch
   M. settings for portrait and intraoral photographs
   N. battery charger
   O. lock button

2. Record your name and patient/partner’s name on a piece of paper and photograph it as a record of your exposures.

3. Practice with placement of the cheek retractors and mirrors is helpful before actually taking the photograph. Use this handout for specific guidelines on composition of the view and placement of all equipment. Each student should make their exposures and alternate chairs for the next student, so that one student not involved in taking the photographs can set up the chair for the next group.

4. Each student should expose the following views, to include:
   A. Extra oral head and neck view
   B. Full direct view
   C. Right posterior buccal
   D. Left posterior buccal
   E. Maxillary occlusal
   F. Mandibular occlusal

5. When each student has completed his/her exposures, return the camera to Pam. If the memory card is full, return the memory card to Pam as well for downloading onto the computer and your CD-ROM. Put your name on your CD-ROM and do not lose or discard. You will need it throughout the year as you begin to take clinical photographs of your Case Presentation patient.

6. Using soap and water wash and dry all mirrors and cheek retractors and place in autoclave bags for sterilization. Put “C. Kading” and “Dental Hygiene” on the bags and return the white cards to Ms. Kading.
PHOTOGRAPHY PROCEDURES

A. **Cheek Retractors**
   Cheek retractors are used to retract lips and buccal mucosa and isolate the area to be photographed. This improves visibility, allows the maximum amount of light to enter the oral cavity and enhances the final quality of the photograph. Plastic or metal cheek retractors should be washed, dried and sterilized between patients.

   To insert the cheek retractors comfortably:
   
   1. Rinse the retractors in warm water.
   2. Ask the patient to swallow, wet the lips and open the mouth slightly.
   3. Place the rim of the retractor onto the center edge of the lower lip.
   4. Rotate the handle of the retractor until it is parallel to the corner of the mouth.
   5. Repeat this for the other side of the mouth, if necessary.
   6. Instruct the patient to close down on the back teeth. The retractors are pulled out laterally and slightly forward. Avoid pulling the retractor handles back towards the ears.

B. **Intraoral Mirrors**
   Intraoral mirrors are used to retract tissues and to provide a reflected image to photograph. It is sometimes possible to obtain a direct view of many intra oral structures, but some areas of the mouth do require mirror views.

   To avoid fogging, the sterilized mirrors should be rinsed in warm water and thoroughly dried prior to placing in the patient’s mouth. When finished, wash mirrors in soap and water and dry thoroughly prior to bagging for sterilization. Care must be taken when using glass mirrors as they can be easily scratched or broken. **Students are responsible for replacement of equipment they lose or break. Each set of mirrors costs approximately $150.**

   To insert the mirrors comfortably:
   
   1. Insert the appropriate cheek retractor first, if needed.
   2. If a mirror is necessary, select the appropriate end for the desired view, rinse with warm water and dry thoroughly. The mirror should be free of any water spots.
   3. Ask the patient to swallow to clear the mouth of excess saliva and, if necessary, dry the teeth to be photographed.
   4. Insert the mirror horizontally into the mouth, parallel with the occlusal plane, as you have been taught to do with the mouth mirror, and move it into the appropriate position for the photo you are taking. Avoid hitting the teeth with the mirror or resting it on the alveolar bone, as this is uncomfortable for the patient.
   5. Hold the mirror at the very end to avoid getting fingers in the photo while maintaining retraction of the cheeks and/or lips.
6. If the mirror fogs, blow a gentle stream of compressed air onto the mirror surface.

C. **Taking the photograph** (see end of packet for instructions on a specific camera)

1. Remove the lens cap (if applicable).

2. Turn the camera on. Turn camera off when not in use to save the life of the battery.

3. Do not change the settings without assistance from Ms. Kading or Ms. Muzzin.

4. Before taking any patient photographs, use a Sharpie marker and write your name, the patient's name, and the date on a slip of paper or patient napkin. Then, take a photograph of it as a record of who took the photos.

5. Ask the patient to swallow and dry the field with compressed air, if necessary.

6. Ask your assistant to insert the cheek retractors and mirrors, as necessary.

7. Look at the LCD screen and check the picture composition and the mirror retraction for any adjustments at this point. You should be roughly 8" from the subject for intraoral views and between 4' and 5' for extraoral views. Use the zoom lens lever as needed to bring the view into focus.

8. Look at the LCD monitor to verify the composition and push the shutter release button down 1/2 way to lock the view. Tell patient to close their eyes for the intraoral shots only and to smile for the extraoral shots.

9. Push the shutter release button half way down to freeze the frame and all the way down to take the photo.

10. If correct exposure is uncertain, make the necessary adjustments and take an additional shot. It is much easier to take additional photos compared to the time and cost of bringing the patient back, setting up again or losing the image forever.

11. When finished, turn the camera to OFF, replace the lens cap (if applicable) and return camera to the carrying case for return to Pam. **NEVER LEAVE THE CAMERA UNATTENDED! THESE CAMERAS ARE VERY EXPENSIVE AND YOU ARE RESPONSIBLE FOR IT WHILE IT IS CHECKED OUT IN YOUR NAME.**
GUIDELINES FOR ACCEPTABLE CLINICAL PHOTOGRAPHY

Extra Oral Views and Twelve Intraoral Film Series
*Views with an asterisk are the ones you will take in Lab for practice. The other views may be necessary when you photograph your case study patient. These additional views will be determined based on the patient's oral conditions.

1. **Extra Oral Views.** Use the vertical format for all extra oral photographs.
   *A. Front Face.** Ask the patient to stand up straight against any wall with a plain background. Ask the patient to smile. Unsmiling photographs are sometimes needed in orthodontics and are acceptable but it is always nice to see the teeth for Case Presentation Photos. Only the head and neck area should be contained within the frame.
   *B. Profile.** After taking the Front Face photograph, ask the patient to turn to his/her left for a right profile or to the right for a left profile. Only the head and neck area should be contained within the frame.

2. **Anterior Facial Views**
   *A. Full Direct View
   This view should extend anteriorly from the distal of the first molars and show an adequate zone of attached gingival and alveolar mucosa. The occlusal plane should run in a straight line across the middle of the frame. The midline should be centered.
   *B. Anterior Direct View
   This view should extend from the distal of the right canine to the distal of the left canine, as well as contain an adequate zone of attached gingival and alveolar mucosa. The incisal plane should run in a straight line across the middle of the frame. The midline should be centered.

   **Patient Position:** Patient should be sitting upright in the chair, with the head resting securely against the headrest. Have the patient turn towards you. The mandible should be parallel to the floor when the teeth are in occlusion. Raise the chair high enough so you do not have to bend.

   **Operator Position:** The operator should approach the patient from a position directly in front of the patient. Assistant is in 12:00 o'clock.

   **Retractors:** Both retractors are inserted and pulled laterally and forward when composing these pictures.

   **Mirrors:** None required.

   **Helpful Hints:** Beware of the labial mucosa pressing into the labial surfaces of the teeth. This will occur if the cheek retractors are pulled back, rather than laterally and forward. You should see all of the attached gingiva and alveolar mucosa.

3. **Posterior Buccal Views-Right and Left**
   This view should include the distal of the canines to the distal of the most posterior tooth in each arch. The occlusal plane should run in a straight line horizontally across the midline of the frame. The view should be as direct a buccal view as possible, rather than a mesial or anterior view.

   **Patient Position:** Patient should be sitting upright in the chair with the head resting securely against the headrest. With the teeth in occlusion, the mandible should be
parallel to the floor. Have the patient face you. Raise the chair high enough so you do not have to bend.

Operator Position: Stand in front of the patient in the 9:00 (3:00 for left handed operators) o'clock position. Assistant is in 12:00 o'clock.

Retractors: If a mirror is used, one retractor is used on the side opposite the one to be photographed for this view, gently retracting laterally and slightly posteriorly.

Mirror: When the cheek muscles are tight, a mirror is needed. The long end of the buccal mirror is used for composing this view. It is gently placed between the buccal surfaces of the teeth and the buccal mucosa all the way to the distal of the last tooth in the arch. Then the mirror is pulled laterally away from the alveolar process to form a 45° angle with the teeth. If the cheek is flexible, the easiest technique is to photograph the natural teeth, while gently retracting the cheek on the side of the view being taken. This technique is helpful only when patients have retractable cheek muscles. No mirror is used with this technique.

Helpful Hints: Mirror technique: Keep a secure grasp on the mirror to prevent the buccal musculature from moving the mirror anteriorly. Do not rest the mirror on the alveolar process, but rather keep it in the cheek area. No Mirror Technique: If, after taking the photo, you notice a shadow in the molar area, have the assistant pull the cheek retractor laterally and as posteriorly as the patient can tolerate.

4. Occlusal Views

A. Maxillary Occlusal View

This view should include the occlusal surfaces of the maxillary arch. The incisal edges should be at the top of the frame with the median palatine suture dividing the left and right side of the frame. The distal surface of the first molar should be visible and additional posterior teeth, if possible, depending on the size of the patient’s mouth. No natural teeth should be visible in this composition, only the mirror image.

Patient Position: Patient should be parallel to the floor with the head slightly lower than the feet. Ask the patient to tilt their head back as far as possible. The mouth should be opened wide and the tongue relaxed against the mandibular lingual surfaces. Raise the chair high enough so you do not have to bend.

Operator Position: Stand behind the patient in the 12:00 o'clock position. Assistant is at 9:00 o'clock.

Retractors: No retractors are usually necessary for this view

Mirror: The occlusal mirror is used exclusively for this view. Depending on the size of the patient’s mouth, either the small or large end is inserted posteriorly until the posterior borders of the mirror rest on the maxillary tuberosity. Rest the opposite side of the mirror on the mandibular incisors making sure to avoid catching the lower lip between the mirror and the teeth. Press down on the mirror with your index finger.

Helpful Hints: To avoid seeing fingers in the composition, hold the mirror at its very edge. If the nostrils are still in view, have the patient open as wide as possible and tilt their head up. Rest the mirror on the incisal surfaces of the mandibular teeth. Have the patient smile as this will move the upper lip out of the way.
*B. *Mandibular Occlusal View
This view should include the occlusal surfaces of the mandibular arch. The incisal edges should be at the top of the frame with the lingual frenum dividing the left and right side of the frame. The distal surface of the first molar should be visible and additional posterior teeth, if possible. No natural teeth should be visible in this composition, only the mirror image.

**Patient Position:** Patient should be supine in the chair with the mandible pointing slightly up. The mouth should be opened wide and the tongue placed behind the mirror if possible. Have the patient turn towards you and lift their chins up. Raise the chair high enough so you do not have to bend.

**Operator Position:** Stand in front of the patient in the 9:00 (3:00 for left handed operators) o’clock position. Assistant is in 12:00 o’clock.

**Retractors:** One retractor is used for this view with the handle rotated downward to retract the lower lip. Two gloved fingers can also be used to retract the lower lip.

**Mirror:** The occlusal mirror is used exclusively for this view. Depending on the size of the patient’s mouth, either the small or large end is inserted posteriorly until the posterior borders of the mirror rest on the retromolar pad. Rest the opposite side of the mirror on the maxillary incisors and press up on the mirror with your index finger.

**Helpful Hints:** To avoid excess saliva in the composition, ask the patient to swallow first. To avoid seeing fingers in the composition, hold the mirror at its very edge. This is a difficult position for the patient to hold so work quickly. If the patient cannot put the tongue behind the mirror, ask the patient to relax the tongue and let it lie in the floor of the mouth so as not to impair visibility of the mandibular lingual surfaces.

5. **Anterior Lingual/Palatal Views**

A. **Mandibular Anterior Lingual View**
This view should contain a lingual view of the mandibular anterior teeth and gingiva from the distal of the right canine to the distal of the left canine. The incisal edges of the teeth should be close to the top of the frame and the midline should be centered. No natural teeth should be visible in this composition, only the mirror image of the teeth.

**Patient Position:** Patient should be supine in the chair with the head resting securely against the headrest. Have the patient turn towards you and lift their chin towards the ceiling. Raise the chair.

**Operator Position:** Stand in front of the patient in the 9:00 (3:00 for left handed operators) o’clock position. Assistant is at 12:00 o’clock.

**Retractors:** One retractor is rotated downward for this view, retracting the lower lip, or two gloved fingers can retract the lip.

**Mirror:** Either end of the mirror can be used in composing this view depending on the width of the patient’s mandibular arch. The mirror is placed 1-2 teeth distal to the teeth desired in the photograph and held as parallel as possible to the long axis of the teeth.

**Helpful Hints:** To avoid excess saliva in the composition, ask the patient to swallow first. If a series of photographs are to be taken at one sitting, take the mandibular anterior lingual shot first before too much salivation occurs.

B. **Maxillary Anterior Palatal View**
This view should contain a palatal view of the maxillary anterior teeth and gingiva from the distal of the right canine to the distal of the left canine. The incisal edges of the teeth
should be close to the top of the frame and the midline should be centered. Focus on the
mirror. No natural teeth should be visible in this composition, only the mirror image of the
teeth.

Patient Position: Patient should be supine in the chair with the head resting securely
against the headrest. The mouth is opened wide with the tongue resting against the
mandibular anterior teeth. Have the patient lift their head towards the ceiling. Raise the
chair high enough so you do not have to bend.

Operator Position: Stand behind the patient in the 12:00 o'clock position.

Retractors: Both retractors are rotated upward for this view, retracting the upper lip.

Mirror: Either end of the mirror can be used in composing this view depending on the
width of the patient's maxillary arch. It is placed one tooth distal to the teeth desired in
the photograph and held as parallel as possible to the long axis of the teeth. Rest the
mirror against the incisal edges of the mandibular anterior teeth being careful not to
catch the lower lip.

Helpful Hints: To avoid the patient's nostrils in the photograph, make sure the lower
edge of the mirror is depressed as far as possible against the mandibular teeth.

6. Posterior Palatal Views (left and right)
This view includes a palatal view of the maxillary posterior teeth and gingiva from the distal of
the canine to the maxillary tuberosity. The occlusal plane should run in a straight line
horizontally across the frame. No natural teeth should be visible in this composition.

Patient Position: Patient should be in a supine chair position with the head resting
securely in the headrest. The head should be turned to the side being photographed.
Raise the chair.

Operator Position: Stand in the side position at 9:00 (3:00 for left handed operators)
o'clock position. Assistant is in 12:00 o'clock.

Retractors: One retractor is placed on the side being photographed, with the handle
rotated upward to retract the upper lip.

Mirror: The smaller end of the mirror is preferred for this shot. It is place along the
midline of the palate until its distal portion is adjacent to the maxillary tuberosity. The
anterior end may be rested on the incisal surfaces of the lateral incisor of the opposite
quadrant. To obtain a direct palatal view, maintain the mirror as parallel to the long axis
of the teeth as possible.

Helpful Hints: To avoid stimulating a gag reflex, do not rest the mirror on the soft palate.
If the patient's natural teeth are in the composition, tilt the superior edge of the mirror
away from the midline.

7. Posterior Lingual Views (left and right)
This view should include the distal of the canine up to and including the retromolar pad. The
view should be a direct lingual shot and show as little of the occlusal surfaces or anterior teeth
as possible. No natural teeth should be visible in this composition.

Patient Position: Patient should be tilted slightly back in the chair with the head resting
securely in the headrest. The mouth should be opened wide with the tongue relaxed in
the floor of the mouth. Raise the chair.

Operator Position: Stand in the side position at 9:00 (3:00 for left handed operators)
o'clock position. Assistant is at 12:00 o'clock.
**Retractors:** One retractor is placed on the side to be photographed, with the handle rotated downward to retract the lower lip.

**Mirror:** The small end of the mirror is preferred for this view. The tongue is gently retracted away from the lingual surfaces of the teeth with the mirror as it is positioned just distal to the retromolar pad. The mirror will cross the arch diagonally and the anterior portion of the mirror will rest on the canines of the opposite side.

**Helpful Hints:** Work quickly as it is not only very uncomfortable, but it is taken in an extremely wet field. Be careful not to retract the tongue too hard, as this may stimulate the gag reflex or cause trauma and/or discomfort.
TO: Faculty Senate Executive Committee

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

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

DATE: September 25, 2013

SUBJECT: REPORT ON CERTIFICATION OF W COURSE: ECON 489/ECMT 461

We recommend that ECON 489/ECMT 461 Economic Data Analysis 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: 35%
2. Course content appropriate to the major
3. Total number of words: 3500
4. Instructor to student ratio for one section: 1:20

This is a multi-section course. Graduate Assistants each teach two of the weekly lab sessions and grade the writing. There are three GAT’s each semester. A faculty member oversees the GATs; they meet weekly to discuss the assignments and grading. Writing assignments include (1) a proposal that includes a description of an economic issue to be studied and the identification of data sources; (2) an Introduction and a Methodology section to be added to the first paper; and (3) the addition of sections on Description of the Data, Results, Interpretation, and Conclusion. For each draft, previous sections are revised as needed. Feedback consists primarily of written instructor comments on drafts of each assignment; in addition, there is peer review of each assignment. As part of instruction, GATs discuss written work in lab sessions. Common mistakes are identified and addressed by the faculty member in class and again in lab sessions. Instruction also includes discussion and lecture on the format and style of the paper and on writing well in economics. Models are provided, which GATs discuss with students in detail.
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 289 (500): Introduction to Economic Data Analysis

   Title was changed after submission to ECON 489
   and added later, ECON 489

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.

Instrutor / Coordinator: Dennis W. Jansen
Printed name and signature
7/5/13
(Date)

Received: Valerie Balester 7/17/13
(W Course Coordinator, University Writing Center)
(Date)

Approvals:

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

Department Head:
name and signature
7/5/13
(Date)
Course title and number  ECON 489: Introduction to Economic Data Analysis
Term (e.g., Fall 200X)  Spring 2014
Meeting times and location  Tuesdays and Thursdays, TBA in TBA and your individual recitation editions on TBA in ALLN Building.

Course Description and Prerequisites

This is the required introductory course in economic statistics and data analysis for economics majors. It introduces students to the basic concepts of statistical description, probability theory, and statistical inference as they apply to economic analysis. It introduces data management, data handling, and data analysis, all with a focus on economic statistics. In particular, the course will emphasize regression analysis, since economics students will be exposed to many regression-like analyses in their upper division economics courses.

Prerequisites: MATH 131 or 142

Learning Outcomes or Course Objectives

(1) to achieve a rigorous understanding of the foundations of statistical theory, and
(2) to gain real facility in performing statistical analysis on the computer.

By the end of the course students will be both confident and comfortable using a sophisticated statistical software package to the point that they will be able to use it routinely in other courses and activities.

Instructor Information

Name  Dennis W. Jansen
Telephone number  979 845-7375
Email address  dennisjansen@tamu.edu
Office hours  TBA
Office location  ALLN 3073

Teaching Assistants

Recitations:  901/502 – TA (TBA), Time/Room (TBA)
             903/504 – TA (TBA), Time/Room (TBA)
             905/506 – TA (TBA), Time/Room (TBA)
             907/508 – TA (TBA), Time/Room (TBA)

Your TAs will announce regular office hours at your first section meeting.

Textbook and/or Resource Material


Recommended Texts:  Alan C. Acock, A Gentle Introduction to Stata, 3rd Edition. College Station, TX: Stata Press, 2010. This is a well written and comprehensive introduction to Stata. Unlike the Hamilton book, it is more a textbook and less a reference manual.

Software: We will be using Stata in the recitation sections and for homework assignments. Stata is available on the computers in ALLN 3003 and in the Open Access Labs on campus (e.g. PSEL). If you wish, you can purchase your own copy of Stata at www.stata.com/order/new/edu/. Most students do not purchase their own copy.
Course Policies

Grading:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Homework Assignments</td>
<td>15%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>35%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>25%</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
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</tbody>
</table>

Grades will be distributed as follows: A: 90%-100%; B: 80%-89.99%; C: 70%-79.99%; D: 60%-69.99%; F: below 60%

While the research paper carries only 35% of the total grade, you are required to obtain a passing grade on the research paper in order to receive a passing grade for the course, regardless of your score in the rest of the course. If you fail the paper, you will fail the course.

Please do not ask me about extra credit or extra work to improve your grade. None will be given.

Homework Assignments:

- There will be problem sets assigned almost every week. These assignments are designed to help you learn the material and prepare for the exams. I'll post the problem sets and their solutions on the course website. The problem sets will also help you learn to handle and manipulate data and to employ spreadsheets (e.g. Excel) to aid in data management and data analysis.
- The two lowest scoring problem sets will not be counted in computing your grade. This is to allow you some flexibility throughout the semester.
- Because I will post solutions shortly after assignments are due, late homework will not be accepted for any reason. If you have a University-approved excuse, an alternative make-up assignment or another arrangement can be provided, or you will simply count it as one of your two dropped grades.

Exams:

- The exams will be primarily in short-answer format. Anything covered in lecture, recitation section, homework, or the readings is fair game. My lectures and the recitation sections will help you identify the material that I consider to be the most important, but you must do the readings and homework assignments in order to be fully prepared for the exams.
- Both exams will be closed book, but you will not need to memorize a bunch of formulas. For each exam, you will be given a set of formulas and notes prepared by me. I will post a copy of this handout the week before each exam so you know what to expect.
- The midterm exam is tentatively scheduled for Thursday, February 27, in class.
- The comprehensive final exam is scheduled for TBA.
- If you know in advance that you have a conflict with one of the exam times, please see me as soon as possible so that we can work out an alternative.
- No make-up exams will be given without a university-approved and documented excuse. Per Student Rule 7, you must notify me prior to the exam except in the case of an accident, emergency, or religious observance. If you are seeking an excused absence due to illness, you must email me demisjansen@tamu.edu prior to the exam, and later provide confirmation of a visit to a health care professional. Where advanced notification is not feasible, notification must be given by the end of the second working day after the absence. Non-excused absences will result in a zero for that portion of your grade.
- If you think there has been a mistake in the grading of your exam, please contact me no later than one week after the exam is returned. I reserve the right to re-grade the whole work, meaning that you may lose points (since mistakes can happen in both directions).

Research Paper:

- The research paper is one of the major requirements of this writing-intensive course. The assignment is to formulate an interesting economic question, develop a research plan for bringing data to bear on this economic question, obtain and manage the dataset, and use econometric methods in conjunction with this data, informed by economic theory, to analyze and hopefully answer the original economic question.
- Each student will write a proposal (500 words), an initial version of the final paper (Description of the Economic issue to be studied, description of the data to be used, and description of the methodology to be adopted, 1,000 words), and a final version of the paper incorporating the material in the first draft, after revisions, plus a description of the results of the study, an interpretation of the results, and conclusions (8-10 pages, 2000 word minimum).
- You will submit your paper in your recitation section. For the first two submissions, you have to prepare two copies -- one for the grader and one for peer review. All submissions must be typed. You will receive comments on your drafts of each submission (proposal, initial version of the paper, and final version of the paper) and are expected to revise the
paper after taking into account the edits and comments provided to you.

**Important dates:**
- **March 4:** proposal due (minimum 500 words)
- **April 3-5:** initial version of the paper due (1000 words)
- **April 29:** final version of the paper due (2000 words)

*Late submissions will be penalized 3 percent for each calendar day late.*

- Additional details on possible sources for data, format of the proposal, and requirements for each draft will be described in a separate handout.
- Help for Writing: There are many resources available to assist you in developing your writing skills. Class time will be devoted to writing instruction and peer review. Throughout the semester, you may consult me or your Writing TAs if you need advice or assistance. You are strongly encouraged to meet with the TAs before and/or after the first two submissions.

**Other resources:**
- http://writingcenter.tamu.edu/
- http://www.economics.harvard.edu/files/WritingEconomics.pdf
- http://www.economicsnetwork.ac.uk/archive/lse_writing/

**General Course Expectations:**
- I will not enforce a formal attendance policy, but the best grades are historically earned by those who are active, engaged, and in class. If you miss a class, it is your responsibility to catch up with the material. Ask your fellow classmates for notes. If you cannot attend several classes, it is a good idea to email or talk to me and your section TA as soon as you can.
- Recitation sections: Your TAs will introduce reinforcement material in section, so attendance in section is as important as attendance at lecture.
- As a courtesy to me and to your fellow students, please arrive on time and turn off your cell phones. If you absolutely must leave a class early, let me know in advance to minimize distractions. Please do not read newspapers, Facebook, or other material unrelated to the subject matter of the day. Please do not sleep in class or litter.

**Course Topics, Calendar of Activities, Major Assignment Dates**

A course outline and schedule follow. Both are **tentative** at this point. If we deviate from the schedule, I will keep you informed as to where you ought to be.

<table>
<thead>
<tr>
<th>Activity/Date</th>
<th>Tuesday</th>
<th>Thursday</th>
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<tbody>
<tr>
<td></td>
<td>LKB</td>
<td>Hamilton**</td>
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<tr>
<td><strong>WEEK 1</strong></td>
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<tr>
<td>Describing Data</td>
<td>Ch. 1</td>
<td>Ch. 1</td>
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<td>Ch. 2</td>
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<td><strong>WEEK 2</strong></td>
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<tr>
<td>Describing Data</td>
<td>Ch. 2</td>
<td>Ch. 4: Summary Stats</td>
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<td>Ch. 3</td>
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<td><strong>WEEK 3</strong></td>
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<tr>
<td>Probability</td>
<td>Ch. 4</td>
<td>Ch. 2: Data Mgmt*</td>
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<td><strong>WEEK 4</strong></td>
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<tr>
<td>Discrete Prob. Distributions</td>
<td>Ch. 5</td>
<td>Ch. 2: Data Mgmt*</td>
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<td><strong>WEEK 5</strong></td>
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<td>Continuous Distributions</td>
<td>Ch. 6</td>
<td>Ch. 2: Data Mgmt*</td>
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<td><strong>WEEK 6</strong></td>
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<tr>
<td>Sampling Distributions</td>
<td>Ch. 7</td>
<td>Ch. 2: Data Mgmt*</td>
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<td>WEEK 7</td>
<td>Estimating Means &amp; Proportions</td>
<td>Ch. 8</td>
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<tr>
<td>WEEK 8</td>
<td>Estimating Means &amp; Proportions</td>
<td>Ch. 8</td>
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<tr>
<td>WEEK 9</td>
<td>Testing Hypotheses</td>
<td>Ch. 9</td>
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<tr>
<td>WEEK 10</td>
<td>Testing Hypotheses</td>
<td>Ch. 9</td>
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<td>WEEK 11</td>
<td>Linear Regression</td>
<td>Ch. 12</td>
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<tr>
<td>WEEK 12</td>
<td>Linear Regression</td>
<td>Ch. 12</td>
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<tr>
<td>WEEK 13</td>
<td>Multiple Regression</td>
<td>Ch. 13</td>
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<tr>
<td>WEEK 14</td>
<td>Multiple Regression</td>
<td>Ch. 13</td>
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**Final Exam: TBA**

**Other Pertinent Course Information**

* When working on Hamilton’s Chapter 2, Data Management, you may find the following online tutorial helpful: [http://www.cpc.unc.edu/services/computer/presentations/statatutorial/](http://www.cpc.unc.edu/services/computer/presentations/statatutorial/)

Another very useful web site for Stata can be found at: [http://www.ats.ucla.edu/stat/stata/default.htm](http://www.ats.ucla.edu/stat/stata/default.htm)

**Other readings from Hamilton will be assigned in conjunction with computer exercises.**

**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: Jason Lindo, Department of Economics
    Timothy Gronberg, Head, Department of Economics
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: September 25, 2013

SUBJECT: REPORT ON CERTIFICATION OF W COURSE: ECON 489 Program Evaluation

We recommend that ECON 489 Program Evaluation (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: 33%
2. Course content appropriate to the major
3. Total number of words: 2000
4. Instructor to student ratio for one section: 1:24

This version of ECON 489 requires that students write a short proposal for a research topic (150 words), and a final version of a research paper (2000 words); the proposal and a rough draft are required but not counted in the percentages and word count, above. Students receive written feedback on the feasibility of their chosen topic upon turning in their proposals early in the quarter. They also receive written feedback from the instructor on their rough drafts. Additionally, students receive feedback from classmates during an instructor-led peer review day. For instruction, students receive further guidance in a class dedicated to writing midway through the semester and are assigned readings that are representative of the style of writing that they are expected to implement in their papers. Lectures cover several topics including how to choose a topic, style, structuring a paper, and appropriate content.
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: Project Evaluation__________________________

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: ____________________________________________ 8/2/13
Printed name and signature

Received: __________________________________________________________ 8/10/13
(W Course Coordinator, University Writing Center)
(Date)

Approvals:

College Dean: ______________________________________________________ 8/13/13
Printed name and signature
(Date)

Department Head: ____________________________________________________ 9/2/13
Printed name and signature

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

RECEIVED
AUG 16 2013
By
Economics 489
PROGRAM EVALUATION
Mondays and Wednesdays, 12:05-1:10pm
ALLN 1006

CONTACT INFORMATION
Office: Allen 3048
Email: jlindo@econmail.tamu.edu
Office Hours: TBA
Course Website: TBA

COURSE DESCRIPTION AND OBJECTIVES
Most have probably heard the saying “correlation does not imply causation.” While this is undoubtedly true, economists have a set of tools that do allow us to make causal statements about what causes what and how much under the right conditions. These tools were developed in order to credibly test the predictions of economic theory. For example, classical models predict that an increase in labor supply causes wages to fall. In order to rigorously test the theory, we must go beyond mere correlations and examine whether the causal relationship holds true. That said, the importance of being able to make causal statements goes beyond testing theory. It’s also crucial to evaluating the effects of programs and, more generally, to informing policy. If we know that “increasing x causes y to increase” and we want to increase y, we might want to consider increasing x. If we only know that “x and y are positively correlated,” then our efforts to increase x may not lead to an increase in y at all!

This course focuses on the way that applied microeconomists approach causality and the tools they use most frequently. The primary goal of the course is that you learn to critically assess empirical research and statistical arguments but you will also learn to implement research designs that are commonly used in program arguments. Throughout the semester, you will become further acquainted with the use of regression analysis in addition to experiments, differences-in-differences, instrumental variables, and regression discontinuity designs. Along the way, we’ll discuss a wide variety of policy-relevant topics.

COURSE PREREQUISITES
As a prerequisite for this course, students should have completed Intermediate Microeconomics (ECON 323) or equivalent, or obtained permission of the instructor.

READINGS
The readings consist primarily of papers that have been published in top economics journals. These range from relatively intuitive to fairly technical. You are required to read these papers in advance of our class meetings, doing your best to get a basic understanding with the more complicated papers. While reading these papers, you should make sure you understand what the research question is, why it is important, what kind of data is being used in the analysis, what source of exogenous variation the authors are exploiting (if any), and the “identification strategy” the authors use in order to answer the research question. Further, you should think about the strengths and weaknesses of the author’s approach. Throughout the semester, I will sometimes
conduct a “pop quiz” at the beginning of class to test the extent to which you have done the reading.

**GRADING**

*Weighting:*

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Paper Proposal</td>
<td>Mandatory for passing grade</td>
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<tr>
<td>Paper Rough Draft</td>
<td>Mandatory for passing grade</td>
</tr>
<tr>
<td>Paper Final Draft</td>
<td>33% of final grade</td>
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<tr>
<td>Empirical Exercises</td>
<td>20% of final grade</td>
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<tr>
<td>Midterm</td>
<td>12% of final grade</td>
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<tr>
<td>Final Exam</td>
<td>25% of final grade</td>
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<tr>
<td>Participation</td>
<td>10% of final grade</td>
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</table>

*Paper:*

This is a writing-intensive course. During the semester, you will provide a critical analysis on the empirical literature concerning a topic of your choice. Further directions will be distributed in a separate document and guidance provided during lectures. You are responsible for turning in three documents at various times in the quarter: a proposal, a rough draft, and a final draft. While my assessment of your proposal and your rough draft will not affect your final grade, failure to turn in either of these documents on time will result in failure for the class. Failure to turn in the final draft on time will also result in failure for the class. In accordance with Texas A&M policy, your paper must be over 2000 words and must be original. I will use Turnitin.com to determine that these requirements have been met. You will be given feedback at several points in the quarter to help you produce a successful paper. Early in the quarter I will review your proposal and provide written comments in order for you to begin your background research; midway through the quarter I will provide writing instruction during lecture; approximately three-quarters of the way through the class we will have a peer-review workshop during lecture for your rough drafts; and I will review and provide written comments on your rough draft.

*Participation:*

Your participation grade will be based on the extent to which you contribute to classroom discussions, your performance on pop-quizzes (which are based on assigned readings), and your end-of-term presentation. As far as classroom discussions are concerned, you are encouraged to participate voluntarily. However, I will also call on students at random. While I will not take role, you will naturally lose participation points if you are not present when called upon to participate.

*Makeup Exams:*

If you know in advance that you must miss an exam (e.g., due to illness), you must let me know before the exam is administered and we will work something out if the excuse is valid.

*Assignment Deadlines:*

Assignments will be collected at the beginning of class on the provided due dates. If you cannot attend class for any reason, you can turn in your assignment via email on the day that it is due before class begins. Late assignments will not be given any credit.

*Re-grade Policy:*

Re-grade requests must be:

1. In the form of a written request, listing the questions deserving special attention and why such questions deserve special attention.
2. Stapled to the original assignment/exam.
3. Submitted within one week of the assignment/exam being returned.
4. Submitted with the acknowledgment that your entire assignment/exam will be reviewed a second time and, as such, you may end up losing points.

There is no need to follow the above procedure if an administrative error has been made in calculating your grade (such as an arithmetic error in adding up your score). In such a case, just bring it to my attention.

**ACADEMIC INTEGRITY**

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

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 these rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information, you may visit 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, 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 advise the instructor and contact the Department of Student Life/Services for Students with Disabilities in Cain Hall.
COURSE TOPICS AND CALENDAR

This schedule is my plan for the semester. However, I may speed up or slow down depending on the level of understanding of the class and, of course, in the event of unforeseen circumstances. As such, you should not trust this guide solely for class content, deadlines, and test days. Moreover, this guide does not excuse you from your responsibility to know what transpires and what will transpire on each day of class.

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Assignment Due</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td>Introduction to the Course</td>
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<td>3</td>
<td></td>
<td>Towards Statistical Literacy</td>
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<td>4</td>
<td>Paper Proposal</td>
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<td>5</td>
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<td>Introduction to Analysis Using Stata</td>
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<td>6</td>
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<td>Potential Outcomes Model</td>
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<td>7</td>
<td>Problem Set 1</td>
<td>Natural Experiments</td>
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<td>True Experiments</td>
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<td>10</td>
<td>Problem Set 2</td>
<td>Differences-in-differences</td>
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<td>12</td>
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<td>Fixed Effects Estimators</td>
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<td>MIDTERM</td>
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<td>15</td>
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<td>Writing Advice</td>
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<td>16</td>
<td>Problem Set 3</td>
<td>Instrumental Variables</td>
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<td>17</td>
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<tr>
<td>18</td>
<td>Rough Draft of Paper</td>
<td>Regression Discontinuity Designs</td>
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<td>19</td>
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<td>20</td>
<td></td>
<td>Paper Peer Reviews</td>
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<td>21</td>
<td></td>
<td>Revisit Differences-in-Differences</td>
</tr>
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<td>22</td>
<td>Problem Set 4</td>
<td>Revisit Fixed Effects Estimators</td>
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<tr>
<td>23</td>
<td></td>
<td>Revisit Regression Discontinuity Designs</td>
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<td>24</td>
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<td>25</td>
<td>Problem Set 5</td>
<td>Student Presentations</td>
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<td>27</td>
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<td>28</td>
<td>Final Draft of Paper</td>
<td>Review for Final Exam</td>
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</tbody>
</table>
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Karen Landry and Johnna Ridlen, College of Nursing
     Susan Yarbrough, Associate Dean for Academic Affairs, College of Nursing
     Sharon Wilkerson, Dean, College of Nursing, TAMU Health Science Center
DATE: September 25, 2013

SUBJECT: REPORT ON CERTIFICATION OF W COURSE: NURS 411

We recommend that NURS 411 Evidence-Based Practice for Nurses 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: 60%
2. Course content appropriate to the major
3. Total number of words: 5000
4. Instructor to student ratio for one section: 1:15

Writing assignments include critical appraisals of nursing research articles, done by individuals, and an evidence-based research project (a systematic review, done collaboratively, and monitored by peers for participation). Students receive formative feedback via in-class workshops, and in-class writing assignments give students practice and further feedback. In addition, oral and written comments on drafts are provided bi-weekly. Instruction on collaborative writing is given, and lecture, assigned readings, and sample writing are also used.
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):

NURS 411 Evidence-Based Practice for Nurses

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: Karen Landry, PhD, RN
Printed name and signature
Karen C. Landry, PhD, RN 7-8-13
(Date)

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

Approvals:

College Dean: Sharon Wilkerson, PhD, RN, CNE
Printed name and signature
Sharon C. Wilkerson 7-8-13
(Date)

Department Head: Susan Yarbrough, PhD, RN, CNE
Printed name and signature
Susan Yarbrough 7-8-13
(Date)

RECEIVED
SEP: 09 2013
By
### Course Description and Prerequisites

A study of the principles and methodology of research in nursing practice, with emphasis on evidence based practice research. Students will be expected to interpret research, identify its methods and significance, and analyze findings in order to be a consumer of nursing research. **COURSE PREREQUISITE REQUIREMENTS**: Pre-nursing curriculum including statistics. Level 1 nursing courses: NURS 301, NURS 305, NURS 312, NURS 313, NURS 314, NURS 316.

### Learning Outcomes or Course Objectives

**COURSE OBJECTIVES**: At the end of this course, the student should be able to:

*The objectives for this course are based on AACN Essentials and the Differentiated Essential Competencies (DECs) of Graduates of Texas Nursing Programs.*

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>TAMHSC CON Expected Student Outcomes</th>
<th>Differentiated Essential Competencies (DECs) of Graduates of Texas Nursing Programs</th>
<th>AACN: The essentials for Baccalaureate Education for Professional Nursing Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the triad of theory, practice, and research applied to evidence-based nursing practice</td>
<td>1. Integrate concepts, models, and theories of nursing, the humanities and the natural, psychological, and sociological sciences as the foundation for professional nursing practice.</td>
<td>IIA. Use clinical reasoning and knowledge based on the baccalaureate degree nursing program of study, evidence-based practice outcomes, and research studies as the basis for decision making and comprehensive patient care.</td>
<td>1. Explain the interrelationships among theory, practice, and research.</td>
</tr>
<tr>
<td>2. Discuss foundational principles</td>
<td>2. Apply concepts and theories as a base for problem solving</td>
<td>IIC. Synthesize comprehensive assessment data to identify problems,</td>
<td>2. Demonstrate an understanding of</td>
</tr>
<tr>
<td>and process of using research in evidence-based nursing practice.</td>
<td>decision making and critical reasoning</td>
<td>formulate goals/outcomes, and develop plans of care for patients, families, populations, and communities using information from evidence-based practice and published research in collaboration with the above groups and the interdisciplinary health care team.</td>
<td>the basic elements of the research process and models for applying evidence to clinical practice.</td>
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<tr>
<td>3. Explore the importance and process in the protection of human participants in evidence-based nursing research.</td>
<td>10. Demonstrate ethical accountability and legal responsibility for professional practice.</td>
<td>IIC. Formulate goals and outcomes using an evidence-based and theoretical analysis of available data to reduce patient and community risks.</td>
<td>3. Advocate for the protection of human subjects in the conduct of research.</td>
</tr>
<tr>
<td>4. Participate in information literacy process through credible databases and Internet sources as it applies to nursing research.</td>
<td>7. Use information management and patient care technology in the delivery of health care.</td>
<td>IVE. Communicate and manage information using technology to support decision making to improve patient care and delivery systems.</td>
<td>4. Evaluate the credibility of sources of information, including but not limited to databases and Internet resources.</td>
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</tbody>
</table>
| 5. Discuss the process of obtaining, synthesizing and applying evidence-based practice with members of the interprofessional team. | 8. Collaborate with other interprofessional health care team members to provide health promotion and disease and injury prevention across the lifespan for individuals, families, groups, communities, and populations. | IVD. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal health status of patients, families, populations, and communities. | 5. Participate in the process of retrieval, appraisal, and synthesis of evidence in collaboration with other members of the healthcare team to improve patient
<table>
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<tr>
<th>6. Apply an understanding of diverse cultures in evaluating research and other data.</th>
<th>4. Utilize the nursing process in the holistic care of diverse individuals, families, groups, communities and populations in various healthcare settings.</th>
<th>IIB. Determine the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients, families, populations, and communities based upon interpretation of comprehensive health assessment findings compared with evidence-based health data and a synthesis of knowledge derived from a baccalaureate degree nursing program of study.</th>
<th>6. Integrate evidence, clinical judgment, interprofessional perspectives, and patient preferences in planning, implementing, and evaluating outcomes of care.</th>
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<tbody>
<tr>
<td>7. Identify and explore areas needing further evidence-based research in nursing practice.</td>
<td>2. Apply concepts and theories as a base for problem solving decision making and critical reasoning in evidenced based nursing practice.</td>
<td>IIF. Evaluate and report patient, family, population, and community outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice and research findings, and plan follow-up nursing care.</td>
<td>7. Collaborate in the collection, documentation, and dissemination of evidence.</td>
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<tr>
<td>8. Utilize research in the application of quality and safety principles with a specific purpose to improve patient outcomes.</td>
<td>6. Utilize leadership and management skills while implementing safety principles to create a safe, caring environment for care delivery.</td>
<td>IID. Provide safe, compassionate, comprehensive nursing care to patients, families, populations, and communities through a broad array of health care services. IIIB. Implement measures to promote quality and a safe environment for patients, self, and others.</td>
<td>8. Acquire an understanding of the process for how nursing and related healthcare quality and safety measures are developed, validated, and endorsed.</td>
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<td>9. Discuss concerns and ways to resolve nursing standards and practice discrepancies within the healthcare environment as it applies to patient outcomes.</td>
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<td>5. Apply current standards of professional nursing practice in providing care to individual, families, groups, communities and populations.</td>
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<td>9. Describe mechanisms to resolve identified practice discrepancies between identified standards and practice that may adversely impact patient outcomes.</td>
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**Instructor Information**

<table>
<thead>
<tr>
<th>Name</th>
<th>Karen A. Landry, PhD, RN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone number</td>
<td>979-436-0137</td>
</tr>
<tr>
<td>Email address</td>
<td><a href="mailto:landry@tamhsc.edu">landry@tamhsc.edu</a></td>
</tr>
<tr>
<td>Office location</td>
<td>HPEB # 3032</td>
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<table>
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<tr>
<th>Name</th>
<th>Renee Ridley, PhD, RN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone number</td>
<td>979-436-0133</td>
</tr>
<tr>
<td>Email address</td>
<td><a href="mailto:ridley@tamhsc.edu">ridley@tamhsc.edu</a></td>
</tr>
<tr>
<td>Office location</td>
<td>HPEB # 3027</td>
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</table>

**Textbook and/or Resource Material**

**Required Learning Materials:** Additional readings will be assigned via email and/or placed in your mailboxes.


**APA tutorial link:** [http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx](http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx)

Library resources:

PubMed, archive of biomedical and life sciences journals.

www.ncbi.nlm.nih.gov/pubmed/

Cochrane reviews www.cochrane.org/reviews/

Grading Policies

EVALUATION METHODS

Course Grade Components
A. In-class assignments (Group/Individual) 5%
B. Quizzes (Individual) 5%
C. Critical appraisals (Individual) (2,000+ words) 33%
D. Evidence-based nursing research project paper (Group) 27%
E. Presentation of EBP nursing research project (Group) 15%
F. Peer evaluation (Individual) 5%
G. HESI – Research (Individual) 10%

(Student must be in-class to receive in-class assignment credit.)

Late Paper/Assignment Policy

Points will be deducted for late assignments unless otherwise determined by the course faculty.

Faculty Expectations and Course Assumptions

Students are preparing to become professional nurses and professional behavior is expected at all times. Faculty will consider crisis situations on a case-by-case basis. If an emergency situation occurs, it is expected that faculty be notified as soon as possible. Any assignments received late will result in a reduction of points unless an alternate deadline has been approved by faculty ahead of the deadline. The course syllabus has been developed in detail to provide direction for successful completion of the course. Students are expected to follow specific directions given in course assignments.
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Ch(s)</th>
<th>Class Objectives</th>
<th>Course Objectives</th>
<th>Evaluation</th>
<th>Faculty</th>
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<tbody>
<tr>
<td>January 13</td>
<td>1</td>
<td>- Faculty Introductions</td>
<td>1</td>
<td>1. Discuss syllabus</td>
<td></td>
<td>2 &amp; 6</td>
<td>TBA</td>
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<td></td>
<td></td>
<td>- Overview</td>
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<td>2. Discuss and identify student groups</td>
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<td>- Introduction to Nursing Research and Evidence-based Practice</td>
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<td>3. Discuss sources of evidence within nursing</td>
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<td>- Form Groups – only 3-4 students in each group. Please begin thinking about your PICO topic.</td>
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<td>4. Identify barriers of EBP and ways to overcome these barriers</td>
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<td></td>
<td>- In-Class Assignment:</td>
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<td>5. Define EBP and nursing research</td>
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<td>Please read 2 nursing research articles posted in Week 1. After</td>
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<td>6. Discuss the historical development of nursing research</td>
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<td>7. Discuss historical unethical studies</td>
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<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
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<tr>
<td>January 20</td>
<td>Holiday</td>
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<tr>
<td>January 27</td>
<td>2 Ethical and Legal Considerations in Nursing Research and Evidence-based Practice; Collaboration and Excellence in Nursing Practice</td>
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<td>2 On-line Assignment: Students will work individually to complete this assignment. Each student will go to the following link <a href="http://phrp.nibtraining.com/users/login.php">http://phrp.nibtraining.com/users/login.php</a> and complete the NIH module. Please upload your certificate submission into Assignments by 5 pm today. Please complete Chapter 2 Quiz located in your companion website and email</td>
<td>2 1. List five levels of collaboration and their contributions to EBP</td>
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<td>3 Critical Appraisal</td>
<td>TBA</td>
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<td>2 2. Discuss ANA Guidelines for Protecting the Rights of human Subjects</td>
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<td>3 3. Examine the Belmont Report: Beneficence and Justice</td>
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<td>4 4. Discuss the IRB</td>
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<td>5 5. Discuss ethical conduct and principles within nursing research</td>
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February 3 3

- Research Questions: EBP - PICO
- Linking Theory, Research, and Practice
- In-class Assignment:
  Students will work in Project Groups to complete this assignment. Each group will critically appraise the "Introduction" and "Review of Literature" for an assigned quantitative research article. Each group will use the "Questions to Consider When Appraising Nursing Studies" questionnaire to guide the process. Please upload your group's submission into Assignments by 5 pm on Friday, February 7, 2014.

| 3 & 5 | 1. Discuss nursing research problems and statements 
2. Examine hypotheses and variables as applied to research 
3. Discuss formulating EBP questions - PICO 
4. Discuss the theoretical and conceptual frameworks in nursing research 
5. Describe how theory and research influence each other in a professional discipline 
6. Describe conceptual and operational definitions in research 
7. Explore the relationships of theory, research, and practice in evidence-based nursing |

| 1, 2, 4 & 5 | Evaluation rubric for written component and presentation of the group EBP nursing research project |

TBA
<table>
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<tr>
<th>Date</th>
<th>Week</th>
<th>Activity</th>
<th>Week</th>
<th>Activity</th>
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</table>
| February 10  | 4    | - Sources of Evidence  
- Please complete Chapter 4 Quiz located in your companion website and email the results to your faculty member by 5pm today.                                                                 | 4    | 1. Explore types of evidence in nursing practice  
2. Discuss type of reviews related to evidence-based nursing  
3. Discuss literature searches and sources |
| (PICO Question due to faculty) |      |                                                                                                                                                                                                         |      | Critical Appraisal                                                                                                            |
| February 17  | 5    | - Quantitative Designs  
- In-class Assignment: Students will work in Project Groups to complete this assignment. Each group will critically appraise the "Methods" section for an assigned quantitative research article. Each group will use the "Questions to Consider When Appraising Nursing Studies" questionnaire to guide the process. Please upload your group's submission into Assignments by 5 pm on Friday, February 21, 2014. | 6    | 1. Explore quantitative research designs  
2. Discuss internal and external validity in nursing research  
3. Discuss types of designs according to time  
4. Identify the three essential components of experimental designs  
5. Discuss experimental, quasi-experimental, and Nonexperimental designs  
6. Explore specific uses for quantitative design methods |
|              |      |                                                                                                                                                                                                         | 7    |                                                                                                                              |
|              |      |                                                                                                                                                                                                         | 2, 5 | Critical appraisals and/or in-class assignment                                                                                |
|              |      |                                                                                                                                                                                                         |      |                                                                                                                              |
|              |      |                                                                                                                                                                                                         |      |                                                                                                                              |
|              |      |                                                                                                                                                                                                         |      |                                                                                                                              |
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<th>Week</th>
<th>Assignment</th>
<th>Reading</th>
<th>Notes</th>
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</table>
| February 24 | 6    | Please complete Chapter 6 & 7 quizzes located in your companion website and email the results to your faculty member by 5pm today. | 9 (p. 217 - 234) | 1. Discuss data collection methods in research  
2. Identify levels of measurement used in quantitative research  
3. Explore validity and reliability in nursing research  
4. Appraising data collection in Quantitative studies  
5. Discuss collecting Qualitative Data  
5. Appraising data collection in qualitative studies |
| March 3 | 7    | Collecting Evidence                                                      | 8, 9 (p. 235 - 245) & 13 | 1. Explore the basics of Qualitative research  
2. Explore sampling and collecting data in qualitative research  
3. Explain ways of analyzing, interpreting data and evaluation of qualitative research  
4. Discuss four essential elements of evaluation  
5. Discuss four major types of Qualitative research  
6. Discuss qualitative data analysis  
7. Explore qualitative data interpretation  
8. Identify qualitative data evaluation  
9. Discuss key ethical issues in qualitative research |

**Critical Appraisals**: 2 & 5  
**TBA**
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<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>March 10</td>
<td>SPRING BREAK</td>
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<tr>
<td>March 17</td>
<td>8. Sampling &lt;br&gt; - Please complete Chapter 10 Quiz located in your companion website and email the results to your faculty member by 5pm today. &lt;br&gt;10. Discuss sampling methods within nursing research &lt;br&gt;2. Explore sample size used in research studies &lt;br&gt;3. Identifying recruitment and retention of participants in research studies</td>
</tr>
<tr>
<td>March 24</td>
<td>9. Pyramid of Evidence &lt;br&gt; - Work on Critical Appraisals &lt;br&gt; - Please complete Chapter 11 Quiz located in your companion website and email the results to your faculty member by 5pm today. &lt;br&gt;11. Discuss the Pyramid of Evidence in EBP</td>
</tr>
<tr>
<td></td>
<td>2 &amp; 5 Critical Appraisal &lt;br&gt; TBA</td>
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<tr>
<td></td>
<td>4. Evaluation rubric for written component and presentation of the group EBP nursing research project &lt;br&gt; TBA</td>
</tr>
</tbody>
</table>
| March 31 | 10 | • Statistics  
• In-class Assignment: Students will work in Project Groups to complete this assignment. Each group will critically appraise the "Results" section for an assigned quantitative research article. Each group will use the "Questions to Consider When Appraising Nursing Studies" questionnaire to guide the process. Please upload your group's submission into Assignments by 5 pm on Friday, April 4, 2014. 

• Please complete Chapter 12 Quiz located in your companion website and email the results to your faculty member by 5pm today. |
| April 7 | 11 | • Weighing in on the Evidence  
• In-class Assignment: Students will work in Project Groups to complete this assignment. Each group will critically appraise the "Discussion" section for an assigned quantitative research article. Each group will use the "Questions to Consider When Appraising Nursing Studies" questionnaire to guide the process. Please upload your group's submission into Assignments by 5 pm on Friday, April 4, 2014. 

• Please complete Chapter 12 Quiz located in your companion website and email the results to your faculty member by 5pm today. |
| 12 | 1. Explore descriptive and inferential statistical techniques  
2. Discuss frequencies to describe samples  
3. Describe measures of central tendency and their uses  
4. Discuss patterns of data distribution  
5. Discuss measures of variability and their use  
6. Identify the risk of making Type I and Type II errors in research  
7. Discuss clinical significance in research  
8. Appraise data analysis sections in nursing research articles |
| 2 & 6 | Critical appraisals |
| TBA | |
Studies' questionnaire to guide the process. Please upload your group's submission into Assignments by 5 pm on Friday, April 11, 2014.

- Please complete Chapter 14 Quiz located in your companion website and email the results to your faculty member by 5 pm today.

<table>
<thead>
<tr>
<th>April 14</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitioning Evidence to Practice</td>
<td></td>
</tr>
<tr>
<td>Work in Groups to complete paper</td>
<td></td>
</tr>
<tr>
<td>Please complete Chapter 15 Quiz located in your companion website and email the results to your faculty member by 5 pm today.</td>
<td></td>
</tr>
<tr>
<td>(Critical Appraisals are due by 8:30AM to the Administrative Assistant at the front desk in the CON department (make sure you have a date and time stamped on work turned in)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>April 21</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovator</td>
<td></td>
</tr>
<tr>
<td>Dissemination of Knowledge and evaluation of outcomes</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Define outcome</td>
</tr>
<tr>
<td>2. Discuss ways outcomes can be classified</td>
</tr>
<tr>
<td>3. Explore how to choose outcomes</td>
</tr>
<tr>
<td>4. Discuss evaluating the outcomes</td>
</tr>
<tr>
<td>5. Discuss dissemination of findings to build EBP: Posters, Papers, Presentations</td>
</tr>
<tr>
<td>6. Identify EBP models</td>
</tr>
<tr>
<td>7. Discuss barriers to application of EBP</td>
</tr>
<tr>
<td>8. Discuss Kotter's eight phases of change</td>
</tr>
<tr>
<td>9. Discuss strategies for creating change to support EBP</td>
</tr>
<tr>
<td>10. Describe strategies for engaging others in change</td>
</tr>
</tbody>
</table>

| 1, 2 & 5 |
| Evaluation rubric for written component and presentation of the group EBP nursing research project |

| TBA |
| Evaluation rubric for written component and presentation of the group EBP |
- Work on Presentations
- Please complete Chapters 16, 17 & 18 Quizzes located in your companion website and email the results to your faculty member by 5pm today.
- **Papers are Due by 8:30AM to the Administrative Assistant at the front desk in the CON department (make sure you have a date and time stamped on work turned in).**

<table>
<thead>
<tr>
<th>April 28</th>
<th>14</th>
<th>• Presentations</th>
<th>5,7,8, 9</th>
<th>Evaluation rubric for presentation of the group EBP nursing research project</th>
<th>All faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 5</td>
<td>15</td>
<td>• Presentations</td>
<td>5,7,8, 9</td>
<td>Evaluation rubric for presentation of the group EBP nursing research project</td>
<td>All faculty</td>
</tr>
<tr>
<td>May 12</td>
<td>16</td>
<td>• HESI – Research exam</td>
<td></td>
<td>HESI</td>
<td>All faculty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Please complete course/faculty evaluations</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Other Pertinent Course Information

LEARNING ACTIVITIES
Course objectives will be met through lecture, seminar, class discussion, audio/visual presentations, computer-assisted activities, clinical assignments and conferences, self-reflective journals, case studies, multimedia materials, and clinical simulations. Clinical assignments will include acute care, primary care, wellness settings, educational environments, and home environments.

Student Learning Activities specific to this course:

- Identify the components of the research process in published articles
- Group presentations of case studies relevant to ethical and legal aspects of research
- Written critiques of research articles/reports
- Group presentation of identified EBP models in the clinical setting
- Written reports with class discussions of a nursing policy or procedure and research articles to support the policy or procedure

TAMHSC Student E-mail Account for Communication
Texas A & M Health Science Center is communicating all official information to students through the student TAMHSC e-mail account. Please check the account frequently during the semester for updates.

When submitting documents by email to faculty, use the following format: N411_first name, last name_assignment name.

Syllabus Disclaimer
Although every effort has been made to ensure the accuracy of information in this syllabus, the faculty and College of Nursing reserve the right to change any provisions herein. Changes will become effective whenever the proper authorities so determine and will apply to students currently taking this course. However, every effort will be made to keep students advised of such changes and information about such changes will be available at all times from the faculty. It is the responsibility of each student to know what changes, if any, have been made to the provisions of this syllabus and to successfully complete the requirements of the course. This syllabus does not constitute a contract, expressed or implied, between any student or faculty member and the Texas A&M College of Nursing.

Copyright
All materials distributed and presented by faculty during this course are protected by copyright law. Students are authorized to take notes in this class but that authorization extends only to making one set of notes for personal use. Students are not authorized to reproduce, sell, license, commercially publish, transmit, distribute, display, or record notes from this class without written consent from the faculty.

References
http://nursingworld.org/MainMenuCategories/ThePracticeofProfessionalNursing/EthicsStandards/CodeofEthics.aspx


The Texas Board of Nursing (TBON), 2010. *Differentiated essential competencies (DECs) of graduates of Texas nursing programs evidenced by knowledge, clinical judgments, and behaviors*. Austin TX: TBON. Retrieved January 14, 2011 from
http://www.bne.state.tx.us/about/pdfs/dele-2010.pdf

**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://aggiehonors.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: Cynthia Hudson, College of Nursing
Susan Yarbrough, Associate Dean for Academic Affairs, College of Nursing
Sharon Wilkerson, Dean, College of Nursing, TAMU Health Science Center

DATE: September 25, 2013

SUBJECT: REPORT ON CERTIFICATION OF W COURSE: NURS 461

We recommend that NURS 461 Application of Evidence-Based Practice for the RN 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: 35%
2. Course content appropriate to the major
3. Total number of words: 2500
4. Instructor to student ratio for one section: 1:25

NURS 461 students participate in a graded online discussion (to which they contribute six entries) to prepare them for the final course paper. Besides the six discussion entries (which are iterative and graded in a timely fashion so as to provide formative feedback), students also complete a guided self-assessment of their drafts, which is monitored by the instructor. A literature review is submitted early for instructor guidance. An APA style learning module is used for instruction, and students read about how to conduct and write up evidence-based practices. Instruction is also provided on writing a literature review and on other important writing topics such as developing a clinical problem or doing research. Sample papers and rubrics are provided.
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):
NURS 461 Application of Evidence Based Practice for the RN

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: Cynthia Hudson DNSc, RN
Printed name and signature

Received:
(W Course Coordinator, University Writing Center)

(Approvals:
College Dean: Sharon Wilkerson, PhD, RN, CNE
Printed name and signature

Department Head: Susan Yarbrough, PhD, RN, CNE
Printed name and signature

Received
SEP 09 2013
By

1214 Stedilg C, Evans Library
5000 TAMU
College Station, TX 77843-5000
Tel. 970.468.1468 Fax 970.468.1468
writingcenter.tamu.edu
Texas A&M Health Science Center
College of Nursing

Course title and number: NURS 461 Application of Evidence-Based Practice for the RN
Term (e.g., Fall 200X): Fall 2013
Meeting times and location: Online

Course Description and Prerequisites

This course is a study of basic research methodologies and an in depth examination of the professional nurse's role in the application of evidence into clinical practice. Pre-requisite: Licensed as RN

Learning Outcomes or Course Objectives

1. Examine foundational principles of research that include the translation of research to evidence-based nursing practice.
2. Identify and develop clinical questions for evidence-based practice decision-making.
3. Describe the ethical principles that apply to research methodology that include cultural tailoring, confidentiality, and the protection of human participants.
4. Demonstrate competence in information literacy through the exploration of credible library electronic databases and Internet sources to gather evidence that answers questions about nursing practice to assure quality and safe patient care.
5. Utilize research in the application of quality and safety principles with the specific purpose of improving patient outcomes.
6. Discuss concerns and ways to resolve nursing standards and practice discrepancies with the healthcare environment as it applies to patient outcomes.
7. Value the process of retrieving, appraising, synthesizing, and applying evidence-based practice in collaboration with members of the interprofessional team.

*The objectives for this course are based on AACN Essentials www.aacn.nche.edu/Education/bacesn.htm, and the Differentiated Entry Level Competencies (DELC) of Graduates of Texas Nursing Programs http://www.bnc.state.tx.us/about/pdfs/del-comp.pdf*

Instructor Information

Name: Cindy Hudson, DNSc, RN, PHCNS-BC, CNE
Telephone number: 512-341-4972
Email address: chudson@tamhsc.edu
Office hours: M-F by appointment
Office location: Round Rock Campus, N403C

Textbook and/or Resource Material

REQUIRED LEARNING MATERIALS:
Pearson Education. (2013). Research and Evidence-Based Practice in Nursing 3.0 w/ebook for Texas A&M Health Science Center [Lecture presentation]. Retrieved from http://www.pearsonhighered.com/

Access to the Pearson Lecture Presentation includes ebook. If the student desires a hardcopy text:
Education.


RECOMMENDED LEARNING MATERIALS:
http://lib.trinity.edu/lib2/cite.php?styles=2&types=13
http://www.umuc.edu/library/lib/show/apa_examples.cfm#intext
http://hub.minocost.edu/library/LibGuides/Documents/APA_BlackboardCite.pdf (citing from Blackboard sources within the course)

Additional Learning Resources:
Quality and Safety Education for Nurses (QSEN): http://www.qsen.org/definition.php?id=3
National Institutes for Nursing Research: (http://www.ninr.nih.gov)
National Guideline Clearinghouse: (http://guidelines.gov)
Clinical Trials.gov: (http://clinicaltrials.gov)
Evidence-Based Practice Tutorial: http://wwwlibraries.psu.edu/psul/tutorials/ebp.html
American Nurses Association Code of Ethics: http://www.nursingworld.org/codofethics

Grading Policies

COURSE REQUIREMENTS/GRADING: Grading criteria for requirements are listed in Appendices.

Ungraded Activities
Online Practice (in the lesson presentations)
Reading Assignments

Graded Activities
Lesson Specific Assignments
Discussion Boards 15%
Lesson Quizzes 5%
Final Summative Quiz 10%

Evidence-Based Nursing Project
Assignment #1: PICOT Worksheet and Search Strategy 5%
Assignment #2: Retrieved Research Publications 5%
Assignment #3: Critical Appraisal of Nursing Research 10%
Assignment #4: Evidence Table 10%
Assignment #5: EBP Paper 20%
Assignment #6: Implementation Poster 20%
Total 100%

Students must have a course average equal to 70 or greater to successfully complete the course.

Faculty Expectations and Course Assumptions

Each lesson will open on Wednesday 0001 CST and must be completed by the following Tuesday at midnight CST.

Faculty will consider crisis situations on a case-by-case basis. If an illness or emergency is experienced that prevents the student from accessing the online course and completing assignments in a timely manner, the student should notify the faculty member as soon as possible so that options can be discussed. Course syllabus has been developed in detail to provide direction for successful completion of the course. Students are expected to follow specific directions given in course assignments.
Assignment:
1. All assignments are due on Tuesday midnight CST and are deposited to the assignments link in Blackboard.
2. When submitting an assignment in Blackboard, please use the following format to save the document: Course_number_first_name_last_name_assignment_name
3. Late assignments will be reduced by 10% per day unless otherwise determined by the course faculty.

Online Quiz:
1. Quizzes must be completed within the week (7-days) of the lesson.
2. You will have one attempt/quiz with a 15 minute time limit per lesson quiz.
3. All assigned quiz attempts for the lessons are due by Tuesday midnight CST. Late quizzes are not accepted.
4. The Final Summative Quiz will open in Week 10 and remain available until Aug. 14th at midnight CST; you will have one attempt with 150 minute time limit.

Discussion Board:
1. All initial discussion postings are due by Sunday and response posting to peers by Tuesday midnight CST.
2. Due to the nature of discussion postings, late response discussion postings (posted after Tuesday midnight CST) will not be graded.
3. Discussion board grade will be reduced by 10% for late initial postings. Nothing is accepted for grading after Tuesday midnight CST.
4. Online Etiquette: *The objective in an online discussion is to be collaborative, not combative. Please, proofread your responses carefully before you post them to make sure that they will not be offensive to others. Use discussions to develop your skills in collaboration and teamwork. Treat the discussion areas as a creative environment where you and your classmates can ask questions, express opinions, revise opinions, and take positions just as you would in a more traditional classroom setting.*

### Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Orientation to Course</th>
<th>Required Readings: Do and Deliver</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 1 Lesson 1</td>
<td>Discuss syllabus</td>
<td><strong>Foundations in Nursing Research, 6</strong></td>
</tr>
<tr>
<td></td>
<td>Identify designated section faculty</td>
<td>• Chapter 1, &quot;Development of Nursing Research&quot; (pp. 01–05)</td>
</tr>
<tr>
<td></td>
<td>APA Module</td>
<td>• Chapter 1, &quot;Development of Nursing Research&quot; (pp. 09–12)</td>
</tr>
<tr>
<td>Lesson 1: An Overview of Evidence-Based Practice</td>
<td>Illustrate how models of evidence-based practice are used in nursing practice</td>
<td>• Chapter 1, &quot;Development of Nursing Research&quot; (pp. 14)</td>
</tr>
<tr>
<td></td>
<td>Describe the history of evidence-based practice within nursing</td>
<td>• Chapter 1, &quot;Development of Nursing Research&quot; (pp. 6–7, 34)</td>
</tr>
<tr>
<td></td>
<td>Describe principles of evidence-based practice</td>
<td>• Chapter 5, &quot;Identifying Nursing Research Problems&quot; (pp. 57–62, 67–68)</td>
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<tr>
<td></td>
<td></td>
<td>• Chapter 7, &quot;Theory and Nursing Research&quot; (pp. 82–97)</td>
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<td></td>
<td></td>
<td>• Read article: <a href="http://americanunrsetoday.com/Popups/ArticlePrint.aspx?id=1496">http://americanunrsetoday.com/Popups/ArticlePrint.aspx?id=1496</a></td>
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<td></td>
<td><strong>View</strong></td>
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<tr>
<td></td>
<td></td>
<td>Online Lesson 1 Presentations</td>
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<tr>
<td></td>
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<td><a href="http://www.youtube.com/watch?v=H7-b9Z6eNms">YouTube</a></td>
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<td><strong>APA Module</strong></td>
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<td></td>
<td></td>
<td><strong>Discuss</strong></td>
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<tr>
<td></td>
<td></td>
<td>• Discussion 1.1: Introductions-This will be graded as complete (100) or incomplete (0)</td>
</tr>
<tr>
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<td></td>
<td><strong>Assessments</strong></td>
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<tr>
<td></td>
<td></td>
<td>Quiz 1 and APA Quiz</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 2 Lesson 2</th>
<th>Lesson 2: The Foundations of Evidence-Based Practice</th>
<th>Read</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Analyze the relationship between theory, research, and practice as it pertains to evidence-based research</td>
<td><strong>Foundations in Nursing Research, 6</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chapter 18, &quot;Evidence-Based Nursing&quot; (pp. 271–272)</td>
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<tr>
<td></td>
<td></td>
<td>• Chapter 18, &quot;Evidence-Based Nursing&quot; (pp. 277–280)</td>
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<tr>
<td></td>
<td></td>
<td>• Chapter 18, &quot;Evidence-Based Nursing&quot; (pp. 282–283)</td>
</tr>
<tr>
<td>WEEK 3</td>
<td>Lesson 3: Sources of Evidence-Based Practice and Research</td>
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<tr>
<td>-------</td>
<td>---------------------------------------------------------</td>
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</tr>
<tr>
<td>1.</td>
<td>Identify sources for finding studies grounded in evidence-based practice</td>
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<tr>
<td>2.</td>
<td>Determine if findings are credible and pertinent to proposed research problem</td>
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<tr>
<td>3.</td>
<td>Explain the purpose of the literature review</td>
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<tr>
<td>4.</td>
<td>Explain elements of a research article</td>
<td></td>
</tr>
</tbody>
</table>

**Read**
*Foundations in Nursing Research, 6*
- Chapter 6, "Review of the Literature" (pp. 69–80)
- Chapter 20, "Critique of Research Reports" (pp. 297–307)

**View**
Online Lesson 3 Presentation
YouTube learning video on library data searches

**Discuss**
Discussion 3.1: Sources and Articles in Action

**Assignment**
- Start Assignment #1: PICOT Worksheet and Search Strategy

**Assessment**
Quiz 3

<table>
<thead>
<tr>
<th>WEEK 4</th>
<th>Lesson 4: Research Questions and Research Hypotheses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Describe the structure of hypotheses</td>
</tr>
<tr>
<td>2.</td>
<td>Describe the structure of a research question</td>
</tr>
<tr>
<td>3.</td>
<td>Describe the purpose of hypotheses and research questions</td>
</tr>
<tr>
<td>4.</td>
<td>Describe the types of hypotheses</td>
</tr>
</tbody>
</table>

**Read**
*Foundations in Nursing Research, 6*
- Chapter 8, "Hypothesis" Hypothesis Sections (pp. 99–110)
- Chapter 5, "Identifying Nursing Research Problems" Research Question Sections (pp. 63–66)

**View**
Online Lesson 4 Presentation

**Assignment**
- Assignment #1 DUE: PICOT Worksheet and Search Strategy

**Assessment**
Quiz 4

<table>
<thead>
<tr>
<th>WEEK 5</th>
<th>Lesson 5: Quantitative Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Explain quantitative research methodology</td>
</tr>
<tr>
<td>2.</td>
<td>Analyze the types of research questions that benefit from quantitative studies</td>
</tr>
<tr>
<td>3.</td>
<td>Identify the strengths and weaknesses of qualitative research</td>
</tr>
<tr>
<td>4.</td>
<td>Explain the types of quantitative research</td>
</tr>
</tbody>
</table>

**Read**
*Foundations in Nursing Research, 6*
- Chapter 3, "An Overview of Quantitative Research" (pp. 32–41)
- Chapter 9, "Quantitative Research Designs" (pp. 111–114)
- Chapter 9, "Quantitative Research Designs" (pp. 118–127)

**View**
Online Lesson 5 Presentation

**Discuss**
Discussion 5.1: Quantitative Research Application

**Assignment**
- Begin Assignment #2: Retrieved Research Publications Due Week 6

**Assessment**
Quiz 5

<table>
<thead>
<tr>
<th>WEEK 6</th>
<th>Lesson 6: Qualitative Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Explain qualitative research methodology</td>
</tr>
<tr>
<td>2.</td>
<td>Analyze the types of research questions that benefit from qualitative research</td>
</tr>
<tr>
<td>3.</td>
<td>Identify the strengths and weaknesses of qualitative research</td>
</tr>
<tr>
<td>4.</td>
<td>Explain the types of qualitative research</td>
</tr>
</tbody>
</table>

**Read**
*Foundations in Nursing Research, 6*
- Chapter 4, "An Overview of Qualitative Research" (pp. 44–56)
- Chapter 10, "Qualitative Research Designs" (pp. 133–143)

**View**
Online Lesson 6 Presentation

**Discuss**
Discussion 6.1: Qualitative Research Application
<table>
<thead>
<tr>
<th>WEEK 7 Lesson 7</th>
<th>Assignment</th>
<th>Assignment #2 DUE: Retrieved Research Publications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 7: Research Samples</td>
<td>Assessments</td>
<td>Quiz 6</td>
</tr>
<tr>
<td>1. Describe the population of interest for a proposed research question</td>
<td>Read</td>
<td>Foundations in Nursing Research, 6</td>
</tr>
<tr>
<td>2. Distinguish between target and accessible populations</td>
<td>• Chapter 11, &quot;Populations and Samples&quot; (pp. 145–161)</td>
<td>View</td>
</tr>
<tr>
<td>3. Evaluate sampling techniques that create a meaningful study cohort</td>
<td>Online Lesson 7 Presentation</td>
<td>Assignment</td>
</tr>
<tr>
<td>4. Describe probability and nonprobability sampling</td>
<td>• Start Assignment #3: Critical Appraisal of Nursing Research</td>
<td>Assessment</td>
</tr>
<tr>
<td>5. Describe the sampling methods in qualitative research</td>
<td>Quiz 7</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>WEEK 8 Lesson 8</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>Lesson 8: Data Collection Strategies</td>
<td>Read</td>
<td>Foundations in Nursing Research, 6</td>
</tr>
<tr>
<td>1. Describe data collection strategies used in quantitative research</td>
<td>• Chapter 12, &quot;Measurement and Collection of Data&quot; (pp. 168–169, 171)</td>
<td>View</td>
</tr>
<tr>
<td>2. Describe data collection strategies used in qualitative research</td>
<td>• Chapter 13, &quot;Data Collection Methods&quot; (pp. 179–202)</td>
<td>Online Lesson 8 Presentation</td>
</tr>
<tr>
<td>3. Describe strategies to gain trust with research participants</td>
<td>Discussion 8.1: Data Collection in Action</td>
<td>Writing an EBP abstract</td>
</tr>
<tr>
<td>4. Describe data collection instruments in quantitative research</td>
<td>Discussion 8.2: Abstract submission and critique</td>
<td></td>
</tr>
<tr>
<td>5. Describe data collection procedures in qualitative research</td>
<td>Assignment</td>
<td>• Continue Assignment #3: Critical Appraisal of Nursing Research</td>
</tr>
<tr>
<td>Module: Writing an EBP abstract</td>
<td>Assessment</td>
<td>Quiz 8</td>
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<thead>
<tr>
<th>WEEK 9 Lesson 9</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>Lesson 9: Research Credibility</td>
<td>Read</td>
<td>Foundations in Nursing Research, 6</td>
</tr>
<tr>
<td>1. Describe reliability and validity in quantitative research studies</td>
<td>• Chapter 10, &quot;Qualitative Research Designs&quot; (pp. 140–141)</td>
<td>View</td>
</tr>
<tr>
<td>2. Describe measures to ensure integrity within qualitative research studies</td>
<td>• Chapter 12, &quot;Measurement and Data Collection&quot; (pp. 169–174)</td>
<td>Online Lesson 9 Presentation</td>
</tr>
<tr>
<td>3. Explain how credibility can be assured in research</td>
<td>• Chapter 15, &quot;Inferential Statistics&quot; (pp. 233–234)</td>
<td>Assignment</td>
</tr>
<tr>
<td>4. Explain how credibility can be compromised in research</td>
<td>• Continue Assignment #3: Critical Appraisal of Nursing Research</td>
<td>Assessment</td>
</tr>
<tr>
<td>Quiz 9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 10 Lesson 10</th>
<th>Assignment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 10: Analysis in Research</td>
<td>Read</td>
<td>Foundations in Nursing Research, 6</td>
</tr>
<tr>
<td>1. Describe statistical data obtained for quantitative research using data collection tools</td>
<td>• Chapter 12, &quot;Measurement and Data Collection&quot; (pp. 164–169)</td>
<td>View</td>
</tr>
<tr>
<td>2. Evaluate statistical analysis packages for quantitative research</td>
<td>• Chapter 14, &quot;Descriptive Statistics&quot; (pp. 203–223)</td>
<td>Online Lesson 10 Presentation</td>
</tr>
<tr>
<td>3. Differentiate between descriptive and inferential statistics for quantitative research</td>
<td>• Chapter 15, &quot;Inferential Statistics&quot; (pp. 224–245)</td>
<td>Assignments</td>
</tr>
<tr>
<td>4. Interpret qualitative research findings</td>
<td>• Assignment #3 DUE: Critical Appraisal of Nursing Research</td>
<td>Assessment</td>
</tr>
<tr>
<td>5. Differentiate between parametric and nonparametric statistical tests for quantitative research</td>
<td>Quiz 9</td>
<td>Quiz 9</td>
</tr>
<tr>
<td>6. Differentiate between type I and type II errors</td>
<td></td>
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</tr>
<tr>
<td>WEEK 11</td>
<td>Lesson 10: Analysis in Research (continued)</td>
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<tr>
<td>1.</td>
<td>Describe statistical data obtained for</td>
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<td>quantitative research using data</td>
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<td></td>
<td>collection tools</td>
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<td>2.</td>
<td>Evaluate statistical analysis packages</td>
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<td>for quantitative research</td>
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<td>inferential statistics for</td>
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<td></td>
<td>quantitative research</td>
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<td>4.</td>
<td>Interpret qualitative research</td>
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<td>findings</td>
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<td>5.</td>
<td>Differentiate between parametric and</td>
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<td>nonparametric statistical tests for</td>
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<td>quantitative research</td>
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<td></td>
<td>Differentiate between type I and type</td>
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<td></td>
<td>II errors for quantitative research</td>
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</tr>
</tbody>
</table>

| Read    | Foundations in Nursing Research, 6       |
|         | - Chapter 12, "Measurement and Data      |
|         | Collection" (pp. 164–169)                |
|         | - Chapter 14, "Descriptive Statistics"   |
|         | (pp. 203–223)                           |
|         | - Chapter 15, "Inferential Statistics"   |
|         | (pp. 224–245)                           |

| View    | Online Lesson 10 Presentation            |

| Assignments |
|            | Assignment #4 DUE: Evidence Table        |

| Assessment|
| None       |

<table>
<thead>
<tr>
<th>WEEK 12</th>
<th>Lesson 11: Ethical Concerns in Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Explain the rights of human participants</td>
</tr>
<tr>
<td>2.</td>
<td>Explain the elements of informed consent</td>
</tr>
<tr>
<td>3.</td>
<td>Describe concerns of special populations</td>
</tr>
<tr>
<td>4.</td>
<td>Explain the role of the Institutional</td>
</tr>
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<td></td>
<td>Review Board in ethics</td>
</tr>
<tr>
<td>5.</td>
<td>Describe the nurse's role when</td>
</tr>
<tr>
<td></td>
<td>working with research participants</td>
</tr>
</tbody>
</table>

| Read    | Foundations in Nursing Research, 6       |
|         | - Chapter 2, "Ethical Issues in Nursing |
|         | Research" (pp. 18–31)                    |

| View    | Online Lesson 11 Presentation            |

| Assignments |
|            | Assignment #5 DUE: EB Paper             |

| Assessment|
| Quiz 11    |

<table>
<thead>
<tr>
<th>WEEK 13</th>
<th>Lesson 12: Implementing Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Explain change theories</td>
</tr>
<tr>
<td>2.</td>
<td>Describe how evidence-based</td>
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<td></td>
<td>practice influences</td>
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<td></td>
<td>motivations for change</td>
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<td>3.</td>
<td>Explain communication strategies</td>
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<td>in nursing</td>
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<td>4.</td>
<td>Identify quality improvement</td>
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<td></td>
<td>strategies</td>
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<td>5.</td>
<td>Illustrate strategies to</td>
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<td></td>
<td>incorporate change in</td>
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<td></td>
<td>nursing that include evidence-</td>
</tr>
<tr>
<td></td>
<td>based practice</td>
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</tbody>
</table>

| Read    | Foundations in Nursing Research, 6       |
|         | - Chapter 6, "Evidenced-Based        |
|         | Practice in Nursing Research" (pp.     |
|         | 328–341)                               |

| View    | Online Lesson 12 Presentation          |

| Discuss  |
|          | Discussion 12.1: Poster Presentations  |

| Assignment|
| Begin Assignment #6 DUE Week 14: |

| Quiz 12 |

<table>
<thead>
<tr>
<th>WEEK 14</th>
<th>Lesson 12: Implementing Change (continue)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Explain change theories</td>
</tr>
<tr>
<td>2.</td>
<td>Describe how evidence-based practice</td>
</tr>
<tr>
<td></td>
<td>influences motivations for change</td>
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<td>3.</td>
<td>Explain communication strategies in</td>
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<td>nursing</td>
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<td>4.</td>
<td>Identify quality improvement strategies</td>
</tr>
<tr>
<td>5.</td>
<td>Illustrate strategies to incorporate</td>
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<td></td>
<td>change in nursing that include</td>
</tr>
<tr>
<td></td>
<td>evidence-based practice</td>
</tr>
</tbody>
</table>

| Read    | Foundations in Nursing Research, 6       |
|         | - Chapter 6, "Evidenced-Based Practice  |
|         | in Nursing Research" (pp. 328–341)        |

| View    | Online Lesson 12 Presentation            |

| Discuss  |
|          | Discussion 12.1: Poster Presentations    |

| Assignment|
| Assignment #6 DUE: Implementation Poster posted to |
| Discussion Board and turned into Blackboard assignments for grading |

| WEEK 15 | |
|---------| Assessments |
| Assessments |
| Final Summative Quiz (this is available Wednesday through Tuesday) |

Other Pertinent Course Information

Discussion board (DB) responses as one measure of participation in the course count significantly towards your final course grade. So, use of these guidelines in combination with the grading rubric below should enable your success. Here are the guidelines used throughout the course.

1. Always read the assigned works, view, read and/or complete learning assignments for the week before writing your DB response. Your response should indicate that you have read, understand and are able to apply the week’s content, so omitting this step is a crucial mistake.
2. Your initial post in response to the question should be between 150 - 250 words and will include citations according to the grading criteria. Note that you can omit citations, but doing so will be reflected in your grade.
3. You should develop your response to the discussion question before reading the responses of other students, to avoid having your thinking influenced by others.
4. You should contribute to the ongoing discussion by replying to the posts of other students. These should
be about 1 paragraph minimum of 100 words. Again, refer to the grading criteria for requirements.

7. Here are some suggestions for replying to others. You should always be respectful of others, but scholarly disagreements are fine. So, provide an alternative perspective with a discussion of your point of view. Share own experiences but use empirical resources in the analysis for a better grade. Students will use professional language and may not use vulgarity, swearing, or cursing. You may ask questions to further discussion, post additional resources such as articles, websites video clips, etc.

8. For peer response postings, students will read a sampling of your colleagues’ postings and respond to number of postings required for the discussion during the week in one or more ways:
   a) Suggest why you might see things differently. (cite/reference)
   b) Ask a probing or clarifying question.
   c) Share an insight from having read the colleague’s posting.
   d) Offer and support with evidence from the literature an informed opinion. (cite/reference)
   e) Validate an idea with your own experience.
   f) Make a suggestion supported with evidence from the literature. (cite/reference)
   g) Expand on the colleague’s posting
   h) Ask for evidence that supports the posting.

9. Please refer to the Discussion Board Grading Criteria. The faculty will assign the specific score based on this criteria listed.

See Appendices A discussion board grading rubric & B for Evidence-Based Nursing Project (Assignment 1-6 rubrics)

Americans with Disabilities Act (ADA)

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

Academic Integrity

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

"An Aggie does not lie, cheat, or steal, or tolerate those who do."
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Virginia Ann Utterback, College of Nursing
     Susan Yarbrough, Associate Dean for Academic Affairs, College of Nursing
     Sharon Wilkerson, Dean, College of Nursing, TAMU Health Science Center
DATE: September 25, 2013
SUBJECT: REPORT ON CERTIFICATION OF W COURSE: NURS 467

We recommend that NURS 467 Management and Leadership for the RN 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: 50%
2. Course content appropriate to the major
3. Total number of words: 3000 - 4000
4. Instructor to student ratio for one section: 1:25

Students must complete a brainstorming module that requires they write up two ideas; a module that requires they write about a change agent case study; and a module that requires the write up of a change project in the form of a proposal for change, a theoretical approach to the proposed change, and both an oral presentation and a paper on the project. Along the way, students have numerous consultations with stakeholders. A mid-semester annotated bibliography and outline is one avenue for feedback for the change project. In addition, students complete a guided self-assessment during the writing of the final project, and complete eight or more homework assignments related to the completion of the paper to give them feedback and practice. For instruction, there are practice assignments, scaffolding of the final paper, and detailed assignments and rubrics.
1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns 

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

NURS 467 Management and Leadership for the RN

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: Virginia Ann Utterback, PhD, RN

Printed name and signature

(Date)

Received: Valerie Balester

(W C Course Coordinator, University Writing Center)

(Date)

Approvals:

College Dean: Sharon Wilkerson, PhD, RN, CNM

Printed name and signature

(Date)

Department Head: Susan Yarbrough, PhD, RN, CNM

Printed name and signature

(Date)
Texas A&M Health Science Center
College of Nursing

Course title and number
NURS 467 Leadership and Management for the RN

Term (e.g., Fall 200X)
Spring 2014

Meeting times and location
Online and Practicum Scheduled for Individual Student

Course Description and Prerequisites

In this course, theories and principles of human behavior in organizations are examined, including an exploration of leadership roles in professional nursing practice. The role of regulatory agencies in the provision of quality health care is explored. Students will participate in the evaluation and planning for quality improvement using nurse sensitive indicators. The students will discern the nurse’s role in reducing the financial cost of health care. Practicum experiences are individualized. Prerequisite: Licensed as RN

Learning Outcomes or Course Objectives

1. Apply theories of leadership and management to practice through the application of critical thinking to coordinate ethical evidence-based nursing care.
2. Demonstrate an awareness of complex organizational systems, including the professional nurse’s role in influencing these systems.
3. Analyze the impact of selected historical, political, ethical, legal and professional issues on health care delivery systems.
4. Demonstrate valuing of lifelong learning and professional growth.
5. Apply the role of the professional nurse as a leader, manager, and facilitator of holistic, interprofessional care for individuals, groups, and populations.

*The objectives for this course are based on AACN Essentials www.aacn.nche.edu/education/bacessn.htm, and the Differentiated Essential Competencies (DEC) of Graduates of Texas Nursing Programs www.bon.texas.gov/about/pdfs/dec-2010.pdf

Instructor Information

Name: Virginia Ann Utterback, PhD, RN, CNB
Telephone number: 512-341-4943
Email address: Utterback@tamhsc.edu
Office hours: M-W by appointment
Office location: Round Rock Campus, N403D

Textbook and/or Resource Material

REQUIRED LEARNING MATERIALS:


RECOMMENDED LEARNING MATERIALS:


Grading Policies

COURSE REQUIREMENTS/GRADING:

**Ungraded Activities**
Reading Assignments

**Graded Activities (include percentage of grade)**

*Theory Component:*
- Online Activities (Assignments & Discussion Boards) 20
- Change Agent Project 40
  - Change Paper (APA-styled) (30)
  - Presentation (voice-over) (10)
- Leadership Journal 10
- ePortfolio 10
- Comprehensive Final Examination 20

100%

*Practicum Component: (Pass/Fail)*
- Leadership (12 hours)
- Change Project (18 hours)

Students must have a course average equal to 70 or greater to successfully complete the course.

Faculty Expectations and Course Assumptions

Each lesson will open on Wednesday 0001 CST and must be completed by the following Tuesday at midnight CST.

Faculty will consider crisis situations on a case-by-case basis. If an illness or emergency is experienced that prevents the student from accessing the online course and completing assignments in a timely manner, the student should notify the faculty member as soon as possible so that options can be discussed. Course syllabus was been developed in detail to provide direction for successful completion of the course. Students are expected to follow specific directions given in course assignments.

Assignment:
1. All assignments are due on Tuesday midnight CST and are deposited to the assignments link in Blackboard.
2. When submitting an assignment in Blackboard, please use the following format to save the document:
Course number, first name, last name, assignment name

3. Late assignments will be reduced by 10% per day unless otherwise determined by the course faculty.

Online Quiz:
1. Quizzes must be completed within the week (7- days) of the lesson.
2. You will have one attempt/quiz with time limit per lesson quiz will be set dependent on the number of questions.
3. All assigned quiz attempts for the lessons are due by Tuesday midnight CST. Late quizzes are not accepted.
4. The Final Summative Exam will open in Week 15 and remain available until XX at midnight CST.

Discussion Board:
1. All initial discussion postings are due by Sunday and response posting to peers by Tuesday midnight CST.
2. Due to the nature of discussion postings, late response discussion postings (posted after Tuesday midnight CST) will not be graded.
3. Discussion board grade will be reduced by 10% for late initial postings. Nothing is accepted for grading after Tuesday midnight CST.
4. Online Etiquette: The expectation in an online discussion is to be collaborative, not combative. Please, proofread your responses carefully before you post them to make sure that they will not be offensive to others. Use discussions to develop your skills in collaboration and teamwork. Treat the discussion areas as a creative environment where you and your classmates can ask questions, express opinions, revise opinions, and take positions just as you would in a more traditional classroom setting.

**Course Topics, Calendar of Activities, Major Assignment Dates**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Required Readings: Do and Deliver</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 1</td>
<td>Theories &amp; Principles of Leadership</td>
<td>Read: Clark pgs. 3-30; Sullivan pgs. 1-67</td>
</tr>
<tr>
<td>WEEK 3</td>
<td>Change and Innovation</td>
<td>Read: Clark, pages 289-309; Middaugh, D.J. &amp; Grissom, N. (2012). If tabatha took over your unit. Medsurg Nursing 21(4), 251-252. (attached)</td>
</tr>
<tr>
<td></td>
<td>Change Project and Paper</td>
<td>Discuss: Change Agent Case Study</td>
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<tr>
<td></td>
<td>instructions with technical writing</td>
<td>Assignment: Bright Ideas (change agent project brainstorming)</td>
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<td></td>
<td>expectations for the assignment</td>
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<tr>
<td>WEEK 4</td>
<td>Managing Time and Stress</td>
<td>Read: Clark, pgs 67-108.</td>
</tr>
<tr>
<td>WEEK 5</td>
<td>Communication and Negotiation</td>
<td>Read: Clark pgs. 131-158; Sullivan pgs. 108-135</td>
</tr>
<tr>
<td>WEEK 6</td>
<td>Understanding Conflict</td>
<td>Read: Clark pgs. 159-181</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Reading/Assignment</td>
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<tr>
<td>Week 11</td>
<td>Budgeting &amp; Nursing Resource Management</td>
<td>Read: Clark, pages 247-258, 327-334, 351-361, 381-387</td>
</tr>
<tr>
<td>Week 13</td>
<td>Workplace Violence</td>
<td>Read: Clark, pgs 409-422</td>
</tr>
<tr>
<td>Week 14</td>
<td>Change Agent</td>
<td>Assignment: Change Agent Project Paper due</td>
</tr>
<tr>
<td>Week 15</td>
<td>Change Project Final Exam</td>
<td>Assignment: Change Project Presentations due</td>
</tr>
</tbody>
</table>

**Other Pertinent Course Information**

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e) Validate an idea with your own experience.
f) Make a suggestion supported with evidence from the literature (cite/reference)
g) Expand on the colleague’s posting
h) Ask for evidence that supports the posting.

9. Please refer to the Discussion Board Grading Criteria. The faculty will assign the specific score based on the criteria listed.

See Appendices A. Discussion Board Grading Rubric B. Change Project Paper rubric and Change Project Presentation rubric

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“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: Janice DeWald, Director and Chair, Caruth School of Dental Hygiene
Lawrence Wolinsky, Dean, TAMU Baylor College of Dentistry

DATE: September 25, 2013

SUBJECT: REPORT ON CERTIFICATION OF W COURSE: DH 4710

We recommend that DH 4710 Applied Research Methods be certified as a Communications (C) 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: 85%
2. Course content appropriate to the major
3. Total number of words: 1750
4. Total minutes of oral presentation: 10
5. Instructor to student ratio for one section: 1:30

The committee noted that the teacher to student ratio of 1:30 is high for the amount of feedback required in a C course and recommends that the limit be set to 25. Students in DH 4710 write a narrative, two abstracts, and a research proposal. The abstracts are written collaboratively. In addition, they do an oral presentation for a table clinic three times. Faculty mentors work with students on the idea, title, and objectives developed in a previous research course to develop the table clinic narrative. They give students verbal and written feedback before submission of the final narrative. Once the narrative has been graded, the abstract is collaboratively written and submitted. Students have a scheduled practice session in front of their peers, the course director, and mentors. Mentors unable to attend this session due to teaching conflicts have the students present again in front of them to gain additional feedback. The Research Proposal outline is turned in for a participation grade worth 10% to ensure students receive feedback before writing their section of the Research Proposal. Students are required to upload their paper to Turnitin, which provides originality feedback. Instruction in both speaking and writing includes lecture, modeling, and practice sessions.
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):

DH4710 Applied Research Methods

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: Janice DeWald 8-26-2013
Printed name and signature

Received: Valerie Balester 9/3/13
(W Course Coordinator, University Writing Center)
(Date)

Approvals:

College Dean: Lawrence Wolinsky 09/04/13
Printed name and signature

Department Head: Janice DeWald 8-26-13
Printed name and signature
(Date)

1.214 Sterling C. Evans Library
5000 TAMU
College Station, TX 77843-5000
Tel. 979.458.1455 Fax 970.458.1466
writingcenter.tamu.edu
# Course Information

**Course Number and Name:** 4710 Applied Research Methods

**Course Type (circle one):** Lecture  Seminar  Independent Study

**Course Director(s):** Janice P. DeWald, BSDH, DDS, MS

**Other Participating Faculty:**
Dental Hygiene Department Course Directors mentor Table Clinics

**Year/Semester Offered:** Spring 2014

**Course Description:** Practical experience in applying principles of research methodology through a literature review, abstract, hypothesis formulation, etc.; also includes the finalization of a table clinic under the mentorship of individual faculty and its presentation at various venues.

**Course Goals:**
1. To provide the student with an opportunity to become actively involved in the research process through the application of the scientific method in research proposal writing.
2. To provide a structured experience where the student works independently and with a dental hygiene faculty mentor throughout the table clinic development process.

**Course and Seminar Objectives:**
1. Analyze published reports of oral health research and apply this information to the practice of dental hygiene/dentistry both for the research proposal and the table clinic.
2. Design an effective strategy for writing a research proposal.
3. Apply the principles of scientific writing to writing a table clinic abstract and a research proposal.
4. Expand your knowledge in a special area of interest and communicate this knowledge to the public.
5. Maintain open communication between the student, course director, and dental hygiene faculty mentor.
**Related Competencies:** [3-6 most relevant supporting competencies]

**Professionalism Domain:**

2.1 Apply critical thinking skills and evidence based decision making to the practice of dental hygiene.

2.2 Commit to self-assessment and lifelong learning in order to provide contemporary clinical care.

2.4 Employ the principles of scientific writing.

3.1 Prepare for career opportunities within health care, industry, education, research and other roles as they evolve for the dental hygienist.

3.2 Advance the profession through leadership, service activities and affiliation with professional organizations.

3.3 Expand and contribute to the knowledge base of dental hygiene.

**Evaluation Criteria/Methods:** Research Proposal Outline 10%, Research Proposal 50%, Research Proposal abstract 10%.

Table Clinic Narrative 10%, Abstract 5%. Table Clinic presentations (15%) at practice session, judging, at DDHS, and Scholars Day. See attached criteria for research proposal, table clinic narrative, table clinic abstract and table clinic presentation and judging forms used by Baylor faculty and DDHS members.

**Course Requirements:**

1. Develop portions of a written research proposal according to the criteria described in Chapter 3 of text, syllabus and lecture.

2. Complete all segments of the research proposal according to the course schedule. Assignments must be handed in by the due date. Three points will be deducted for each late assignment and for each day an assignment is late.

3. Attend all meetings scheduled with dental hygiene faculty mentor and turn in appropriate assignments.

4. Write a table clinic narrative and abstract meeting certain specific guidelines.

5. Present the table clinic at dates and functions to be determined by the course director (practice session, judging session, Student Research Day, Dallas Dental Hygienists’ Society meeting).

**Attendance Policy:** See Course Requirements

**Laboratory/Clinic Policies and Procedures:** Not applicable


**Remediation Policy:** This will occur during summer term if necessary and will specifically be directed at the deficiency which resulted in the failing grade.

Date prepared: July, 2013
Spring CLASS SCHEDULE  Room 6 is reserved for this course along with National Board Review. See each syllabus for specific times each class meets.

<table>
<thead>
<tr>
<th>Session</th>
<th>Time</th>
<th>Topic</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>*1/14/14</td>
<td>11:00</td>
<td>Table Clinic Narrative &amp; Abstract Research Problem Formulation and Proposal. Outlining, References, etc.</td>
<td>DeWald</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weeks of 1/13, 1/20 &amp; 1/27 Meet with Dr. DeWald to discuss research hypothesis Outline Review of the Literature section of the proposal Practice narrative if planning on taking TC to San Marcos</td>
<td></td>
</tr>
<tr>
<td>*2/11/14</td>
<td>10-12:00</td>
<td>Scientific Writing; Proposal versus Article The Research Abstract (written last)</td>
<td>DeWald</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pick a number for TC order of practice session and judging. Practice TC (5-7 minutes).</td>
<td></td>
</tr>
<tr>
<td>Weeks of</td>
<td></td>
<td>Library time - Independent Study Draft Review of the Literature section of the proposal. State purpose of study at the end and how results will be used.</td>
<td></td>
</tr>
<tr>
<td>2/10 &amp; 2/17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weeks of</td>
<td>2-24 &amp; 3/3</td>
<td>Finalize Review of the Literature section;</td>
<td></td>
</tr>
<tr>
<td>*3/11/12</td>
<td>9:30-12:00</td>
<td>Table Clinic Practice Session</td>
<td>DeWald</td>
</tr>
</tbody>
</table>

March 17 -21 SPRING BREAK –STUDY/TAKE NATIONAL BOARDS!!!!!

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/24/14</td>
<td></td>
<td>National Board Day if you choose</td>
<td></td>
</tr>
<tr>
<td>3/27/14</td>
<td>6:30 PM</td>
<td>Dallas Dental Hygienists’ Society Meeting Roberts Building 17th floor</td>
<td>All</td>
</tr>
<tr>
<td>3/31/14</td>
<td>1-4:30</td>
<td>Table Clinic Judging Rooms 367, 368, 369 See schedule for your time and room</td>
<td>DeWald Judges</td>
</tr>
<tr>
<td>*4/01/14</td>
<td>10-12:00</td>
<td>Research Exit Exam</td>
<td>DeWald</td>
</tr>
<tr>
<td>*4/02/14</td>
<td>12:30-</td>
<td>Scholars Day -Location at College &amp; specifics TBA</td>
<td></td>
</tr>
<tr>
<td>*4/08/14</td>
<td>9-10:30</td>
<td>Financial Aid Exit Interview</td>
<td>Kay Egbert DeWald</td>
</tr>
<tr>
<td></td>
<td>10:30-12:00</td>
<td>Exit Exam Remediation</td>
<td></td>
</tr>
<tr>
<td>4/15/12</td>
<td></td>
<td>Turn in Final Research Proposal</td>
<td></td>
</tr>
<tr>
<td>DEADLINES</td>
<td>Table Clinic</td>
<td>Research Proposal</td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---------------------------------------------------</td>
<td>------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Week of January 13</td>
<td>Proof table clinic</td>
<td>Decide topic; gather supporting articles. Sign up to meet with Dr. DeWald</td>
<td></td>
</tr>
<tr>
<td>January 20 - 1:00 PM</td>
<td>Final Narrative to mentor: two typed double spaced pages each member</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week of January 27</td>
<td>Draft of TC abstract (250 - 300 words) to mentor</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pick up table clinic when ready</td>
<td></td>
<td></td>
</tr>
<tr>
<td>By February 7 - 1:00 PM</td>
<td>Turn in final TC abstract to mentor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>By February 14 – 1:00 PM</td>
<td>Turn in approved/signed TC abstract to Pam along with an electronic version</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February 7 - 1:00 PM</td>
<td></td>
<td>Turn in typed outline of Review of the Literature. Include title, hypothesis (null) and references in specified format. Attach references. Record which topics will be researched by each student.</td>
<td></td>
</tr>
<tr>
<td>By March 5</td>
<td></td>
<td>Log in to Blackboard 4710, upload your section of the review of the literature to Turnitin and then revise as needed for originality. Turn in the hard copy by 1:00.</td>
<td></td>
</tr>
<tr>
<td>March 7 - 1:00 PM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 1 - 10:00 AM</td>
<td></td>
<td>Turn in draft of Abstract for feedback. Include title and hypothesis.</td>
<td></td>
</tr>
<tr>
<td>April 15 – 1:00 PM OR Earlier</td>
<td></td>
<td>Turn in Final Proposal according to outline &quot;Criteria for Research Proposal Writing.&quot; Attach the articles you referenced to the hard copy.</td>
<td></td>
</tr>
</tbody>
</table>
Criteria for Table Clinic Narrative, Abstract and Presentations

The table clinic narrative was drafted to determine what information would be used on your board. Finalize your portion of the narrative and submit to your mentor (10%). The table clinic abstract (5%) is developed by you and your partner and also submitted to your mentor. Both are evaluated based on the criteria listed below.

The presentation of the table clinic amounts to 15% of your grade. The grade is determined by the course director according to preparedness for the practice session, presentation during the judging according to the criteria included in the course syllabus, presentation at the scholars day event, and presentation at the DDHS meeting – all evaluated according to ‘Presentation of the Table Clinic’ area listed below. All events must be attended to receive these points.

Table Clinic Narrative 10 points: importance & purpose clear; pertinent information included regarding topic; logical presentation of ideas; accurate sentence structure & spelling; page minimum ___ Deadline met? Yes/No

Table Clinic Abstract Criteria 5 points: opening statement(s) introduce topic clearly; narrative reflects main points & is clear and concise; concluding remarks reflect importance of topic; accurate sentence structure & spelling; 250-300 word range ___ Deadline met? Yes/No

------------------------
Presentation of the Table Clinic
Practice - feedback only:
Presentation of the Table Clinic (professional appearance, interaction with board & familiarity with narrative - uses notes infrequently, fluid speech pattern, 5-7 minutes)___
See Scholars Day Event guidelines

Judging:
Presentation of the Table Clinic (professional appearance, interaction with board & familiarity with narrative - uses notes infrequently, fluid speech pattern, 5-7 minutes, ability to respond to questions)___

Scholars Day:
Presentation of the Table Clinic (professional appearance, interaction with board & familiarity with narrative - uses notes infrequently, fluid speech pattern, 5-7 minutes, ability to respond to questions)___

DDHS meeting:
Presentation of the Table Clinic (professional appearance, interaction with board, familiarity with narrative, fluid speech pattern, 5 minutes, ability to respond to questions)___
See DDHS guidelines
INTRODUCTION
1. Title clear and concise
2. Significance established
3. Objectives clear
4. Background information provided

SUBJECT MATTER
1. Logical development of thought
2. Relevance to dent./d. hygiene established
3. Scientifically accurate
4. Scientific terms defined
5. Important findings presented
6. Summary provided
7. Conclusions stated

TABLE DISPLAY
1. Accurate spelling
2. Legible print
3. Clear illustrations or photographs
4. Organization follows narrative
5. Neatness

PRESENTATION
1. Appropriate length (5-7 minutes)
2. Maintains eye contact
3. Interacts with Boards

TOTAL POINTS
Scoring:
Below average = 1
Average = 2
Above average = 3
Excellent = 4
### TDHEV SCADHA Table Clinic Judging Form

<table>
<thead>
<tr>
<th>Area of Evaluation</th>
<th>Unacceptable (0-1 points)</th>
<th>Good (2-3 points)</th>
<th>Excellent (4-5 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Content</td>
<td>Neither the purpose nor how the presentation relates to the practice of dental hygiene/dentistry is clearly defined.</td>
<td>Either the purpose of the presentation or how it relates to the practice of dental hygiene/dentistry is clearly defined, but not both.</td>
<td>The purpose of the presentation or how it is related to the practice of dental hygiene/dentistry is clearly defined.</td>
</tr>
<tr>
<td>A. Purpose</td>
<td>The scope and depth of the presentation allows for basic coverage of the topic but not at a professional level. Topic is not current nor appropriate for audience.</td>
<td>The scope and/or depth of parts or all of the presentation does not allow the topic to be covered comprehensively at a professional level.</td>
<td>The scope and depth presentation allows full presentation of the topic at a professional level. Topic is current and appropriate for audience.</td>
</tr>
<tr>
<td>B. Scope and Depth</td>
<td>Information is outdated or inaccurate in four or more areas.</td>
<td>Information is outdated and/or inaccurate in more than two areas.</td>
<td>Information is outdated and/or inaccurate in less than two areas.</td>
</tr>
<tr>
<td>C. Current and Accurate</td>
<td>The majority of the information does not follow a logical sequence and the audience has difficulty following the presentation.</td>
<td>Most of the information is presented in a logical sequence, but inconsistencies noticeably affect how well the audience follows the presentation.</td>
<td>The information is presented in a logical, interesting, and audience-friendly manner.</td>
</tr>
<tr>
<td>D. Organization</td>
<td>Adherence to Table Clinic rules and specifications as set forth by ADHA.</td>
<td>The poster does not achieve all of the 4 stated criteria. One of the following is evident:</td>
<td>Adheres to all rules and specifications as set forth by ADHA.</td>
</tr>
<tr>
<td>B. Overall Visual Appeal</td>
<td>The poster does not achieve two or more of the 4 stated criteria. More than one of the following are evident: 1) not interesting and visually appealing 2) photos or other images are not included 3) not easy to read and understand 4) not integrated into presentation</td>
<td>The poster does not achieve one of the 4 stated criteria. One of the following is evident: 1) not interesting and visually appealing 2) photos or other images are not included 3) not easy to read and understand 4) not integrated into presentation</td>
<td>The poster exhibits the following: 1) Visually appealing, graphically interesting 2) Appropriate photos are included 3) Easy to read and understand 4) Integrated into the presentation.</td>
</tr>
<tr>
<td>C. Text and Graphics</td>
<td>If any of the following are evident: 1) Overtly advertises material or promotes a commercial product. 2) Drugs are identified by commercial trade name. 3) Trade name on instruments not covered.</td>
<td>One of the following is evident: 1) Errors in spelling, grammar and punctuation. 2) Appears to advertise material or commercial promotion.</td>
<td>One of the following is evident: 1) There are no errors in spelling, grammar and punctuation. 2) Does not contain any overtly commercial promotions. 3) Drugs are identified by chemical formula. 4) Trade name on instruments not covered.</td>
</tr>
<tr>
<td>Area of Evaluation</td>
<td>Unacceptable (0-1 points)</td>
<td>Good (2-3 points)</td>
<td>Excellent (4-5 points)</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------------</td>
<td>-------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>3. Presentation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Knowledge</td>
<td>The presenters demonstrate minimal knowledge of the subject. The presentation stopped more than 3 times so the presenters could get back on topic.</td>
<td>Presenters do not appear comfortable with their information. The presentation stopped 2 to 3 times so the presenters could get back on topic.</td>
<td>Presenters demonstrate knowledge of the topic and through the presentation material being presented.</td>
</tr>
<tr>
<td>B. Questions</td>
<td>The presenters cannot answer questions which are appropriate for this level of knowledge.</td>
<td>The presenters cannot answer some questions which are appropriate for this level of knowledge.</td>
<td>The presenters answer in an accurate and complete manner.</td>
</tr>
<tr>
<td>C. Eye Contact</td>
<td>All presenters are unable to maintain appropriate eye contact with the audience.</td>
<td>One presenter is unable to maintain appropriate eye contact or more than one presenter is unable to maintain appropriate eye contact about 50% of the time.</td>
<td>The presenters maintain contact with the audience.</td>
</tr>
<tr>
<td>D. Communication</td>
<td>One or more presenters did not demonstrate use of communication skills appropriate to the dental hygiene profession resulting in an unprofessional presentation</td>
<td>One or more presenters had one or more noticeable lapses in professional communications skills. The overall quality of the presentation is still acceptable.</td>
<td>The presenters use communication appropriate to the dental profession: 1) clear voice, 2) correct, precise pronunciation, 3) limited use of disfluencies, 4) correct use of the English language.</td>
</tr>
<tr>
<td>E. Handouts</td>
<td>Handouts are unavailable. Handouts are available but do not have a professional appearance or have many grammatical or spelling errors.</td>
<td>Handouts are available. Handouts are not informative or not easily understood. Handouts do not include some of the following: title of clinic, dental hygiene affiliation, bibliography. Handouts have a professional appearance. Some spelling and/or grammatical errors.</td>
<td>Handouts are available and informative and easily understood. Handouts include title, dental hygiene affiliation and bibliography. Handouts have a professional appearance. No spelling or grammatical errors.</td>
</tr>
<tr>
<td>F. Dress Code</td>
<td>One or more presenters are in violation of the dress code set by TDHEA</td>
<td>Professional attire is worn. Costumes are acceptable.</td>
<td></td>
</tr>
<tr>
<td>G. Time</td>
<td>Table Clinic greatly exceeds appropriate length (exceeds 9 minutes) Questions from the audience not included.</td>
<td>Table Clinic exceeds appropriate length. (up to 9 minutes) Questions from the audience not included.</td>
<td>Table Clinic is appropriate (fewer than 7 minutes). Questions from the audience not included.</td>
</tr>
</tbody>
</table>

Comments:
Research Proposal Example of Rough Outline for Literature Review

Title: A cross sectional study evaluating chemiluminescence and autofluorescence in the detection of clinically innocuous precancerous and cancerous lesions.

Hypothesis: There will be no significant difference in sensitivity and specificity between two adjunct aids and visual inspection in the identification of oral dysplasia and carcinoma.

Outline for Review of the Literature

I Cancer of the Oral cavity
   A. How common
   B. Mortality rate
   C. Prevalence

II Light-based oral cancer screening aids
   A. Their purpose/intended use
   B. Accuracy - how assessed
   C. Benefits of these devices questioned in the literature
   D. Approval of devices

III Problem
   A. To date, no published prospective clinical trials...have evaluated the ability of ViziLite or VELscope to detect oral precancerous and cancerous lesions when used as a screening tool.
   B. Therefore the purpose of this study is to evaluate the use of these two systems as adjunct aids in diagnosing lesions deemed clinically innocuous according to conventional light examination.
   C. Why important needs to be apparent and how results might be used needs to also be stated when you write the Review of the Literature. For example, results from this research will help dental professionals determine if use of these adjunct aids is beneficial to their practices.

Collaborate on title, hypothesis and rough outline. Each partner turns in the entire rough outline but uses complete sentences for the sections for which they are responsible. I will provide feedback to each of you. Attach references in correct format.
Research Proposal Writing

Drafts of each section of the proposal are first submitted for evaluation and feedback. Each draft and final section of the proposal is graded according to criteria listed in RESEARCH PROPOSAL EVALUATION (next page).

You must log in to Blackboard 4710, upload your review of the literature to Turnitin and then revise as needed for originality before turning in the hard copy.

The research proposal should be organized according to the following outline. Two final double spaced typed (on white paper using size 12 font) copies of the research proposal should be turned in to the course director.

FORMAT FOR RESEARCH PROPOSAL*

Title page

Abstract   Make this page 1

Hypothesis- null (on separate page or place at end of Abstract if room)

Review of the Literature (6 pages minimum- be thorough)

References (at least 6 in correct format)


*Refer to attachment from Journal of Dental Research, Instructions to Authors, for References format- within text and in reference list.

Insert headings in bold in appropriate areas: Abstract, Hypothesis, Review of the Literature, References
4710 APPLIED RESEARCH METHODS

RESEARCH PROPOSAL

NAMES: ___________________________  GRADE: ____________

OUTLINE & REFERENCES (10 pts)
Title: Clear, concise, accurate
Hypothesis: Clear, in null
Problem identified, clear
Purpose of research & effect results could have stated
References:
Sources
Number (minimum 6, 3 each)
Format

ABSTRACT (10 pts) Collaborative grade
Introductory statement
Problem statement, Purpose
Sample description & Methods
Statistical test (1)
Form and style (1)

REVIEW OF THE LITERATURE (50pts)
3 page minimum
Relationship to dental hygiene/dentistry (2)
Sub-topics well organized/logical development of thought (5)
Important findings objectively reported, critically examined (5)
Studies cited properly (5)
Effectively summarized (5)
Quotations minimized (3)
Significance of problem established (5)
Significance of problem supported by literature review (5)
References in correct format (5)
Form and style (5)
You are each responsible for ensuring certain aspects of the paper are maintained such as: headings, title, hypothesis, problem identified, purpose of research, and effect results could have. (5)

You must log in to Blackboard 4710, upload your portion of the review of the literature to Turnitin and then revise as needed for originality before turning in the hard copy.

FORM AND STYLE = Word choice, Spacing, Pagination, Terminology, Format, Typing, Proof reading, Spelling, Punctuation, Clear and concise expression, Sentence structure

COMMENTS
When citing a reference in the text, provide attribution for the subject under discussion. For example:

Cold fusion has been difficult to replicate (Williams and Jones, 1988), but some recent modifications in experimental design (Jones et al., 1989) continue to stimulate new investigation.

Avoid: Jones et al. (1989) found... or In a recent study, Jones (1990) found..., which creates vague statements because the subject is shifted from "cold fusion" to the names of the cited contributors. Use "et al." when the cited work is by three or more contributors.

When the cited work is by two contributors, use both surnames separated by "and" - (Williams and Jones, 1988).

When the cited work is by more than two contributors, use et al. - (Jones et al., 1989).

Multiple references should be listed in chronological order of publication, separated by semicolons: It is expressed in certain tissues, including the periodontium (Offenbacher et al., 2009; Belfort et al., 2010).

When citing multiple references by the same author(s) in the same year, use "a", "b", etc. (e.g., Jones, 1980b).

Reference Page
This section will list all sources cited in the paper. Arrange the citations in alphabetical order by last name of the first author without numbering.

http://www2.bg.am.poznan.pl/czasopisma/medicus.php?lang=eng

ARTICLES IN JOURNALS

1. Standard journal article

(List all authors, but if the number exceeds six, give six authors' names followed by et al.)


2. Organization as author


3. No author given


4. Article in a foreign language


**BOOKS AND OTHER MONOGRAPHS**


Web site reference:


Online journal reference (doi):

Referencing is necessary to avoid plagiarism, verify quotations, and to enable readers to identify/consult any item to follow-up a cited author’s arguments.

- All sources used in your report must be acknowledged in the text of your document giving the author’s name followed by the publication date (these are called ‘in-text citations’).
- A ‘reference list’ at the end of your document contains the full details of all the in-text citations, arranged alphabetically.
- The terms ‘bibliography’ and ‘reference list’ are often used interchangeably, however a reference list only includes items you have referenced in your assignment whereas, a bibliography also includes items used to prepare your assignment.

*Taken from HARVARD A GUIDE TO REFERENCING

Know how to paraphrase**

A paraphrase is a restatement in your own words of someone else's ideas. Changing a few words of the original sentences does NOT make your writing a legitimate paraphrase. You must change both the words and the sentence structure of the original, without changing the content. Also, you should keep in mind that paraphrased passages still require citation because the ideas came from another source, even though you are putting them in your own words.

The purpose of paraphrasing is not to make it seem like you are drawing less directly from other sources or to reduce the number of quotations in your paper. Good paraphrasing makes the ideas of the original source fit smoothly into your paper, emphasizing the most relevant points and leaving out unrelated information.

Types of Plagiarism

Sources Not Cited

"The Ghost Writer"
The writer turns in another's work, word-for-word, as his or her own.

"The Photocopy"
The writer copies significant portions of text straight from a single source, without alteration.

"The Potluck Paper"
The writer tries to disguise plagiarism by copying from several different sources, tweaking the sentences to make them fit together while retaining most of the original phrasing.
"The Poor Disguise"
Although the writer has retained the essential content of the source, he or she has altered the paper's appearance slightly by changing key words and phrases.

"The Labor of Laziness"
The writer takes the time to paraphrase most of the paper from other sources and make it all fit together, instead of spending the same effort on original work.

"The Self-Stealer"
The writer "borrows" generously from his or her previous work, violating policies concerning the expectation of originality adopted by most academic institutions.

Sources Cited (But Still Plagiarized)

"The Forgotten Footnote"
The writer mentions an author's name for a source, but neglects to include specific information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.

"The Misinformer"
The writer provides inaccurate information regarding the sources, making it impossible to find them.

"The Too-Perfect Paraphrase"
The writer properly cites a source, but neglects to put in quotation marks text that has been copied word-for-word, or close to it. Although attributing the basic ideas to the source, the writer is falsely claiming original presentation and interpretation of the information.

"The Resourceful Citer"
The writer properly cites all sources, paraphrasing and using quotations appropriately. The catch? The paper contains almost no original work! It is sometimes difficult to spot this form of plagiarism because it looks like any other well-researched document.

"The Perfect Crime"
Well, we all know it doesn't exist. In this case, the writer properly quotes and cites sources in some places, but goes on to paraphrase other arguments from those sources without citation. This way, the writer tries to pass off the paraphrased material as his or her own analysis of the cited material.

**www.plagiarism.org**
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Tom Oertling, Department of Maritime Studies
     Joe Szucs, Interim Head, Department of General Academics
     Donna Lang, AOC Dean, Texas A&M Galveston
DATE: September 25, 2013
SUBJECT: REPORT ON PROPOSED C COURSE: MAST 441

We recommend that MAST 441 Piracy be certified as a Communications (C) 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: 95%
2. Course content appropriate to the major
3. Total number of words: 3200
4. Total minutes of oral presentation: 40
5. Instructor to student ratio for one section: 1:25

Students do four oral presentations, write an abstract, and write a term paper in this Piracy seminar. One of the four oral presentations is done in small groups of three students. Feedback on writing comes from instructor comments on a draft as well as an abstract and an outline, all turned in early. Since one of the presentations is on the same topic as the term paper, students get further feedback from their peers when they do the presentation, which they can use in revising their term paper. Instruction includes witnessing and critiquing presentations by professionals who visit the class, discussion of a presentation rubric, and lectures from the writing lab and library on writing issues such as avoiding plagiarism and doing 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):

MAST 441 MARITIME PIRACY

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: Thomas J. Oertling
Printed name and signature

Received: Valerie Balester 9/29/12
(W Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: Donna Lang
Printed name and signature

Department Head: John Carhart
Printed name and signature

1.214 Sterling C. Evans Library
5000 TAMU
College Station, TX 77843-5000
Tel. 979.458.1455 Fax 979.458.1466
writingcenter.tamu.edu
MAST 441 Maritime Piracy Spring 2015

Times: TBA Room: TBA

Instructor: Mr. Thomas J. Oertling, MA, Instructional Assistant Professor

Office: SAGC 402 Office phone: 741- 4026 Email: oertlint@tamug.edu

Office Hours: TBA

Textbook:
There is no textbook for this class; students will be conducting their own research.
Articles, readings or books will be assigned. Required reading list will include:
Treasure Island by Robert Louis Stevenson
Captain Blood by Raphael Sabatini

Prerequisites: junior or senior classification AND permission of Instructor

Course Description:

Seminar course; student research of social, economic, political and cultural aspects of piracy from ancient to modern; present findings to class; modern art, literature and movies for understanding modern perceptions of pirates; class size limit 15 students.

Learning Outcomes:
By the end of the term, the student will:
Differentiate between ‘pirate’ and ‘terrorist.’
Identify some of the major pirates in history, and the breadth and scope of Piracy through time and in various geographic areas.
Compare the tactics, weaponry, ships, and men involved in Piracy in both historic and modern periods.
Formulate an analysis of the economic, social, political and emotional aspects of Piracy and the relationships between these aspects.
Interpret how our perception of Piracy is changed or altered through literature, films, public events and festivals.
Recognize social, political, economic and historical background and conditions which allow piracy to exist and thrive, and what efforts, conditions, programs and/or military actions are necessary for the successful eradication of Piracy.
Grades will be based on:

- Class presentations 40%
- Abstract 5%
- Term Paper 50%
- Class participation 5%

Presentations

The number and length of presentations will depend on the number of students enrolled. Topics will be assigned from the general list of overall topics listed below. Students will turn in copies of their presentations and citations for source material used in them. Some presentations will be done as groups, where two or three students give individual talks, but together form a unified whole. Each presentation will be graded by a rubric (see below, 100 points) by the professor and each student. The averaged grade will be the grade for that presentation. The first presentation will be a practice run. It will be graded by the rubric, but the score will not be used in determining the final grade. All rubrics will be given to the presenter after the grades have been tabulated.

Term Paper

The student will write a term/research paper on some pertinent aspect of the course, which may or may not have been covered during the course. The paper will be broken up into the following components which will be due during the course of the semester (see schedule below): Abstract, outline, rough draft, final draft.

Grading Scale:

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

Attendance:

Unexcused absences will be noted and taken into account in tabulating the final grade. Do not fail to show up for exams. Absence from exams will be accepted only for students who have legitimate excuses as defined in the Texas A&M University Handbook of Regulations (http://www.tamu.edu/stulife/Academic%20Rules/Rule%207.pdf)

These include:

1. Participation in an activity appearing in the University Authorized Activity List
2. Proof of confinement due to illness (medical slip)
3. Death of a member of the student’s immediate family
4. Participation in legal proceedings that require a student’s absence.
5. A religious holiday (see Texas A&M Handbook for details)

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

Aggie Honor Code: “An Aggie does not lie, cheat, or steal or tolerate those who do.”
Upon accepting admission to Texas A&M University at Galveston, 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 TAMUG community from the requirements or the processes of the TAMUG Honor System. For additional information: <http://www.tamug.edu/honorsystem/>.

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 the 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.

TENTATIVE SCHEDULE

Week 1
Introduction to course, syllabus, readings. Discussion
Piracy, definition, vs. act of war, privateering, raiding, etc
Periods of Piracy;
   Ancient Greek, Roman, Egyptian
   Medieval

Week 2
Periods of Piracy
   Renaissance Sea Dogs
   Golden Age, 1680-1720
Week 3
Early 19th C
   Eastern Piracy, China, South China Sea.
Pirate Hall of Shame
   Cast of characters
   Female Pirates

Week 4
Pirate Hall of Shame cont’d
Pirate Tech
   Vessel Types: sloop, cutter, schooner, brig, etc.; Prey/Chase
   Weapons: Ordnance, Small arms, Edged weapons

Week 5   Abstract Due
Pirate Tech
   Tactics: Terror and Intimidation, Number, Stealth, Deception

Week 6
Pirate Tech
   Clothing
   Food
   Health

Week 7
Somalia
   Geography
   Maritime Law
   Follow the money
   Pirates or Terrorists

Week 8   Outline Due
Taking Care of Business: Shipping Industry
   Costs
   Countermeasures
   Gov’t & Internat’l responses

SE Asia and China
   Geography
   Gangs

Week 9
Sources of Piracy
   Economic
   Political
   Social

Week 10
Pirate Government
   Lawless, Godless men
   Keep to the Code, Pirate Articles
Week 11
Pirate Government
   Qualities of a leader
Media: Sanitized for your protection
   In Books
   In Movies

Week 12 Rough draft due
Media: Sanitized for your protection
   Festivals and Ren Faires & Periodicals
   Dr. Curley: Capt. Hook and Long John Silver

Week 13
Archaeology: Evidence for Piracy?
   Port Royal, Whydah, Queen Ann’s Revenge,

Week 14
Archaeology: Queda Merchant, Morgan’s ships at Portobello

Final paper due the day of the final (TBA)
No Final Exam is scheduled for this course.
## Presentation Rubric

**Presenter's Name:** ______________  

**Date:** ______________

**Presentation Topic** ______________

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Needs Improvement</th>
<th>Acceptable</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivery</td>
<td></td>
<td>2.5 points</td>
<td>4 points</td>
</tr>
<tr>
<td>Poise, Posture and Appearance</td>
<td>Slouching or leaning Unclean or wrinkled clothes, too casual</td>
<td>___/5</td>
<td>Upright, alert, attentive posture; clean, dressed appropriately for presentation</td>
</tr>
<tr>
<td>Movement and gestures</td>
<td>Immovable or continuous moving Over or under using gestures, unusual mannerisms,</td>
<td>___/5</td>
<td>Occasional movement toward audience and side to side Occasional gestures that supplement and match</td>
</tr>
<tr>
<td>Eye Contact</td>
<td>Over attentions to some people or staring at slides</td>
<td>___/5</td>
<td>Briefly looking at all members of audience individually, while also scanning general audience.</td>
</tr>
<tr>
<td>Expression and inflection</td>
<td>Flat facial expression or mismatched with content</td>
<td>___/5</td>
<td>Smiling and other facial expressions that matches content. Uses emphasis, pauses and vocal changes to highlight words and effect audience response</td>
</tr>
<tr>
<td>Volume, Fluency and Articulation</td>
<td>Monotonic or robotic (lacking emotion) Awkward pauses, saying &quot;uhm&quot; a lot or &quot;you know&quot; Mispronunciation or poor articulation</td>
<td>___/5</td>
<td>Audible projection of voice to farthest person in audience Familiarity with the terms enabling a comfortable rate of flow Correct and clear pronunciation of words</td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
<td>Score</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td><strong>Pace</strong></td>
<td>Speaking too fast or slow</td>
<td>____/5</td>
<td></td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td>Background, content or relevance to audience missing or uncertain</td>
<td>____/20</td>
<td></td>
</tr>
<tr>
<td><strong>Organization and Time management</strong></td>
<td>Disorganized, confusing Dangling ideas, abrupt breaks</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Research/ Sources</strong></td>
<td>Too many internet sources, coffee table books</td>
<td>____/20</td>
<td></td>
</tr>
<tr>
<td><strong>Content and coverage of topics and synthesis of data</strong></td>
<td>Didn't cover topic well, left points out, presentation did not come across as a whole</td>
<td>____/20</td>
<td></td>
</tr>
<tr>
<td><strong>Graphics</strong></td>
<td>Too few, poor quality, not well used</td>
<td>____/10</td>
<td></td>
</tr>
</tbody>
</table>

Good tight presentation
Varied and quality sources
Thorough coverage of topic, well coordinated as a whole
Well illustrated and good use within presentation
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Trisha Sheridan, College of Nursing
    Susan Yarbrough, Associate Dean for Academic Affairs, College of Nursing
    Sharon Wilkerson, Dean, College of Nursing, TAMU Health Science Center
DATE: September 25, 2013

SUBJECT: REPORT ON PROPOSED C COURSE: NURS 314

We recommend that NURS 314 Health Assessment be certified as a Communications (C) 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: 33%
2. Course content appropriate to the major
3. Total number of words: 2000
4. Total minutes of oral presentation: 135
5. Instructor to student ratio for one section: 1:25

NURS 314 instructors have the help of a Clinical Teaching Assistant. Health history and weekly write-ups constitute part of the writing grade, with additional writing in more depth from three encounters with patients. Three oral assignments (encounters) build on each other, going from 30-45 minutes to an hour. Encounters also have a short write-up to accompany them. Formative feedback is given through timely comments from the instructor on these assignments, which are iterative and in the same genre. Instruction includes readings, lectures, and demonstrations on how to write or document a health history appropriately and perform a head to toe assessment. Practice sessions are provided throughout the course to prepare students for the final encounter.
TENSA 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):
   NURS 314 Health Assessment

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: Trisha Sheridan, MSN, RN
Printed name and signature
(Date)

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

Approvals:
College Dean: Sharon Wilkerson, PhD, RN, CNE
Printed name and signature
(Date)

Department Head: Susan Yarbrough, PhD, RN, CNB
Printed name and signature
(Date)
Texas A&M Health Science Center
College of Nursing

Course title and number  NURS 314 Health Assessment
Term (e.g., Fall 200X)  Fall 2013
Meeting times and location  Monday, 1 – 3 pm (Lecture-HPEB-LL44)
                                      Tuesday, 1 – 4 pm (Lab-C1,RC)

Course Description and Prerequisites

Concepts and principles underlying assessment of the health status of individuals are presented. Emphasis is placed on interviewing skills, health histories, and the physical and psychosocial findings in the well person. Development of communication in the nurse-client relationship and assessment skills occurs. Students implement the nursing process by obtaining health histories, performing physical and psychosocial assessments, establishing a baseline database, and formulating initial nursing plans.

Learning Outcomes or Course Objectives

The following chart relates the Baccalaureate Education Essentials to the Texas A&M Health Science Center College of Nursing Expected Student Outcomes and finally to the NURS 314 Course Objectives

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>TAMHSC CON Expected Student Outcomes (ESO)</th>
<th>AACN: The essentials for Baccalaureate Education for Professional Nursing Practice (EC)</th>
<th>Differentiated Essential Competencies-(DEC5)- Baccalaureate Degree Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Utilize the concepts, models, and theories of nursing, the humanities and the natural, psychological, and sociological sciences as the foundation for professional nursing practice.</td>
<td>ESO1 - Integrate concepts, models, theories of nursing, the humanities and the natural, psychological, and sociological sciences as the foundation for professional nursing practice.</td>
<td>EC1.1 - Integrate theories and concepts from liberal education into nursing practice. EC1.2 - Synthesize theories and concepts from liberal education to build an understanding of the human experience. EC3.1 - Explain the interrelationships among theory, practice, and research.</td>
<td>II.B. Determine the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients, families, populations, and communities based upon interpretation of comprehensive health assessment findings compared with evidence-based health data and a synthesis of knowledge derived from a baccalaureate nursing program of study</td>
</tr>
<tr>
<td>2. Discuss skills of inquiry, analysis, and information literacy to address holistic assessment of individuals through critical thinking.</td>
<td>ESO4 - Utilize the nursing process in the holistic care of diverse individuals, families, groups, communities and populations in various healthcare settings.</td>
<td>EC1.3 - Use skills of inquiry, analysis, and information literacy to address practice issues.</td>
<td>II.B.</td>
</tr>
<tr>
<td>3. Discuss evidence-</td>
<td>ESO2 - Apply concepts</td>
<td>EC1.5 - Apply knowledge</td>
<td>II.B, II.C Synthesize</td>
</tr>
<tr>
<td>4. <strong>Apply information and communication technologies in the assessment process of individuals across the lifespan.</strong></td>
<td>ESO3 - Use effective and therapeutic communication in formal and informal interaction with clients, colleagues, and other members of the health care team.</td>
<td>EC1.4 - Use written, verbal, non-verbal, and emerging technology methods to communicate effectively. EC7.6 - Use information and communication technologies in preventive care.</td>
<td>III C</td>
</tr>
<tr>
<td>5. <strong>Associate wellness behaviors, problems and needs in individuals with data discovered during the health history and physical examination.</strong></td>
<td>ESO5 - Apply current standards of professional nursing practice in providing care to individual, families, groups, communities and populations.</td>
<td>EC1.5 - Apply knowledge of social and cultural factors to the care of diverse populations.</td>
<td>III G</td>
</tr>
<tr>
<td>6. <strong>Recognize how human behavior is affected by culture, race, religion, gender, lifestyle and age.</strong></td>
<td>ESO9 - Modify care and advocate for patients in reflecting current and changing healthcare systems, health policies and global health care factors.</td>
<td>EC7.1 - Assess protective and predictive factors, including genetics, which influence the health of individuals, families, groups, communities, and populations. EC7.3 - Assess health/illness beliefs, values, attitudes, and practices of individuals, families, groups, communities, and populations.</td>
<td>II B</td>
</tr>
<tr>
<td>7. <strong>Discuss the global environment in which health care is accessed and provided.</strong></td>
<td>ESO9 - Modify care and advocate for patients in reflecting current and changing healthcare systems, health policies and global health care factors.</td>
<td>EC1.8 - Demonstrate tolerance for the ambiguity and unpredictability of the world and its effect on the health care system. EC2.3 - Demonstrate an awareness of complex organizational systems.</td>
<td>III B</td>
</tr>
<tr>
<td>8. <strong>Consider the role and responsibilities of the nurse in the process of health assessment and health promotion.</strong></td>
<td>ESO8 - Collaborate with other interprofessional health care team members to provide health promotion and disease and injury prevention across EC2.5 - Participate in the quality and patient safety initiatives, recognizing that these are complex system issues, which involve individuals,</td>
<td>II G</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the lifespan for individuals, families, groups, communities, and populations.</td>
<td>families groups, communities, populations, and other members of the healthcare team. EC8.2-Assume accountability for personal and professional behaviors.</td>
<td>maintenance, restoration, and population risk reduction. HI G Formulate goals and outcomes using an evidence-based and theoretical analysis of available data to reduce patient and community risks</td>
</tr>
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<td>--------------------------------</td>
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<td>---------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>9. Act as a leader in promoting nursing as a profession by demonstrating responsibility for independent learning.</td>
<td>ESO12 - Demonstrate accountability for lifelong learning and professional growth.</td>
<td>EC1.9-Value the ideal of lifelong learning to support excellence in nursing practice. EC2.1-Apply leadership concepts, skills, and decision making in the provision of high quality nursing care, healthcare team coordination, and the oversight and accountability for care of delivery in a variety of settings.</td>
<td>I C Promote the practice of professional nursing through leadership activities and advocacy</td>
</tr>
</tbody>
</table>

*The objectives for this course are based on AACN Essentials [www.aacn.nche.edu/Education/bacesn.htm](http://www.aacn.nche.edu/Education/bacesn.htm), and the Differentiated Entry Level Competencies (DELC) of Graduates of Texas Nursing Programs [http://www.bre.state.tx.us/about/pdfs/del-comp.pdf](http://www.bre.state.tx.us/about/pdfs/del-comp.pdf)*

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**Instructor Information**

**Name**

Trisha Sheridan, MSN, WHNP-BC

**Telephone number**

979-436-0155

**Email address**

Sheridan@tamhsc.edu

**Office hours**

Monday: 1200-1300

Tuesday: 1100-1300

Other by appointment

**Office location**

HPBB, 3079

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**Textbook and/or Resource Material**


COURSE EVALUATION METHODS:
Evaluation of Learning and Course Grade
Achievement of course and clinical objectives will be evaluated by the following:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (4) Medical Terminology</td>
<td>2%</td>
</tr>
<tr>
<td>Unit Exams (3) 15% each</td>
<td>45%</td>
</tr>
<tr>
<td>Write-ups on student partner</td>
<td>3%</td>
</tr>
<tr>
<td>Final HESI Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Encounters (3)</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

In order to pass the course the student must achieve all of the following:

1. An exam average, including the comprehensive HESI Final of 70% or greater.
2. Successfully perform each of the 3 encounters within two attempts.
   a. One will be performed on a student classmate and two on standardized patients. Each will be recorded. The encounter will include the performance, documentation, and self-evaluation of the encounter.
   b. See grading rubric and assessment guidelines in the Learning Management System.
   c. See Rubric for encounter documentation.

Grading Scale
A= 90-100
B= 80-89
C= 70-79
D= 60-69
F= < 60

Unit Objectives
(Students should refer to Course and Lab Schedule for Assignments/Dates for each unit)

Unit 1 (Chapters 1,2,3):
At the completion of the unit, the learner will be able to:
1) Discuss subjective and objective data
2) Describe the six phases of the nursing process
3) Differentiate first-level, second-level and third-level priority problems
4) List the four types of data bases
5) Discuss the steps of cultural competency
6) List communication techniques used to gather data, as outlined in the text
7) State the (10) ten traps of interviewing
8) Describe verbal and nonverbal communication

Unit 2 (Chapters 4, 5, 6,7):
At the completion of the unit, the learner will be able to:
1) State the purpose of the complete health history
2) Discuss the implications of genetics in obtaining a complete health history
3) List the four components of a mental status assessment
4) List one alcohol and drug abuse assessment tool
5) Identify physical, mental, psychosocial and environmental health effects of human violence (abuse)

Unit 3 (Chapters 8, 9, 10):
At the completion of the unit, the learner will be able to:
1) Identify the four techniques used in physical assessment
2) Discuss appropriate infection control measures used during health assessment
3) Discuss techniques that may enhance comfort and reduce patient anxiety during the health assessment

Unit 4 (Chapters 12):
At the completion of the unit, the learner will be able to:
1) Describe the various functions of the skin
2) Differentiate normal from abnormal skin conditions
3) Relate the mnemonic: ABCDE when describing pigmented lesions of the skin
4) State the significance of skin tone changes
5) Differentiate normal from abnormal findings of the nails and hair
6) Identify teaching opportunities during assessment for integumentary, hair and nails health promotion and risk reduction

Unit 5 (Chapters 13 and page 398):
At the completion of the unit, the learner will be able to:
1) Identify normal and abnormal findings from inspection and palpation of the head, face and neck
2) List the names of the lymph nodes of the neck and their locations
3) Describe the physical assessment techniques used when assessing the thyroid gland
4) Identify teaching opportunities during assessment for head, face and neck; including lymphatics

Unit 6 (Chapters 14, 15):
At the completion of the unit, the learner will be able to:
1) Discuss the external structures of the eye; including the cranial nerves that control extraocular movements
2) Discuss the internal structures of the eye
3) Define papillary light reflex, fixation, and accommodation
4) List the two common tests for central vision acuity
5) Identify normal ocular movements and vision
6) Identify normal and abnormal findings when inspecting and palpating the eye
7) Describe teaching techniques for health promotion and risk reduction in relation to the eye and vision
8) List the anatomic landmarks of the external ear
9) Describe the normal appearance of the tympanic membrane when using a otoscope
10) State the functions of the ear that can be assessed
11) Differentiate the types of hearing loss
12) Relate anatomic developmental differences that may alter hearing
13) Describe teaching techniques for health promotion and risk reduction in relation to the ear and hearing

Unit 7 (Chapters 16,17):
At the completion of the unit, the learner will be able to:
1) Identify the structures and functions of the nose, sinuses, mouth and throat
2) Differentiate normal from abnormal findings in the assessment of the upper respiratory system and mouth
3) Relate individualized health assessment techniques related to age and/or culture
4) Describe teaching techniques for health promotion and risk reduction in relation to the nose, sinuses, mouth and throat
5) Discuss the surface and internal anatomical structures of the breast
6) Identify normal and abnormal findings of the breast and axillae during the general survey, and while using inspection and palpation
7) Describe the procedure for teaching breast self-examination and incorporating health promotion and risk reduction related to breast health

Unit 8 (Chapter 18):
At the completion of the unit, the learner will be able to:
1) Describe the anterior and posterior surface landmarks of the thorax
2) List the reference lines of the chest
3) Identify normal and abnormal findings in the general survey, inspection, palpation and percussion of the thorax
4) Identify normal breath sounds and their normal anatomic location
5) Describe the abnormal breath sounds including crackles (or rales), wheezes (or rhonchi), and stridor.
6) Incorporate health promotion and risk reduction teaching techniques related to the lungs and thorax during assessment.

**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 D118, 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: Glenn A. Holub, Department of Animal Science
    H. Russell Cross, Head, Department of Animal Science
    Kim Dooley, AOC Dean, College of Agriculture and Life Sciences

DATE: September 25, 2013

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ANSC 402

We recommend that ANSC 402 Exploring Animal Industries 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: 64%
2. Course content appropriate to the major
3. Total number of words: 2000
4. Instructor to student ratio for one section: 1:25

Animal Science provides some assistance from writing assistants for grading in this course. Students write two professional memos about speaker presentations (on animal science topics), two letters about production practice changes, two interoffice memos, and two professional letters of recognition (for peers in the industry). They also write a short biographical speech, a resume, cover letter, and a peer review of two peer’s letters, which are not counted in the percentage or word count above. Feedback is provided to the whole class via an elearning video for common problems in writing. On the last two assignments, students peer review drafts of each other’s work. Lecture and in-class discussion is provided on writing topics, and assignments are given from the University Writing Center resources; in addition, invited industry speakers describe the desired communication habits of their employees.

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):
__ANSC, 402, Exploring Animal Industries_________________________

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: __Glenn A. Holub_____ Aug. 1, 2013__
Printed name and signature
(Date)

Received: __Valerie Balester____ 8/4/13__
(W Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: __Kim Dooley_____ 8/12/13
Printed name and signature (Date)

Department Head: __David Forrest_____ 8/1-13
Printed name and signature (Date)
ANSC 402 Section 500/501
Exploring Animal Industries
Fall 2013

Professor: Glenn A. Holub  Office: 109 Kleberg
Telephone: 979-845-7616  E-mail: gholub@tamu.edu

Assignment E-mail: ANSC402@tamu.edu
Meeting Time: Monday and Wednesday 4:00-4:50 p.m., Rosenthal Room 100

Course Format: 2 hours of lecture, 0 hours of lab, 2 credits.
Prerequisites: Junior or Senior classification

Course Description: Instruction for students nearing the end of their undergraduate studies; theoretical understanding of organizations and human resources available to students; awareness and understanding of the job application process, résumé and cover letter writing; networking, professional and business attire; ethics related to job searches and retention.

Course Objectives: Upon completion of the course, students will be able to:
1. Be able to network within an industry, and project a professional image using their writing and oral skills with use of professional letters, memorandums for organizational use and for the contacts of the organization.
2. Distinguish organizational structure type of employing entities and understand the differences of cultures within industries and within individual organizations.
3. Be able to successfully complete job applications, organize a résumé with a cover letter to present to the employing entity and by dressing appropriately for various functions of employing industries.
4. Model the Aggie Code of Honor in ethics related to job searches, change of employment, or continued employment within an industry.

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 Room B118 of Cain Hall or call 979-845-1637.

Required text: none

Attendance: Regular class attendance is expected because there are speakers coming to speak directly to you for this class. Excused absences must be confirmed and include:
   a. Participation in an authorized University activity
   b. Confine ment due to illness (statement signed by a physician is required)
   c. Death in immediate family
   d. Participation in legal proceedings that require the student’s presence.
**Grading Procedure:** all assignments submitted to ECampus as a MS Word® file and grades will be reported at this website.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignment</th>
<th>Total</th>
<th>How to save Word file</th>
</tr>
</thead>
<tbody>
<tr>
<td>As indicated (1X/2 wks)</td>
<td>Speaker Feedback (W)</td>
<td>56 %</td>
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<tr>
<td>Each speaker evaluation is worth 7 points (8 * 7 pts. = 56)</td>
<td></td>
<td></td>
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<tr>
<td>Aug 30</td>
<td>Bio (Written Elevator Speech) (W)</td>
<td>6 %</td>
<td>last.first.bio</td>
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<tr>
<td>Sept 23</td>
<td>Résumé and Cover LetterDraft</td>
<td>10 %</td>
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<tr>
<td>Nov 25</td>
<td>Final Résumé and CovLet</td>
<td>10 %</td>
<td>last.first.resume2</td>
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<tr>
<td>Before Dec 4</td>
<td>Mock Interview</td>
<td>10 %</td>
<td>REQUIRED</td>
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<tr>
<td>Nov 15 &amp; 22</td>
<td>Peer Review of 2 papers (W)</td>
<td>8 %</td>
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</tr>
</tbody>
</table>

The standard grading procedure percentage scale will be used: 100 total points
(90 and above = A, 80-89 = B, 70-79 = C, 60-69 = D, and below 60 = F)

"Aggies do not lie, cheat or steal, nor do they tolerate those who do."
Aggie Code of Honor, [http://www.tamu.edu/aggiehonor/know.html](http://www.tamu.edu/aggiehonor/know.html)

According to the Texas A&M University Definitions of Academic Misconduct, plagiarism is the appropriation of another person's ideas, processes, results or words without giving appropriate credit ([www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)).

You should credit your use of anyone else's words, graphic images, or ideas using standard citation styles.
If I should discover that you have failed to properly credit sources or have used a paper written by someone else, I will turn in your work to the Aggie Honor System Office for adjudication.

The Aggie Honor System Office processes for adjudication and appeals can be found at [www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).

**Assignments:** All assignments are to be submitted to ECampus in MS Word® format:
Your Last Name. Your First Name. The speaker's last name
Example: Doc.Jane.Fuller

The draft résumé will be due three weeks into the course. This is to determine where each student's knowledge of résumé writing exists. Grade will be determined upon effort of the student to present clearly and precisely and to recall past experiences, education and an attempt to reflect their career readiness. I do not grade on your personal experiences, etc..., just your presentation of your data.

The final résumé will be due near the end of the semester and will be graded according to the student's effort in clearly writing and representing their life education, skills, career preparedness, and experiences combined with the ideas presented to them within the class as to proper résumé design, order and emphasis, and value to potential employers.

The draft cover letter will be graded on the student's ability to express his/herself within the context of a business letter format by clearly and precisely writing their ideas. Grading will be on effort made to be neat, orderly and professional and readability.

The final cover letter will be graded on the student’s ability to write a business letter and communicate their desire to apply for a particular position.
In Addition: WRITING INTENSIVE REQUIREMENT
Evaluation papers will be done by the student for each invited speaker for a total of 8 total papers worth of 7 points each or a total of 56% of the grade. To encourage attendance, you cannot write a paper for a speaker you did not hear. Therefore, if you missed a speaker and the paper was assigned due to his/her lecture, you miss the whole 7 points for the paper. Each paper will require two paragraphs or 250 words. The format of these papers will change from speaker to speaker and will include professional letters of recommendation or support of an idea or a person. Additionally, industry type memorandums may be written as well.

Each of these papers will be returned to the student with comments as soon as possible via e-mail with an attachment of your paper and feedback and comments. Each student is required to turn in a total of three second drafts of their previous papers asked for by the instructor in order to clarify their thoughts. These three papers will be selected for return by the instructor and a grade correction for this assignment will only be awarded by resubmitting the paper with corrections or additional comments.

Papers will be graded by the professor and/or graduate student or teaching assistant.

The student’s ability to show they are prepared to communicate with the industry regarding professional papers will determine the passing of the writing intensive requirement. There will be 2 peer reviewed papers presented for this graded portion of the course at the end of the semester worth eight (8) percent of the total grade. Seventy percent of the total grade is directly related to the writing intensive portion of the class.

The “mock” interview will be an opportunity for the student to experience an interview with the professor or professionals in the industry they choose. The purpose of this interview is to allow the student to experience the preparation and realization of the interview process. It is solely for the purpose of gaining experience in interviewing and preparation for future interviews. Oral and written feedback will be given to all interviewees. Students desiring to attend veterinary school will have the opportunity to participate in a Mock Veterinary School Interview on Saturday, November 23, 2013. The style will be the Multiple Mini Interviews as is done by the TAMU School of Veterinary Medicine.
Lecture Rules

1. Rules can change! If the students find it necessary to make rule changes, changes will be made. If the teacher finds it necessary to make rule changes, changes will be made.

2. Students are expected to be in their seats at 4:00 p.m. and until 4:50 p.m. or until the teacher dismisses class. There will be times when you are asked to remain in the room while a speaker is talking. All speakers will be told that class dismisses at 4:50 p.m. Students interested in visiting with the company speaker or representative will be given the chance to do so after class.

3. Please conduct yourselves responsibly when we have company representatives here. Do not ask embarrassing questions of our speakers (I will interject if a person is not required to answer the question). For example, do not ask the person what he or she makes, etc. The information they want you to have will be given to you or you can find it in your research.

4. Keep in mind that this class is to give you an overview of the careers within the agricultural industry. Specific companies that are not involved in agriculture will be given a chance to present. While you may not be interested in this company or what they do, we can still learn how companies operate, their cultures, their human resource practices, etc. so we can compare them to the company you choose.

5. Assignments are due on assigned meeting dates. Late work will be given a 10% reduction in grade per week. This facilitates grading so we can use word processing programs to help give you comments within the assignment.

6. Any assignment not turned in by the end of the semester will result in an incomplete grade being turned in for grading purposes.

Currently, a schedule of the speakers is not finalized but will by the first week of classes. I will hand out a schedule in class and replace this syllabus with one with the speakers listed for each class day.

We meet every Monday and Wednesday of the semester except for November 27th. November 25th will be the last day of class.
TO: Faculty Senate Executive Committee

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

CC: Nicola Ayres, Department of Biochemistry & Biophysics
Gregory Reinhart, Head, Department of Biochemistry and Biophysics
Timothy Scott, AOC Dean, College of Science

DATE: September 25, 2013

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: BICH 414

We recommend that BICH 414 Biochemical Techniques I 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: 7000
4. Instructor to student ratio for one section: 1:15

The enrollment for this class averages 30, but the instructor has two assistants. Students write formal, researched lab reports at mid-term and at the end of the course, and they keep a notebook of the experiments and data throughout the semester. This notebook is graded for content, clarity, general organization, readability, and comprehension. For feedback, students receive extensive written comments on their midterm drafts from the instructor, including a detailed rubric rating them on each item. Three drafts receive peer review, including comments from the Graduate Teaching Assistants. Additional feedback is provided by the instructor in the in-class writing sessions and during help sessions. The intent is to mimic the scientific peer review process. For instruction, worksheets are designed to lead students through the process of literature review and analysis of the formal lab reports. Two class periods are spent analyzing published research papers, from background to properly referencing the work of others.

There has been only a minor change in this course: the value of the midterm lab report has increased (and the final paper decreased) to encourage students to turn in a more complete draft.
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):

BICH 414 Biochemical Techniques I

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

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

Instructor / Coordinator: Nicola M. Ayres

Printed name and signature

August 15, 2013
(Date)

Received: Valerie Balester

(W Course Coordinator, University Writing Center)

8/22/13
(Date)

Approvals:

College Dean: Mark A. Hussey

Printed name and signature

8/19/13
(Date)

Department Head: Gregory D. Reinhart

Printed name and signature

8/16/13
(Date)
BICH 414 - Biochemical Techniques I

Syllabus and Course Policies

Spring 2013

Instructor: Dr. Nicola Ayres
Office BioBio Rm. 210 Lab Rm. 213
E-mail: n-ayres@tamu.edu
Phone 845-0548
Office Hours: Stop by or make an appointment — available most mornings and later

Class websites: elearning.tamu.edu (grades)
https://sites.google.com/site/bich414spring2013/ (lectures, protocols, research papers, etc.)

Prerequisites: BICH 440 or concurrent registration

Secretary: Mrs. Tillie Rausch, BioBio Rm. 410, trausch@tamu.edu, 845-6831

Teaching Assistants:

<table>
<thead>
<tr>
<th>Section</th>
<th>TA</th>
<th>Email</th>
<th>Office</th>
<th>Office Hrs.</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
</tr>
<tr>
<td>501 T/Th</td>
<td>2:20-5:10</td>
<td></td>
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<td></td>
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</tbody>
</table>

We will cover a large amount of material related to biochemistry research this semester including theory, practice, calculations, experimental approaches, safety, troubleshooting, literature searches, writing, etc. All of it, however, can be summarized by two learning objectives:

- Preparing you to work in a real research laboratory
- Improving your ability to communicate science

To give you a sense of what it is like to do biochemical research, we will study a single problem related to a single enzyme, ribonuclease Sa (RNase Sa), isolated from Streptomyces aureofaciens. This enzyme is interesting for a number of reasons. It is one of the smallest enzymes known, consisting of 96 amino acid residues, yet its function is to break down RNA, an exceptionally large substrate. There is some speculation that the small size of RNase Sa may allow it to enter foreign cells (with the help of another enzyme called permease) where it may interfere with the cell’s ability to function. If correct, this mechanism would give *S. aureofaciens* an advantage when competing with other bacteria for food.

A second interesting aspect of RNase Sa is its charge. This enzyme is highly acidic, with a pI of 3.5. At physiological pH, RNase Sa carries a net charge of -7. This is particularly curious considering that the enzyme’s substrate, RNA, is also negatively charged. How does a negatively charged protein interact effectively with a negatively charged substrate? Does changing the net charge change the activity? What effect would such a change have on the stability of the enzyme? These are the primary questions that we will deal with this semester.
As we study each new aspect of RNase, you will summarize your experiments in the manner in which scientists traditionally communicate their results – the scientific research paper. Scientists spend much of their time writing. They must communicate their results, review the work of other scientists, and write research proposals to acquire funds to do more research. Writing papers and proposals makes scientists critically analyze their experiments and what the data means. The ability to write well is of great value to scientists, but also to professionals in most fields.

**Research Approach**

A common approach used to learn about the relationship between protein structure and function is to change targeted amino acids. This is done by making mutations in the gene that encodes a protein. In an ideal world with infinite resources and ample time, we might address the questions posed above by changing each negatively charged amino acid residue in RNase Sa to a positively charged residue, changing only one amino acid at a time. We could then test each of these mutants to see if the activity of the enzyme was changed or if the enzyme stability was affected. Once the role of each negatively charged amino acid was better understood, we could then systematically make changes to multiple residues to examine the role that charge plays in RNase Sa activity and stability more completely.

Working within the constraints of a student lab that only meets twice a week, we will only be able to examine the role that one amino acid residue, glutamate 41, plays in RNase Sa activity and stability. Nevertheless, this process will give you valuable experience that will help you understand the principles of research in biochemistry. We will tackle the role of glutamate 41 in the structure and function of RNase Sa as follows (all dates subject to change):

**Basic Techniques and Equipment/Use of Scientific Notebooks (Jan. 14-17)**
The ability to measure accurately is essential to making your experiments work. This week we will work on basic techniques including micropipetting, spectrophotometry, and buffers. These techniques are important in any biochemistry laboratory. We will also brush up on our data analysis skills, including the use of graphs, and will discuss how to properly keep your laboratory notebook to help you record and understand your experiments. For some students, much of this will be review, but other students will not be familiar with all of these tools. This week will allow them to gain skills useful during the semester.

**No Class (Jan. 21-22)**

**Plasmid Purification and Restriction Analysis (Jan. 23-29)**
The Central Dogma of Molecular Biology states that information in the cell flows from DNA to RNA to protein. To change an amino acid residue in our enzyme, we must first make a mutation in the DNA that encodes RNase Sa. Our first task will be to purify a plasmid containing the gene for RNase Sa. We will then use restriction analysis to verify the identity of our plasmid.

**Site-Directed Mutagenesis (Jan. 30 – Feb. 7)**
Once we have verified that we are working with the right plasmid, our next task will be to make the desired mutation. Our goal will be to change glutamate 41 to a lysine residue. This should change the net charge on our protein at pH 7 from -7 to -5. To make this mutation, we will use a technique called site-directed mutagenesis. As part of this process, you will learn about primer design, PCR, DNA methylation, transformation and blue/white screening. You will also learn valuable lessons in the proper use of controls in biochemical research.
**Protein Purification (Feb. 11 – March 21)**
To see if our mutation in the gene for RNase Sa has had any effect, we will have to purify the mutant enzyme from bacteria that are expressing the mutant gene. At the same time, we need a standard to use as a basis for comparison. For this purpose, we will also purify wild type RNase Sa. This is a time consuming process. In fact, we will spend nearly half of the semester on this one task. During this process, you will learn about concepts such as over-expression, osmotic shock, acid precipitation, ion-exchange chromatography, protein concentration, and SDS-PAGE.

**Enzyme Kinetics (March 25 – April 2)**
Once we finally have pure wild type and mutant RNase Sa, we will finally be able to address the questions we posed at the very beginning of the semester. What role does charge play in the ability of RNase Sa to act on RNA? Will changing the net charge increase activity? Will it decrease activity? Will activity stay the same? To find out, you will have to learn how to perform enzyme assays to determine the kinetic parameters such as $K_m$ and $V_{max}$.

**Mass Spectrometry (April 4-5)**
We will learn about mass spectrometry, which can be used to identify small molecules. Using mass spec, we can distinguish wild type and mutant RNases.

**Molecular Modeling (April 3-4)**
We will experiment with molecular modeling software to take a look at RNase SA in 3-D. This will give us information about the active site, etc.

**Protein Unfolding (April 8-9)**
We will also look at how changing a single amino acid in RNase Sa affects the enzyme’s stability by examining the effect on protein unfolding.

**Mass Spectrometry (April 10-11)**
We will learn about mass spectrometry, which can be used to identify small molecules and is particularly useful in proteomics. Using mass spectrometry and peptide mass fingerprinting, we can distinguish wild type and some mutant RNases.

**Scientific Writing Workshops (February 18-19 and March 6-7)**
The style of writing for science is different than for non-scientific writing. We will discuss the requirements of good scientific writing in depth, and will use a check-list to analyze the drafts of the lab reports that have been written so far. This will include topics such as scientific terminology, referencing the work of other scientists, properly presenting your own results and discussion, and the correct use of figures and figure legends. We will also have in-class time to examine your paper and receive input from Dr. Ayres and the TAs.

**Work on Final Lab Report (April 15-18)**
These class periods will be devoted to working on the final lab report. You will receive input from Dr. Ayres, the teaching assistants, and from your peers.

**Final Exam (April 22-23)**
The final exam will cover both practical and theoretical material from this semester. As with the quizzes, you will be allowed to use your laboratory notebook, but no preprinted material.
Schedule
Just as “real” research doesn’t always go according to plan, the schedule for BICH 414 will be somewhat fluid. The dates listed for each lab above will be modified as needed. The target dates for major assignments are listed below. Due dates for other work will be given as that work is assigned throughout the semester.

Important Due Dates

<table>
<thead>
<tr>
<th>Dates</th>
<th>Assignments due Friday 3 PM</th>
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</thead>
<tbody>
<tr>
<td>February 8</td>
<td>First draft of lab report</td>
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<tr>
<td>February 15</td>
<td>First peer review</td>
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<tr>
<td>February 22</td>
<td>Second draft of lab report</td>
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<tr>
<td>March 1</td>
<td>Second peer review</td>
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<tr>
<td>March 8</td>
<td>Third draft of lab report – reviewed and graded by Dr. Ayres</td>
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<tr>
<td>March 29</td>
<td>Fourth draft of lab report</td>
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<tr>
<td>April 5</td>
<td>Third peer review</td>
</tr>
<tr>
<td>April 19</td>
<td>Final lab report, paper copy and email copy</td>
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Your Responsibilities

Safety
The first duty of every student in the laboratory is to safety. Each student is expected to read, sign, and turn in a safety agreement before working in this laboratory. You must follow these rules carefully. If an accident occurs, immediately notify your instructor or teaching assistant.

Biochemistry research involves the use of many different chemical reagents. You should always exercise caution when dealing with any chemical. Some chemicals require more careful handling than others - extra precautions for using such chemicals will be noted in class. We provide safety glasses and gloves.
In addition:
- No eating, drinking, or chewing gum in the laboratory.
- No bare feet or open toed shoes in the laboratory.
- No smoking in the laboratory.
- Know the location of fire extinguishers, eyewash stations, safety showers and fire alarms.
- **Never put glass in the regular trash, use special “glass only” containers.**

The Emergency Number on Campus is 9-911 The *Campus Health Center number is 5-1511*

A safety resource is the Environmental Health and Safety Department web page located at http://ehsd-online.tamu.edu. Among other things, you can access Material Safety Data Sheets that describe the precautions you should take when working with each chemical; these are also available in the laboratory.
Lab Performance
You are expected to come to class on time, be prepared for the work to be done, and stay till all experiments are completed and cleaned up. Most of the experiments in this laboratory class are done with a partner. You should share the work equally and work efficiently. Proper safety in the lab will also be evaluated.

Academic Integrity
Plagiarism is the act of presenting another person's ideas, writings, work, etc. as your own. As such, it is in direct violation of the Aggie Honor Code which states:

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

Students who plagiarize lie because they are presenting work they did not do as their own. They cheat by not doing the work they are supposed to do. They steal by taking away from the intellectual efforts of others. Scholastic research relies on the free exchange of ideas. Plagiarism destroys the trust necessary to such an open and honest dialogue between colleagues. As such, it is a grave academic offense and must be actively avoided. "I didn't mean to plagiarize" is not a valid excuse. Similarly, you should take care to ensure that your classmates do not plagiarize your own work since you will be held accountable as well. Students who plagiarize in BICH 414 will be subject to the procedures outlined in section 20 of Texas A&M Student Rules (http://student-rules.tamu.edu/). Consequences can range anywhere from severe grade penalties to expulsion from the university and can include ineligibility to hold office in any student organization, loss of scholarships and ineligibility to receive an Aggie ring.

Your work should reflect your personal effort. Because each person uses language differently, no two people will provide identical answers to the same question no matter how much they discuss the problem ahead of time. Rearranging sentences or changing a few words does not make a work your own. For information about avoiding plagiarism, visit http://library.tamu.edu/help/help-yourself/using-materials-services/online-tutorials/library-tutorials/page4/

Mandatory Academic Integrity Statement
(From the Aggie Honor System Office)

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

"For additional information please visit: http://www.tamu.edu/aggiehonor/"
BICH 414 Course Syllabus

**Attendance**
Since this is a hands-on class, attendance in BICH 414 is mandatory. You must arrive on time and stay until the day's work is completed. Students arriving late or leaving early will automatically lose a half point from their final grade for each occurrence. Students missing a class for an unexcused absence will lose three full points from their final grade for each occurrence in addition to any grade penalties that might be incurred for work that is due that day. You must come to class prepared for the work that will be done, turn in your assignments on time, and clean up at the end of each class. Grade penalties may be applied for failure to do this.

Students with university excused absences must make arrangements to make up any missing work, preferably in the same week as the excused absence whenever possible. Information on university excused absences can be found at [http://student-rules.tamu.edu](http://student-rules.tamu.edu). You must coordinate absences with Tillie Rausch in room 410 of the Biochemistry building.

**Grading**
Grades in BICH 414 will be recorded throughout the semester on elearning ([http://howdy.tamu.edu](http://howdy.tamu.edu)). Your final grade will be determined as follows:

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<tr>
<td>Formal lab report</td>
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<td>Midterm lab report</td>
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<td>Notebook</td>
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<td>Peer review</td>
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<td>Worksheets</td>
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<tr>
<td>Quizzes</td>
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<td>Final Exam</td>
<td>250</td>
</tr>
<tr>
<td>Total</td>
<td>1500</td>
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</tbody>
</table>

**Late Penalties**
All work must be turned in on time, except when a university-approved excuse is presented as per university rules. Work that is up to 24 hours late will incur a 20% grade penalty; after that the penalty is 20% per day. No late work will be accepted after 5 days. Any errors or missing information in the elearning grade book must be reported within two weeks of the due date of each assignment, or no changes will be made. See the policy for your lab drafts below.

**Formal Laboratory Report**
As part of this laboratory class, you will learn to communicate your scientific results through writing a research article, as is commonly done in laboratory research. The format should adhere to the standards of a chosen scientific journal and be comprised of 2000 to 3000 words. We will be working on drafts of this article throughout the semester, and you will have additional in-class time to work on your reports during the shorter labs. Your work will be reviewed by Dr. Ayres, the teaching assistants, and your peers; you will also be reviewing the work of your peers. To help you learn more about the scientific writing of a research article, we will have class lectures covering the specific requirements of scientific writing, from title to references. We will examine published research papers to determine the components and style of scientific writing; these papers are a useful resource for writing your lab report. You will apply this to your report.
Four drafts of this report will be due throughout the semester. Dr. Ayres will critically review and grade the third draft, while your peers will review the other drafts. The final report will cover all aspects of your semester's work with RNase. This will serve several purposes. By writing drafts on a regular basis, you will be revisiting and reinforcing key concepts. It will also provide a context into which you can place new information. Finally, you will make important decisions regarding which information is important and which information can be excluded, thus honing analytical and critical thinking skills that are essential to professional life in any field.

In addition to the scientific literature for the research problem being studied, the University Writing Center (writingcenter.tamu.edu) is a valuable resource for assistance in writing your formal report. They have sections on science writing and even online presentations covering science writing.

The lab report drafts that you submit for peer review are not graded, but the peer review is graded. The midterm draft and final paper will be reviewed and graded by Dr. Ayres, and have the 20% a day penalty for late work as above. If any of your three drafts for peer review are submitted after the deadline, there will be a one point penalty off your final grade for each late submission.

Note that you must receive a passing grade on your formal lab report to pass the class.

Peer Review
As mentioned above, you will be reviewing one another's written work this semester. This is a crucial skill you need to develop as a professional. Throughout your career, you will be called upon to give your opinion about reports, sales pitches, job candidates, drafts of colleagues' work, etc., all of which require analytical and critical thinking skills. If you become a research scientist, you will be surprised at how much of your time is spent writing grant proposals and manuscripts, as well as reviewing those of your peers and students. The earlier you get used to the idea of giving - and receiving - constructive criticism, the better prepared you will be for professional life.

Working in rotating groups of four students, you will give regular feedback on each other's lab reports. The peer review will give you input on your written product. Your grade will depend on the quality of the feedback that you give to the others in your group – the feedback that you are given does not directly affect your grade. The drafts and peer reviews will help you produce a polished final lab report that will be relatively effortless; most of the serious work will have been completed long before the due date and you will have received ample feedback to produce a high quality piece of written work. We will discuss this in more detail as the semester progresses.

Worksheets
We will assign a series of worksheets designed to help you better understand the course material and experiments, and to help prepare you for your formal writing assignments. These will help you through the calculations you will need to perform. They will also help you dig further into the background you will need to write your paper. Some of these worksheets will be done in class as collaborative efforts; others will be individual assignments to be taken home.
Notebook Quizzes and Final Exam
A good lab notebook is an indispensable tool to every scientist. To help emphasize the kinds of information necessary to include in a professional lab notebook, we will have periodic, open-notebook pop quizzes throughout the semester. These will be unannounced, but they should pose little trouble if you keep careful records and understand the procedures and theory of the work that you have been performing. Note, however, that you will only be able to use information that is physically attached to your lab notebook. Loose papers will not be permitted as references during quizzes. Your notes on your protocols, results, and conclusions should be handwritten in your notebook, while data such as spectrophotometry output and graphs may be attached. On the last day of class, you will have a final exam that will be similar to the format of the quizzes, including the open notebook.

Pre-lab Write-up/Notebook
Good notebooks are essential in laboratory research. They must be clearly written, including background, procedures, data, results, and conclusions. It is common for someone to refer back to another person’s notebook even five or ten years later; the reader must be able to understand each experiment and its significance, and be able to repeat it as needed. The protocols for each experiment will be available on the class website prior to each class, as will the power point slides used for each lecture. Before coming to class, you should read the appropriate protocol and make sure you understand what will be done that day. In addition, you will need to complete the Background and Procedure sections of your lab notebook for that day’s work. When you come to class, your TA will check your notebook. Since this is a writing class, this notebook must be written formally, with the required sections and using good grammar. Before you leave class, you will need to complete the Results section of your lab notebook, including all data, and Conclusions as available. Show this to your TA before leaving class, for a total of 5 points for the notebook; your TA must sign the notebook before you leave and record your points. The requirements for keeping a laboratory notebook will be discussed in more detail in class. Please note that only ink may be used in the notebook. No pencil is allowed.

What You Need
There will be no lab manual. In a research lab, protocols come from a variety of sources including kits, lab notebooks, and primary literature. To give you a better feel for “real” research, we will be using all of these resources. The relevant papers, protocols, and instruction manuals will be available on the class website. You will need a lab notebook, such as a composition book. No specific type is required, but your lab notebook must not be loose leaf or spiral bound. You may want to have a binder to keep the protocols and other handouts that you will be receiving.

The Americans with Disabilities Act
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires 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 Disability Services in Room B118 of Cain Hall or call 845-1637.
TO: Faculty Senate Executive Committee

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

CC: Michelle Henderson Pozzi, Department of Biochemistry and Biophysics
Gregory Reinhart, Head, Department of Biochemistry and Biophysics
Kim Dooley, AOC Dean, College of Agriculture and Life Sciences

DATE: September 25, 2013

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: BICH/GENE 432

We recommend that BICH/GENE 432 Molecular Genetics be certified as a writing (W) course for four academic years (1/14 to 1/18). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 50%
2. Course content appropriate to the major
3. Total number of words: 5000
4. Instructor to student ratio for one section: 1:10

This is a two-credit course. Although the instructor grades all the writing in this course, two Graduate Assistant Teachers help with other aspects. Students write three papers to create a final journal article. For the first paper, focus is on research done in the first half of the semester in lab. In the second paper, focus is on research done in second half of the semester in the lab. For the final version, which is meant to simulate a journal article, focus is placed on how student work contributes to the field. Students no longer focus primarily on the experimental detail, but rather think about how all experimental results work together to contribute to understanding in the field of science. As such, the first two papers serve as a scaffold for developing the final paper, but significant edits and greater overall interpretation of project is required.

These papers are edited at three different time points in a peer review group setting. The instructor twice offers significant edits and comments to a draft. The instructor also devotes two class periods to writing workshops, staged halfway through the semester and at the end. Each writing workshop focuses on different aspects of the paper. The first focuses on writing the Introduction, Materials and Methods, and the Results sections, the second, on the Abstract, the Discussion, and the Title.
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):

__________________ BICH/GENE 432 Molecular Genetics __________________

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: Michelle Rezzi  ymhrerezzi  08/16/13
Printed name and signature
(Date)

Received: Valerie Balester  8/22/13
(W Course Coordinator, University Writing Center) (Date)

Approvals:
College Dean: Donald M. Reed  8/19/13
Printed name and signature  MARK A. HUSSEY
(Date)

Department Head: Gregory D. Prentiss  8/16/13
Printed name and signature  GREGORY D. PRENTISS
(Date)
BICH/GENE 432
MOLECULAR GENETICS LABORATORY
Fall 2013
MW 1:50-4:40 pm, Room 243 Biochemistry & Biophysics Bldg

Class URLs:  http://ecampus.tamu.edu/ (where you will be able to
access your grades and course materials through
elearning)

Instructor:  Dr. Michelle Henderson Pozzi
Office: Room 204 Bio/Bio Bldg
Phone: 845-3371
Email: shp3@tamu.edu
**best to contact via email
Office Hours: Fridays, 10:30-12 or by appointment

Teaching Assistants:  Rachel Jordan
Email: r_a_jordan22@neo.tamu.edu
Office Hours: by appointment via email

Prerequisites:  GENE 301, 302 or 320 and BICH 410 or 440

Course Description:  In order to give you a sense of what it is like to do research
in an actual research laboratory, this course is set up as a comprehensive start-
to-finish research project where a mutation in S. cerevisiae is introduced and its
effect of growth assayed using spot plate analysis.  As such, you will work on a
single gene to give continuity to your laboratory experience.  First you will learn
the most common techniques used in DNA manipulation such as plasmid DNA
preparation, restriction digestion, colony PCR and DNA sequencing, and
homologous recombination.  The resulting mutant strains will be grown and
dilutions of saturated cultures will be plated on specialized media for differences
in growth compared to wild type can be assessed.  You keep up-to-date records
of all protocols, results, and relevant discussions obtained from each experiment
and you will write a research paper-style manuscript detailing the techniques
used and data generated that will be due at the end of the course to convey your
results in a scholarly scientific manner.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>M</td>
<td>Sept 2 1. Pipetting Lab</td>
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<tr>
<td>W</td>
<td>Sept 4 2. Dilutions to Prepare Solutions with Specific Concentrations</td>
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<tr>
<td>M</td>
<td>Sept 9 Introduction to Silencing and Epigenetic Regulation</td>
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<tr>
<td>W</td>
<td>Sept 11 Introduction to Molecular Genetic Techniques (&amp; Written Report Intro)</td>
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<tr>
<td>M</td>
<td>Sept 16 3. Minipreps of pRS406 Plasmids</td>
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<tr>
<td>W</td>
<td>Sept 18 4-1. pRS406 Plasmid Analysis - Restriction Digests of pRS406 Plasmids</td>
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<td>M</td>
<td>Sept 23 4-2. pRS406 Plasmid Analysis - Gel Electrophoresis of Fragments from Restriction Digest of pRS406 Y967F Set1 and pRS406 Y967A Set1</td>
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<td>M</td>
<td>Sept 30 5-2. Sequencing of pRS406 Plasmids – Analysis of Sequencing Results</td>
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<td>M</td>
<td>Oct 7 7. Single Colony Purification of Yeast Transformed with SET1 Mutants</td>
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<td>W</td>
<td>Oct 9 8-1. Marker Checks for SET1 Mutant Yeast Strains – Create Patch Plate for Marker Checks</td>
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<td>Oct 14 8-2. Marker Checks for SET1 Mutant Yeast Strains – Replica Plating on Specialized Media</td>
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<td>Oct 16 8-3. Marker Checks for SET1 Mutant Yeast Strains – Analyze Replica Plating Results 9-1. Colony PCR of SET1 Mutant Yeast Strains – Set-up Colony PCR Reactions</td>
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<td>M</td>
<td>Oct 21 9-2. Colony PCR of SET1 Mutant Yeast Strains – Verify SET1 Inserts in SET1 Mutant Strains by Analyzing Results of Colony PCR using Gel Electrophoresis</td>
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<td>W</td>
<td>Oct 23 Exam I – Midterm</td>
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<td>M</td>
<td>Oct 28 Writing Workshop I</td>
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<td>W</td>
<td>Oct 30 10-1. Spot Plate Assay of SET1 Mutant Yeast Strains – Set-up Overnight Cultures 10-2. Spot Plate Assay of SET1 Mutant Yeast Strains – Prepare 10-fold Dilutions of Saturated Cultures and Spot Dilutions on SC-Complete and SC-His Plates</td>
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<td>M</td>
<td>Nov 4 10-3. Spot Plate Assay of SET1 Mutant Yeast Strains – Analyze Spot Plate Growth Differences between Wild Type and SET1 Mutant Yeast Strains 11-1. Spot Plate Assay of SET1 Mutant Yeast Strains using 3-Amino-1,2,4-triazole – Set-up Overnight Cultures of SET1 Mutant Strains</td>
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<tr>
<td>W</td>
<td>Nov 6 11-2. Spot Plate Assay of SET1 Mutant Yeast Strains using 3-Amino-1,2,4-triazole – Prepare 10-fold Dilutions of Saturated Cultures and Spot Dilutions on SC-Complete and SC-His Plates Containing 3-Amino-1,2,4-triazole</td>
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<tr>
<td>M</td>
<td>Nov 11 11-3. Spot Plate Assay of SET1 Mutant Yeast Strains using 3-Amino-1,2,4-triazole – Analyze Spot Plate Growth Differences between Wild Type and SET1 Mutant Yeast Strains on SC-His + 3-Amino-1,2,4-triazole</td>
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<td>W</td>
<td>Nov 13 Final Review</td>
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<td>M</td>
<td>Nov 18 Exam II – Comprehensive Final</td>
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<td>W</td>
<td>Nov 20 Writing Workshop II</td>
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<td>M</td>
<td>Nov 25 Final Paper and Notebooks Due</td>
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**NOTE THAT THIS IS A TENTATIVE SCHEDULE. IF COURSE RUNS BEHIND, OR THE SCHEDULE IS ALTERED, TOPIC DATES MAY CHANGE**
<table>
<thead>
<tr>
<th>Date</th>
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<tr>
<td>M Sept 2</td>
<td>1. Pipetting Lab - Worksheet</td>
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<td>W Sept 4</td>
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<td>W Sept 18</td>
<td>4-1. pRS406 Plasmid Analysis - Restriction Digests of pRS406 Plasmids Writing Assignment #2 Due</td>
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<tr>
<td>M Sept 23</td>
<td>4-2. pRS406 Plasmid Analysis - Gel Electrophoresis of Fragments from Restriction Digest of pRS406 Y967F Set1 &amp; pRS406 Y967A Set1 - Worksheet **Upload paper draft for Peer Review #1</td>
</tr>
<tr>
<td>W Sept 25</td>
<td>5-1. Sequencing of pRS406 Plasmids - Setting Up Sequencing Reactions **Notebook Catch-up Day!! (Ask questions as needed, make sure notebook is up to par)</td>
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<tr>
<td>M Sept 30</td>
<td>5-2. Sequencing of pRS406 Plasmids - Analysis of Sequencing Results - Worksheet **Peer Review #1 Comments Due</td>
</tr>
<tr>
<td>W Oct 2</td>
<td>6. Lithium Acetate Transformation of Yeast with Linearized pRS406 plasmids containing SET1 Mutants (**expect this lab to take majority of class time)</td>
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<tr>
<td>M Oct 7</td>
<td>7. Single Colony Purification of Yeast Transformed with SET1 Mutants - Worksheet **First Draft of Paper Due for Instructor Grading - Introduction, References</td>
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<tr>
<td>W Oct 9</td>
<td>8-1. Marker Checks for SET1 Mutant Yeast Strains - Create Patch Plate for Marker Checks</td>
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<tr>
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<td>9-2. Colony PCR of SET1 Mutant Yeast Strains - Verify SET1 Inserts in SET1 Mutant Strains by Analyzing Results of Colony PCR using Gel Electrophoresis - Worksheet **Peer Review #2 Comments Due</td>
</tr>
<tr>
<td>W Oct 23</td>
<td>Exam I - Midterm *Notebook Due **Second Draft of Paper Due for Instructor Grading - Materials &amp; Methods, Results</td>
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<tr>
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<td>Writing Workshop I 10-1. Spot Plate Assay of SET1 Mutant Yeast Strains - Set-up Overnight Cultures</td>
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<td>M Nov 4</td>
<td>10-3. Spot Plate Assay of SET1 Mutant Yeast Strains - Analyze Spot Plate Growth Differences between Wild Type and SET1 Mutant Yeast Strains - Worksheet 11-1. Spot Plate Assay of SET1 Mutant Yeast Strains using 3-Amino-1,2,4-triazole - Set-up Overnight Cultures of SET1 Mutant Strains **Upload paper draft for Peer Review #3</td>
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<tr>
<td>W Nov 6</td>
<td>11-2. Spot Plate Assay of SET1 Mutant Yeast Strains using 3-Amino-1,2,4-triazole - Prepare 10-fold Dilutions of Saturated Cultures and Spot Dilutions on SC-Complete and SC-His Plates Containing 3-Amino-1,2,4-triazole</td>
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<tr>
<td>M Nov 11</td>
<td>11-3. Spot Plate Assay of SET1 Mutant Yeast Strains using 3-Amino-1,2,4-triazole - Analyze Spot Plate Growth Differences between Wild Type and SET1 Mutant Yeast Strains on SC-His + 3-Amino-1,2,4-triazole - Worksheet **Peer Review #3 Comments Due</td>
</tr>
<tr>
<td>W Nov 13</td>
<td>Final Review **Third Draft of Paper Due for Instructor Grading - Title, Abstract, Discussion</td>
</tr>
<tr>
<td>M Nov 18</td>
<td>Exam II - Comprehensive Final</td>
</tr>
<tr>
<td>W Nov 20</td>
<td>Writing Workshop II</td>
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**Course Objectives:** This is a hands-on laboratory course. As such, the following objectives will be focused on:

1. proficiency in using modern techniques and tools in molecular biology for the cloning of a gene and subsequent expression of its recombinant protein
2. keeping a well documented laboratory notebook as preparation for a career in scientific research
3. ability to communicate scientific research by writing and reviewing scientific research papers

**Grading, Assignments & Expected Participation**

**Grading:**

**Written Research Report - 50% of grade**
- writing assignments
- peer review comments
- graded rough drafts
- final written report

*Writing Assignments:* Success of any well written scientific journal article comes from an understanding and appreciation for current research in the field. In an effort to aid student understanding of the subject matter and allow students the opportunity to experience analyzing journal articles, multiple writing assignments will given.

*Peer Review Comments:* The peer review process is a necessary and vital part of science research success, thus students will be given multiple opportunities to offer peer reviews. On three separate occasions throughout the semester, peer review groups will be assigned in which students upload the current draft of their individual paper for group members to read and comment on. In order to receive points, everyone must upload their paper on a set date by midnight. However, points for this assignment come from the quality of comments a student offers in response to uploaded papers from each of the group members. All comments are due on an assigned date by midnight. The peer review process is a necessary and vital part of science research success, thus students will be given multiple opportunities to offer peer reviews.

*Graded Rough Drafts:* In addition to peer review comments students will be given the opportunity to get feedback on their paper from the course instructor prior to turning in the final written report. These drafts will be turned in two separate times throughout the semester as a printed hard copy for grading.

*Written Report:* A written report in the form of a scientific research paper is due before the end of the semester. This report should cover the entire laboratory from start to finish. The report should include a title, an abstract, an introduction, materials and methods, results, discussion, acknowledgements, and references
sections. Further, a minimum of five references of peer reviewed journal articles are required. A document detailing the format and section requirements will be discussed in lecture and available on the class ecampus website. Three rough drafts will be required, one that focuses on the introduction, one at about the midpoint of the semester, and one toward the end, as well as peer reviews of paper drafts occurring on three separate occasions. Two lab periods will be devoted to working on the paper. The report will be evaluated on content, level of effort, format and organization. A printed copy will be printed and turned in for grading, an electronic version must also be submitted via email on assignment due date to allow for verification that no plagiarism has occurred.

Lab Notebook - 25% of grade
- graded pre-labs (10 pts. each, starting with laboratory exercise #2)
- Lab Notebook

Pre-Lab write up: Before coming to the lab each student must write in ink legibly in your laboratory notebook: the title of the lab, the purpose of the lab, the reagents needed/used, and the procedure that will be followed. The procedure should be written out in a sufficient enough manner that the laboratory may be performed without the use of the laboratory protocol. These will be checked at the beginning of each lab for a grade.

Lab Notebook: You will need to provide a composition notebook for this class. You will be required to complete a write-up of each laboratory exercise each week in your notebook. Along with what is written as a pre-lab, you should include all data collected, including any graphs and pictures generated, any questions specifically asked in the protocol or as a result of worksheets or homework related to the lab, and then conclusions relevant to what was learned in regards to final data and the purpose stated in the pre-lab. The grade will be based partly on the quality or your data but more on the completeness of your data, discussion and conclusions and on how clearly you present them. Each page should be dated. The data should be recorded neatly, dated, titled and annotated referencing the specific steps in the associated protocol. Any photos, scans and printouts used as data should be pasted, taped or stapled onto the appropriate original page of the notebook. Pictures of gels should be clearly labeled (draw arrows to bands on gel indicating which molecular species are present). No printed protocols or course material may be printed and attached in the lab notebook unless stated otherwise (ie: vector maps and sequencing results are exceptions). Further, because notebook skills are essential for science, to stress the importance of a good notebook, notebooks may be used for any assignments, quizzes, exams, and on the final— keep a good notebook.

Examinations - 25% of grade
- Worksheets
- Pop Quizzes
- Exams
- Final Exam

Worksheets: Worksheets are given throughout the semester to aid student in understanding each lab exercise and are due the same class period or the start of the next class period. Material covered in worksheets should be included in the notebook as worksheets stress important information which will prove useful on exams.

Pop Quizzes: Pop quizzes are given throughout the semester as a means to ensure that student understanding is adequately evolving throughout the semester as it pertains to the research project. Multiple pop quizzes will be given. Pop quizzes are given the first few minutes of a lab class, so being to class on time is imperative. Pop quizzes missed can only be made for university excused absences as covered in the "Attendance is Mandatory" section of the syllabus.

Midterm: A midterm exam will be to serve as an example of what type of thought and understanding are necessary for the final. These questions will be in the form of short answers, calculations, multiple-choice, and matching based on topics related to the research project and to lab techniques used throughout the semester. The midterm is a timed exam, open laboratory notebook (including permanently attached data- no lab protocol printouts!), and calculator.

Final Exam: On the last day of regularly schedule lab class (see schedule), there will be a final examination. The exam will be an open laboratory notebook (including permanently attached data- no lab protocol printouts!) exam and will include a series of questions (short answers, calculations, multiple-choice, matching) from the topics and techniques covered in the lab, both from the protocols and lecture material.

Late Penalty:
You will have 20% of your grade deducted per day for late assignments. No assignments will be accepted after 5 days unless appropriate university-excused absences are documented. For all university-excused absences, appropriate paperwork must be presented for verification. No late work will be accepted for peer review comments. All paper drafts must be uploaded prior to date assigned and all comments must be made prior to date assigned, ample time is given for assignment due dates. Upload paper drafts or post comments early and not last minute to avoid any problems.

Lab Participation:
Attendance, level of preparation and participation, and clean-up will be monitored. There are no other sections of this course and because you will work with a lab partner moving your project forward each class, there are no opportunities to make up missed lab work. You must arrive on time and stay until
the class is over unless otherwise instructed. In general, the protocols/manual and any notes or supplemental material needed for each experiment will be available on the class ecampus website. If you have questions about procedures or safety issues, please contact a teaching assistant or the instructor. For each class missed for unexcused absence, you will receive a 2% deduction off of your final grade.

**Attendance is mandatory.** You must have a university-excused absence in order to not be penalized for missed course work, see [http://student-rules.tamu.edu](http://student-rules.tamu.edu). The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence. Also, since this is a laboratory and subsequent labs rely on previous ones, labs cannot be made up. Please contact the instructor and lab partner beforehand if an absence is expected. Though you cannot be given a failing grade for excused absences, if too many absences are accumulated, an “I” or incomplete can be awarded and you will be responsible to complete the course the following semester it is offered. Students are given three absences—excused or non-excused, but upon the fourth absence an incomplete will be given and the student will have to make up the course the next time it is offered.

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. The student is responsible to notify the instructor or TA as soon as possible after the absence. **If the absence occurs the same day as a scheduled exam or other graded procedure, the student must notify his/her instructor or department by the end of the next working day after the absence in order to ensure full rights.** The student is responsible for providing satisfactory evidence to the instructor within one week of his or her return to substantiate the reason for absence. Further, the student must complete an *Explanatory Statement for Absence From Class* form found online at attendance.tamu.edu. An absence for a non acute medical service (ie: dental cleaning, etc.) does not constitute an excused absence. Copies of necessary documentation must be made and kept with the administrative assistant for the course, Carren Hopkins in room 234 in this building. If the absence was excused, the instructor must either provide the student an opportunity to make up the exam or other work missed or provide a satisfactory alternative. The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence.

If it becomes necessary to change the date of a regularly scheduled exam, all efforts will be made to avoid class conflicts. If a class conflict remains, the student will be required to take the rescheduled exam within 1 day of the new exam schedule. **Class conflicts for announced exams (regularly or rescheduled) do not constitute a university excused absence such that you take the makeup exam rather than the regular exam.**
Mandatory Academic Integrity Statement
(From the Aggie Honor System Office)

"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.

As commonly defined, plagiarism consists of claiming the ideas, words, writings, etc., of another person as your own work. In accordance with this definition, one is committing plagiarism by copying the work of another person and submitting it as one’s own. If the author gives permission for their work to be used, it must be clearly acknowledged in the text. Plagiarism is one of the worst academic sins, for the plagiarist creates distrust among colleagues without which research cannot be safely communicated. As such, it is in direct violation of the Aggie Honor Code which states:

Depending on the circumstances of the case, consequences can range anywhere from severe grade penalties to expulsion from the university and can include ineligibility to hold office in any student organization, loss of scholarships, ineligibility to receive an Aggie ring and inability to graduate with honors. 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.” For additional information please visit: http://www.tamu.edu/aggiehonor/

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

Important Note: Our intention is for this course to be a challenging and rewarding experience for you. This is an opportunity to combine years of university instruction including lab techniques, understanding of molecular genetics and biochemical principals, with necessary writing skills to articulate and explain relevance of results as necessary in the scientific community. This course is cumulative, builds on itself from start to finish. DO NOT FALL BEHIND.
wish to assist you in learning any way that we can. Please do not hesitate to call upon us.
IMPORTANT ASSIGNMENT DATES AND POINT VALUES

Due to the complex nature of this class, worksheets, writing assignments, and reading assignments will be posted online at the class ecampus site. Please make sure to keep up with assignment postings as they will appear throughout the course of the semester. Each assignment will have the point total and due date indicated. IT IS YOUR RESPONSIBILITY to make sure each assignment is completed accurately and turned in on the indicated date. All assignments are due the beginning of class and late penalties will be assessed if assignments are not turned in on time.

COURSE ASSISTANTS

We have an administrative assistant for this course. The course administrative assistant is who you will turn in assignments to if necessary, who you will pick-up papers from, who will take your note for excused absences, etc.

Course Administrative Assistant:  
Carren Hopkins  Rm 234  email: chopkins@tamu.edu
BICH/GENE 432 LABORATORY RULES

A. GENERAL GUIDELINES

1. Where you sit will be your assigned seat for the semester and you will work with a lab partner.
2. Everyone is individually responsible for the experiments. Come prepared by reading protocols and required reading in advance! Activities will be started immediately, while explanations and discussion sessions will occur as time permits. COME PREPARED TO ASK QUESTIONS.
3. Equipment in this and neighboring labs is shared so please treat it well. If you do not know how to use a piece of equipment ask a staff person. Obey user rules, such as signing logs. Leave all equipment in good working order. If there are problems, tell us so we can fix them!
4. Leave the lab better than you found it. Wash your own glassware, clean up your work area, inform instructor/TA of reagents or materials that are running out, etc.
5. KEEP UP WITH NOTEBOOK ENTRIES EVERY DAY...otherwise, data will be lost!
6. All reagents and samples should be saved and must be labeled with the date, your initials and Pair #, and WHAT IT IS. Items not labeled sufficiently may be discarded.
7. Store things in appropriate places! For DNA, protein samples, reaction mixes and certain buffers, store either in a designated refrigerator or in a designated freezer at -20°C in the storage box provided to your group unless otherwise noted. Note storage places in your notebook.

B. LABORATORY SAFETY

Biochemical/Molecular Biological research involves the use of many different chemical reagents. You should always exercise caution when dealing with any chemical. However, some chemicals require more careful handling than others. Extra precautions for using such chemicals will be noted in your lab manual. We will provide safety glasses and gloves for your convenience.

Each student must read, sign and turn in a safety agreement before working in this laboratory. A copy of this agreement is attached to this syllabus for your reference. You should pay close attention to the safety requirements for each lab period. These are detailed in your lab manual. It is your responsibility to understand and obey all of the safety requirements. If you have specific safety questions or concerns, please ask your instructor or TA.

Specific safety precautions you need to follow:
- No eating, drinking, or chewing gum in the laboratory.
- You must wear closed toe shoes in the laboratory.
No handling contact lenses.
No smoking in the laboratory or in the Bio/Bio Bldg.
Know the location of fire extinguishers, eyewash stations, safety showers and fire alarms.
Long hair must be pulled back
Never put glass in the regular trash, use special “glass only” containers.

If an accident occurs, immediately notify your instructor or TA.

The Emergency Number on Campus is 9-911

The Campus Health Center number is 5-1511

An important campus safety resource is the Environmental Health and Safety Department web page located at http://ehsd-online.tamu.edu/. Among other things, you can access Material Safety Data Sheets from this site that describe the precautions you should take when working with some of the chemicals we will be using in this lab. Safety information and disposal of hazardous chemicals used in lab will be indicated in the protocols and therefore should be written in your lab notebook.

C. GOOD LAB TECHNIQUES

1. Work on ice unless otherwise directed. It slows degradation of macromolecules.
2. Many reagents settle on storage, so mix them! All frozen solutions need to be thawed and mixed before using.
3. ENZYMES DO OUR WORK. They are stable as glycerol solutions at -20°C. Keep them in the freezer as much as possible. Only remove them in the appropriate blue -20°C freezer blocks. DO NOT ALLOW ENZYME STOCKS TO WARM! They are EXPENSIVE!
4. When pipetting small amounts, check loaded pipet tip before and after the evacuation to assure that solution has gotten into the reaction mix. After addition, mix reaction solution gently but thoroughly; you can pipet total volume up and down OR vortex gently and flash spin to return reaction to the bottom of the tube.
BICH/GENE 432 LABORATORY SAFETY REGULATIONS

The following safety regulations must be obeyed at all times to ensure your safety and the safety of others. Students not complying with these rules may face grade penalties and/or dismissal from the laboratory. If you have any questions, consult your instructor.

1. Never work in the laboratory unless a teaching assistant (TA) or laboratory supervisor is present. Follow all safety guidelines outlined in the laboratory manual or otherwise communicated to you by your instructor. Never perform unauthorized experiments.
2. Eating, drinking, and smoking are never allowed in the laboratory. Never taste chemicals.
3. Carefully read all instructions and thoroughly plan your work prior to beginning.
4. Learn emergency procedures and know the locations and operation of the nearest eye wash, shower, and chemical cleanup materials.
5. Feet must be protected by closed-toe shoes at all times in the laboratory. Bare feet, sandals, and open-toed shoes are not permissible. Confine long hair when instructed.
6. Aisles must be free of clutter. Thus backpacks and other personal articles should be secured beneath your workstation.
7. Dispose of waste chemicals only as instructed by your laboratory instructor or TA.
8. Needles, glass or other sharp objects must be disposed of in special containers as instructed by your TA. They must not be disposed of in the regular trash receptacles.
9. Safety glasses must be worn when indicated in the lab manual or when instructed.
10. Notify your TA or lab supervisor immediately of any injury, accident or spill in the lab.

I realize that all chemicals are potentially dangerous; therefore I will exercise care in handling them. If I am unsure of the potential hazards of any chemical, I will discuss this with my instructor prior to use. If I have a medical condition such as, but not limited to, hypo- or hyperglycemia, diabetes, epilepsy, pregnancy, heart ailments, or any other medical condition which may cause sudden loss of consciousness, I certify that I am under a doctor's care and that my doctor has given me explicit permission to participate in this laboratory course. I will inform my instructor of my condition at the beginning of the semester, or as soon as I am aware of the existence of the medical condition.

I have read and understand the BICH/GENE 432 lab safety regulations, and will comply with these regulations for my own safety and the safety of others. I understand that failure to comply with these regulations may result in grade penalties or expulsion from the course.

Sign both copies of this form. Retain one copy in your laboratory notebook. Your laboratory supervisor will collect and retain the other signed copy.

Name (print) ______________________  Fall/Spring/Summer 20____
UIN ______________________
Signature ______________________ Date __________
Lab Instructor Name (print) ______________________
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Name (print) __________________________ Fall/Spring/Summer 20__

UIN __________ Signature __________________________ Date __________

Lab Instructor Name (print) __________________________
BICH/GENE 432
MOLECULAR GENETICS LABORATORY
Spring 2013

MW 1:50-4:40 pm, Room 243 Biochemistry & Biophysics Bldg

Class URLs: elearning.tamu.edu (where you will be able to access your grades and some course materials through elearning) lab google site https://sites.google.com/site/bichgene432spring2013/

Instructor: Dr. Michelle Henderson Pozzi
Office: Room 204 Bio/Bio Bldg
Phone: 845-3371
Email: shp3@tamu.edu
Office Hours: by appointment via email

Teaching Assistants: Rachel Jordan
Email: r_a_jordan22@neo.tamu.edu

Robert Koenig
Email: koenig.rob@tamu.edu
Office Hours: by appointment via email

Prerequisites: GENE 301, 302 or 320 and BICH 410 or 440

Course Description: In order to give you a sense of what it is like to do research in an actual research laboratory, this course is set up as a comprehensive start-to-finish cloning and expression project. As such, you will work on a single gene to give continuity to your laboratory experience. First you will learn the most common techniques used in DNA manipulation such as restriction digestion, ligation, bacterial transformation, plasmid DNA preparation, PCR and DNA sequencing while cloning a gene. The cloned gene will then be expressed and the resultant recombinant protein purified and assayed using small-scale affinity chromatography, SDS-PAGE, western blotting and an assay of enzyme activity. You will submit weekly lab reports and you will write a research paper-style manuscript detailing the techniques used and data generated that will be due at the end of the course to convey your results in a scholarly scientific manner.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>M Jan 14</td>
<td>1. Pipetting</td>
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<tr>
<td>W Jan 16</td>
<td>2. Preparations of Solutions with Specific Concentrations</td>
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<tr>
<td>W Jan 23</td>
<td>Intro to Molecular Genetic Techniques (&amp; Written Report Intro)</td>
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<tr>
<td>M Jan 28</td>
<td>3. Restriction Digests of DNA and Agarose Gel Electrophoresis</td>
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<tr>
<td>W Jan 30</td>
<td>4.1. Gel Purification of DNA Fragments</td>
</tr>
<tr>
<td>M Feb 4</td>
<td>4.2. Gel Quantitation of DNA Fragments and DNA Ligation (Paper Upload to class google site)</td>
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<tr>
<td>W Feb 6</td>
<td>5.1. Transformation of Bacterial Cells</td>
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<tr>
<td>M Feb 11</td>
<td>5.2. Plate Counting and Culture Inoculation (Peer Review #1 Comments Due)</td>
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<tr>
<td>W Feb 13</td>
<td>6. Minipreps</td>
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<td>M Feb 18</td>
<td>7.1. Plasmid Analysis - Restriction Digests (Paper Upload to class google site)</td>
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<tr>
<td>W Feb 20</td>
<td>7.2. Plasmid Analysis - PCR</td>
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<tr>
<td>M Feb 25</td>
<td>8. DNA Cycle Sequencing (Peer Review #2 Comments Due)</td>
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<tr>
<td>W Feb 27</td>
<td>9. DNA Sequencing Analysis</td>
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<tr>
<td>M Mar 4</td>
<td>10. Sub-cloning for Sequencing Analysis</td>
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<tr>
<td>W Mar 6</td>
<td>Exam #1 (1st Draft of Paper Due)(Notebook Due)</td>
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<tr>
<td>M Mar 18</td>
<td>Written Report Workshop I</td>
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<tr>
<td>W Mar 20</td>
<td>11. Protein Quantification</td>
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<tr>
<td>M Mar 25</td>
<td>12.1. Protein Purification</td>
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<tr>
<td>W Mar 27</td>
<td>12.2. Protein Purification</td>
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<td>M Apr 1</td>
<td>13.1. SDS-PAGE (Paper Upload to class google site)</td>
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<tr>
<td>W Apr 3</td>
<td>13.2. SDS-PAGE Analysis</td>
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<tr>
<td>M Apr 8</td>
<td>14.1. Protein Activity Assay (Peer Review #3 Comments)</td>
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<tr>
<td>W Apr 10</td>
<td>14.2. Protein Activity Assay Analysis</td>
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<tr>
<td>M Apr 15</td>
<td>Exam #2 (2nd Draft of Paper Due)</td>
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<tr>
<td>W Apr 17</td>
<td>CATCH-UP DAY IF NEEDED</td>
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<tr>
<td>M Apr 22</td>
<td>Review for Lab Final</td>
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<tr>
<td>W Apr 24</td>
<td>Lab Final (FINAL PAPER DRAFT DUE) (Notebook Due)</td>
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** JAN 21, MAR 11 & 13 are STUDENT HOLIDAYS - there will be NO CLASS **

NOTE THAT THIS IS A TENTATIVE SCHEDULE. IF COURSE RUNS BEHIND, OR THE SCHEDULE IS ALTERED, TOPIC DATES MAY CHANGE
Course Objectives: This is a hands-on laboratory course. As such, the following objectives will be focused on:
1) proficiency in using modern techniques and tools in molecular biology for the cloning of a gene and subsequent expression of its recombinant protein
2) keeping a well documented laboratory notebook as preparation for a career in scientific research
3) ability to communicate scientific research by writing and reviewing scientific research papers

Grading, Assignments & Expected Participation

Grading:
Written Research Report - 50% of grade
- writing assignments
- peer review comments
- graded rough drafts
- final written report

Writing Assignments: Success of any well written scientific journal article comes from an understanding and appreciation for current research in the field. In an effort to aid student understanding of the subject matter and allow students the opportunity to experience analyzing journal articles, multiple writing assignments will given.

Peer Review Comments: The peer review process is a necessary and vital part of science research success, thus students will be given multiple opportunities to offer peer reviews. On three separate occasions throughout the semester, peer review groups will be assigned in which students upload the current draft of their individual paper for group members to read and comment on. In order to receive points, everyone must upload their paper on a set date by midnight. However, points for this assignment come from the quality of comments a student offers in response to uploaded papers from each of the group members. All comments are due on an assigned date by midnight. The peer review process is a necessary and vital part of science research success, thus students will be given multiple opportunities to offer peer reviews.

Graded Rough Drafts: In addition to peer review comments students will be given the opportunity to get feedback on their paper from the course instructor prior to turning in the final written report. These drafts will be turned in two separate times throughout the semester as a printed hard copy for grading.

Written Report: A written report in the form of a scientific research paper is due before the Final Exam. This report should cover the entire laboratory from start to finish. The report should include a title, an abstract, an introduction, materials and methods, results, discussion, acknowledgements, and references sections. Further, a minimum of five references of peer reviewed journal articles are required. A document detailing the format and section requirements will be discussed in lecture and available on the class website. Two rough drafts will be
required, one at about the midpoint of the semester and one toward the end, as well as peer reviews of paper drafts occurring on three separate occasions. Two lab periods will be devoted to working on the paper. The report will be evaluated on content, level of effort, format and organization. A printed copy will be printed and turned in for grading, an electronic version must also be submitted via email on assignment due date to allow for verification that no plagiarism has occurred.

**Lab Notebook - 25% of grade**
- graded pre-labs (10 pts. each, starting with laboratory exercise #2)
- Lab Notebook

Pre-Lab write up: Before coming to the lab each student must write in ink legibly in your laboratory notebook: the title of the lab, the purpose of the lab, the reagents needed/used, and the procedure that will be followed. The procedure should be written out in a sufficient enough manner that the laboratory may be performed without the use of the laboratory protocol. These will be checked at the beginning of each lab for a grade.

**Lab Notebook:** You will need to provide a composition notebook for this class. You will be required to complete a write-up of each laboratory exercise each week in your notebook. Along with what is written as a pre-lab, you should include all data collected, including any graphs and pictures generated, any questions specifically asked in the protocol or as a result of worksheets or homework related to the lab, and then conclusions relevant to what was learned in regards to final data and the purpose stated in the pre-lab. The grade will be based partly on the quality of your data but more on the completeness of your data, discussion and conclusions and on how clearly you present them. Each page should be dated. The data should be recorded neatly, dated, titled and annotated referencing the specific steps in the associated protocol. Any photos, scans and printouts used as data should be pasted, taped or stapled onto the appropriate original page of the notebook. Pictures of gels should be clearly labeled (draw arrows to bands on gel indicating which molecular species are present). No printed protocols or course material may be printed and attached in the lab notebook unless stated otherwise (ie: vector maps and sequencing results are exceptions). Further, because notebook skills are essential for science, to stress the importance of a good notebook, notebooks may be used for any assignments, quizzes, exams, and on the final—keep a good notebook.

**Examinations - 25% of grade**
- Worksheets
- Pop Quizzes
- Exams
- Final Exam
Worksheets: Worksheets are given throughout the semester to aid student in understanding each lab exercise and are due the same class period or the start of the next class period.

Pop Quizzes: Pop quizzes are given throughout the semester as a means to ensure that student understanding is adequately evolving throughout the semester as it pertains to the research project. Multiple pop quizzes will be given, and the lowest quiz grade will be dropped. Pop quizzes are given the first few minutes of a lab class, so being to class on time is imperative.

Exams: Two exams will be given throughout the semester to serve as an example of what type of thought and understanding are necessary for the final. These questions will be in the form of short answers, calculations, multiple-choice, and matching based on topics related to the research project and to lab techniques used throughout the semester.

Final Exam: On the last day of regular classes (see schedule), there will be a final examination. The exam will be an open laboratory notebook (including permanently attached data- no lab protocol printouts!) exam and will include a series of questions (short answers, calculations, multiple-choice, matching) from the topics and techniques covered in the lab, both from the protocols and lecture material.

Lab Participation:
Attendance, level of preparation and participation, and clean-up will be monitored. There are no other sections of this course and because you will work with a lab partner, there are no opportunities to make up missed lab work. You must arrive on time and stay until the class is over unless otherwise instructed. In general, the protocols/manual and any notes or supplemental material needed for each experiment will be available on the class google website. If you have questions about procedures or safety issues, please contact a teaching assistant or the instructor.

Late Penalty:
You will have 20% of your grade deducted per day for late assignments. No assignments will be accepted after 5 days unless appropriate university-excused absences are documented. For all university-excused absences, appropriate paperwork must be presented for verification. No late work will be accepted for peer review comments. All paper drafts must be uploaded prior to date assigned and all comments must be made prior to date assigned, ample time is given for assignment due dates. Upload paper drafts or post comments early and not last minute to avoid any problems.

Attendance is mandatory. You must have a university-excused absence to make course work, see http://student-rules.tamu.edu. The instructor is under no obligation to provide an opportunity for the student to make up work missed
because of an unexcused absence. Also, since this is a laboratory and subsequent labs rely on previous ones, labs cannot be made up. Please contact the instructor and lab partner beforehand if an absence is expected. Though you cannot be given a failing grade for excused absences, if too many absences are accumulated, an “L” or incomplete can be awarded and you will be responsible to complete the course the following semester it is offered.

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. The student is responsible to notify the instructor or TA as soon as possible after the absence. If the absence occurs the same day as a scheduled exam or other graded procedure, the student must notify his/her instructor or department by the end of the next working day after the absence in order to ensure full rights. The student is responsible for providing satisfactory evidence to the instructor within one week of his or her return to substantiate the reason for absence. Further, the student must complete an Explanatory Statement for Absence From Class form found online at attendance.tamu.edu. An absence for a non acute medical service (ie: dental cleaning, etc.) does not constitute an excused absence. Copies of necessary documentation must be made and kept with the administrative assistant for the course, Carren Hopkins in room 234 in this building. If the absence was excused, the instructor must either provide the student an opportunity to make up the exam or other work missed or provide a satisfactory alternative. The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence.

If it becomes necessary to change the date of a regularly scheduled exam, all efforts will be made to avoid class conflicts. If a class conflict remains, the student will be required to take the rescheduled exam within 1 day of the new exam schedule. Class conflicts for announced exams (regularly or rescheduled) do not constitute a university excused absence such that you take the makeup exam rather than the regular exam.

Mandatory Academic Integrity Statement
(From the Aggie Honor System Office)

"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.
As commonly defined, plagiarism consists of claiming the ideas, words, writings, etc., of another person as your own work. In accordance with this definition, one is committing plagiarism by copying the work of another person and submitting it as one's own. If the author gives permission for their work to be used, it must be clearly acknowledged in the text. Plagiarism is one of the worst academic sins, for the plagiarist creates distrust among colleagues without which research cannot be safely communicated. As such, it is in direct violation of the Aggie Honor Code which states:

Depending on the circumstances of the case, consequences can range anywhere from severe grade penalties to expulsion from the university and can include ineligibility to hold office in any student organization, loss of scholarships, ineligibility to receive an Aggie ring and inability to graduate with honors. 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.” For additional information please visit: http://www.tamu.edu/aggiehonor/

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

Important Note: Our intention is for this course to be a challenging and rewarding experience for you. This is an opportunity to combine years of university instruction including lab techniques, understanding of molecular genetics and biochemical principals, with necessary writing skills to articulate and explain relevance of results as necessary in the scientific community. This course is cumulative, builds on itself from start to finish. DO NOT FALL BEHIND. We wish to assist you in learning any way that we can. Please do not hesitate to call upon us.
IMPORTANT ASSIGNMENT DATES AND POINT VALUES

Due to the complex nature of this class, worksheets, writing assignments, and reading assignments will be posted online at the class google site. Please make sure to keep up with assignment postings as they will appear throughout the course of the semester. Each assignment will have the point total and due date indicated. IT IS YOUR RESPONSIBILITY to make sure each assignment is completed accurately and turned in on the indicated date. All assignments are due in class and late penalties will be assessed if assignments are not turned in on time.

CLASS SITE REMINDER

The class website that is listed on the first page of this syllabus is important and absolutely necessary for this course. Please be sure to write down your email address prior to leaving class so that Daisy Wilbert- our google site expert, can add you to the course website!

COURSE ASSISTANTS

We have two administrative assistants for this course. The course administrative assistant is who you will turn in assignments to if necessary, who you will pick – up papers from, who will take your note for excused absences, etc. The google site administrative assistant is who you will contact if you have issues with the class google site, including accessing protocols, uploading papers for peer review, and posting peer review comments.

Course Administrative Assistant:  
Carren Hopkins  Rm 234  email: chopkins@tamu.edu

Google Site Administrative Assistant:  
Daisy Wilbert  Rm 308  email: daisy@tamu.edu
BICH/GENE 432 LABORATORY RULES

A. GENERAL GUIDELINES

1. Where you sit will be your assigned seat for the semester and you will work with a lab partner.
2. Everyone is individually responsible for the experiments. Come prepared by reading protocols and required reading in advance!! Activities will be started immediately, while explanations and discussion sessions will occur as time permits. COME PREPARED TO ASK QUESTIONS.
3. Equipment in this and neighboring labs is shared so please treat it well. If you do not know how to use a piece of equipment ask a staff person. Obey user rules, such as signing logs. Leave all equipment in good working order. If there are problems, tell us so we can fix them!
4. Leave the lab better than you found it. Wash your own glassware, clean up your work area, inform instructor/TA of reagents or materials that are running out, etc.
5. KEEP UP WITH NOTEBOOK ENTRIES EVERY DAY...otherwise, data will be lost!
6. All reagents and samples should be saved and must be labeled with the date, your initials and Pair #, and WHAT IT IS. Items not labeled sufficiently may be discarded.
7. Store things in appropriate places! For DNA, protein samples, reaction mixes and certain buffers, store either in a designated refrigerator or in a designated freezer at -20°C in the storage box provided to your group unless otherwise noted. Note storage places in your notebook.

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• No smoking in the laboratory or in the Bio/Bio Bldg.
• Know the location of fire extinguishers, eyewash stations, safety showers and fire alarms.
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If an accident occurs, immediately notify your instructor or TA.

The Emergency Number on Campus is 9-911

The Campus Health Center number is 5-1511

An important campus safety resource is the Environmental Health and Safety Department web page located at http://ehsd-online.tamu.edu/. Among other things, you can access Material Safety Data Sheets from this site that describe the precautions you should take when working with some of the chemicals we will be using in this lab. Safety information and a notebook of MSDS information are also located in the laboratory.

C. GOOD LAB TECHNIQUES

1. Work on ice unless otherwise directed. It slows degradation of macromolecules.
2. Many reagents settle on storage, so mix them! All frozen solutions need to be thawed and mixed before using.
3. ENZYMES DO OUR WORK. They are stable as glycerol solutions at -20°C. Keep them in the freezer as much as possible. Only remove them in the appropriate blue -20°C freezer blocks. DO NOT ALLOW ENZYME STOCKS TO WARM! They are EXPENSIVE!
4. When pipetting small amounts, check loaded pipet tip before and after the evacuation to assure that solution has gotten into the reaction mix. After addition, mix reaction solution gently but thoroughly: you can pipet total volume up and down OR vortex gently and flash spin to return reaction to the bottom of the tube.
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medical condition which may cause sudden loss of consciousness, I certify that I am
under a doctor's care and that my doctor has given me explicit permission to participate
in this laboratory course. I will inform my instructor of my condition at the beginning of
the semester, or as soon as I am aware of the existence of the medical condition.

I have read and understand the BICH/GENE 432 lab safety regulations, and will comply
with these regulations for my own safety and the safety of others. I understand that
failure to comply with these regulations may result in grade penalties or expulsion from
the course.

Sign both copies of this form. Retain one copy in your laboratory notebook. Your
laboratory supervisor will collect and retain the other signed copy.
Name (print) ___________________________ Fall/Spring/Summer 20___
UIN ___________________________ Date ___________________________
Lab Instructor Name (print) ___________________________
BICH/GENE 432 LABORATORY SAFETY REGULATIONS
The following safety regulations must be obeyed at all times to ensure your safety and the safety of others. Students not complying with these rules may face grade penalties and/or dismissal from the laboratory. If you have any questions, consult your instructor.

1. Never work in the laboratory unless a teaching assistant (TA) or laboratory supervisor is present. Follow all safety guidelines outlined in the laboratory manual or otherwise communicated to you by your instructor. Never perform unauthorized experiments.
2. Eating, drinking, and smoking are never allowed in the laboratory. Never taste chemicals.
3. Carefully read all instructions and thoroughly plan your work prior to beginning.
4. Learn emergency procedures and know the locations and operation of the nearest eye wash, shower, and chemical cleanup materials.
5. Feet must be protected by closed-toe shoes at all times in the laboratory. Bare feet, sandals, and open-toed shoes are not permissible. Confine long hair when instructed.
6. Aisles must be free of clutter. Thus backpacks and other personal articles should be secured beneath your workstation.
7. Dispose of waste chemicals only as instructed by your laboratory instructor or TA.
8. Needles, glass or other sharp objects must be disposed of in special containers as instructed by your TA. They must not be disposed of in the regular trash receptacles.
9. Safety glasses must be worn when indicated in the lab manual or when instructed.
10. Notify your TA or lab supervisor immediately of any injury, accident or spill in the lab.

I realize that all chemicals are potentially dangerous; therefore I will exercise care in handling them. If I am unsure of the potential hazards of any chemical, I will discuss this with my instructor prior to use. If I have a medical condition such as, but not limited to, hypo- or hyperglycemia, diabetes, epilepsy, pregnancy, heart ailments, or any other medical condition which may cause sudden loss of consciousness, I certify that I am under a doctor’s care and that my doctor has given me explicit permission to participate in this laboratory course. I will inform my instructor of my condition at the beginning of the semester, or as soon as I am aware of the existence of the medical condition.

I have read and understand the BICH/GENE 432 lab safety regulations, and will comply with these regulations for my own safety and the safety of others. I understand that failure to comply with these regulations may result in grade penalties or expulsion from the course.

Sign both copies of this form. Retain one copy in your laboratory notebook. Your laboratory supervisor will collect and retain the other signed copy.
Name (print) ___________________________ Fall/Spring/Summer 20___
UIN ______________ Signature ___________________________ Date __________
Lab Instructor Name (print) ___________________________
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Beth Netherland, Department of Health & Kinesiology
    Richard Kreider, Head, Department of Health & Kinesiology
    David Byrd, AOC Dean, College of Education and Human Development
DATE: September 25, 2013
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: KINE 198

We recommend that KINE 198 Health and Fitness 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: 2975
4. Instructor to student ratio for one section: 1:24

KINE 198 is a one-credit course. Students write the following: (1) Proposal Concepts; (2) Questionnaire; (3) Research Support; (4) Reflections on Proposal; (5) Program Proposal; (6) Journal Reflections; and (7) Description. The smaller assignments lead up to or reinforce the major Program Proposal assignment. The process requires that students write three drafts, each of which gets instructor comments and peer comments. Instruction includes discussion of common errors or writing problems and use of student samples to discuss these issues. Conferences with instructors are readily available and encouraged. Students learn how writing will be used in their discipline through discussion and viewing of samples. Mini-lessons on writing issues are frequently given. Evans Library provides instruction on research.

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
(prefix, number, and complete course title):
KINE 198 Health & Fitness: Writing Intensive

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.

Beth M. Netherland
Instructor / Coordinator
Printed name and signature

Valerie Balester 9/3/13
Received: (W Course Coordinator, University Writing Center)
(Date)

Approvals:

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

Department Head:
name and signature
(Date)

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

RECEIVED
SEP 13 2013
By uwe
KINE 198 – Health & Fitness
(Writing Intensive Course)

<table>
<thead>
<tr>
<th>Instructor: Beth Netherland</th>
<th>Office Hours: Mon/Wed 1:30-3:30 &amp; Tue 2:30-4:00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office: PEAP 232</td>
<td>Thur &amp; Fri by appointment</td>
</tr>
<tr>
<td>Phone: 458-3678</td>
<td></td>
</tr>
<tr>
<td>E-mail: <a href="mailto:bnetherland@hikn.tamu.edu">bnetherland@hikn.tamu.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

PREREQUISITES: None

REQUIRED MATERIAL:


COURSE DESCRIPTION:
KINE 198 qualifies as a writing intensive course and is therefore dedicated to improving writing skills most commonly associated with the discipline. In addition to the technical and analytic content of the assignments, papers and essays will be graded in part for spelling, grammar, punctuation, style, and clarity. Several class periods will be devoted to in-class writing instruction and activities such as revising and proofreading.

The course consists of two components, lecture and activity. Students will meet one day a week for lecture and one day a week for the activity portion. The lecture portion will cover current health issues including mental and physical health, nutrition, human sexuality, communicable and non-communicable diseases, use and abuse of drugs, and safety.

The activity portion will cover basic knowledge and techniques of yoga improving the individual’s fitness through the utilization of this knowledge.

COURSE RATIONALE:
Writing intensive classes increase the civic and professional effectiveness of Texas A&M students once they graduate. Through reflective and technical writing assignments health and kinesiology majors will be able to communicate with various groups in the field of health and kinesiology and with the lay public.

Research indicates that daily health/fitness related behaviors determine the quality and longevity of our life. This course is designed to provide information to create awareness of and motivation toward development of positive health and fitness behaviors. The practice of long-term positive health and fitness behaviors are essential to an individual’s physical, intellectual, emotional and social well being.

COURSE OBJECTIVES:
The student will be able to differentiate between healthy and unhealthy behaviors and to recognize behavior change strategies regarding the following topics: physical fitness, nutrition, sexuality, drugs, personal safety, stress and general wellness.

The student will be able to define key terms related to physical fitness, nutrition, sexuality, drugs, personal safety, stress, general wellness and human diseases.

The student will be able to demonstrate personal awareness concerning the importance of physical fitness, nutrition, sexuality, drugs, personal safety, stress, and general wellness.

The student will be able to identify responsible behaviors associated with drug misuse/abuse, personal safety, human sexuality and interpersonal relationships.

The student will be able to recognize factors contributing to the development of non-communicable diseases and to the spread of communicable diseases and their treatment options.

The student will be able to demonstrate reflective writing.
The student will be able to create a practical assignment in the field of health and kinesiology that integrates scientific literature.

The student will be able to edit written work.

The student will be able to prepare and present a descriptive analysis of a yoga posture.

The student will be able to demonstrate and describe proper yoga technique.

The student will be able to demonstrate that writing is a continuous process that requires time, energy, and practice.

**GRADING POLICY:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Word Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Proposal</td>
<td>65</td>
<td>approximately 2225 words</td>
</tr>
<tr>
<td>Journal 1 – Wellness Reflection</td>
<td>5</td>
<td>approximately 250 words</td>
</tr>
<tr>
<td>Journal 2 – Mastery Goal</td>
<td>5</td>
<td>approximately 250 words</td>
</tr>
<tr>
<td>Asana Description</td>
<td>5</td>
<td>approximately 250 words</td>
</tr>
<tr>
<td>Asana Presentation</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Skills Assessment</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Written Exam</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Total words</strong></td>
<td>2,975</td>
<td>80% of the final grade</td>
</tr>
</tbody>
</table>

**GRADE SCALE:**

90-100 = A  
80-89 = B  
70-79 = C  
60-69 = D  
Below 60 = F  
Pass/Fail-Below 70 = F

**WRITING CENTER CONSULTATION:**

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 438-1455, visit the web page at writingcenter.tamu.edu, or stop by in person.

*PLEASE NOTE:*

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 crimes, 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.”
Academic Integrity

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

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

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

ATTENTION STUDENTS:
1. It is the responsibility of the student to inform his/her instructor if they have a condition that may impair or influence participation in an activity class (e.g. physical handicap, use of medication, etc.).
2. Should you become unable to participate in or complete the skill evaluation in this activity class, alternative methods of evaluation may be provided at the instructor’s discretion.
3. The courses in which you have elected to participate are either required as part of your major or elected. Regardless of the case, you must realize that there is a certain assumption of risk, which you engender when you participate in activity classes such as these. You must be aware of the assumption.

ATTENDANCE POLICY for KINE 199 and 198

Attendance is a critical component of all KINESIOLOGY classes and is essential to learning a skill. Additionally due to the skill progressions found in teaching activities, it is crucial, for safety reasons, to require regular attendance.

A student shall be allowed 2 unexcused absences without penalty. For each unexcused absence beyond the first two unexcused absences, 15 points will be deducted from the final grade. **PLEASE NOTE:** A student will automatically fail after the 4th unexcused absence. Excused absences, as defined in Rule 7 of the Texas A&M University Student Rules will not result in any point deduction, however written documentation will be required to receive an excused absence. Any combination of excused and unexcused absences totaling 7 or more, where no more than 3 absences are unexcused will require a grade of Incomplete to be issued in the class.

One point will be deducted from the final grade for each tardy up to **10 minutes**. After 10 minutes, the student is considered absent.

*Updated 08/2013*
TO: Faculty Senate Executive Committee

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

CC: Antoinetta Quigg, Department of Marine Biology
    John Schwarz, Head, Department of Marine Biology
    Donna Lang, AOC Dean, Texas A&M Galveston

DATE: September 25, 2013

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: MARB 408

We recommend that MARB 408 Marine Botany 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: 40%
2. Course content appropriate to the major
3. Total number of words: 7000
4. Instructor to student ratio for one section: 1:8

MARB 408 is a four-credit course. Since original certification, a library visit and an assignment have been added. There are three short writing assignments and two longer assignments that include feedback on multiple levels, specifically, a peer review and Graduate Assistant Teacher comments. All data for the laboratory is collected and analyzed in a collaborative effort based on pairs of students, and composition of written materials is performed by individuals. All assignments receive written instructor comments, and the last two also receive peer review in class. The revision process is accompanied by in-class discussion, eCampus interaction, and individual and small group conferences. Instruction includes a lecture on writing laboratory reports, a low-stakes preliminary assignment in the lab practical, and teaching the students how to interpret peer-reviewed literature and summarize findings. Further instruction includes discussion of the rubrics for each assignment in class and handouts on writing. As needed, there may be additional writing conferences in or outside class under the guidance of the professor, GAT, or Writing Lab coach, in which groups of students use the rubric as a tool for peer review and learn to aid each other and strategies for self-evaluation.
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):
   MARB 408 Marine Botany

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: \[Signature\]  A. Quinn 8/26/2013
   Printed name and signature

Received: \[Signature\]  Valerie Balester, 9/24/13
   (W Course Coordinator, University Writing Center)
   (Date)

Approvals:

College Dean: \[Signature\]  D. Lang 8/28/13
   Printed name and signature

Department Head: \[Signature\]  J.R. Schwarz 8/28/13
   Printed name and signature

1.214 Sterling C. Evans Library
5000 TAMU
College Station, TX 77843-5000
Tel. 979.458.1455 Fax 979.458.1466
writingcenter.tamu.edu
MARINE BOTANY – MARB 408
11:00 am - 12:15 pm – MERC 151 - Spring 2013 Lecture Syllabus
Dr. Antonietta Quigg (Associate Professor, Marine Biology Department)
OCSB, Room 261, (409) 740-4990, quigga@tamug.edu

Lecture Course description and Learning Outcomes (3 credits):
This course will introduce students to marine plants, particularly those in the coastal waters of the Gulf of Mexico, which is a valuable national and regional resource. The course includes studies into the ecology, community structure and environmental characteristics of marine plants and fungi. The emphasis in the class will be directed towards the identification of common marine plants, their habitat structure, the study of life histories and the environmental factors affecting the ecology of the marine plants (both micro and macroscopic). The course aims to provide students with sufficient knowledge and laboratory experience in all things related to Marine Botany. By the end of the course, students will be able to:

(1) describe the ecological and environmental properties which effect the growth, physiology and distribution of marine plants,
(2) differentiate between the divisions of marine plants,
(3) evaluate and describe human influences on marine plant environments, and
(4) place marine plants in the large context of world affairs.

If you are taking this as a Writing Intensive Course (W), you must pass the written portion of the course in order to pass the course overall. Failure to pass the writing component in the course means you do not pass the course as a W course despite your mathematical grade. In this case, the 900 section number will be removed to show that you did not meet the writing requirement. This may be replaced with a 400 section number to show that you did however pass the class.

Course schedule
*You will be notified of changes, if any, during lecture time and or via webct vista

<table>
<thead>
<tr>
<th>WEEK #</th>
<th>WEEK OF</th>
<th>TUESDAY LECTURE</th>
<th>THURSDAY LECTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 14</td>
<td>Introduction</td>
<td>Algal ecology I</td>
</tr>
<tr>
<td>2</td>
<td>Jan 21</td>
<td>Algal ecology II</td>
<td>Algal ecology III</td>
</tr>
<tr>
<td>3</td>
<td>Jan 28</td>
<td>Exam 1</td>
<td>Photopigments &amp; Photosynthesis</td>
</tr>
<tr>
<td>4</td>
<td>Feb 4</td>
<td>Cyanobacteria</td>
<td>Eukaryotes</td>
</tr>
<tr>
<td>5</td>
<td>Feb 11</td>
<td>Exam 2</td>
<td>Chlorophyta I</td>
</tr>
<tr>
<td>6</td>
<td>Feb 18</td>
<td>Dinophyta</td>
<td>Bacillariophyta</td>
</tr>
<tr>
<td>7</td>
<td>Feb 25</td>
<td>Exam 3</td>
<td>Haptophyta</td>
</tr>
<tr>
<td>8</td>
<td>Mar 4</td>
<td>Cryptophyta</td>
<td>Chrysophyta</td>
</tr>
<tr>
<td>9</td>
<td>Mar 11</td>
<td>Spring break</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Mar 18</td>
<td>Microphytobenthos</td>
<td>Exam 4</td>
</tr>
<tr>
<td>11</td>
<td>Mar 25</td>
<td>Marine plants</td>
<td>Rhodophyta</td>
</tr>
<tr>
<td>12</td>
<td>Apr 1</td>
<td>Chlorophyta II</td>
<td>Phaeophyta</td>
</tr>
<tr>
<td>13</td>
<td>Apr 8</td>
<td>Exam 5</td>
<td>No class</td>
</tr>
<tr>
<td>14</td>
<td>Apr 15</td>
<td>Seagrasses</td>
<td>Salt Marshes</td>
</tr>
<tr>
<td>15</td>
<td>Apr 22</td>
<td>Mangrove plants</td>
<td>Exam 6</td>
</tr>
<tr>
<td>16</td>
<td>Apr 29</td>
<td>Redefine day -- no class</td>
<td></td>
</tr>
</tbody>
</table>
Prerequisites: BIOL 114 & 124, curriculum sophomore or approval of instructor.
Textbook: Marine Botany course manual – Quigg 2012
This will be posted on webct. In addition, books, websites, etc. will be suggested during lectures.

Laboratory course description (1 credit; 30% final grade):
Labs aim to teach students field and laboratory techniques for research on the biology and ecology of marine plants. Lab Reports will be used to access your progress thru the lab part of the class but more importantly, to help with your writing experiences. You may expect your reports to increase in sophistication and detail. Late reports will be penalized (-10% a day) if no university approved documentation is provided. Your instructor will be Alicia Shepard.

Lab schedule
Wednesday - 10am - 12:50pm; Thursday - 1pm - 3:50pm; Friday - 11am - 1:50pm
*You will be notified of changes, if any, during lecture time and or via webct.

<table>
<thead>
<tr>
<th>WEEK OF:</th>
<th>LAB</th>
<th>WORK DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 14</td>
<td>Writing/Basic Excel Lab</td>
<td></td>
</tr>
<tr>
<td>Jan 21</td>
<td>Boat Trip/Phytoplankton Sample Preservation</td>
<td>Summary &amp; Excel Worksheet</td>
</tr>
<tr>
<td>Jan 28</td>
<td>Light Dark Bottle Experiment</td>
<td></td>
</tr>
<tr>
<td>Feb 4</td>
<td>Chlorophyll Assays</td>
<td>Report 1 Light/Dark Bottles</td>
</tr>
<tr>
<td>Feb 11</td>
<td>Resource Limitation Assay Set Up</td>
<td>Report 2 Chlorophyll Assays</td>
</tr>
<tr>
<td>Feb 18</td>
<td>Resource Limitation Assay Spectrophotometer Analysis</td>
<td></td>
</tr>
<tr>
<td>Feb 25</td>
<td>Peer Review Week</td>
<td>Draft 1 of Report 3</td>
</tr>
<tr>
<td>Mar 4</td>
<td>Plankton Identification and Water Quality</td>
<td>Plantkon drawings and ID’s</td>
</tr>
<tr>
<td>Mar 11</td>
<td></td>
<td>Spring break</td>
</tr>
<tr>
<td>Mar 18</td>
<td>Plant Identification and Drawings</td>
<td>Final Report 3 Due</td>
</tr>
<tr>
<td>Mar 25</td>
<td>Sunset Cove Quadrats</td>
<td>Worksheet/Plant Drawings</td>
</tr>
<tr>
<td>Apr 1</td>
<td>Data/Statistics Lab</td>
<td></td>
</tr>
<tr>
<td>Apr 8</td>
<td>Peer Review Week</td>
<td>Draft 1 of Report 4</td>
</tr>
<tr>
<td>Apr 15</td>
<td>Wetlands Center Trip</td>
<td></td>
</tr>
<tr>
<td>Apr 22</td>
<td>Seaweed/Herbarium Trip</td>
<td>Final Report 4 Due</td>
</tr>
<tr>
<td>Apr 29</td>
<td></td>
<td>Herbarium Due</td>
</tr>
</tbody>
</table>

Quizzes (10% final grade):
A number of 10 minute quizzes will be given randomly covering course material or current affairs pertinent to marine botany studies. These will be administered either at the being or end of a lecture. Please plan on attending all lectures. Students who miss a quiz due to a documented excused absence only may schedule a makeup; students with undocumented absences will score "0".
SUMMARY of GRADING:
Each exam = 10%
(100-90 = A; 89-80 = B; 79-70 = C; 69-60 = D; 59-0 = F);
Quizzes = 10%,
Laboratory = 30%.
There will be no option to obtain extra credit. You are asked to complete assigned work and exams. If you are experiencing difficulties with the course or labs, please see instructors promptly.

Office Hours:
Open door policy, however, students are encouraged to contact Dr. Quigg via email or phone in advance to insure availability. Email is best. I will always be available immediately after class to address any concerns.

Attendance Policy:
Students are expected to attend all classes. If unable, they need to notify the Dr. Quigg in advance. The instructor reserves the right to penalize the students in the event of repeated unexcused absences. Students that miss classes will have to contact the instructor for appropriate make up, or they could otherwise be subject to penalization. The instructor is under no obligation provide an opportunity for the student to make up work missed because of an unauthorized absence. Information concerning absences can be found in the University student rules Section 7 (http://student-rules.tamu.edu/rule07/). Please consult the university student rules for reasons for excused absences, detailed procedures and deadlines.

Students are expected to attend all lab classes wearing suitable attire. If students miss a field trip, only authorized absences will be accepted in lieu of missing a field trip. Students are expected to make up field trips by attending another lab section, but only with permission of the lab TA prior to the field trip taking place. Late laboratory reports will lose 10% per day; late laboratory reports will not be considered once overdue by a week.

Statement on Absences: Information concerning absences is contained in the University Student Rules Section 7. The University views class attendance as an individual student responsibility. All students are expected to attend class and to complete all assignments. Please consult the University Student Rules for reasons for excused absences, detailed procedures and deadlines as well as student grievance procedures (Part III, Section 45).

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

Academic Integrity Statement and Policy
"An Aggie does not lie, cheat, or steal or tolerate those who do."
All syllabi should contain a section that states the above Aggie Honor Code and refers the student to the Honor Council Rules and Procedures on the web: http://www.tamu.edu/HonorSystem.
The following may be included in assignments and examinations:
"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."
[Signature of the Student]
Statement on the Family Educational Rights and Privacy Act (FERPA)
FERPA is a federal law designed to protect the privacy of educational records by limiting access to these 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 the 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 privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.

Statement on Course Evaluations
The PICA (Personalized Instructor/Course Appraisal) is an online course evaluation for Texas A&M. We highly encourage you to complete an evaluation for each course on your schedule. Student input is a critical component used to improve curriculum and teaching. Each faculty member values your input to improve his/her methodology. Your comments can also significantly impact the mix and membership of faculty. The PICA website is available at http://pica.tamu.edu, your howdy portal, or by scanning

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

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, http://student-rules.tamu.edu/, under the section "Scholastic Dishonesty."
### Important Spring Dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 11</td>
<td>Last day to register for spring semester classes and pay fees. 5 p.m.</td>
</tr>
<tr>
<td>Jan 14</td>
<td>First day of spring semester classes.</td>
</tr>
<tr>
<td>Jan 18</td>
<td>Last day for adding/dropping courses for the spring semester. 5 p.m.</td>
</tr>
<tr>
<td>Jan 21</td>
<td>Martin Luther King, Jr. Day. Faculty and Staff holiday.</td>
</tr>
<tr>
<td>Jan 25</td>
<td>Last day to apply for all degrees to be awarded in May. 5 p.m.</td>
</tr>
<tr>
<td>Mar 4</td>
<td>Mid-semester grades due in Enrollment Services. 10 a.m.</td>
</tr>
<tr>
<td>Mar 11-15</td>
<td>Spring break.</td>
</tr>
<tr>
<td>Mar 15</td>
<td>Faculty and Staff holiday.</td>
</tr>
<tr>
<td>Mar 29</td>
<td>Reading day, no classes.</td>
</tr>
<tr>
<td>Apr 2</td>
<td>Last day for all students to drop courses with no penalty (Q-drop). 5 p.m.</td>
</tr>
<tr>
<td></td>
<td>Last day to change Kinesiology 198/199 grade type. 5 p.m.</td>
</tr>
<tr>
<td></td>
<td>Last day to officially withdraw from the University. 5 p.m.</td>
</tr>
<tr>
<td>Apr 8</td>
<td>Preregistration begins for the 2013 first term, second term, 10-week summer semester and fall 2013 semester.</td>
</tr>
<tr>
<td>Apr 21</td>
<td>Muster. Campus ceremony.</td>
</tr>
<tr>
<td>Apr 29</td>
<td>Prep day, classes meet. No regular course exams (except for laboratory and one-hour classes) shall be given on these days.</td>
</tr>
<tr>
<td>Apr 30</td>
<td>Last day of spring semester classes. Redefined day, students attend their Friday classes. Prep day, classes meet. No regular course exams (except for laboratory and one-hour classes) shall be given on these days.</td>
</tr>
<tr>
<td>May 1-2</td>
<td>Reading days, no classes.</td>
</tr>
<tr>
<td>May 3, 6-8</td>
<td>Spring semester final examinations for all students.</td>
</tr>
<tr>
<td>May 9</td>
<td>Grades for degree candidates due in Enrollment Services. 10 a.m.</td>
</tr>
<tr>
<td>May 10</td>
<td>Last day for May undergraduate degree candidates to apply for Tuition Rebate. 5 p.m.</td>
</tr>
<tr>
<td>May 11</td>
<td>Commencement and Commissioning.</td>
</tr>
<tr>
<td>May 13</td>
<td>Final grades for all students due in Enrollment Services. 10 a.m.</td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee

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

CC: Fred Pearl, Department of Maritime Studies
    Joe Szucs, Interim Head, Department of General Academics
    Donna Lang, AOC Dean, Texas A&M Galveston

DATE: September 25, 2013

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: MAST 411

We recommend that MAST 411 International Maritime Cultures 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: 50%
2. Course content appropriate to the major
3. Total number of words: 5400
4. Instructor to student ratio for one section: 1:20

For this course, students write six abstracts, two reaction papers, and two longer papers, including a term paper. They also write a draft of the term paper, which is reviewed by the instructor. Revision is also encouraged by allowing students to revise most assignments for a new grade. Instruction includes lecture on writing topics, modeling, and discussing the rubric for each assignment in class.

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):

MAST 411 INTERNATIONAL MARITIME CULTURE

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: Frederic Pearl
Printed name and signature

Received: Valerie Balester 9/24/13
(W Course Coordinator, University Writing Center)
(Date)

Approvals:

College Dean: Donna Lang
Printed name and signature
(Date)

Department Head: John Carhart
Printed name and signature
(Date)
International Maritime Culture

Maritime Studies 411-900
Spring 2014
Time & Room TBA

Professor: Dr. Frederic B. Pearl
Office location: CLB 217
Office Hours: TBA
Appointments: 740-4975
mast@tamug.edu (CW)

Course Description:
Maritime Studies 411 is intended to introduce you to peoples and cultures of the world who have made successful maritime or seafaring adaptations. In our class discussions and readings we will cover a broad range of topics, from aboriginal subsistence whaling to contemporary commercial fishing culture. We will examine both industrial and non-industrialized maritime cultures.

Learning Objectives

Knowledge skills: The primary objective of MAST 411 is to become familiar with international maritime culture and to learn to effectively communicate your ideas through your writing. This goal is accomplished by learning about maritime culture through readings, lectures, films, and discussions; writing extensively on the topics you’ve learned; and providing and receiving peer and instructor feedback. Because this is a senior level class I expect each student to participate heavily in class discussion. It is through our weekly discussions that most learning will take place. You will come to better understand the following:

• How social organization and social change are cultural adaptations.
• Understand the role of maritime adaptations in complex non-capitalist cultural systems.
• Understand the social, political, and economic issues facing contemporary indigenous fishermen.
• Understand the social, political, and economic issues facing contemporary commercial fishermen.

However, content (knowledge) is only one hurdle in this class. In order to pass this class you must be able to conduct research on unfamiliar topics, synthesize large amount of written information into oral or written reports, critically analyze opposing viewpoints, and communicate effectively in writing and speaking.

Academic skills: At this level you will be expected to demonstrate the academic skills necessary to succeed in life after college. The assignments are designed to exercise your skills in the following areas: individual responsibility, appropriate use of technology, record-keeping, mental toughness, teamwork, and professionalism.
Communication skills: Because written and oral communication are at the heart of success in the social sciences and humanities, this course will develop your ability to formally communicate ideas in person (oral presentations), summarize literature effectively in writing, develop discussion ideas into short essays; and make persuasive arguments by bringing together multiple scholarly sources.

Required Texts (given in APA format)


Grading Policy

When quantification is permitted I use a percentage score to determine your grade (i.e. A 100-91, B 90-81, C 80-71, D 70-61, F 60 and below). When subjectively scoring your work I use a 5-point ordinal scale with appropriate values (e.g. 1 inadequate, 2 needs significant improvement, 3 average, 4 above average, 5 excellent). I record your grades in 3 areas: Knowledge, Communication, and Academic Skills. Your final grade is determined by weighting these three categories in a 40:40:20 ratio. You will receive 2 mid-semester progress reports.

Grading Scale

Written Work 50%
Major Presentation 30%
Portfolio 20%

Written Work Grade Calculation

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<thead>
<tr>
<th>Description</th>
<th>Quantity</th>
<th>Value (ea)</th>
<th>Value-total</th>
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<td>Abstracts</td>
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<tr>
<td>Reaction Papers</td>
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<td>10</td>
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<td>Major Paper</td>
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<td>15</td>
<td>15</td>
<td>1200</td>
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<tr>
<td>Draft (Final Paper)</td>
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<td>Final paper</td>
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<tr>
<td>Bibliography 2</td>
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<td>Portfolio- Front and Back Matter</td>
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<tr>
<td><strong>Total Points</strong></td>
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<td>100</td>
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</table>

Note: Your written work will comprise 50% of the semester grade. The bibliographies, front and back matter, and preparatory activities will be included as part of the grade for your portfolio.

**Record-Keeping**

You are required to keep all assignments and tests that get returned to you and keep them in a well-organized folder. Twice during the year and once at the final exam I will require you to submit your portfolio as part of your mid-semester evaluation process. You MUST keep backups of any work you submit to me. In the event that your portfolio or any work within it is lost, stolen, or destroyed, you are responsible for reproducing and submitting it when asked. I reserve the right to request your portfolio at any time during the semester, and your portfolio will not be returned to you after the final exam.
Attendance

"Eighty percent of life is just showing up" - Woody Allen

Attendance is mandatory for this class. You are expected to be in class every session, having read all assigned readings. You should be prepared to comment on and discuss the readings and other issues related to class each week. If you are going to miss a class, notify me as soon as possible to avoid a penalty. University Rules for excused absences may apply to your situation (see http://student-rules.tamu.edu/rule07).

Academic Dishonesty

As traditionally expressed in the Aggie Code of Honor, "Aggies neither lie, cheat, or steal, nor tolerate those who do." I fully subscribe and endorse this ethic, but in case that is not explicit enough, the University has well-established rules that govern against cheating. If you are caught cheating on an exam you will receive a zero on it. Other academic sanctions may follow. All other work conducted in this class must be your own, even for group assignments. Please don't cheat. It doesn't do anybody any good, and it carries with it severe penalties that can affect your academic standing.

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

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

NOTICE: All students in my classes must attend annual training in plagiarism detection with the TAMUG Writing Center. As soon as you have completed your training submit verification to Catherine Warrington in the MAST Office (CLB 217).

The Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Counseling Office, Northern Student Center, or call (409) 740-4587.

Notice Concerning Technology in the Classroom

I am generally approving of the use of computers, PDAs, and other technological gadgetry designed to give you an academic edge. However, please pre-approve their use in the classroom. Cellphones should be silenced, or better yet, deactivated if you do not need them during class. Texting in class is generally considered to be in poor form.
<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Reading/Homework</th>
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<tbody>
<tr>
<td></td>
<td>Writing for Maritime Studies part I: how to</td>
<td>Bibliographies van Ginkel</td>
</tr>
<tr>
<td></td>
<td>research and organize</td>
<td>chapter 1</td>
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<td>Week 1</td>
<td>Writing for Maritime Studies part II: writing</td>
<td>Prewriting</td>
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<td></td>
<td>In-Depth: Issues in Maritime Anthropology</td>
<td>van Ginkel chapter 2</td>
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<td>Bloody rituals: the Sicilian <em>Mattanza</em> and the</td>
<td>Discussion notes Major</td>
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<td>Faroese <em>Grindadráp</em> (student presentations)</td>
<td>paper</td>
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<td>Reading Quiz</td>
<td>van Ginkel chapter 3</td>
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<td>Discussion form</td>
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<td>Week 2</td>
<td>The Makah whale hunt and the leviathan's death:</td>
<td>van Ginkel chapter 4</td>
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<td></td>
<td>reinventing tradition and disputing authenticity</td>
<td>Discussion notes</td>
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<tr>
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<td>(student presentations)</td>
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<td></td>
<td>Reading Quiz</td>
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<td></td>
<td>Pigs, priests and other puzzles: fishermen's</td>
<td>van Ginkel chapter 5</td>
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<td>taboos in a comparative perspective (student</td>
<td>Discussion notes</td>
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<td></td>
<td>presentations)</td>
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<td></td>
<td>Reading Quiz</td>
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<td>Major paper draft due</td>
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<td>Week 3</td>
<td>An ounce of luck is better than a pound of</td>
<td>van Ginkel chapter 6</td>
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<td>wisdom*: success and the idiom and ideology of</td>
<td>Discussion notes</td>
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<td></td>
<td>Dutch shellfish planters (student presentations)</td>
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<td></td>
<td>Reading Quiz</td>
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<td></td>
<td>A matter of honor*: the fishing prowess of Texel</td>
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<td></td>
<td>Beam trawler skippers (student presentations)</td>
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<td></td>
<td>Reading Quiz</td>
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<tr>
<td>Week 4</td>
<td>Summary and Review</td>
<td>Group 2: Study Group</td>
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<td>Portfolio</td>
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<td></td>
<td>Midterm 2</td>
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<td></td>
<td>Portfolio due</td>
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<td></td>
<td>Major paper due</td>
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<td></td>
<td>Study guides due</td>
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<tr>
<td>Date</td>
<td>Content</td>
<td>Reading</td>
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<td>Week 6</td>
<td>2:00 pm Student Presentations Group A</td>
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<td>9:30 am Student Presentations Group A</td>
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<tr>
<td></td>
<td>2:00 pm Student Presentations Group B</td>
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<tr>
<td>Week 7</td>
<td>9:30 am Student Presentations Group B</td>
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<tr>
<td></td>
<td>2:00 pm Student Presentations Group C</td>
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<tr>
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<td>9:30 am Student Presentations Group C</td>
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<tr>
<td></td>
<td>2:00 pm Student Presentations Group D</td>
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<td>Week 8</td>
<td>9:30 am Student Presentations Group D</td>
<td>Reading TBD Abstract</td>
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<tr>
<td></td>
<td>2:00 pm Student Presentations Group E</td>
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<td></td>
<td>9:30 am Student Presentations Group E</td>
<td>Reading TBD Abstract</td>
</tr>
<tr>
<td></td>
<td>Special topic (top article selected by student)</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Special topic (top article selected by student)</td>
<td>Portfolios</td>
</tr>
<tr>
<td>Week 10</td>
<td>Closing Ceremonies, Review</td>
<td>Group 3: Study Group</td>
</tr>
<tr>
<td></td>
<td>Portfolios due</td>
<td></td>
</tr>
</tbody>
</table>

**No Final Exam**
Writing Assignments
Description of Assignments

Key to Types of Feedback

**Grade only** You will receive a grade on this paper, but will not receive individual feedback without an office visit.

**Grade plus** You will receive a grade on this paper, as well as written comments.

**In-class** The writing assignment will be discussed in class. Feedback will be of a more general nature, although some individual feedback might be offered, particularly in response to questions.

**No-grade** This assignment will be checked for thoroughness, but not receive a grade. These assignments may be factored into your participation.

**Peer-review** You will receive feedback from other students in the class.

**Revision** You will receive individual feedback and may be required to revise and resubmit your work.

Key to Formats

**Paper** A standard written paper. Unless otherwise specified, papers must follow the general formatting guidelines (section 2) published in the 2009 *APA (Style) Lite for College Papers*. The main variance from this style is that the student's name should appear in the headers in place of the Short Title page header. Do not submit a Title Page or Abstract. Unless otherwise specified in the assignment, all papers must be submitted in person during class on the due date. *Papers are not accepted via email.* Papers not submitted when due will be penalized 10% immediately, with an additional 10% penalty for each day late after the first¹. Papers more than one week late will receive an "F", but submission is still required for feedback purposes.

**Oral** An oral presentation.

¹ University Rules on excused absences take precedence (see [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07))
Title: Abstract
Audience: Scholarly journal

Instructions

Compose a concise summary of the article or chapter you were assigned to read. Follow the APA Lite guidelines for Title pages with abstracts (sec 2.1).

Type the abstract itself as a single paragraph in block format (i.e., without paragraph indentation), and do not exceed 120 words. Type all numbers—except those that begin a sentence—as arabic numerals (APA, 2001, p. 298).

For each abstract you must also complete a discussion form (handout). Use the form as a cover sheet, stapling in the upper left hand corner.

Word Count Guidelines: 150 words maximum in the body of the abstract
Format: Paper
Feedback: Revision
Title: Discussion Notes
Audience: self

Instructions

Take complete discussion notes following the (handout) for the assigned reading.

Whereas discussion of the material covered in the text is essential; and whereas I have been lecturing far too much; be it resolved that from now on I will try to tell you in advance what questions I will raise to stimulate discussion. Please prepare notes (at least mental ones if not physical) that address these very issues. You will be called on in class for your comments, opinions, and answers. You are not required to hand in your notes.

Your grade will be based upon your ability to discuss the material intelligently in class.

Word Count Guidelines: N/A
Format: N/A
Feedback: in-class
Title: Indigenous Perspectives and Arctic Council Issues
Short Title: Presentation 1
Audience: class

Instructions

Give a 5-minute presentation on the assigned topic

Requirements
Do not go over 5 minutes
if you use presentation software, use google docs
Turn in a typed outline of your presentation

Your grade will be based upon your ability to discuss the material intelligently in class.

Professionality
Thoroughness
Pulse/Presence

See the grading rubric for details.

Word Count Guidelines: 5 minute presentation
Format: N/A
Feedback: in-class

Topics
1. Arctic Council Overview
2. Permanent Participants Overview
3. Gwich'in
4. Inuit
5. Raipon
6. Saami
7. Athabaskan
8. United Nations
9. USA
10. Canada
11. Finland, Norway Sweden
12. Russia
13. Sustainable Development
14. Climate Change
15. Oil and Gas
16. Human Rights
17. Wildlife, Caribou, Seal Hunting

Your presentation should give a good introduction to your presentation topic. Research your topic wherever and however you want. The baseline content, however, must be based on information the Arctic Council websites: http://www.arctic-council.com and http://www.arctic-peoples.com. The latter site has all of the topics covered from an
Indigenous perspective (navigate to the category list on the lower right). I expect you to have excellent coverage of those issues.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee

CC: Scott Austin, Department of Philosophy & Humanities
Gary Varner, Head, Department of Philosophy & Humanities
Donald J. Curtis, AOC Dean, Liberal Arts

DATE: September 25, 2013

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: PHIL 361

We recommend that PHIL 361 Metaphysics 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: 35%
2. Course content appropriate to the major
3. Total number of words: 2250
4. Instructor to student ratio for one section: 1:25

For this course, students write a short paper on metaphysics and a term paper (which is outlined in detail). Although they are not counted in the percentage above, essay exams give the students additional writing practice. Formative feedback is given on the detailed term paper outline, and students are also invited to turn in early drafts for instructor comment. Instruction includes how to write each type of paper and specifically how to write in philosophy.

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):
   
   HIL 301 Metaphysics

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] 7/22/2013

Printed name and signature

Received: Valerie Balester 7/27/13

(W Course Coordinator, University Writing Center)

(Date)

Approvals:

College Dean: Michael T. Stephenson 7/24/13

Printed name and signature

(Date)

Department Head: [Signature] 7/22/2013

Printed name and signature

College Station, TX 77843-5000
Tel 979.458.1455 Fax 979.458.1466
writingcenter.tamu.edu
PHILOSOPHY 361. Metaphysics. (3-0). Credit 3.

Topics concerning the fundamental nature of reality, such as what exists, the mental and the physical, universals and individuals, space and time, God.

<table>
<thead>
<tr>
<th>Sec.</th>
<th>Time</th>
<th>Place</th>
<th>Instructor</th>
<th>Office</th>
<th>Hours</th>
<th>Phone</th>
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<tr>
<td>500</td>
<td>TR 2:20 - 3:35</td>
<td>BLTN 018</td>
<td>H.J. McCann</td>
<td>302F BOLT</td>
<td>TR 11-12:30</td>
<td>845-7133</td>
</tr>
</tbody>
</table>

E-MAIL: h-mccann@tamu.edu


Course Requirements:

- Short Paper, 15%
- Midterm Examination, 25%
- Term Paper Outline, 10 %
- Term Paper, 25%
- Final Examination, 25%

Course Description:

Some of the most basic concerns of metaphysics are to decide what sorts of things exist, how the objects of our experience are composed, how those objects are able to change and persist through time, and whether the world of our experience may be at least in part constructed by our conceptualizations of it.

These concerns will be pursued in this course through reading and class discussions. Most of the readings will be from our text, but at times we may look at supplementary material. The object of the course will not be to solve the problems considered but to learn to think better about them, and along the way to gain a critical appreciation of some representative positions philosophers have taken on these issues.

This is a W (writing intensive) course, designed in part to help you develop your skill as a philosophical writer. The writing portion is built around a brief paper (500 words) on an assigned topic, due on February 20; and on your term paper (1750 words) on a topic of your choice, due on April 23. A detailed outline for your paper will be due on Thursday, April 2. Instructions for all writing topics will be provided well in advance.

NB: University regulations require that in order to receive a W credit for any course, a student must receive a passing grade in the writing component of the course.
SYLLABUS

Below is a very tentative schedule of topics to be discussed, and the reading for each topic (these are simply the chapters of our text). Note well the dates for the examinations. There is a penalty of one letter grade for make-up examinations unless prior arrangement is made, or you have a documented excuse.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 16, 21, 23</td>
<td>The Problem of Universals: Realism</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Jan. 28, 30, Feb. 4</td>
<td>Universals (cont’d.): Nominalism</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Feb. 6, 11, 13</td>
<td>The Nature of Concrete Particulars</td>
<td>Chapter 3</td>
</tr>
</tbody>
</table>

**SHORT PAPER DUE, Thursday, February 20**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 18, 20, 25, 27</td>
<td>Propositions, Facts, SOA’s, Events</td>
<td>Chapter 4</td>
</tr>
</tbody>
</table>

**MIDTERM EXAM, Tuesday, March 3**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar. 5, 17, 19</td>
<td>The Necessary and the Possible</td>
<td>Chapter 5</td>
</tr>
<tr>
<td></td>
<td><em>(Spring Break, March 9-13)</em></td>
<td></td>
</tr>
<tr>
<td>Mar. 24, 26</td>
<td>Causation</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>Mar. 31, Apr. 2</td>
<td>Time</td>
<td>Chapter 7</td>
</tr>
</tbody>
</table>

*(Last day for Q-drop, Tuesday, March 31)*

**TERM PAPER OUTLINE DUE: Thursday, April 1**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr. 8, 10</td>
<td>Temporal Persistence</td>
<td>Chapter 8</td>
</tr>
</tbody>
</table>
Apr. 15, 17, 22

Realism and Anti-Realism

Chapter 9

TERM PAPER DUE: Thursday, April 23

FINAL EXAM, Wednesday, May 6, 1:00-3:00 p.m.

Grading Scale:

All assignments are graded on a numerical basis. The scale for determining final letter grades is as usual:

90-100 = A
80-89  = B
70-79  = C
60-69  = D
Below 60 = F
IMPORTANT INFORMATION

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Academic Integrity: 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. The Honor System Rules and Procedures may be found on the web at <http://www.tamu.edu/aggiehonor>

Expressly prohibited by the honor code is plagiarism. As commonly defined, plagiarism consists in passing off as one’s own ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Timothy Scott and Duncan MacKenzie, Department of Biology
     U.J. McMahan, Head, Department of Biology
     Timothy Scott, AOC Dean, College of Science
DATE: September 25, 2013

SUBJECT: REPORT ON RECERTIFICATION OF C COURSE: BIOL 388

We recommend that BIOL 388 Principles of Animal Physiology be certified as a communications (C) 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: 35%
2. Course content appropriate to the major
3. Total number of words: 1275
4. Total minutes of oral performance: 5 per student
5. Instructor to student ratio for one section: 1:15

BIOL 388 is a four-credit course. Both Drs. Scott and MacKenzie work with this course, and four Graduate Assistant Teachers also help, under their supervision. As individuals, students write a minimum of 1275 words (developing a hypothesis, an introduction for a research proposal, and a project proposal, which is also written in draft form, with the finished version being at least 1,000 words). For oral presentations, groups of three students are timed by two GATs and a faculty member; each times one student to ensure that individuals contribute at least five minutes to the presentation. Students practice and time their talks a week before the actual presentation in a peer review process. Instruction includes online lectures on content and style, examples, lecture in class on writing topics, and reading papers in the primary scientific literature and from the book Writing Intensive.

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):

   __Biology 388__

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: __Tim Scott__
Printed name and signature

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

**Approvals:**

College Dean: __Joe Newton__
Printed name and signature
(Date)

Department Head: __Thomas McKnight__
Printed name and signature
(Date)
BIOL 388 Principles of Animal Physiology
Spring 2013
TR 12:45-2:00PM; Read Building (READ) 167

Instructor Information

Name
Dr. Mark J. Zoran
Telephone number
845-8099
Email address
zoran@bio.tamu.edu
Office hours
By Appointment (Contact Ms. Sara Thigpin; 845-7362)
Office location
BSBW Room 231A

Name
Dr. Timothy P. Scott
Telephone number
845-7362
Email address
tim@science.tamu.edu
Office hours
By Appointment (Contact Ms. Sara Thigpin; 845-7362)
Office location
BLOC 514

Course Description and Prerequisites

Principles of Animal Physiology. (3-3). Credit hours 4. Introduction to how animals function, including basics of neurophysiology, endocrinology, muscular, cardiovascular, respiratory, osmoregulatory, and metabolic physiology; broadly comparative in scope and encompassing adaptation of physiological systems to diverse environments; the laboratory stresses techniques used for monitoring and investigating physiological mechanisms and responses to environmental changes.

This course provides an introduction to the principles of physiology and physiological adaptations of animals. This comparative course considers mechanisms in a wide variety of animals to illustrate physiological adaptation and evolution. The laboratory provides students with hands-on experience using computer-based techniques for monitoring and investigating physiological processes in living organisms. Students develop an independent laboratory research project, including a written research proposal and an oral presentation of lab results.

Prerequisites: BIOL 112; CHEM 228

Learning Outcomes and Course Objectives

Students will gain an understanding of animal physiology and an appreciation for a comparative approach to the study of physiology. Students will learn to apply central concepts of physiology to fundamental mechanisms of physiological system function and understand how techniques that probe these mechanisms are utilized in fundamental physiological research.
Textbook and Resource Materials

The required text is Animal Physiology, 3rd Edition, by Hill, Wyse, and Anderson. Pages of the text will be assigned as reading for lecture, and figures from the text will be used to illustrate lecture material. It is assumed that you have completed the reading corresponding to the material presented in class.

The TAMU eLearning website (http://elearning.tamu.edu) will be used for delivery of supplemental resource materials. Students should use NetIDs and passwords to access the course website. This website will contain announcements, lecture materials, supplemental readings, grades, sample exam questions, and administrative information. Students can download PowerPoint files of lectures presentations prior to class. No resource materials will be handed out in class.

You are required to purchase the Biology 388 Laboratory Manual, available from Copy Corner.

Grading Policies

Grades will be based on 840 total possible points. The course will have three lecture exams worth a total of 370 points (44% of grade). The laboratory portion of the course will have graded quizzes, examinations, lab data write-ups, and performance evaluations worth a total of 235 points (28% of grade). The communication portion of the course will have graded writing assignments and a laboratory presentation worth a total of 235 points (28% of grade). Final course grades will be based on the grading rule below.

Grading Rule: $A \geq 90\%; \ B = 80-89\%; \ C = 70-79\%; \ D = 60-69\%; \ F \leq 59\%$

Lecture: Each of the three lecture exams will cover approximately 1/3 of the course lecture material. Lecture Exam III will include an additional set of comprehensive questions (worth an extra 70 points). This Exam III will be taken during the scheduled final exam time slot.

Lecture Exam I: 100 points
Lecture Exam II: 100 points
Lecture Exam III: 170 points
Total Lecture Points = 370

Laboratory: Students will conduct experiments (computer-, tissue- and animal-based), which demonstrate fundamental physiological principles discussed in lectures. Six laboratory sessions will begin with a lab quiz (5 points each) covering the laboratory procedures for that day. Students are expected to keep experiment notes and data write-ups in their laboratory manuals, which will be collected and graded twice during the semester (15 points each). In addition, there will be two laboratory practical examinations (75 points each) and a performance evaluation (25 points) based on TA assessment of the student’s lab work.

Lab Quizzes: 6 @ 5 points = 30
Lab Examinations: 2 @ 75 points = 150
Lab Manual Write-Ups: 2 @ 15 points = 30
Performance Evaluation Points (PEP) = 25
Total Lab Points = 235
Communication Assignments: As a communication-intensive (C) course, BIOL 388 incorporates extensive writing and oral communication assignments to demonstrate knowledge of course material and to reinforce learning of physiological principles. Therefore, the communication portion of the course will have four graded writing assignments (including an independent research proposal) and one oral presentation associated with the independent laboratory projects developed by students during the semester. Details of the writing assignments and oral presentation will be provided in the laboratory sessions.

Communication in Writing Assignments: 4 @ 40 points = 160  
Communication in Oral Presentation = 75 points  
Total Communication Points = 235

Exam Re-grading/Make-Up Policy: All exams considered for re-grading must be handed to the instructor, along with a written explanation of why more points are requested, within 48 hours of being returned. After 48 hours, items in question will be clarified or discussed, but will not be awarded more points. Makeup exams will only be given with verified University excused absences. Students must present the official excuse to the instructor within 48 hours of the missed exam.

Statement on Intellectual Property

The materials used in this course are copyrighted. This means all materials generated for this class, which include but are not limited to syllabi, lecture notes, lab manuals, quizzes, exams, lab problems, and other in-class materials, are considered intellectual property under copyright law. Because these materials are copyrighted, you do not have the right to copy them, unless expressly granted permission by the instructor or copyright holder.

Statement on Academic Integrity and Plagiarism

As commonly defined, plagiarism consists of passing off as one's own ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one of the worst academic sins, for plagiarism destroys the trust among colleagues that allows information to be honestly 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."

For information visit the Honors Council website (http://www.tamu.edu/aggiehonor).

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<table>
<thead>
<tr>
<th>Date/Instructor</th>
<th>Lecture Topic</th>
<th>Readings</th>
<th>Laboratory</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 15, 17 (Zoran)</td>
<td>Introduction to Animal Physiology Membranes and Membrane Potentials</td>
<td>Ch. 1 - 4 Ch. 5, 12</td>
<td>Power Lab Introduction</td>
</tr>
<tr>
<td>January 22, 24 (Zoran)</td>
<td>Neurons and Electrical Signals Action Potentials</td>
<td>Ch. 12 Ch. 12</td>
<td>Action Potential</td>
</tr>
<tr>
<td>January 29, 31 (Zoran)</td>
<td>Synapses Sensory Systems</td>
<td>Ch. 13 Ch. 14</td>
<td>Neuron Model</td>
</tr>
<tr>
<td>February 5, 7 (Zoran)</td>
<td>Nervous System Organization Control of Movement</td>
<td>Ch. 15 Ch. 19</td>
<td>Neuromuscular Function</td>
</tr>
<tr>
<td>February 12, 14 (Zoran)</td>
<td>Muscle Physiology Exam I (Feb. 14)</td>
<td>Ch. 20, 21</td>
<td>Human Electromyography</td>
</tr>
<tr>
<td>February 19, 21 (Scott)</td>
<td>Gas Exchange Respiration</td>
<td>Ch. 22 Ch. 23</td>
<td>Lab Practical I (Manuals Collected)</td>
</tr>
<tr>
<td>February 26, 28 (Scott)</td>
<td>Gas Transport Circulation</td>
<td>Ch. 24</td>
<td>Cardiovascular Function</td>
</tr>
<tr>
<td>March 5, 7 (Scott)</td>
<td>Cardiovascular Function Feeding and Digestion</td>
<td>Ch. 25, 26 Ch. 6</td>
<td>Human Electrocardiography</td>
</tr>
<tr>
<td>March 12, 14</td>
<td>No Classes (Spring Break)</td>
<td></td>
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</tr>
<tr>
<td>March 19, 21 (Scott)</td>
<td>Energy Metabolism Bioenergetics</td>
<td>Ch. 7, 8 Ch. 9</td>
<td>Respirometry</td>
</tr>
<tr>
<td>March 26, 28 (Scott)</td>
<td>Temperature Regulation Exam II (March 28)</td>
<td>Ch. 10, 11</td>
<td>Color Change Regulation</td>
</tr>
<tr>
<td>April 2, 4 (Scott)</td>
<td>Osmoregulation Excretion and Kidneys</td>
<td>Ch. 27, 28 Ch. 29, 30</td>
<td>Lab Practical II (Manuals Collected)</td>
</tr>
<tr>
<td>April 9, 11 (Zoran)</td>
<td>Endocrine Physiology Neuroendocrine Signaling</td>
<td>Ch. 16 Ch. 16</td>
<td>Independent Lab Projects</td>
</tr>
<tr>
<td>April 16, 18 (Scott)</td>
<td>Reproduction Reproductive Physiology</td>
<td>Ch. 17 Ch. 17, 18</td>
<td>Data Analysis</td>
</tr>
<tr>
<td>April 23, 25 (Zoran)</td>
<td>Biological Clocks Sleep</td>
<td>Ch. 15 Ch. 15</td>
<td>Oral Lab Presentations</td>
</tr>
<tr>
<td>May 8</td>
<td>Exam III (May 8; 8-10am)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee

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

CC: Scott Austin, Department of Philosophy & Humanities
Gary Varner, Head, Department of Philosophy & Humanities
Donald J. Curtis, AOC Dean, Liberal Arts

DATE: September 25, 2013

SUBJECT: REPORT ON RECERTIFICATION OF C COURSE: PHIL 111

We recommend that PHIL 111 Contemporary Moral Issues 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: 60%
2. Course content appropriate to the major
3. Total number of words: 2000
4. Total minutes of oral performance: 5
5. Instructor to student ratio for one section: 1:25

Students complete two short papers and make an oral argument. Before each assignment, including the oral assignment, is due, students are required to participate in in-class workshops that include reviewing drafts and outlines. Instruction includes ongoing discussion about oral argument and evaluation of individuals’ arguments. This is a part of the course that helps students to write in the discipline of philosophy. Students also read model philosophical argument. The oral presentation is designed to be a capstone on this practice. Once students have learned, from a semester's experience with reading, writing, and discussion, what philosophical argument is, they give an extended, structured presentation in class.

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):

PHIL 311 Contemporary Moral Issues

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] 7/22/2013

Received: [Signature] 8/14/13
(W Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: Michael T. Stephenson

[Signature] 7/24/13

Department Head: [Signature] 7/22/2013

Printed name and signature

Printed name and signature
Course Objectives: This introductory course starts with a brief look at two of the most influential theories of value, Mill's utilitarianism and Kant's deontological theory of right action. These theories of value will help us in two ways. First, because most of the arguments that we shall read fall under utilitarian or Kantian traditions, they will help us to understand the rest of the course authors. Second, Mill and Kant provide theories of value under which we can begin to build a constructive moral debate. Notably, each theory gives an account of the moral value of particular actions under which moral reasons are equally available to all of us. Some of us may ultimately decide that we simply cannot productively discuss sensitive issues like abortion and capital punishment. On such a perspective, my beliefs about the good are based upon reasons or feelings that, in some cases, I simply cannot communicate to you. The point of this course, however, is to see what progress we can make in understanding the reasoning of others and in building moral views that others can understand and appreciate.

Texts: Judith Boss (ed.), Analyzing Moral Issues
Immanuel Kant, Grounding for the Metaphysics of Morals
John Stuart Mill, Utilitarianism

Requirements:
2 Area Papers (20% each): The area papers will give students an opportunity to defend particular positions on given topics. They will be 3-4 pages in length. The quality of the argument, the expression of understanding of course texts, and the clarity of writing will be the basis of the paper grades. Only university approved excuses are acceptable for late papers. Papers turned in late without university approved excuses will be penalized a full letter grade for each day late.

Oral Argument (20%): One five minute oral presentation, to be scheduled and delivered during class sometime between 4/13 and 5/1. The quality of the argument, the expression of understanding of course topics, and the clarity of expression will be the basis of the oral argument grade. Only university approved excuses are acceptable for missing a scheduled oral argument.

Workshops: Students are required to attend workshops for each paper and for the oral argument, and to prepare drafts or outlines of their projects for the workshops. Only university approved excuses are acceptable for failing to prepare for workshops. Unexcused absence or failure to prepare will result in a one letter grade penalty on the assignment and a mandatory make-up exercise outside of class.

4 Exams (10% each): The exams will test students' knowledge of course material. Students will be responsible for knowing: 1. Course authors' positions and arguments. 2. Facts about the issues presented in supplementary readings during the course. 3. All lecture material. Only university approved excuses are acceptable for missed exams.
Grading Scale and Attendance

Grading Scale: A= 90-100, B=80-89, C=70-79, D=60-69, F=0-59

Attendance: Attendance is required for exams, paper due dates and workshops. Otherwise attendance is not required, but anything discussed during class is course material and may be tested. Students are responsible for knowing it.

Assigned Reading, Assignment Dates, Due Dates:

Area One: Theories of Value
Week One (1/21-1/23): Introduction and Utilitarianism
Week Two (1/26-1/30): Utilitarianism
Week Three (2/2-2/6): Grounding for the Metaphysics of Morals

Area Two: Biomedical Ethics

Area Three: Social Justice
Area Four: Civil Disobedience, Terrorism, and Wartime Morality


Area Paper 2 due 5/4.
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