Communication
1. This request is submitted by (department name): Communication

2. Course prefix and number: COMM 205

3. Texas Common Course Number: none

4. Complete course title: Communication for Technical Professions

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - Communication [X]
   - Creative Arts [ ]
   - Mathematics [ ]
   - American History [ ]
   - Life and Physical Sciences [ ]
   - Government/Political Science [ ]
   - Language, Philosophy and Culture [ ]
   - Social and Behavioral Sciences [ ]

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - Yes [ ]
   - No [X]

8. How frequently will the class be offered? Each semester

9. Number of class sections per semester: 6 sections per long term

10. Number of students per semester: 150

11. Historic annual enrollment for the last three years:
    - 2011-12: 300
    - 2010-2011: 272
    - 2009-2010: 280

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by: Nancy J. Street
    Date: 3-18-13

14. Department Head
    Date: 3-12-13

15. College Dean/Designee
    Date: 3-20-13

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
The proposed course must contain fostering understanding, and the occasion, and audience.

The proposed course is required to contain each objective and how student learning of each objective will be evaluated.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Learning Outcome 3. Work with a team to develop and deliver technical presentations.

Students are introduced to the format for and principles of group presentations through lecture and readings. Each team works with its members to accomplish all Learning Outcomes detailed in this document. Teams work through the critical thinking process of joint decision making for topic selection, research, audience adaptation, visual aids selection and construction, language choices, delivery coaching, etc. Each member of the team receives the same grade based on National Communication Association standards and departmental rubric with up to a letter grade earned based on individual performance of appropriate transitions. Therefore, an element of accountability and additional motivation for maximizing synergy is present. Additionally, students construct a group wiki containing discussion of their topic, articles of interest, linked video as well as explanations of facts.

Learning Outcome 4. Select appropriate topic and organizational pattern to meet given assignment.

Students receive four distinct speaking assignments (at least one informative, at least one persuasive, at least two group presentations.) Students must analyze the requirements of the assignment and choose and appropriately adjusted topic and organizational pattern to achieve the assignment goals. Students work through a variety of methods (narrowing, brainstorming, mind-mapping) to select a topic. Creativity, originality and innovation are encouraged while working within the constraints introduced by the assignment. A grading rubric base on National Communication Association standards is sued to assess the extent to which the topic is sufficiently focused as well as whether the most optimum organizational pattern is employed.
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Learning Outcome 5  Research the topic and select information that best supports the purpose of the speech
   Students receive instruction on source credibility, question interrogation, evaluation of information and use of
   information to prove and to explain claims made in the speech. Students are instructed in the “COMMLab” computer room on
   the use and evaluation of pertinent, scientific databases, technical ejournals, and other quality secondary resources. Students
   are encouraged to pursue primary sources as possible and to avoid tertiary sources. Students receive reading assignments
   and lectures on providing appropriate datasets and evidence to support claims. A grading rubric based on National
   Communication Association standards is used to assess the extent to which the supporting material is well researched,
   appropriately selected, well developed and audience adjusted.

Learning Outcome 8. Respond to questions from the audience
   Students receive instruction on listening and responding to questions, and also to response strategies to complex
   questions. At least two of the speeches require a Q&A portion. Departmental rubric on responding to questions from the
   audience is used to assess this outcome.

Learning Outcome 9. Produce and integrate visual and graphic materials sensory aids to support the message and with
   respect and sensitivity for the audience.
   Students receive instruction on the appropriate use of PowerPoint, and are required to display data in charts and/or
   graphs, photos, embedded video, as appropriate for supporting material. Instruction in slide composition is provided (color,
   font, textual density, etc.) with respect to effectiveness and audience adaptation. Smooth integration of the PowerPoint
   including appropriate display times, orientation to the display and explanation of the display are taught, too. A grading rubric
   based on National Communication Association standards is used to assess the extent to which sensory aids (mostly visual
   aids) are displayed and integrated into the support material

Learning Outcome 10. Critique his/her speeches and those speeches of others with respect to invention, arrangement,
   language, style, critical thinking and delivery
   Students produce formal, full-sentence outlines for each of the four major, graded speeches. Through the use of
   reading, lectures and outline templates, student are lead through the principles of balance and subordination to produce an
   outline that is both a planning and invention document that is diagnostic in nature. The outline establishes a common
   vocabulary to use in criticism of invention, arrangement, language, style and critical thinking. Students cite sources in the body
   of the outline using APA style and include a complete bibliography. Students participate in peer evaluation of speeches. Each
   student must complete a self-evaluation of each of his or her own speeches. These evaluations include criticism of delivery,
   too. Outlines, peer-evaluations and self-evaluations are evaluated by standard Departmental criteria.

Communication (to include effective development, interpretation and expression of ideas through written, oral and
visual communication):

Learning Outcome 1. Deliver technical speeches for specified audiences.
   Students receive instruction on audience adaptation through readings and lectures. Students view technical
   speeches adapted for technical and nontechnical audiences. Language choices, complexity of visual support, cultural
   awareness and rhetorical sensitivity are discussed. A grading rubric based on National Communication Association standards
   is used to assess audience adaptation.

Learning Outcome 2. Write technical information for specified audiences.
   Students receive instruction on writing full-sentence outlines and bibliographies, wikis and FAQ documents. Students
   produce formal, full-sentence outlines for each of the four major, graded speeches. Through the use of reading, lectures and
   outline templates, student are lead through the principles of balance and subordination to produce an outline that is both a
   planning and invention document that is diagnostic in nature. Each team produces a wiki relevant to their final group speech.
   Additionally, each individual produces an FAQ document relevant to his or her field of study. Outlines, wikis and FAQ
   documents are evaluated using a departmental rubric.

Learning Outcome 6. Cite scholarly sources in oral and written communication
   Students are referred to source citation guides posted on the library.tamu.edu website and on the Purdue University
   OWL for standard forms of source citation. Students are provided a minimum number of sources they must cite per speech.
   Source citation is evaluated by applying the citation guideline criteria to evaluation of the outlines and bibliography and a tally of
   sources cited is made.

Learning Outcome 7. Deliver extemporaneous speeches within time constraints
   Students view example speeches of extemporaneous delivery. Additionally, models of converting a full-sentence
   outline to a limited set of notes are provided in class and in the textbook for the course. Practice is encouraged and a practice
   room is provided in the COMMLab in Bolton Hall. Students are required to complete the speech within 2 minutes of the target
   time for the speech. Finally, justification and explanations are offered through lecture and reading for the reasons that
   extemporaneous, timed delivery is important. Extemporaneous speaking and timely delivery are evaluated through direct
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observation of the ‘limited set of notes’ and through the use of a stopwatch. Additionally, each speech is recorded digitally and time can be double checked from that source, too.

Learning Outcome 8. Respond to questions from the audience

Students receive instruction on listening and responding to questions, and also to response strategies to complex questions. At least two of the speeches require Q&A portion. Departmental rubric on responding to questions from the audience is used to assess this outcome.

Learning Outcome 9. Produce and integrate visual and graphic materials sensory aids to support the message and with respect and sensitivity for the audience.

Students receive instruction on the appropriate use of PowerPoint, and are required to display data in charts and/or graphs, photos, and embedded video, as appropriate for supporting material. Instruction in slide composition is provided (color, font, textual density, etc.) with respect to effectiveness and audience adaptation. Smooth integration of the PowerPoint including appropriate display times, orientation to the display and explanation of the display are taught, too. A grading rubric based on National Communication Association standards is used to assess the extent to which sensory aids (mostly visual aids) are displayed and integrated into the support material.

Learning Outcome 10. Critique his/her speeches and those speeches of others with respect to invention, arrangement, language, style, critical thinking and delivery

Students produce formal, full-sentence outlines for each of the four major, graded speeches. Through the use of reading, lectures and outline templates, student are lead through the principles of balance and subordination to produce an outline that is both a planning and invention document that is diagnostic in nature. The outline establishes also a common vocabulary to use in criticism of invention, arrangement, language, style and critical thinking. Students cite sources in the body of the outline using APA style and include a complete bibliography. Students participate in peer evaluation of speeches. Each student must complete a self-evaluation of each of his or her own speeches. These evaluations include criticism of delivery, too. Outlines, peer-evaluations and self-evaluations are evaluated by standard Departmental criteria.

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):

Learning Outcome 3. Work with a team to develop and deliver technical presentations.

Students are introduced to the formal for and principles of group presentations through lecture and readings. Each team works with its members to accomplish all Learning Outcomes detailed in this document. Teams work through the process of joint decision making for topic selection, research, audience adaptation, visual aids selection and construction, language choices, delivery coaching, etc. Each member of the team receives the same grade based on National Communication Association standards and departmental rubric with up to a letter grade earned based on individual performance of appropriate transitions. Therefore, as element of accountability and additional motivation for maximizing synergy is present. Additionally, students construct a group wiki containing discussion of their topic, articles of interest, linked video as well as explanations of facts.

Additionally, each of the Learning Outcomes contained in and detailed in this document are applied in a group context as well.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

Learning Outcome 1: Deliver technical speeches for specified audiences

Students are introduced to the concept of the “speech act” or “rhetorical act.” Students are held accountable for these individual actions that in a speaking environment regard word choice, intent, effect, and possible unintended consequences due to audience interpretation and evaluation. The National Communication Association code of ethics is introduced as a guiding principle for individual ethical decision-making in a speaking situation. Mastery of use of speech acts and ethical decision-making regarding the integration of the elements of the rhetorical situation are assessed through speech critique and application of a standard departmental rubric.

Learning Outcome 6. Cite scholarly sources in oral and written communication

Students are referred to source citation guides posted on the library.tamu.edu website and on the Purdue University OWL for standard forms of source citation. Students are provided a minimum number of sources they must cite per speech. Extensive discussion of the reasons behind plagiarism standards, data integrity and a scientist's personal integrity in upholding these standards is woven throughout the course. Source citation is evaluated by applying the citation guideline criteria to evaluation of the outlines and bibliography; a tally of sources cited is made.
Learning Outcome 7. Deliver extemporaneous speeches within time constraints

Students view example speeches of extemporaneous delivery. Additionally, models of converting a full-sentence outline to a limited set of notes are provided in class and in the textbook for the course. Practice is encouraged and a practice room is provided in the COMMLab in Bolton Hall. Students are required to complete the speech within 2 minutes of the target time for the speech. Justification and explanations are offered through lecture and reading for the reasons that extemporaneous, timed delivery is important. Extemporaneous speaking and timely delivery are evaluated through direct observation of the 'limited set of notes' and through the use of a stopwatch. Additionally, each speech is recorded digitally and time can be double checked from that source, too.

Learning Outcome 8. Respond to questions from the audience

Students receive instruction on listening and responding to questions, and also to response strategies to complex questions. At least two of the speeches require a Q&A portion. Departmental rubric on responding to questions from the audience is used to assess this outcome.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Syllabus: Communication for Technical Professions

Nancy Street
Office hours TR 8-10
Phone: instructors do not have telephones

Course Director: Inst. Prof. Nancy Street
Phone: 979-862-6968

Course Description
Design and presentation of oral reports for technical professions; incorporation of visual and graphic materials into presentation required; written reports required.

Learning Outcomes
The successful student will:
1. Deliver technical speeches for specified audiences.
2. Write technical information for specified audiences.
3. Work with a team to develop and deliver technical presentations.
4. Select appropriate topic and organizational pattern to meet given assignment
5. Research the topic and select information that best supports the purpose of the speech
6. Cite scholarly sources in oral and written communication
7. Deliver extemporaneous speeches within time constraints
8. Respond to questions from the audience
9. Produce and integrate visual and graphic materials sensory aids to support the message and with respect and sensitivity for the audience.
10. Critique his/her speeches and those speeches of others with respect to invention, arrangement, language, style, critical thinking and delivery

*Please see additional information about Core Curriculum Components of this course on page 5 of the syllabus.

Required Texts and Materials
Disanza and Legge AND Thill and Bovee Communication for the Technical Professions ebook available with code through local bookstores or available directly from pearson.com
www.pearsoncustom.com/tamu_comm205

N. Street Packet for COMM 205, Spring 2013 posted on elearning.
Print this packet single-sided and bring to class each day throughout the semester.
All materials posted on elearning
USB stick

Grading
The course grade will be calculated from these assignments with these weights.

Project One 10%: Speech One/Outline & Bibliography
Project Two 25%: Speech Two/Outline & Bibliography 15% and FAQ paper 10%
Project Three 20%: Speech Three/Outline & Bibliography
Project Four 25%: Speech Four/Outline & Bibliography 15% and Group Wiki 10%
Homework 10%: 4 self-evals @ 15 pts. & 2 group pres. planning sheets @ 20 pts.
Quizzes 10%: 4 @ 25 pts. 10%

The final course grade will be assigned like this:
A= 89.5-100+  B= 79.5-89.4  C=69.5-79.4  D=59.5-69.4  F=0-59.4

Students may rest assured that this scale will be applied uniformly. Please do not request that the scale be applied to your grade in a different manner.

*Extra credit is never offered on an individual basis. If extra credit is offered, it will be offered to the entire course and only by the Course Director.*
Attendance
Class is going to be so great that we think that you'll want to attend every session, however, attendance is required at each meeting of COMM 205. Students shall arrive on time and stay for the entire class period. Attendance is documented by the student’s full signature on the daily sign-in sheet. Students may have three (3) unexcused absences however no make-up work is available for unexcused absences. Therefore, the student shall not have an unexcused absence on days the student is to deliver a speech, turn in homework or take an exam or quiz.

Make-up work is available for students with excused absences in accordance with Student Rules. Please see Student Rule http://student-rules.tamu.edu/rule07 To document an excused absence: We do NOT accept the Texas A&M University Explanatory Statement for Absence from Class. With the exception of religious observances, students must provide written documentation of an excused absence, from a healthcare provider for illnesses or injuries too severe or contagious for a student to attend class, or from the appropriate official able to document other University excused absences http://student-rules.tamu.edu/rule07.

Please note that job interviews are NOT excused absences. Student shall use their three unexcused absences for job interviews and schedule such interviews at times that do not conflict with class.

Assignments
PROJECT ONE: Speech One-Career Aspirations (worth 10% of course grade)
Deliver an informative presentation about a career or job within an industry associated with your present major. You have chosen your major for a reason and this presentation will give you the opportunity to articulate one possible career option. Not only will it help you think about what you want to do after college, it will help you learn how connect your expertise to serving society. In this speech you should:
- Describe the tasks of career/job and why it is important for society
- Describe knowledge & expertise required for the job
- Describe why you have personal interest in this job

Speaker: Individual
Audience: Public/society
Purpose: Informative
Presentation minimal requirements:
- Extemporaneous presentation
- Full sentence outline & key word (speaking) outline
- 3 sources required (oral citations, written outline citations, bibliography)
- 4 minutes long (3-5 minutes allowed)

PROJECT TWO: Speech Two-What’s it all About Symposium (worth 15% of course grade) and FAQ paper (worth 10% of course grade)
Deliver: An informative symposium about recent technical developments related to your field of study.
Group presentation in symposium format

Speaker: Individual speaker as part of a team
Audience: Public/society
Purpose: Informative
Presentation minimum requirements:
- 5 minutes per speaker
- 4 sources per speaker (oral citations, written outline citations, bibliography)
- 2-3 main points per speaker
- Full sentence outline per speaker
- Powerpoint presentation by each speaker incorporating visual and graphic material
- 15% of course grade (90% of the grade is derived from individual performance. 10% based on meeting group coordination. See syllabus for rubric.)

Write: an FAQ document about technical aspects of your field of study related to Speech Two.
Individual paper—do NOT collaborate in any way
- 5 substantive and distinct questions related to the technical development featured in Speech Two.
- Each answer shall be supported by at least one source of information (scholarly paper, technical documentation, interview with expert) Sources may or may not be duplicative of sources for speech two.
- Typed, double spaced
- Bibliography formatted to APA
Submitted as requested by instructor (may be hard copy or may be uploaded to elearning as per instructor’s instructions)

PROJECT THREE: Speech Three-Here’s What You Need (worth 20% of course grade)
Professionals in technical fields frequently sell products or services and/or propose projects. For this assignment, you will work as an individual to prepare either a sales presentation for a product or service OR to propose a project. Details of the assignment are posted on elearning.
Speaker: Individual
Audience: Well educated funding agents and/or executives who are not necessarily experts in your field.
Purpose: Persuasive
Presentation minimum requirements:
- Extemporaneous presentation
- Individual speech 7 minutes plus 2 minute Q&A
- Full sentence outline & key word (speaking) outline
- 5 sources required (oral citations, written outline citations, bibliography)
- PowerPoint slides as visual support by each speaker incorporating visual and graphic material

PROJECT FOUR: Speech Four-We Can Fix That (15% of course grade) and Group Wiki (10% of course grade)

Create: Group wiki (worth 10% of course grade): Collaborative social media tools are especially common to the technical professions, which is why we are creating wiki pages in this class. Our wiki project is in alignment with Speech #4, "We Can Fix That." For that project, each student will be assigned to a group. The group will select a controversial issue representing risk or crisis and relevant to her/his chosen field(s) and give a persuasive speech representing each side (see more on elearning). For the wiki, the five partners are to create a wiki page in order to research a problem (crisis or risk) that needs a solution within your chosen industry. The topic should be timely, or, should address a current problem. Each group’s wiki, when completed, will be between 2500-3000 words (the equivalent 8-10 double-spaced, Times New Roman printed pages.) While there are stringent academic guidelines to this project, you are encouraged to utilize the interactive features of the wiki. Feel free to post videos from YouTube or elsewhere, create a hyperlinked section for further reading, post pictures, graphs, FAQs, etc. The Wiki will include an Executive Summary (concise; bullets are acceptable) Have fun. This assignment is a challenge but isn’t nearly as complex or time-consuming as it may seem at first. The Wiki site I’ve chosen is simple to use (it’s designed for K-12...that’s right...K) and I’ll be prompt in answering questions. (Adapted with permission from "Wikis for Commies", unpublished by Lucas Logan, MA)

Deliver: Speech Four: “DON’T WORRY-WE CAN FIX THAT” (worth 15% of course grade) In groups (5 members) you will research a problem that needs a solution within your chosen industry. This problem may represent a risk or it may represent a crisis. The topic should be timely, or, should address a current problem. Students will work in teams assigned by the instructor.

- The organizational structure of the speech will be specified in documents posted on elearning.
- The assignment will be supported by the team’s wiki.
- You will be trying to persuade a well educated but general audience of policy makers to adopt your policy/plan that will fix the problem identified.
- You will conduct library research but you will also be required to interview an expert to gain a better understanding of this problem and feasible solutions.
- Group members will be evaluated individually on their presentation of their aspect of the problem and/or solution, and the group will be graded as a whole on the Wiki.
- You will conduct library research, but you will also be required to interview an expert to gain a better understanding of this problem and feasible solutions.

Purpose: Persuasive
Presentation minimum requirements:
- Extemporaneous presentation
- Each member should speak for 5 minutes.
- Full sentence outline & key word (speaking) outline
- 4 sources required/per speaker (oral citations, written outline citations, bibliography, 1 mandatory interview with expert (professor or industry)
- PowerPoint slides as visual support by each speaker incorporating visual and graphic material
15% of course grade (90% of the grade is derived from individual performance. 10% based on meeting group coordination. See elearning for rubric.)

**Homework:** Students will complete a self-evaluation assignment following each speech. Forms provided in Packet for COMM 205 on elearning. Students will complete Group Presentation planning sheet prior to each of the two group presentations. Forms provided in Packet for COMM 205 on elearning.

**Quizzes:** Four quizzes over the readings for the course will be given online through elearning on the day specified in the calendar. Quizzes will be multiple choice, matching, fill in the blank and/or brief essay.

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Tues, Jan 15</td>
<td>Intro to course and speech warm-up</td>
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<tr>
<td>Thurs, Jan 17</td>
<td>Topic selection and audience</td>
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<td>Tues, Jan 22</td>
<td>Organization and outlining</td>
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<td>Tues, Jan 29</td>
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<td>Speech I (speakers 7-12) Listening</td>
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<td>Speech I (speakers 13-18) Language</td>
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<td>Speech I (speakers 19-25) Summary</td>
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<td>Groups assigned</td>
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<td>Team Wiki assigned</td>
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<td>Visual Aids, graphs, graphics, charts,</td>
<td>BPC 10 and 11</td>
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<td>Tues, Feb 26</td>
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<td>Speech II (Groups I and II)</td>
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<td>Tues, Mar 5</td>
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<td>Thurs, Mar 7</td>
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<td><strong>Spring Break!!</strong></td>
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<td>Persuasion: Assign Projects III and IV.</td>
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Americans with Disabilities Act (ADA) Policy Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

Academic Integrity Statement and Policy
Do not cheat in this course. Do not commit scholastic dishonesty of any kind. Students who commit scholastic dishonesty will earn an F* on the transcript for this course. See the Aggie Honor System website for additional information on Scholastic Dishonesty and the Honor Council Rules and Procedures http://aggiehonor.tamu.edu/

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

*This course addresses the core curriculum at Texas A&M for Communication through these foundational components:

Critical Thinking which includes creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. While the course works together as a whole to nurture critical thinking, Learning Outcomes 3,4,5,8,9 and 10, support especially the tenets of critical thinking.

Communication which includes effective development, interpretation and expression of ideas through written, oral, aural and visual communication. While the course works together as a whole to develop communication, Learning Outcomes 1,2,6,7,8,9 and 10, support especially the tenets of communication.

Teamwork which includes the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. Learning Outcome 3 supports especially the tenets of teamwork, however, each of the other Learning Outcomes is addressed in the context of team presentations.

Personal Responsibility which includes the ability to connect choices, actions and consequences to ethical decision making. While the course works together as a whole to nurture personal responsibility, Learning Outcomes 6,7 and 8 support especially the tenets of personal responsibility.