Memorandum

July 24, 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 to satisfy the writing requirement for graduation. 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 intensive requirement for graduation.

Courses submitted for W certification:

a. SCSC 410  
   International Agricultural Systems

Courses submitted for W recertification:

a. AERO 302  
   Aerospace Engineering Laboratory I
b. ANSC 315  
   Livestock Judging
c. ANTH 415  
   Anthopological Writing
d. BAEN 480  
   Senior Design II
e. ECON 465  
   Contemporary Economic Issues
f. ENDS 260  
   Comparative Theory in Built and Virtual Environments
g. ESSM 315  
   Rangeland Inventory and Management
h. GEOS 405  
   Environmental Geoscience
i. INTS 491-497  
   Research
j. RENR 410  
   Ecosystem Management
k. UGST 491  
   Thesis Writing
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Othon Rediniotis, Department of Aerospace Engineering
Dimitris Lagoudas, Head, Department of Aerospace Engineering
Robin Autenrieth, AOC Dean, Dwight Look College of Engineering
DATE: July 18, 2013
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: AERO 302

We recommend that AERO 302 Aerospace Engineering Laboratory I 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: 85%
2. Course content appropriate to the major
3. Total number of words: 3250 individual plus 1000 collaborative
4. Instructor to student ratio for one section: 1:20

AERO 302 is a 2-credit course. It has been revised since it was first certified as W from including group writing exclusively to featuring substantially more individual writing. Besides doing written problem sets as homework, students write a double-blind evaluation of one peer’s report (which is graded); they also write 5 lab reports, three of them individually and 2 in 4-person groups to which they each contribute a section. Formative feedback is provided in three ways: (1) the five lab reports submitted throughout the semester are given detailed and timely feedback; (2) students resubmit the first individual report and first group report so that feedback from the instructor and from a peer can be used to revise; and (3) student groups are required to consult with instructor prior to submitting each lab report to work out technical problems with the data analyses as well as to review draft reports. Writing instruction consists of one dedicated lecture on writing and lectures that introduce the sections of formal lab reports, discuss issues of technical style and citations, and include detailed discussions of sample reports (good and bad) from previous semesters.
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):
   AERO 302: AEROSPACE ENGINEERING LABORATORY 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: OTHON REDINOTIS, Otho
   Printed name and signature
   7/5/13

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

Approvals:

College Dean: Valerie E. Sayles
   Printed name and signature
   7/25/2013

Department Head: Rodney Bowersox
   Name and signature
   7/8/13

RECEIVED
JUL 30 2013
By:
Aero 302, Aerospace Engineering Laboratory I: Spring 2013
Syllabus

Instructor: Othon Rediniotis
Email: rediniotis@tamu.edu
Office Location: HRBB 609B
Office Hours: Wednesday, 3pm-4pm or by appointment

Lab Teaching Assistant: Jamie Weber, Moein Soodavi
Email: jwweber1009@neo.tamu.edu
Office Location: HRBB 032
Office Hours: 3:00pm-4:00 pm, Monday; 11:30am-12:30pm, Thursday

Technical Writing Assistant: TBD

Lectures: Mondays 4:10 – 5:25 in HRBB 131
Lab Sessions: Tuesdays 2:20–5:10 in HRBB 105 or Thursdays 2:20–5:10 in HRBB 105. Lab-
session attendance is mandatory.

Safety
Safety in the laboratory is our primary concern at all times. Labs are dangerous places. Everyone
must exercise great care to avoid injuries to themselves and others as well as to avoid damaging
equipment. Detailed safety instructions will be distributed before the first lab and during the first
lab session we will be conducting a safety orientation. Following this, you will be required to sign
a safety contract before undertaking any laboratory work. Minor violations of the safety policy
will result in a 5% reduction in overall course grade. Flagrant violations will result in removal
from the lab and immediate failure.

Text
No text is required for this course. We will be covering a wide range of materials and it would be
impractical to buy three or four books for a single chapter each. Taking good notes during class is
your best bet. Certain material will also be distributed in handouts. For reference I suggest:
  Sons: New York.
• Bevington, P.R., and Robinson, D.K. 1992. Data Reduction and Error Analysis for the
  This report is available at http://cl.dropbox.com/u/363019/NASA-64-sp7010.pdf

Grading
Grades will be assessed based 15% on homework assignments, 50% on three individual lab
reports and 35% on group presentation and two group lab reports. Group activities will receive
group grades with small adjustments for individual contributions to the group. Written
assignments are due at 4:00 PM on the due date and are to be submitted via email in pdf format to
rediniotis@tamu.edu. Homework assignments are due in class on the due date. Extensions will
only be granted with at least 48 hours notice. It is possible for everyone to receive an A in this
course. It is my hope that you all do.
Academic Integrity
The Code of Honor is stated simply as: An Aggie does not lie, cheat, or steal or tolerate those who do. The Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified. As commonly defined, plagiarism consists of passing off as one’s own the ideas, work, writings, etc., that 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 the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have questions regarding plagiarism, please visit http://www.tamu.edu/aggiehonor and consult the latest issue of the Texas A&M University Student Rules at http://student-rules.tamu.edu/In Aero 302, you are encouraged to work with other students while you are completing your individual assignments. Help each other understand the material. However, all the work you submit must be your own; it may not be copied from another student. Likewise, for lab analyses and reports, groups may give other groups suggestions. But, each group must perform and submit its own work. Perhaps more serious than plagiarism, laboratory work can sometimes tempt one to modify, fabricate or ignore data that does not support the expected or desired results. This temptation is often exacerbated by looming deadlines. However, your grade here and your later success and honor as a professional depend on you not modifying, fabricating or ignoring data to fit a pre-determined result. In this class you will be judged not on how well your results match “expected” results but rather on your laboratory and analytical skills as well as your skills as a writer. If the results and conclusions you reach are not those you or I expect, that’s fine. We do experiments because we don’t know the answer. We do experiments to find the truth.

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

Americans with Disabilities Act (ADA) Policy Statement
The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B118 of Cain Hall or call 845-1637.

Group Dynamics and Assessment
Much of the work in this class will be conducted in groups. Groups will be selected at random and will stay together throughout the semester. There are a number of reasons that this is a good arrangement for effective learning and retention. Working in groups is also useful training for your eventual professional careers. An overall group grade will be given for each of the group activities. At the conclusion of each activity, each of you will also submit a confidential individual assessment of the contribution by each of your group members and yourself. Small adjustments to each member’s grade on that lab will be made based on these assessments.
Because the adjustments are small, it is more effective for groups with a weak member to get that person to contribute more rather than slam that member with bad evaluations. Assessments will consist of a single word that indicates the extent to which each member, including you, fulfilled his/her or your responsibilities. The possible ratings are:

**Excellent:** Consistently went above and beyond, tutored group members, carried more than his/her fair share of the load.

**Very Good:** Consistently did what (s)he was supposed to do, well prepared and cooperative.

**Satisfactory:** Usually did what (s)he was supposed to do, acceptably prepared and cooperative.

**Marginal:** Sometimes failed to show up or complete assignments, minimally prepared and cooperative.

**Deficient:** Often failed to show up or complete assignments, rarely prepared.

**Unsatisfactory:** Consistently failed to show up or complete assignments, unprepared.

Ratings are not your opinion of the grade that is appropriate for each group member. Ratings are used to adjust the group grade to reflect individual contributions. If a group grade is an ‘A’ and the group members all receive equal ratings, all will receive an ‘A’, regardless of whether their ratings were ‘excellent’ or ‘satisfactory’. If the same hypothetical group had a group grade of ‘C’ and decided to all rate each other as ‘excellent’, everyone would still receive a ‘C’. Please use the guidelines above to select your ratings so that I can have a correct understanding of the dynamics of each group. It is my intention that ‘satisfactory’ be a typical and honorable rating. As a last resort, it will be possible to fire dysfunctional group members or to quit or disband dysfunctional groups. However, this will only be considered after repeated deficient or worse performances and meetings with me about the situation.

**Course Purpose and Objectives**

*Catalog Description*

Demonstrates and complements material in courses on aerodynamics, structures and dynamics; basic testing techniques and use of computers. This is a writing-intensive ‘W’ course.

This description is too general for you to know what you will be expected to learn during this class. This page gives more information about the skills I intend this course to develop. These fall into six major categories summarized below:

**Experimental Uncertainty, Error, and Simple Statistics**

How confident are we in our measured values? How does measurement uncertainty affect uncertainty of computed results? What is statistical significance? How do these considerations affect how an experiment is designed and conducted?

**Computerized Data Acquisition**

How do we use computers to perform experimental measurements? What elements make up a computerized data acquisition system and what is the function of each?

**Linear Regression**

How do we fit a function with unknown parameters to data? How certain are we of these parameters? How do we know that a fit is good?

**Fourier Transforms**

How do we handle fluctuating, periodic data? How do we determine the dominant frequencies in a signal? What is signal power?

**Basic Instrumentation**
What instruments are used to measure common properties? What are advantages and disadvantages of each?

*Report Writing*

How do we communicate what we learn in the lab? What is an effective data plot? How do we evaluate what other have written?

All of the work in the course will concern measurements of aerodynamic or thermodynamic properties. We’ll use simple wind tunnels and instruments typical of basic aerodynamics experiments. This is intended to reinforce or introduce concepts from Aero 212, 301 and 303 and set the stage for more sophisticated experimental efforts later. Finally, as an overall goal, I would like you to be able to think about what goes on in the lab in a sophisticated enough manner to critique experiments, design new experiments, and communicate effectively about your experiment and why your way is the right way to do it. On top of this, I would like you to be able to conduct these activities as part of a group, because, in reality, nearly all engineering occurs in group settings. These skills are crucial for success later classes, landing a job, and becoming a successful professional.
TO: Faculty Senate Executive Committee

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

CC: Steve Hague, Department of Soil & Crop Sciences
    David Baltensperger, Head, Department of Soil & Crop Sciences
    Kim Dooley, AOC Dean, College of Agriculture and Life Sciences

DATE: June 17, 2013

SUBJECT: REPORT ON CERTIFICATION OF W COURSE: SCSC 410

We recommend that SCSC 410 International Agricultural Systems 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: 60%
2. Course content appropriate to the major
3. Total number of words: 7750
4. Instructor to student ratio for one section: 1:25

SCSC 410 requires that students submit a title and an outline for a final paper, so that their topic can be approved. They write a draft and get instructor response, and then they write a response to that draft to show they understood the necessary revisions. They also write a number of shorter weekly assignments, depending on the class needs, of at least 2500 words. These weekly assignments receive feedback using a minimal marking technique, whereby the instructor provides some guidance but encourages self-correction. Instruction includes short lectures on grammar and punctuation and on citation style in technical agronomy and access to references for writing techniques.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

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

   SCSC 410 International Agricultural Systems

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:  
Steve Hague  
Printed name and signature

Received:  
Valerie Balester 6/10/13  
(W Course Coordinator, University Writing Center)  
(Date)

Approvals:

College Dean:  Kim Dooley  
Printed name and signature

Department Head:  Wayne Smith  
(name and signature)  
(Date)

1.214 Sterling C. Evans Library
5000 TAMU
College Station, TX 77843-5000
Tel. 979.458.1465 Fax 979.458.1406
writingcenter.tamu.edu

RECEIVED JUN 05 2013
By uwo
International Agricultural Systems

Course prefix and number: SCSC 410
Term: Fall
Meeting times and location: Heep 124, MWF 11:30-12:20
Course Credit: 3

Course Description and Prerequisites

Contrast modern agriculture systems with those in developing countries. Emphasis on natural resources and technologies interacting with economic and social development on a global scale.

Prerequisites:
SCSC 205
SCSC 301
Junior or Senior classification

Learning Outcomes

1. Demonstrate comprehensive knowledge of crop resources, adaptation, management, and improvement.
   - Describe crop adaptation and evolution in relation to environmental and human factors during domestication; choose and defend breeding techniques based on crop genetics, flowering responses, and improvement objectives.
   - Describe and explain selection of an appropriate crop species based on intended use, plant genetics and adaptation, as well as soil, climatic and resource constraints.

2. Apply knowledge of science and technology for precision management of sustainable agricultural, natural, urban, and engineered ecosystems.
   - Demonstrate appropriate use, and knowledge of limitations of new technological tools.
   - Explain how physical, chemical and biological properties and processes in soil affect sustainability and productivity of managed and natural ecosystems, and water quality.
   - Apply principles of soil science to management, reclamation and remediation of agricultural, natural, urban, and disturbed landscapes.

3. Apply knowledge of soil, plant, and water interactions to manage water resources and mitigate impacts on water yield and quality.
   - Apply and justify precision management practices of water, nutrient, carbon, soil, crop, and pest that achieve sustainable crop production.
• Develop and defend a management plan for sustainable production that benefits the producer, soil, water, air, native species, and other aspects important to stakeholders.

4. Demonstrate comprehensive knowledge of plant genetics and breeding in agriculture.
• Demonstrate comprehensive knowledge of current and historical developments in genetics, breeding, crop domestication and improvement in agriculture.

5. Communicate effectively in speaking and writing.
• Present and defend a critical analysis, orally and in writing, of problematic situations, management practices and decisions, and research and extension literature.
• Deliver a convincing presentation and paper, with critical analysis and develop the ability to accept and positively respond to criticism.
• Effectively communicate, orally and in writing to facilitate participation, learning, and action with professional peers, among diverse stakeholders and policy makers.
• Demonstrate effective communication among diverse stakeholders, policy makers, and professional peers.
• Apply concepts and methods of technical writing to prepare accurate summary reports.
• Organize thoughts in a manner that allow effective written and oral communication.

6. Demonstrate personal and social responsibility.
• Distinguish and evaluate the interrelationships of research, education, extension and service to the profession and a multicultural society.
• Demonstrate social, cultural, and global competence.

7. Solve problems using scientific reasoning and critical thinking.
• Consider and assimilate concerns of diverse stakeholders in decision making.
• Integrate soil survey data and interpretations as it relates to recommendations on land use and soil management decisions in agriculture, community planning and urban uses.
• Apply theoretical concepts to solve real-world problems.
• Think critically and make sound decisions even when faced with incomplete information.
• Find, critically evaluate and integrate new information from multiple sources, transferring this knowledge into practice.
• Make basic scientific inferences.

8. Demonstrate comprehensive knowledge of business principles and corporate governance.
• Demonstrate appropriate use of business principles, financial and human resource management techniques, and cost-benefit analysis of new technological tools.

Instructor Information
Name: Steve Hague
Office phone: 845-8248
E-mail: shague@tamu.edu
Office hours: by appointment
Office location: Cotton Improvement Lab, Turk Road Bldg 1066
Textbook


E-Learning

The e-learning system will be used during this course. Students will be expected to watch lecture presentations and then take short quizzes all through e-learning.

Grading Policies

Students will be evaluated on weekly quizzes, mini-writing assignments, and a comprehensive assessment of agriculture in a developing country. Students are expected to integrate the concepts and information presented during the course into a paper and presentation. Students will select a country to assess. They will begin with submitting a title and outline for the paper. Students will then compose a rough draft 20 pages (double spaced; 12-point font; 1-inch margins) with 10 or more citations. Students will be evaluated on their response to the first draft comments to see if they can acknowledge and devise a strategy to improve the weaknesses of their paper. The final draft will be due at the end of the course.

A complementary presentation will be required. Students will deliver a 5-minute presentation about agriculture in their designated country to the class during the last three weeks of the class. Students will be evaluated based on the quality of their presentation and answers to questions. Students are also expected to actively participate in discussions throughout the course.

Because university policy on writing intensive courses requires students to earn at least a 'C' in order to receive 'W' credit for a course, students earning less than a 'C' will fail this course.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>% of grade</th>
<th>Due date</th>
<th>Final Grade for Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country Assessment</td>
<td></td>
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</tr>
<tr>
<td>Title and outline</td>
<td>5</td>
<td>Week 3</td>
<td>A=90-100%</td>
</tr>
<tr>
<td>First draft</td>
<td>15</td>
<td>Week 8</td>
<td>B=80-89%</td>
</tr>
<tr>
<td>Response to First Draft</td>
<td>5</td>
<td>Week 9</td>
<td>C=70-79%</td>
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<tr>
<td>Final Draft</td>
<td>35</td>
<td>Week 14</td>
<td>F&lt;70%</td>
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<tr>
<td>Presentation</td>
<td>10</td>
<td>Weeks 12-14</td>
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<tr>
<td>Mini-writing assignments</td>
<td>20</td>
<td>Weekly</td>
<td></td>
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<tr>
<td>Quizzes</td>
<td>10</td>
<td>Weekly</td>
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Attendance Policy
"The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07."

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction&lt;br&gt;Impact agricultural activities on ecosystems.</td>
<td>Snapp and Pound. Ch. 3.</td>
</tr>
<tr>
<td>3</td>
<td>Agriculture as a tool for economic development. Perception of agriculture around the world.&lt;br&gt;Title and outline due</td>
<td>Snapp and Pound. Ch 5.</td>
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<td>4</td>
<td>Temperate agricultural production systems</td>
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<tr>
<td>5</td>
<td>Tropical agricultural production systems.</td>
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<td>6</td>
<td>Soil nutrient management.</td>
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<td>7</td>
<td>Post-harvest storage and transportation.&lt;br&gt;Seed acquisition.&lt;br&gt;Participatory plant breeding.</td>
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<tr>
<td>8</td>
<td>Integrated livestock systems.</td>
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<td>9</td>
<td>First draft due&lt;br&gt;Purchasing agricultural inputs.&lt;br&gt;Selling commodities.</td>
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<td>10</td>
<td>Gender and agrarian inequality.&lt;br&gt;Cultural practices that affect food security.&lt;br&gt;Human health and political issues related to food availability.</td>
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<tr>
<td>11</td>
<td>Role of United Nations (FAO/CGIAR)&lt;br&gt;National, Provincial, and NGO policies and initiatives that affect the development of agriculture.</td>
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<tr>
<td>12</td>
<td>Student presentations and discussion.&lt;br&gt;Response to first draft due.</td>
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<tr>
<td>13</td>
<td>Student presentations and discussion.</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Student presentations and discussion.&lt;br&gt;Final draft of paper due.</td>
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</tbody>
</table>
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: A. Brant Poe, Department of Animal Science
    H. Russell Cross, Head, Department of Animal Science
    Kim Dooley, AOC Dean, College of Agriculture and Life Sciences

DATE: June 17, 2013

SUBJECT: REPORT ON RECERTIFICATION OF C COURSE: ANSC 315

We recommend that ANSC 315 Livestock Judging be certified as a writing (C) 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: 50%
2. Course content appropriate to the major
3. Total number of words: 3940
4. Total minutes of speaking: 32 minutes
5. Instructor to student ratio for one section: 1:17

ANSC 315 is a two-credit course, with two graduate assistants helping the instructor. Students write 16 brief (230-250-word) explanations of their livestock judging (in 6 sets, based on animal) and give oral presentations for each set of reasons. The written explanations serve as feedback for the oral presentations. Formative feedback on the writing is covered by writing 16 documents in the same genre, which are graded and returned promptly. Instruction includes the study of examples (written and in video form) from previous students, and in-class instruction on matters such as clarity, gesture, and intonation.

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 315- Livestock Judging

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: A. Brant Poe           A. Brant Poe           7/1/13
                                        Printed name and signature

Received: Valerie Balester          7/1/13
          (W Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: Kim Dooley      Kim E. Dooley       7/3/13
                        Printed name and signature

Department Head: H. Russell Cross     David J. (Date)
                        Printed name and signature

1.214 Sterling C. Evans Library
5000 TAMU
College Station, TX 77843-6000
Tel, 979.458.1455 Fax 979.458.1468
writingcenter.tamu.edu
ANSC 315-500  
Livestock Judging  
Fall 2013  
Tuesdays & Thursday 3-4:50pm

Instructors: Brant Poe  
Office: 116 Kleberg Center  
Phone: (979)845-6039 or cell (979)251-1636  
Email: Brant_poe@tamu.edu

OBJECTIVES AND ATTENDANCE POLICY

Objective: Selection and evaluation of beef cattle, swine, sheep, goats and horses. The ability to present accurate, clear and concise oral and written reasons is stressed. The course is designed to help you gain a great understanding of market animal evaluation, breeding animal selection and genetic evaluations of beef cattle, sheep and swine. In addition, equine form and function will be addressed. We hope that many of you will become members of the 2014 Texas A&M Livestock Judging Team, but that is not a prerequisite for success in this course.

Course Location: The class will meet at various locations including Kleberg 123 (KLCT), Pearce Pavilion (PRPV), ASTREC Beef and Sheep Centers and Freeman Arena (EQCT). Note that the sites are tentative locations and could change based on livestock availability. Changes will be noted in preceding class meeting. If questions arise, contact 845-7616 for location.

Textbook: Class books will need to be purchased at Notes and Quotes (701 West University Drive, College Station, TX 77840-1430) (979)846-2255

Attendance: You are expected to attend class because a majority of your grade will be based on the daily grades associated with livestock evaluations, class placing and written/oral reasons. Please see www.student-rules.tamu.edu for more information on attendance policy.

Extra Credit: Extra credit will be given to students who assist with the fall 4-H and FFA contests.

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"Aggies do not lie, cheat or steal, nor do they tolerate those who do."

ANIMAL SCIENCE 315 GRADING POLICY

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<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Daily Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Written and Oral Reason Presentations</td>
<td>50%</td>
</tr>
<tr>
<td>Average of Exams 1 and 2</td>
<td>40%</td>
</tr>
<tr>
<td>FINAL GRADE</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grading Scale

- 90-99 (A)
- 80-89.9 (B)
- 70-79.9 (C)
- 60-69.9 (D)
- ≤ 59.9 (F)

"The quality of a person's life is in direct proportion to their excellence, regardless of their chosen field of endeavor." - Vince Lombardi
ANSC 315 – Livestock Evaluation
2013 Class Schedule

August
27  Introductions and Class Expectations (KLCT 123)
29  Introduction to Reasons and Example Sets (KLCT 123)

September
3   Market Animal Evaluation and Practice Classes (KLCT 123)
5   Breeding Animal Evaluation and Practice Classes (KLCT 123)
10  Reasons on Practice Classes (TBA)
12  Reasons on Practice Classes (TBA)
17  Estimating Quality & Yield Grades of Fat Cattle/Grid Marketing (KLCT 123)
19  Calculating Lamb and Swine Yield Grades (TBA)
20  Washington County Contest
21  4H/FFA Washington County Contest
24  Market Lamb Evaluation (Sheep Center)
26  Breeding Sheep and Doe Evaluation (Sheep Center)

October
1   Breeding Cattle Practice Classes (Beef Center)
3   Exam 1 (KLCT 123)
8   Feeder Cattle Pricing (Beef Center)
10  Market Steer Practice Classes (Beef Center)
13  State Fair of Texas 4H/FFA Judging Contest
15  Market Steer Practice Classes (Beef Center)
17  Market Hog Practice Classes (Pearce Pavilion)
22  Market Lamb Practice Classes/Reasons (Sheep Center)
24  Practice Classes/Reasons (ASTREC)
29  Practice Classes/Reasons
31  Practice Classes/Reasons (TBA)

November
5   Practice Classes/Reasons (TBA)
7   Reasons (Pearce)
12  Beef Carcass Evaluation and Pricing (Rosenthal)
14  Pork and Lamb Carcass Evaluation and Pricing (Rosenthal)
19  Review of Carcass Pricing
21  Understanding E.P.D’s
26  Review for Exam 2
28  Holiday

December
3   Exam 2 (KLCT 123)
11  Leave for Winter Workout
13  Griswold Female Contest
14  Express Ranches Cattle Workout
17  Return Home
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Cynthia Werner, Head, Department of Anthropology
    Donald J. Curtis, AOC Dean, Liberal Arts
DATE: June 17, 2013
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ANTH 414

We recommend that ANTH 415 Anthropological Writing 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: 5000
4. Instructor to student ratio for one section: 1:20

ANTH 415 requires three formal writing assignments as well as written homework assignments. Students write two shorter essays and a longer research paper. In-class peer review is assigned in a workshop format. Working in groups of four, students comment on peers’ drafts, which are then revised. Instruction includes readings about writing in anthropology and samples of anthropological writing; handouts and notes also guide the students in their writing.

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):

ANTH 415 – Anthropological Writing

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 Werner (For Nick Mizer) 6/25/2013
Printed name and signature

Received: Valerie Balester 6/27/13
(W Course Coordinator, University Writing Center)
(Date)

Approvals:

College Dean: Michael T. Stephenson 6/25/2013
Printed name and signature

Department Head: Cynthia Werner 6/25/2013
Printed name and signature

RECEIVED
JUN 27 2013
By,
"Every serious cultural analysis starts from a sheer beginning and ends where it manages to get before exhausting its intellectual impulse....A study is an advance if it is more incisive—whatever that may mean—than those that preceded it; but it less stands on their shoulders than, challenged and challenging, runs by their side."

—Geertz, “Thick Description”

Instructor: Nicholas Mizer
Office: RDMC 221B
Office Hours: By appointment or Tuesdays 1-4 PM
Email: nmizer@tamu.edu

Course Description
This course focuses on practicing and improving critical reading and writing skills through study and discussion of various genres of anthropological literature and through guided writing assignments.

Course Objectives
By the end of the semester you will be able to:
- Evaluate the professional literature of the discipline of anthropology, including the sub-fields of archaeology, biological anthropology, and cultural anthropology.
- Evaluate various approaches to anthropological writing and how authors use those approaches to accomplish their ends.
- Prepare papers according to the highest standards of scholarship and academic protocol.
- Engage with peers' work in constructive collaboration and critique.

Course Structure
This is not a lecture format course, but rather a course in which students actively and collectively participate in discussion of the various texts assigned and of the writing process. Anthropology, like any academic discipline, is essentially an ongoing conversation. Through the discussion of assigned texts, composition of assigned essays, and peer review of writing assignments, we will be spending the semester thinking together about how to best participate in our discourse community.
Class Participation:
Participation can take a variety of forms, according to the proclivities of the individual student. Opportunities for class participation include class-wide discussions, small group conversations, active peer review, appropriate use of instructor's e-mail and office hours to address questions, confusions, or thoughts related to the course. Students should avail themselves of the means of participation according to their personal style, but also stretch themselves beyond what is merely comfortable for them. For some students, this stretching may occur during in-class presentations.

You can expect a few short assignments during the semester, often as in-class assignments. The purpose of these is to help you being thinking and writing about certain aspects of anthropology. As such, they may at times be useful in writing your longer essays. These will be evaluated and credited under your class participation grade. These assignments will constitute 50% of your class participation grade (i.e. 10% of your final grade). Where appropriate, they will also affect the grade on the assignment to which they contribute.

Essays and Research Paper:
Two fully-developed essays are assigned for the course. These will each be 4-5 pages in length. Written and verbal instructions will be provided for each individual essay. Additionally, you will write a 12-15 page paper on an anthropologically relevant topic chosen by each of you according to your interests. Detailed information about this requirement will be provided by the instructor. It is expected that students will work on the research and writing of the paper on an ongoing basis over the course of the semester.

All essays are to be styled according to the AAA style guide, which is based on the Chicago Manual of Style and is available at http://aaanet.org/publications/guidelines.cfm. The Chicago Manual of Style can be accessed through the 'citing your sources' section of the university library website. It is your responsibility to consult the style guide for each assignment. Written assignments are graded holistically, considering class participation, individual conferences, peer reviews, drafts, and revisions. If you are not taking advantage of the resources the course offers (e.g., in-class workshops), then I must assume that the paper falls short of its potential.

Peer Reviews:
Peer reviews are group workshops for revision. Typically, I will cancel two normal class sessions in favor of peer review sessions in groups of four students and myself. Please bring 4 copies of your essay to the class prior to the first of each of these peer reviews. Be sure to bring complete drafts that meet the assignment, so that your peers have something of quality to review; incomplete peer review drafts will detract from the paper grade. Peer reviewing allows you to revise your writing according to others' perspectives as well as your own. You will be graded on your participation in these sessions through written commentary for each paper and active participation in the peer review session. Needless to say, your grade will suffer if you fail to read and offer criticism on your peers' work. Failure to attend a peer review conference is recorded as multiple absences, depending on how many class periods are canceled.

Reading Assignments:
There are no required books for this course. Instead, we will be reading a variety of essays, articles, and chapters that will be made available on the Lore course site. Reading assignments are listed on the day they will be discussed in class, and thus should be read before the start of class on that day. In order to ensure participation in discussion and completion of the readings, short reflection questions will often be completed in class before discussion begins.
Extra Credit:
In order to encourage participation in the academic community, extra credit equal to 5% of the total grade will be offered to any student who submits an abstract for their final paper to a professional conference. The conference should not be an undergraduate-only conference, although you may submit to an undergraduate-specific section of a larger conference. An additional 5% will be offered for completing an application to receive funding for attending the conference. The extra credit will be given whether or not the paper is accepted, and the funding application does not need to be submitted, only completed. The deadline for turning in proof of completion is 4/25. Other extra credit opportunities may be announced throughout the semester.

COURSE REQUIREMENTS
- Two Essays (35%) The Essays will be weighted as follows:
  - Essay 1: 15%, Essay 2: 20%
- Research Paper (45%)
- Class Participation & Attendance (20%)

NOTE: Excessive unexcused absences will result in the lowering of your final grade beyond the 15% allotment for participation & attendance. Regular attendance of class is assumed in the grade rubric presented above. If you do not plan to attend regularly, you should not take this class. Attendance will be primarily measured through completion of response pieces, of which two may be missed without penalty.

DUE DATE AND LATE ASSIGNMENT POLICY:
All assignments (reading and writing) are due at the beginning of class on the day the assignments are due. This includes drafts for peer review. For each day an assignment is late, one letter grade will be deducted from it. If you have to miss class on the day an assignment is due, it is your responsibility to arrange to have it turned in for you or work out an alternative due date with me beforehand. My accommodation of any special circumstances relies almost wholly on your conversation with me in advance.
# Course Schedule (Note: Schedule is subject to change)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>01-15</td>
<td>Introduction</td>
<td></td>
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<tr>
<td></td>
<td>01-17</td>
<td>Anthropologist as Author, Writing Structure</td>
<td>Geertz, &quot;Being There&quot;; Eriksen, &quot;What is Good Anthropological Writing?&quot; (Blog post)</td>
</tr>
<tr>
<td>2</td>
<td>01-22</td>
<td>Narrative Ethnography</td>
<td>Geertz, &quot;Deep Play: Notes on the Balinese Cockfight&quot;; Friedman, &quot;Anthro Classics Online: Geertz's Notes on a Balinese Cockfight&quot;</td>
</tr>
<tr>
<td></td>
<td>01-24</td>
<td>Elementary Principles of Composition</td>
<td>Strunk, White, and Kalman, &quot;Elementary Principles of Composition&quot; ESSAY 1 ROUGH DRAFT</td>
</tr>
<tr>
<td>3</td>
<td>01-29</td>
<td>NO CLASS: GROUP CONFERENCES</td>
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<tr>
<td></td>
<td>01-31</td>
<td>NO CLASS: GROUP CONFERENCES</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>02-05</td>
<td>Anthropologist as Author</td>
<td>Clifford, &quot;Partial Truths&quot;; Golub, &quot;Why Anthropology is True Even if It Is Not Science&quot; (Blog post) Golub, &quot;On Detecting Writing Culture at a Young Age&quot; (Blog post)</td>
</tr>
<tr>
<td></td>
<td>02-07</td>
<td>Abstracts &amp; Proposal Writing</td>
<td>ESSAY 1 FINAL DRAFT</td>
</tr>
<tr>
<td>5</td>
<td>02-12</td>
<td>Abstracts &amp; Proposal Writing</td>
<td>Mizer, &quot;Personal Statement,&quot; &quot;Wenner-Gren Proposal&quot;</td>
</tr>
<tr>
<td></td>
<td>02-14</td>
<td>Archaeological Writing</td>
<td>Kintigh, &quot;Writing Archaeology&quot;; Hodder, &quot;Writing Archaeology: Site Reports in Context&quot;</td>
</tr>
<tr>
<td>6</td>
<td>02-19</td>
<td>Archaeological Writing</td>
<td>Ginzburg, &quot;Clues: Results of an Evidential Paradigm&quot;</td>
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<td></td>
<td>02-21</td>
<td>Peer Review</td>
<td>&quot;Art of Critiquing&quot; handout, Mizer rejection letters ESSAY 2 ROUGH DRAFT</td>
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<tr>
<td>7</td>
<td>03-05</td>
<td>NO CLASS: GROUP CONFERENCES</td>
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<td></td>
<td>02-28</td>
<td>NO CLASS: GROUP CONFERENCES</td>
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<td>8</td>
<td>03-07</td>
<td>Scientific Writing</td>
<td>Gravlee, &quot;How Race Becomes Biology&quot;</td>
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<td></td>
<td>03-07</td>
<td>Constructing Anthropological Research Papers</td>
<td>Mizer, &quot;The Paladin Ethic and the Spirit of Dungeoneering&quot; ESSAY 2 FINAL DRAFT</td>
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<tr>
<td></td>
<td>03-12</td>
<td>NO CLASS: SPRING BREAK</td>
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<tr>
<td></td>
<td>03-14</td>
<td>NO CLASS: SPRING BREAK</td>
<td></td>
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<tr>
<td>9</td>
<td>03-19</td>
<td>Halfies and Othering</td>
<td>Abu-Lughod, &quot;Writing Against Culture&quot;</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Assignments</td>
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<tr>
<td>10</td>
<td>03-26</td>
<td>The End(s) of Writing</td>
<td>Zinn, “Speaking Truth to Power with Books”</td>
</tr>
<tr>
<td></td>
<td>03-28</td>
<td>Guest speaker (TBA)</td>
<td>FINAL PAPER FIRST DRAFT</td>
</tr>
<tr>
<td>11</td>
<td>04-02</td>
<td>NO CLASS: GROUP CONFERENCES</td>
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<tr>
<td></td>
<td>04-04</td>
<td>NO CLASS: GROUP CONFERENCES</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>04-09</td>
<td>Open discussion</td>
<td>Submit questions / topics by April 5</td>
</tr>
<tr>
<td></td>
<td>04-11</td>
<td>Academic Presentation &amp; Publication</td>
<td>FINAL PAPER SECOND DRAFT</td>
</tr>
<tr>
<td>13</td>
<td>04-16</td>
<td>NO CLASS: GROUP CONFERENCES</td>
<td></td>
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<tr>
<td></td>
<td>04-18</td>
<td>NO CLASS: GROUP CONFERENCES</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>04-23</td>
<td>Final Presentations</td>
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<tr>
<td></td>
<td>04-25</td>
<td>Final Presentations</td>
<td>FINAL PAPER DUE</td>
</tr>
<tr>
<td>15</td>
<td>04-30</td>
<td>NO CLASS: RESCHEDULED FRIDAY</td>
<td></td>
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<tr>
<td></td>
<td>05-07</td>
<td>Final Presentations (3:30-5:30 PM)</td>
<td></td>
</tr>
</tbody>
</table>

**Course Readings**

Abu-Lughod, Lila

Clifford, James

Crapanzano, Vincent

Eriksen, Thomas

Friedman, Kerim
Geertz, Clifford  

Ginzburg, Carlo  

Golub, Alex  
2010 Why Anthropology is 'True' Even if it is Not 'Science.' Electronic document,  
2011 On Detesting Writing Culture at a Young Age. Electronic Document.  

Graylee, Clarence  


Kintigh, Keith  
2005 Writing Archaeology: Analysis and Archaeological Argumentation. Electronic document,  

Mizer, Nicholas  

Zinn, Howard  

COURSE POLICIES

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

Academic Integrity Statement and Policy:  
"An Aggie does not lie, cheat or steal, or tolerate those who do." For additional information, please visit: http://www.tamu.edu/aggiehonor
TO: Faculty Senate Executive Committee

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

CC: Ron Lacey, Department of Biological and Agricultural Engineering
Steve Searcy, Head, Department of Biological & Agricultural Engineering
Kim Dooley, AOC Dean, College of Agriculture and Life Sciences

DATE: June 17, 2013

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: BAEN 480

We recommend that BAEN 480 Senior Design II 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: 50%
2. Course content appropriate to the major
3. Total number of words: 3200
4. Instructor to student ratio for one section: 1:30

The primary goal of this course is the development, documentation, and presentation of the student’s solution to an engineering design problem. Every student must write a total of six status reports on their team project. In addition, they work in teams of three to four students to produce a written report; individual contributions are monitored so that each member writes about 3,000 words. Over the course of the semester, students get practice and feedback from the progress reports and the slides they prepare for oral design reports. The final work, including posters, is presented at an end-of-semester event that brings clients, students, and faculty together, and students also get feedback from this event, in a more real-world context. Draft versions of sections of the final report are submitted through the semester for instructor review and comments. One-on-team meetings are held between the instructor and each team throughout the semester (approximately 4-5 meetings per team). This allows for additional feedback and discussion in a more informal setting and allows for review of specific points in each of their writing assignments. Several class periods are spent on writing and communication in a business environment with an emphasis on the importance of clear and effective communication by engineers. A variety of methods are used including case studies, reading aloud, modeling of good communication, and anonymous evaluation of examples taken from the work submitted by the students.

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):
   
   BAEN 480 Senior Design II

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

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

Instructor / Coordinator: Ronald E. Lacey 4/23/13

Received: Valerie Balester 5/3/13
   (W Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: Kim Dooley 4/29/13
   Printed name and signature (Date)

Department Head: Stephen W. Searcy 4/24/13
   Printed name and signature (Date)
BAEN 480 - Senior Design II  
Syllabus - Spring 2012

Instructor Information
Dr. Ronald E. Lacey, P.E.
ron-lacey@tenn.edu
302A Scoates Hall
Office hours: By appointment.
979-845-3967

Course Information
Location: Scoates Hall, room 317
Meeting days and times: Tuesday & Thursday 3:55 to 5:20 pm

Prerequisites
BAEN 479

Catalog Description
Continuation of engineering design experience through team solution of design problem developed in AGEN 479; preparation of design solution under supervision of biological and agricultural engineering staff and clients; critical evaluation of results by students, staff and industrial consultants. Note: This is a writing intensive (W) course.

Learning Outcomes:
This is the second course in a two-course sequence for the capstone design experience in the engineering curriculum. When you complete the class you should be able to:

1. Complete a detailed design of a significant engineering problem including necessary drawings, prototypes, and plans.
2. Include considerations of product liability, social impact, environmental impact, and ethical issues in the design process.
3. Evaluate the financial and economic issues associated with the design project.
4. Completely document an engineering design project (e.g. design notebooks, interim reports, biweekly updates, and a final report).
5. Make professional presentations.

Grading
Grades will be based on biweekly reports, writing assignments, the final design presentation, and the final design report. Letter grades will be assigned based on the following scale:

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

Final Report Drafts (10%): As noted on the schedule, sections of your final report will be reviewed
throughout the semester. These will be graded for both content and mechanics of writing (e.g., tense, grammar, punctuation, spelling, voice). The sections of the report should be in past tense and 3rd person. All writing assignments will be submitted via elearning.

Biweekly Project Memos (25%): Written project update reports will be submitted by each student in accordance with the schedule to the instructor via elearning. Additionally, a team memo will be sent to the client and copied to the faculty advisor and instructor via email. Individual and team memos will be graded based on both content and mechanics of writing. Project memos can include present and future tense and can be in 1st person. The emphasis should be on what YOU are contributing to the project, what did you learn, what does it mean, and what are you going to do next.

Final Design Presentation (15%): An oral presentation will be made to an engineering review panel comprised of BAEN faculty, your clients, and other engineers. This may be in the form of a poster presentation. Presentations will be scheduled during dead week.

Final Design Report (50%): The final design solution report will be due approximately one week before the final presentation.

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. 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, contact the Department of Student Life Services for Students with Disabilities in Room 126 of the Koldus Building, or call 845-1637.

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

Aggies do not lie, cheat, or steal, nor do they tolerate those who do.

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

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

It is the responsibility of students and instructors to help maintain scholastic integrity at the university by refusing to participate in or tolerate scholastic dishonesty. Section 20 of the Texas A&M University Student Rules covers scholastic dishonesty including cheating, aiding and abetting cheating, plagiarism, fabrication of information, and violations of departmental and college rules.

20.1.3 Plagiarism:

Failing to credit sources used in a work product in an attempt to pass off the work as one’s own. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.
<table>
<thead>
<tr>
<th>Weeks Left</th>
<th>Beginning Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>1/14</td>
<td>TEAM: Summary of presentations, lessons learned, and revised plans, and time lines. Rework and expand GANTT charts.</td>
</tr>
<tr>
<td>14</td>
<td>1/21</td>
<td>Individual Project Memo: Status of individual achievements, estimate of the impact on the project timeline, discussion of critical issues, individual concerns.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TEAM: Team memo to client, advisor, and instructor.</td>
</tr>
<tr>
<td>13</td>
<td>1/28</td>
<td>TEAM: Draft of Introduction and Design Objectives</td>
</tr>
<tr>
<td>12</td>
<td>2/4</td>
<td>Individual Project Memo: Status of individual achievements, estimate of the impact on the project timeline, discussion of critical issues, individual concerns.</td>
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<tr>
<td></td>
<td></td>
<td>TEAM: Team memo to client, advisor, and instructor.</td>
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<tr>
<td></td>
<td></td>
<td>Team presentations – Problem Statement, design goals and constraints</td>
</tr>
<tr>
<td>11</td>
<td>2/11</td>
<td>TEAM: Draft of Literature Review</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Team meetings with Dr. Lacey</td>
</tr>
<tr>
<td>10</td>
<td>2/18</td>
<td>Individual Project Memo: Status of individual achievements, estimate of the impact on the project timeline, discussion of critical issues, individual concerns.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TEAM: Team memo to client, advisor, and instructor.</td>
</tr>
<tr>
<td>9</td>
<td>2/25</td>
<td>TEAM: Draft of Design Recommendations and Analyses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Team meetings with Dr. Lacey</td>
</tr>
<tr>
<td>8</td>
<td>3/4</td>
<td>Individual Project Memo: Status of individual achievements, estimate of the impact on the project timeline, discussion of critical issues, individual concerns.</td>
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<tr>
<td></td>
<td></td>
<td>TEAM: Team memo to client, advisor, and instructor.</td>
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<td></td>
<td></td>
<td>Team presentations – Design Alternatives</td>
</tr>
<tr>
<td>7</td>
<td>3/11</td>
<td>SPRING BREAK, NO CLASS</td>
</tr>
<tr>
<td>6</td>
<td>3/18</td>
<td>TEAM: Draft of Final Design Solution</td>
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<tr>
<td>5</td>
<td>3/25</td>
<td>Individual Project Memo: Status of individual achievements, estimate of the impact on the project timeline, discussion of critical issues, individual concerns.</td>
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<td>TEAM: Team memo to client, advisor, and instructor.</td>
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<td>Team meetings with Dr. Lacey</td>
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<td>4</td>
<td>4/1</td>
<td>TEAM: Draft of Executive Summary</td>
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<td>Team presentations – Design analysis and final design</td>
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<tr>
<td>3</td>
<td>4/8</td>
<td>Individual Project Memo: Status of individual achievements, estimate of the impact on the project timeline, discussion of critical issues, individual concerns.</td>
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<td>TEAM: Team memo to client, advisor, and instructor.</td>
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<td>2</td>
<td>4/15</td>
<td>TEAM: Optional: Review of any other materials that the team would like feedback on prior to grading.</td>
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<td>Team meetings with Dr. Lacey</td>
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<td>1</td>
<td>4/22</td>
<td>Final Written Design Report</td>
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<tr>
<td>0</td>
<td>4/28</td>
<td>Poster Presentation</td>
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</tbody>
</table>

1 The final plan of study is to be developed during the first class meeting. This is a tentative plan to give some idea of the scope.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Tom Saving, Department of Economics
     Timothy Gronberg, Head, Department of Economics
     Donald J. Curtis, AOC Dean, Liberal Arts
DATE: July 17, 2013
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ECON 465

We recommend that ECON 465 Contemporary Economic Issues 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: 37%
2. Course content appropriate to the major
3. Total number of words: 2250
4. Instructor to student ratio for one section: 1:28

There have been some changes in the writing assignments for ECON 465; it now includes one long assignment at the end of the course instead of shorter weekly assignments. Students write a research paper for which they get ample feedback, from the time they choose a topic. In addition, they write a short proposal that is read by the instructor to guide their final paper. They get written instructor feedback on a draft of their final paper and feedback from a peer using a rubric designed by the instructor. Some class time is devoted to discussing the principles of composition.
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 465: Contemporary Economic 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: Thomas Saviing
Printed name and signature

Received: Valerie Balester 5/3/13
(W Course Coordinator, University Writing Center)
(Date)

Approvals:

College Dean: Michael T. Stephenson
Printed name and signature

Department Head: Timothy J. Grobman
Printed name and signature

5/21/13
(Date)

5/28/13
(Date)

5/21/13
(Date)
Contemporary Economic Issues
Syllabus and Policies

Economics 465-900
Spring 2013
MW 8:10-9:25
ALLN 1004

Professor Thomas R. Saving

A. Office and Office Hours
Office: 3028 Allen, Bush Library Complex
Office Hours: Monday and Wednesday 10:00 AM - 12:00 PM.
or by appointment.
Office Phone: 845-7559
Email: t-saving@tamu.edu
Website: http://econweb.tamu.edu/saving/courses.htm

B. Course Description
This course teaches students the application of microeconomic and macroeconomic analyses to evaluate contemporary economic issues.

C. Prerequisites
You must have completed ECON 323 and ECON 410 prior to starting this course.

D. Learning Objectives
1. To be knowledgeable about current major policy issues.
2. To be able to think critically about major policy issues and their effect on economic growth.
3. To apply microeconomic and macroeconomic analysis to evaluate a current public policy.

E. Required Course Materials

F. Grading

1. Composition of Course Grade

Written Assignment- Proposal  2%
Written Assignment- Rough Draft  3%
Written Assignment- Final Written Paper  35%
Final Exam  60%
This is a writing intensive course for economic majors. During the semester you will prepare a paper related to major current policy issue of your choice. I encourage you to meet with me during office hours to discuss the feasibility of your topic choice and allow me to provide feedback and suggestions on how to write about it. There are resources available to assist you in developing your writing skills. You should familiarize yourself with the University Writing Center, www.writingcenter.tamu.edu, and take advantage of the services it offers.

2. Grading Scale

90 – 100% = A
80 – 89% = B
70 – 79% = C
60 – 69% = D
< 60% = F

3. Graded Work

Written Proposal: this is a two-page outline proposing the research paper topic. This assignment must be submitted to me via email no later than Thursday, February 7, 2013.

Rough Draft: this must follow the outline on the written proposal and must be between 2000 and 2200 words. I will provide written feedback about both your discussion of the topic and the technical aspects of your writing. You must submit this assignment to me via email by Thursday, March 7, 2013.

Additionally, we will spend time during one class session after rough drafts are returned to peer-edit another student’s paper using a rubric I will provide. My hope is that during this time I can share some general insight about technical aspects of writing that could be improved upon in the rough drafts that I graded and that you will gain additional helpful feedback from your peers. Writing instruction will also occur periodically during class throughout the semester.

Final Written Paper: this must be between 2000 and 2200 words and I expect that you will have integrated my feedback on the rough draft into this final work. Again, please talk to me during office hours for assistance. You must submit this assignment to me via email no later than April 29, 2013.

A failing paper means a failing course grade.

Final Exam: Friday May 3, 2013 – 10:00am-12:00pm, will be essay and cover all materials from class, the relevant parts of the text, and any assigned readings.
4. Plagiarism

By accepting admission to Texas A & M University, a student assumes a commitment to comply with the Aggie Honor Code: “An Aggie does not lie, cheat, or steal nor tolerate those who do.” Compliance with this code includes the avoidance of plagiarism. As commonly defined, plagiarism is presenting as one’s own ideas, the work, writing, etc. that belongs to someone else. You are committing plagiarism if you copy the work of another person and/or let them submit it as your own, even if you have their permission. If the professor identifies plagiarism, then the issue will be forwarded to the Aggie Honors Council.

5. Cheating

A student caught cheating on an exam will be penalized severely. The penalty will be decided in consultation with the Head of the Department of Economics.

E. Americans with Disability 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 Disabilities Services in Cain Hall Room B118, or call 845-1637. For additional information visit website at: http://disability.tamu.edu.

Additionally, if you feel you are entitled to special accommodation due to a disability, please see me within the first two weeks of class.

F. Helpful Websites

These think tanks publish research papers on both domestic and international economic, political, environmental, and social issues. They represent a variety of stances on the economic issues covered in class.

1. CATO Institute – www.cato.org
3. The Heritage Foundation – www.heritage.org
Course Outline

Part 1: The Economy and Financial crises: Text Issue 9, 14, 16

Week 1: How did we get here and how do we move on?

Week 2: What is the role of government in the economy?

Week 3: Living with the burden of Sovereign Debt

Week 4: Europe
WRITTEN PROPOSAL DUE ON FEBRUARY 7, 2013 via email

Week 5: United States

Part 2: Health Care Policy: Text Issues 5, 7, 8

Week 6: The health care market in the United States – payers, incentives, insurance, tax policy

Week 7: The Uninsured – Who are they and why are they uninsured?

Week 8: The 2010 health care reform: The Affordable Care Act
WRITTEN ROUGH DRAFT OF PAPER DUE ON MARCH 7, 2013 via email

Week 9: Markets Anyone? - examples of health care markets with posted prices such as lasik surgery and cosmetic surgery and examples of markets that do not exist but could bring about more efficient outcomes like a market for organs.

Part 3: The Future of Medicare:

Week 10: The program as envisioned by the Affordable Care Act

Week 11: The program as estimated by the Actuaries at CMS and analysts at the Congressional Budget Office.

Week 12: The potential for reform.

Week 13: Rivlin-Ryan

Week 14: Other reforms
WRITTEN FINAL DRAFT DUE ON APRIL 29, 2013 via email

FINAL EXAM: MAY 3, 2013 10:00-12:00PM
TO: Faculty Senate Executive Committee

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

CC: Robert Warden, Department of Architecture
Ward Wells, Head, Department of Architecture
Leslie Feigenbaum, AOC Dean, Department of Architecture

DATE: June 17, 2013

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ENDS 260

We recommend that ENDS 260 Comparative Theory in the Built and Virtual Environment be certified as a writing (W) course for four academic years (1/14 to 1/18). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 60%
2. Course content appropriate to the major
3. Total number of words: 5000
4. Instructor to student ratio for one section: 1:25

Students in ENDS 260 write two papers and also study notes (not counted above). Papers are written in stages, with formative feedback given through the rough draft stage. Final papers may also be revised and re-submitted. Instruction includes detailed, written examination of the rhetoric of scholarly articles using a rubric and done in collaboration with peers, and students receive writing tips throughout the semester.

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):

**ARCH 260**  Comparative Theory in the Built and Virtual Environment  
**as of Fall 2014**

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: **ROBERT WARDEN**  
Printed name and signature  
JUNE 18, 2013  
(Date)

Received:  
Valerie Balester  7/26/13  
(W Course Coordinator, University Writing Center)  
(Date)

Approvals:

College Dean: **JORGE VANEGAS**  
Printed name and signature  
JUNE 18, 2013  
(Date)

Department Head: **WARD V. WELLS**  
Printed name and signature  
JUNE 18, 2013  
(Date)

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

RECEIVED  
JUN 28 2013  
By
Introduction

This course is designed to familiarize you with architectural theory. Its primary focus is modern and contemporary architectural theories since those are most influential on your design thinking; however, understanding the modern requires some understanding of the context within which these theories were developed. Therefore, we will devote some time to first understanding theories in general before moving on to theories developed in the 1960's.

The plethora of theories developed since the 60's are the result of a shakeup in Philosophy. As Philosophy worked through many of its growing pains in developing its theories Architecture borrowed this enthusiasm for change and pushed its own agenda with Philosophy's tools, but with different goals.

One of the central philosophical questions that created the new thinking of the 20th century was the problem of Truth. Traditionally, we attribute truth to disciplines like mathematics, science, or religion, but not to disciplines like music, painting, architecture, or literature. Truth is not just an important tool for knowledge but it is also an important value. Those disciplines that are not understood to participate in “truth” are often not valued in society as highly.

Architecture is a discipline for which truth is an enigma. Throughout its history various paradigms have been suggested as ideals but few have been uniquely recognized as encompassing truth. Does architecture have truth in the way that science does, or in the manner of religion? What would a concept of architectural truth look like? If architecture contains no truth is it doomed to be devalued? To answer these questions we embrace a challenge of discovery to understand truth complete with its philosophical critiques and seek to know its architectural analogy as expressed by both traditional and contemporary theories.

Course Operations

Reading and Writing
This course is a university W course which means that it satisfies minimal university requirements for learning to write well. Therefore, a significant percentage of the creative work that is assessed for your grade in this class will be writing. Like most things we learn to do well, writing takes practice and discipline. Through this course you will be given many opportunities to develop your writing skills and to demonstrate the level of that development.

Good writing is tied to good thinking and you cannot be expected to produce original ideas without knowing the context of those ideas. It is very important to learn how to read and critically assess positions presented by others relative to your thoughts. Learning to read well will help organize your thinking and will aid the quality of your
writing. This course will give you many opportunities to develop your reading and analytical skills.

Study Groups
Groups will be formed to aid in the reading and comprehension of the given assignments. Each person in each group will be responsible for leading a class discussion on the readings for that day. The group is accountable to the leader for completeness and depth of knowledge to be presented. The groups not presenting are also accountable for the same material and are responsible for providing and clarifying questions and responding to issues raised in discussions. Each group presenting will be responsible for supplying an outline of the readings they are presenting and for taking notes on the class discussion.

Outlines
All readings will be outlined by each group. Each group member is responsible for submitting questions and comments on the outline. Outlines are created as bound pdfs of collected material from each person in the group. When displayed in book format the right hand page will contain quotes from the reading with pg numbers. The left hand facing page will contain questions and/or comments by the student on the quotes matched on the right page.

Objectives
By the end of this course you will be able to:
1. discuss the concept of truth as it relates to the built environment.
2. frame critical arguments for and against theories of truth
3. communicate, through essay, your evaluation of theoretical positions in architecture
4. develop and defend a theory of architecture as it relates to truth

Assignments and Grades

Readings:

Papers – Two essays are required. Paper 1 is 4 pages, while Paper 2 is 8-10 pages. They are single spaced, 12 pt Times New Roman, and 1.5" side margins with 1 inch Bottom and Top margins. Each page will have a header with the student’s name and UIN, Title of Paper and Date. All papers will be handed in BOTH in paper and electronic format. Please refer to the Aggie Code of Honor at the end of this syllabus and the Texas A&M Webpage for instruction and issues concerning plagiarism. All papers will be fully annotated with bibliography and endnotes. If you have any questions about these please ask during class, or office hours. http://www.tamu.edu/aggiehonor/acadmisconduct.htm
Grades

Readings Outlines 20%
Discussion 10%
Presentations 10%
March 7 Paper 1 Truth 20%
April 25 Paper 2 Truth in Architecture 40%

Weekly readings, outlines and discussions:

Each student will be assigned to a group of 5 participants. For each class date 2 readings will be required. Groups will be assigned as responsible for presenting their understanding of the reading material each class day and to lead a class discussion on the material for 30 minutes. All groups, whether leading or not, are responsible for outlining each article and commenting in writing in those outlines on important points in the article. Each class member will be responsible for responding to questions posed by groups leading the daily discussions. They may be assisted by their group members in formulating an answer. Performance during presentation of material and in leading discussions will be valued at 10% of the Weekly reading grade.

Each student is responsible for outlining each readings. Outlines can be shared amongst group members as long as each student’s role in formulating the outline is explicitly declared on the outline sheets. The outlines will count for 20% of the Weekly Readings assessment.

The remaining 10% of the Weekly reading assessment is received through demonstration of mastery of the material through questions asked in class and quality of responses. Each student’s response will be given a mark of 1, 2, or 3 with 3 being the top score.

Grades will be earned on the following scale:

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<tr>
<th>Grade</th>
<th>Score</th>
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<tr>
<td>A</td>
<td>90-100</td>
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<td>B</td>
<td>80-89</td>
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<td>C</td>
<td>70-79</td>
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<td>D</td>
<td>60-69</td>
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<td>F</td>
<td>&lt;60</td>
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Attendance

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

Project due dates will be provided in the project statements. Students should contact the instructor if work is turned in late due to an absence that is excused under the
University's attendance policy. In such cases the instructor will either provide the student an opportunity to make up any quiz, exam or other graded activities or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence. There will be no opportunity for students to make up work missed because of an unexcused absence.

Writing Assignments Grading Rubric

The numbers in the table reflect the maximum score possible in each category. **Accuracy** is a measure of your understanding of the factual material you are presenting. **Development** refers to the depth to which you create and defend your position. **Organization** reflects the clarity with which you form and express your position. One point is deducted in spelling, punctuation and grammar for the first mistake. Points are deducted after each subsequent 3 mistakes. Grading for Accuracy, Development, and Organization will depend on the context of the mistake and their relative importance to the core of your paper.

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<tr>
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<td>Spelling</td>
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<td>Punctuation, A. Grammar</td>
<td>5</td>
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</tbody>
</table>

**Required Texts**  
One Hundred Years of Solitude, Gabriel Garcia-Marquez,

**Required Readings**

The Concept of Truth, Richard Campbell Chapter 1,2,8,9,10
1. Introduction: Truth in Trouble 13 pgs
2. The Linguistic Conception of Truth 24 pgs
8. The Truth of Statements 13 pgs
9. The Challenge of Skeptical Realism 19 pgs
10. Truth as Faithfulness 6 pgs

Truth, Samuel Blackburn, Chapters 1-5
1. Faith Belief and Reason 19 pgs
2. Man and the Measure 14 pgs
3. Ishmali’s Problem and the Delights of Keeping Quiet 23 pgs
4. Nietzsche The Arch Debunker 29
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 Statements

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.
Care of Facilities:
The use of spray paint or other surface-altering materials is not permitted in the Langford Complex, except in designated zones. Students who violate this rule will be liable for the expenses associated with repairing damaged building finishes and surfaces. At the end of the semester, your area must be clean of all trash.
The Meaning(s) of Truth

Introduction

Even thousands of years ago, philosophers were searching for the meaning of truth, and to today they continue their search. Beginning with Plato and his Theory of Forms, truth was a subject that was challenging to understand. Though truth had no origin or definite meaning at the time, Plato’s theory became one attempt to explain truth. To do this, Plato proposed the existence of truth in two separate realms. There was ‘Truth (T)’ found in the realm of perfection (Heaven) and ‘truth’ in the realm of the perception (Earth). ‘Truth (T)’, as defined by Plato, was a perfect idea. On earth, men experienced that ‘Truth (T)’ then analyzed and processed it within their own mind. From there the spoken output was then referred to as ‘truth’: a copy and interpreted form of ‘Truth (T)’.

By creating two different places for truth to be, a problem surfaces. If there are two types of truth, then are we ultimately equivocating on the meaning of truth based in perfection and perception? In order to grasp this concept and offer a response to the concern of the meaning of truth, one could seek out definitions of ‘Truth (T)’ and ‘truth’ through the correspondence and coherence theories. These theories seek to reveal ‘truth’ through the meanings of statements and experiences; both of which are apart of the process of the development of truth to men that Plato spoke of.

After reviewing Plato’s Theory of Forms, and relating it to the correspondence and coherence theories, a conclusion can be drawn to find if the same meaning of truth can exist in both realms when considering the supplementary theories.

The History of Platonic Philosophy and Theory of Forms

In late 300 BC (4th century BC), prior to the Roman Empire, there was Plato. As a philosophical writer of several plays and dialogues, Plato studied the concepts of ‘truth’ and ‘knowledge’ and began to explore the dichotomy between the realms of ‘perfection’ and ‘perception.’ The two seemed to be more than just qualities; rather they were of two different realms. There was the realm of forms and the realm of the world. In short, Plato reasoned our human perceptions were governed by an innate knowledge of a pre-existing perfect standard.

To Plato, this philosophy expressed two different areas of thought and being that ultimately marked the timeline of Western philosophy. Plato brought forward the idea that everything in the existing world was a mere copy of what was above in the realm of forms. Consider the way Judeo-Christians believe that men were made in the likeness of God (Genesis 1:27). In other words, humans were only copies of some perfected being in another world.

To Plato, that other world was Heaven: an eternal place of perfection and home to God. And Earth, where mortals lived, was within the realm of the world. In this way, Plato believed the realm of forms to be a place of perfection; where then the realm of the
world was a place of perception of the realm of forms. Each realm possessed different qualities, and acted as categories for much of what men experience or discover. For instance, there was math, science, love, beauty, knowledge, and goodness all of which had the quality of 'Truth (T)'. 'Truth (T)' in this way describes the certainty of a statement, one that is of the realm of forms and has reached absolute perfection. All of these were certain and are true for all people at all times.

'Truth (T)' or 'truths'?
The perceptions experienced outside of the realm of forms translated into art, language, feelings and emotions – all of which were understood by man's experiences within the realm of the world. By experiencing the world, men were able to make interpretations. Plato posed the theory that what we gather with our senses does not really tell us what we need to know. He instead believed that 'to know' something was to have 'an experience' with something.

However, if everything humans know is from experiences, could it be that all we know in absence of experience is actually falsity? Though there seems to be a difference concerning the meanings of 'truth' between the two realms, Plato’s model of perfection and perceptions is the current ideology of which society has conformed. Campbell discusses this model in Truth in Trouble within The Concept of Truth and explains that it has become the primary philosophical base throughout the ages, yet its challenges and confounding nature is not exclusive to the present day. We just aren’t aware of the challenges on a day-to-day basis; instead we live accordingly to the idea that there is one: perfection and perception, individual realms but together as a whole create a philosophy.

But is this true? Plato placed the meanings of statements and realities under the realm of the world because they were not certain like their perfected ideas in the realms of forms. If the two realms were separated based on certainty and uncertainty yet both contained truth, then it is possible to say that there are two definitions of truth. In this regard, the issue concerns the nature of truth. So then, when looking at the property of statements, can the same truth exist in both realms?

Truths by meaning, Truths by reality
“...how does a truth ‘agree’ with what makes it true? Even if it is simply maintained that a statement is true ‘in virtue of’ its relation to something else, how is this ‘in virtue of’ to be understood? Proposed answers included: it corresponds to some fact, which is its ‘truth-maker,’ or it coheres with some privileged set of statements, or it proves useful, or it is endorsed by a consensus of other speakers under specified conditions, or its assertion is warranted in certain circumstance” (Campbell, The Concept of Truth, 37).

The concept of truth involves both the Correspondence and the Coherence Theory. “A coherence theory of truth states that the truth of any (true) proposition
consists in its coherence with some specified set of propositions.” (Young, *The Coherence Theory of Truth*) “The correspondence theory of truth is the view that truth is correspondence to a fact” (David, *The Correspondence Theory of Truth*). In the Coherence Theory, truth aligns itself with perfection realm whereas in the Correspondence Theory it aligns with the perception realm. The two realms according to Plato however, do not merge; they remain separate.

Coherence refers to the beliefs developed upon thoughts and are derived from perfected ideals known as ‘True (T)’ knowledge. Correspondence, on the other hand, credits a statement to be true only if it is perceived to be true through an experience. Both concepts seek truth, and yet their meanings of truth may not align with the reality of their statements or experiences respectively. If the meaning of truth is not the same in both realms, then are there not two different verities on hand?

**The Coherence Theory**

Under the Coherence Theory, all of our beliefs form an interconnected web of perception and if we are exposed to a statement that agrees with this web then it is said to be true. “Truth implies agreement amongst the ideas of separate individuals. And, since this agreement is not made by one or another individual, and so not by all of them, it therefore seems due to all of them following one original fact” (Blackburn, *On Truth and Copying*, 31).

Beliefs that are never to be taken away or spoken against become one’s system of belief; that is coherence. This is drawn from Campbell’s *The Linguistic Conception of Truth* within *The Concept of Truth*. If statements created form perfected ideas, as such in the realm of forms, then they may be considered true. “For Plato...truth (which is how we translate their word aletheia) was an ontological concept. That is, Plato took aletheia to be primarily an objective state of the Real; the state of being manifest, not forgotten or concealed, or obscured by any admixture of otherness.” (Campbell, *Truth in Trouble*, 5).

The statements have truth to their meanings because they are of the realm of forms that is ‘True (T)’ in its entirety. If earthly truths have different meanings than their original forms, that is true, then they must be from another world. These systems though may flux with the changing of the world that inevitably leads to the changing of truths.

**The Correspondence Theory**

As observed by Blackburn in *On Truth and Copying*, in The Correspondence Theory of truth can also be referred to as the “common sense” theory of truth. In simpler terms, the theory asserts a statement is true if and only if it corresponds to some event in reality. It is a theory between a statement that one makes as a language and the nature of reality. “Saul Kripke has devised other cases in which whether some apparently grammatical sentence generates a paradox depends not upon any intrinsic feature, but
upon the empirical facts. And so it seems that whether a sentence has a truth-value depends upon contingent, empirical facts” (Campbell, *Truth in Trouble*, 36).

To prove if a statement is true or not, the facts must be in agreement with the proposition. Likely, to separate the perfect from the imperfect, an action or aim must be in line with the standard, or perfection. If one aims, or strives for perfection and misses, it is imperfect.

“We may draw a distinction between perceptual and reflective thinking. As to what is perceived we may allow that we cannot argue that this is copied, but in any case, we may go on to urge, our ideas must copy our perceptions” (Bradley, *On Truth and Copying*, 32). In other words, there is a perfect realm in existence that the truths in the world must correspond with. In this way, truth is a statement that reflects reality. Therefore, like the realm of the world, the statement is just a copy. The content that the copy provides the world is true, though it is still only a copy.

Physically, the content of a statement “is not a real state of affairs in the observable world, it cannot possess the same sorts of characteristics as [its subject], which it is about” (Campbell, *The Concept of Truth*, 38). If this statement copy’s the fact, then it is said that the statement is true. However, if the content is different in the form of a copy than in its original from which it derived, then is the statement of the same truth?

Those statements are going into one’s brain, as expressed in *On Truth and Copying* by Blackburn, but are filtered through one’s own personal perception. Hence the problem: reality gets reduced and reconfigured in one’s own head as it is copied. Those experiences can be interpreted differently based on personal perceptions. In this way, the statement may be skewed and diverted form it’s original concept or ‘Truth (T)’. If the ‘truths’ known on this earth are only copies of the realm of forms and if there were misconceptions of ‘Truth (T)’ as perceived and then copied by men, then these ‘truths’ are not true according to ‘Truth (T)’.

Consider the Judeo-Christian belief that “The body that is sown is perishable, it is raised imperishable…it is sown a natural body, it is raised a spiritual body. If there is a natural body, there is also a spiritual body” (1st Cor. 15:42-44). Here, the natural body is imperfect, and imperfect by perception of the perfection displayed and understood by the supernatural. Like humans relationship in reference to God, truths within the realm of the world often cannot completely and accurately copy ‘Truth (T)’, so are therefore found to be imperfect by perception or false.

The Certainty

Beginning with Plato, the concept of truth was one to be discovered and properly understood and then made true for all. A part of this fundamental Theory of Forms, truth is spoken in what seems to be two different ways; ‘Truth (T)’ that resides in Heaven and ‘truth’ that is perceived on Earth. When speaking of two realms, there is a concern with a
possible two-fold definition of truth. This concern can be approached through theories that arise later in time; theories such as the correspondence and coherence theories.

After reviewing Plato’s Theory of Forms, and connecting it to the correspondence and coherence theories, it can be concluded that the same meaning of truth can indeed exist in both realms. Because if ‘Truth (T)’ is only true since it was a part of the premise of something we know, then the premise has to be intuitive and based on perfected ideas rather than a personal experience so that there is no judgment. While the Coherence Theory is within the realm of perfection and Correspondence in the realm of perception, both pursue truth. Now then, does it matter by what means one must take on to find truth? “Our concern here is not with how we can verify what we say about the world, but with how to understand what is involved in some statement’s being true (Campbell, The Concept of Truth, 39).”

True, there will be misinterpretations and perceptions will be abstracted – after all we are only men in an imperfect realm of the world – but is it not the same perfected ‘Truth (T)’ all men seek? Perfect ‘Truth (T)’, though it remains in the realm of forms, is the ‘Truth (T)’ that men come to find and know by experiences. By the meaning of a statement or by the reality of an experience, in both realms there is only truth, and if correctly identified then it is safe to give the same meaning to the truths.
Bibliography


The words “true” and “truth are commonly used today, but it is always met with a large level of skepticism because people have been lying for so long now it’s hard to discern truth from error.

Media has turned politics into a business where the goal is re-election.

In reference to science.

Again, just another theory, a profession of faith actually, but faith in what?

In other words, we are not getting closer to the goal of having the sciences converge, we are actually getting farther away.

Though, he asserts that it is good to explore all sides of the story.

Truth is relative, just 1 because you speak it doesn’t make it true, though speakers often assume this because they are speaking.

He asserts that this “deep problem of truth in our time.”

I am wondering how he plans to do this, as he has just gone into all the falsities of claiming truth.
Truth in Trouble

"The disparagement springs from a healthy distrust of those who have manifest interest in a manipulating and deceiving us..."

"...the exposure of lies provides no ground for distributing the truth... falsity can only be exposed by showing that something inconsistent with it is true."

"Maybe more political statements are true than are false, but how is the ordinary citizen to recognize which is which?"

"More... damaging than blatant lies is the manipulation of public opinion by using the mass media to "sell" some particular interpretation of events for political advantage..."

"...difference in belief being regarded simply as alternative truth, equally valid."

"...Karl Popper once insisted, theories cannot be verified, only falsified."

"Some philosophers of science maintain that eventually the sciences will converge, so that what emerges at the end will put all doubts and anxieties at rest."

"The history of scientific investigation... has been... one of increasingly specialization, with practitioners knowing more and more about less and less."

pp. 4 "Many times people reject statements by... "dismissing the validity of someone’s right to make the statement,..., instead of engaging with its contents."

"To explore how that (truth) practice is to be understood, and to articulate a richer and more securely based conception of truth than philosophers over the past century have standardly expounded, is the purpose of this book."

pp. 5 "...Plato took truth to be primarily an objective state of real: the state of being manifest, not forgotten or concealed, or obscured by any admixture of otherness."

"reality was not the Phenomena we observe in our ever changing world, but the changeless realm of eternal Forms of ideas, the archetypes of those phenomena."
(What does he mean by practionerese know more and more about less and less?)

(Does his comments about synoptic theories mean that he doesn’t belive religion can explain everything about truth because it gives unrealistic expectations?)

(Relativize truth?)

- Are people ultimately making truth something factual, or fictional, and creating a way of ‘saying’/or ‘believing’ that what truth is based off of their own interpretations of what they think it is?)

(Am I engaging in the content of someone that has the expertise of a subject?)

- Do we always just trust that what someone of particular merit, of a subject, is true? Does their diplomacy make it true?
- If a speaker is ‘assertive’ in the way they present such information, do I dismiss his right to make such authoritative claims (about a subject he has the expertise in) and merely focus on what seems to me as a mere ‘Power Play’ of authoritative action, thus nullifying whether what he/she is telling me is truth, or not? ....Is this what it is kind of talking about?)

(We have over time, since the time of Ancient Greece, developed and molded the human nature into believing and NOT believing a certain way. We have developed a concept of how we determine truth, and not truth. Therefore, have we developed our way into ‘Doubting’ truth as our convenient system, therefore nullifying truth altogether?)

(Alethela----this just means Truth)

(Plato—Figured his philosophy was meaning that he only believed in the Forms......his philosophy was based on Unchanging, absolute, and physical principals.)

(Augustine—philosophy based on ‘God is truth and Truth is whatever came of God.)

(So is the part on page 5 7 6 asking how you can believe truth is ‘real’ (unchanging, happened, there) and then also say it is from God. Saying that truth is revealed all the time in many different way, based on many different perspectives, and that everything is relative. If ‘truth’ is a ‘state of becoming’ then how could it be ‘real’?)

Josh Cristy 1/22/13
Truth in Trouble

John McDowell “More and More practioners know more and more about less and less”

“Synoptic theories seem receeding”

“relativize truth, to hold that what is ‘true to you’ need not be ‘true for me’”

“That fact explaines why speakers sometimes encounter challenges to their right to make the statements they have, as if the very making of statements were intrinsically authoritarian.

Friedrich Nietzsche—“what we call truth is no more than today’s ‘convenient fiction’.

For Plato—and Aristotle too—truth (which is how we translate their word Aletheia) was an ontological concept.

“So, too, my statements about truth and about goodness would be seen as arrogant, subjective, or meaningless.”

“War is peace, and freedom is slavery.”

Albert Carnus—“Only one thing on earth seems to be a greater good than justice—that is, if not truth itself, the pursuit of truth.”
(Is it arrogant to claim something beautiful (that you are partial too) if the authority in which you give yourself the right to make such claims comes from uncontrollable, unforeseen, accidental occasions. Thus out of randomness you define beauty to something based off of an instance of popular dominance (in this case, the ex. Of where a particular picture gets placed into multiple textbooks). Have we then established truth of beauty, NOT by fact of what 'is' truth and beauty, but rather, by what you feel you can legitimize because of what someone else claimed to be the popular truth/ or beauty at that particular time. Therefore, is it then arrogant to claim that your thought about what is ‘true’ or beautiful, is such, when it’s based off an uncontrollable accidental convenience of popular belief at that instance.)

(Is it truth? Is it False? Can you ever get ALL TRUTH?)

(My gathering leads me to think that the author is saying the issue on whether something is True or False, is irrelevant. Fact is, with every truth statement, you will find something/someone that has a falsity statement. We will never be able to ALL agree on an absolute truth. However, the values of Beauty, truth, and goodness need to be cared about. We must strive for ‘truth’. Our perserverance or persistence to seek out a truth and uphold the idea that there is ‘A truth’ is ultimately the important issue for humanity. If we choose to not care then we have decided to destroy all beliefs and assumptions about anything. We put ourselves in a place of nothingness, defined by nothingness, in order to say we make sense of things. However, all we have done is eliminate value from the world. We must strive for truth to retain Value, and attempt to redefine value to the western world which is blinded by relativism.)

(This raises the question: If we cant ever prove what is truth, then is the effort to seek truth just pointless?)

(What is this about?)
“is the pursuit of truth a fools errand?

“ma-at” by Margarett Atwood—Moral standards of behavior and governing, just, balance, stately progression of time.
(ontology: 1. The branch of metaphysics that studies the nature of existence or being as such.)

(Truth is largely based upon the time in which it is considered, and can change as society and history change and progress.)

(Truth can be and is applied to occurrences outside of the realm of spoken words, but we must think about how truth relates and is applied to our actions.)

(Actions can define truths, and all beings are capable of some sort of actions. Simply existing can be argued to be a form of action, and thus a truth. Whether these actions are grandiose or not, does not dictate whether they are indeed actions. So with this, truth can be expressed beyond the realm of traditional understandings.)

(Truth has a place beyond merely assessments of words, and these are just as common.)

(Which philosophers are we discussing here? Who attempts to place truth within a box of appropriate use solely to do with linguistics?)

(Our actions can decide what actually is true.)

(If we believe something to be true, then we must not only express it to be so through our words, but also in what we do and how we act. The latter should be considered highly important.)

(We must further consider what has influenced our assertions of what truths we express, especially in what backgrounds each individual has. We take heed to what we have experienced and use it to assess and shape our futures.)

(However, with all things considered, truth must at its core, in fact, be factual and truthful.)

Grant Blakely

1/22/13
Truth in Trouble

pp. 15 “ontology”

pp. 15 “Just as earlier conceptions of truth were inextricably intertwined with the metaphysical understandings of their times, so any renewed conception, if it is to be viable and relevant to our times, will have to engage with the metaphysical issues implicit in contemporary science.”

pp. 15 “...how the word ‘true’ is regularly used in relation to non-linguistically structured phenomena will lead us to consider...the basis on which actions are properly ascribed to all living things.”

pp. 15 “being true is a feature of successful actions, and that the capacity to perform at least minimal actions is integral to life itself. That even relatively simple organisms can maintain themselves in existence for significance periods, despite their being in a state far from thermodynamic equilibrium, is made possible by their being in a state far from actions. The necessary conditions for the very existence of all forms of life thus provide truth with a metaphysical underpinning different from those traditionally proffered.”

pp. 15 “Once we acknowledge that actions can be true, it becomes significant that the word ‘true’ has a wide variety of everyday uses other than the assessment of statements.”

pp. 15 “It is one thing to protest, as I do, against philosophers’ narrowing down of truth to its being exclusively ascribed to linguistically structure items.”

pp. 15 “Unbridled skepticism is unwarranted, since by acting we can make what we have decided to do come true.”

pp. 16 “With this rich, action-based conception, it becomes possible to explain how calling statements true derives its meaning and force from the acts of their assertion.”

pp. 16 “Because actions manifest a kind of normativity, truth too has normative force. This also explains why being true not only in what one asserts, but also in other ways of conducting oneself, should be so highly regarded.”

pp. 16 “If philosophers are to be effective guardians of truth, they have to take seriously that we humans are all historically situated, acting out of our pasts and projecting ourselves into our futures.”

pp. 16 “An adequate conception of truth has to be grounded in that fact.”
(Truth, beauty, and good = classical virtues)

(Life is much easier to live, much simpler, if we believe all things presented to us as truths)

(Beauty is based upon our opinions, and can differ from one individual to another. I.e. "Beauty is in the eye of the beholder.")

(Even when our life would be simpler to not do so, we instinctually pass judgments onto others in regards to their character based upon what we see them do or say. It happens even without us realizing)

(classical virtues = the trio)

(Philosophically, our decisions and opinions on what is defined as true, beautiful, or good, is only pertinent to the one making the judgments at that moment.)

(Postmodernism can believe that what I find beautiful is only because of my interaction with and acceptance of someone else’s view of beauty; that my definition is not soundly based.)

(Harsher postmodernism deems my opinion beauty worthless as a definition, because I am falsely claiming to be an expert in art or what constitutes beauty.)

(With the influence of technology, these issues of concrete definitions of the trio are furthered because of the ease of use technology brings. It is impossible to debunk all aspects of information from all sources to address validity because it has become so easy to publish unfounded opinions of the web.)

(It has become necessary to find the core of the trio, because if we hope to bring these concepts to the coming generations, then we have to set up methods of determining them.)

(All societies have struggled to define these concepts. Each one has differed from the other, because of the context in which they were developed are different as time moves onward.)

(The search for and struggle with the trio became most significant in society when communication was developed, because there was a method to fully express thoughts finally.)

(Sometimes, because of our differing opinions on what constitutes each, we disagree and debate our opinions and ideas. However, there are other points in history in which the...
The Virtues and Challenges

pp. 1 “Indeed, the sentences appear to exemplify what I’ll terms the classical virtues”

pp. 2 “We assume that most of what we hear from others, pick up in the media, perceive with our own senses, is true. We could scarcely function if we devoted real time to doubting each and every input to our senses and our psyche.”

pp. 2 “Likewise, whether or not we invoke the word beauty, our choices reflect our aesthetic sensibilities”

pp. 2 “And then, there’s the matter of our relations to other people, and our evaluations of the behaviors of others...We rarely hesitate to judge some as good, some as bad, most others as an indeterminate amalgam.”

pp. 3 “the trio”

pp. 3 “According to this skeptical account, assessments of what is true or beautiful or good reflect nothing more than the preferences of whoever holds power at a given moment...”

pp. 3 “the mild postmodernist might challenge my characterization of Impressionist art as beautiful, claiming that I am just yielding to an account of painting that, by an accidental set of circumstances, has come to dominate textbooks.“

pp. 3 “The more aggressive postmodernists would throw out the term beautiful altogether — claiming either that the concept is meaningless or something even more venal: shorthand for stating that I have ascribed to myself the right to determine merit.”

pp. 3 “Thanks to their predominance, we encounter a mélange of claims and counterclaims; and unparalleled mixture of creations, constantly being revised; and an ethical landscape that is unregulated, confusing, indeed largely unexamined.”

pp. 4 “I trust that the resulting analysis will tease out the ‘essential core’ of these virtues, help us to preserve that core in our time, and suggest how best to pass these virtues on to succeeding generations.”

pp. 4 “Indeed, since the dawn of history, every known civilization has developed a conception of which statements are true and which are false...”

pp. 4 “Human beings reached a crucial milestone when they began explicitly to speak and write about these virtues and their lack...”

pp. 5 “At times, the definition and delineation of these virtues may not have been widely debated but rather simply dictated from on high.”
definition was decided for us and none had a say or they were silenced by those in power, i.e. dictators and the like.

(All societies share the fact that we have all debated the concepts of truth, beauty, and goodness. Such discussions and debates have always existed throughout history.)
The Virtues and Challenges

pp. 5 "Whole concern with the virtues is always looming, vigorous debate about them has permeated the most vital societies."
(Does this imply that humans have an innate discernment of the virtues of truth, beauty, and goodness? Why do different cultures develop different ideas about what is true, beautiful, and good?)

(When people are denied the right to think for themselves, their perception of these virtues becomes skewed and unnatural. To a certain degree, parents have this affect on their children as leaders do on their followers.)

(I'm not sure exactly what this means... maybe that once we stop exploring what something means, it becomes almost a law that may not make any sense in today's society but we choose to uphold it rather than rethink it... like blind religion.)

(For most, truth, beauty, and goodness bring happiness in life.)

(I think he is urging us to be active in determining what the contemporary meanings of these three virtues are without looking to the past for answers. Society has changed, so our mindset must change with it.)

(I think part of it is because our culture has become obsessed with knowing the truth about everything. There is no privacy and the only way to protect it is through lies... celebrities.)

(False. Everybody had access to a pen and paper or paint back in the day and that wasn't cause enough to reevaluate what is beautiful. Just because somebody has access to the technology does not automatically produce masterpieces.)

(Good is subjective. It is always double sided and what is good for some may be bad for others.)
The Virtues and the Challenges

pp. 4 “Indeed, since the dawn of history, every known civilization has developed a conception of which statements are true and which are false; which experiences are considered to be beautiful, ugly, or banal; and which human actions and relationships are deemed good, compromised, or frankly evil.”

pp. 5 “At times, the definitions and delineation of these virtues may not have been widely debated but rather simply dictated from on high.”

pp. 6 “Conditions change, people change, and, in the absence of continuous dialogue, received wisdom evolves into unreflective orthodoxy.”

pp. 7 “For, if we give up lives marked by truth, beauty, and goodness... we succumb to such a joyless or normless or pointless existence”

pp. 7 “We must come to grips with the vast changes entailed in a digital universe; but we cannot simply revert to the simplicities or the absolutisms of past eras or of contemporary dictatorships.”

pp. 7 “Perhaps truth is too intertwined with power to have any validity at all... the search for the truth has become a fool’s errand”

pp. 8 “When any image or sound pattern is evanescent, and when anyone in possession of mouse can become a creator of art, the term beauty seems on thin ground or, if you prefer, floating aimlessly in cyberspace.”

pp. 9 “One group’s terrorist is another group’s freedom fighter”
(He makes a really interesting point in this section. What made us believe that part of their society was worth repeating but the other was not? What if it had been opposite, and what we took away from the Greeks was how they treated women and slaves? Would we be disgusted with ourselves as we are with the countries that still practice those traits?)

(I chose this quote because I was not quite sure what meant by relativistic and nihilistic views. So I looked them up:
Relativistic - 1. Accurately described only by the theory of relativity 2. Of or relating to the doctrine of relativism
Nihilistic - relating to nihilism, which is extreme skepticism or the rejection of all religious and moral principles.
He is pointing his finger at the youth of America and wondering why we question things more than ever in today’s society. Why not? How are we supposed to learn in astronomy that we are smaller than a speck in comparison to the size of the universe, and then turn around and believe that we are of some importance? Or to even question human existence at all? What is it that makes us think, what is it driven by, and what happens to it when we pass? These are questions that cannot be answered no matter how hard you try.)

(This is true in our world today. It seems that if we can figure it out mathematically or graphically then it must be right, but that is not always the case.)

Amy Whitman 1/22/12
The Virtues and Challenges

pp. 12 "How could slavery, or the inferior status of women, have been embraced in ancient Greece, the very society where philosophy and democracy were first forged?"

pp. 13 "Among my children, their friends, and my own students, I noticed ever more relativistic, if not nihilistic, views of the classical virtues"

Next the author breaks down "two powerful analyses of the human condition" and separates it into a "biological lens" and an "economic lens"

pp. 15 Biological
"Which various human characteristics are determined by neurobiology? Is there a gene for our aesthetic sense?"

pp. 15 Economic
"The application of mathematical or statistical models to real world problems has become an intellectually privileged form of analysis"

Amy Whitman
1/22/12
(Though the author determines economics and biology to be important, they are also limiting in some aspects. Which is why he will also use a multidisciplinary perspective and dive into other areas such as psychology, history, and cultural studies.)
The Virtues and Challenges

pp. 18 "When economics and biology add to our understanding, fine: but when they keep us from searching in unexplored regions of the human landscape, as they so often have in recent decades, then these perspectives should be discarded."

Amy Whitman
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Mort Kothmann, Department of Ecosystem Science & Management
    David Baltensperger, Interim Head, Department of Ecosystem Science & Management
    Kim Dooley, AOC Dean, College of Agriculture and Life Sciences
DATE: July 9, 2013
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ESSM 315

We recommend that ESSM 315 Rangeland Inventory and Management be certified as a writing (W) course for four academic years (1/13 to 1/17). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 90%
2. Course content appropriate to the major
3. Total number of words: 4000
4. Instructor to student ratio for one section: 1:8

ESSM 315 is a one-credit course. Changes in the way the course is taught has enabled more emphasis on formative feedback. A graduate assistant helps with the course and provides some feedback, along with the instructor. Students write a brief assignment about the components of a technical report, then write the major portion of a long report in parts, from Introduction, Objectives and Methods (Assignment 2); Data Analysis, Interpretation, and Conclusions (Assignment 3); Presenting Data in Tables and Figures (Assignment 4); and Developing and Presenting a Report Using PowerPoint (Assignment 5). The course concludes with a ranch report (written) and an oral presentation (not counted in the percentage or word count, above). Students work in teams of 3-5 and work together both to produce writing and to review each other's work. The final report of 1500 words and 50% of the grade is written individually. This report goes through a peer review process in a workshop format. Instruction includes some lecture for each assignment, discussion of the rhetoric of class readings, and encouragement of revision.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

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

    ESSM 315 Rangeland Inventory and Monitoring

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.

   [Signature]
   Instructor / Coordinator: M. M. Kothmann
   Printed name and signature

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

   [Signature]
   Date)

Approvals:

   [Signature]
   College Dean: Kim Dooley
   Printed name and signature

   [Signature]
   Department Head: David Baltensperger
   Printed name and signature

   [Signature]
   Date) 5/24/13

   [Signature]
   Date) 5/24/13

1214 Sterling C. Evans Library
5000 TAMU
College Station, TX 77843-5000
Tel. 979.458.1455 Fax 979.458.1486
writingcenter.tamu.edu
Course title and number  ESSM 315
Term  Fall 2013
Meeting times and location  M 3:00-4:50 (Lecture 0, Lab 1 (0-2))

Course Description and Prerequisites
Theory and methods to inventory rangeland vegetation; sampling design; analysis of inventory data; interpretation of sampling data; technical writing; presenting inventory data in text, tables, and graphs using the style of the Rangeland Ecology and Management discipline; presentation of inventory data using PowerPoint. Prerequisite: ESSM 313, Junior or Senior classification or approval of instructor

Learning Outcomes or Course Objectives

PLO 5. Apply basic statistical concepts and methods; develop sampling designs; collect, analyze, and interpret rangeland inventory data.
- Describe and compare the primary concepts, tools and methods used for vegetation sampling.
- Demonstrate proficiency in statistical analysis and interpretation of vegetation sampling data.
- Demonstrate the ability to present statistical data in tables, graphs, and reports.

PLO 11. Demonstrate an ability to acquire, interpret, and present conclusions orally and in writing.
- Demonstrate the ability to write technical reports
- Develop and present Power Point presentations based on vegetation sampling data.

PLO 12. Demonstrate the ability to work collaboratively in teams and exercise leadership skills on projects.
- Participate and contribute effectively in group projects.

Instructor Information

Name  M. M. Kothmann
Telephone number  979-229-7410
Email address  m-kothmann@tamu.edu
Office hours  Any day by appointment
Office location  ANIN 206

Textbook and/or Resource Material


Selected papers and materials posted in course webpage in eCampus.
Grading Policies

GRADING: Percent
Writing Assignments 40
Peer Review contributions 5
Final Report 50
Team Presentation 5
Total 100
Attendance Bonus (No unexcused absences = 2pts; one unexcused absence = 1pt)
A ≥ 90 B 89-80 C 79-70 D 69-60 F < 60

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."

Plagiarism
Plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. You are committing plagiarism if you copy the work of another person and turn it in as your own without full credit (citation) to the author, even if you have the permission of that person. Evidence of plagiarism will result in an automatic null mark for the assignment or test. 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.”

Other Pertinent Course Information
Class attendance and participation is essential! Unexcused absences will result in late work that will be penalized. Students will receive instruction on technical writing with guidelines for style and content and relevant examples. They will submit five writing ‘assignments’ (500+ words each minimum), one complete technical report (1,500 words minimum), and one PowerPoint Presentation (15-minutes). Total writing will exceed 3,000 words. Students will utilize peer review, but all writing assignments will be graded by the instructor using grading rubrics. Students will receive written and oral feedback on writing assignments. The Final Report will require students to demonstrate technical writing skills for a complete technical paper. Students will be expected to access, review, and utilize published information from various sources and to discuss and relate the published work to their sampling data in the development of their report. Assignments submitted late will be penalized, unless excused by the instructor. Each of the five writing assignments will address a component of the technical paper.

Assign. 1 Components of a Technical Report (writing style, citations, formats, & sections)
Assign. 2 Introduction, Objectives, & Methods
Assign. 3 Data Analysis, Interpretation, and Conclusions
Assign. 4 Presenting Data in Tables, & Figures
Assign. 5 Developing & Presenting a Report Using Power Point
# Calendar of Activities, Course Topics, and Due Dates

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Topic</th>
<th>Required Reading</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug 26</td>
<td>Course overview; Writing Technical Reports; Review Statistical Terms</td>
<td>eCampus week 1; App 8; Assign. 1 Due</td>
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<tr>
<td></td>
<td></td>
<td>and Formulas, Assign. 1* (Components of a Technical Report)</td>
<td>Sept 2</td>
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<td>2</td>
<td>Sept 2</td>
<td>Sampling Design, Measurement Units &amp; Sampling Units; Data Collection</td>
<td>Ch 7 (pp 97-152); App 7; Ch 8; App 12 &amp;</td>
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<td></td>
<td></td>
<td>and Data Management, Assign. 2* (Introduction, Objectives &amp; Methods)</td>
<td>15 Assign. 2 Due Sept 9</td>
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<tr>
<td>3</td>
<td>Sept 9</td>
<td>Summary and Analysis of Veg. Sampling Data, Assign. 3* (Data Analysis,</td>
<td>Liability Waivers due Assign. 3 Due</td>
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<td></td>
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<td>Interpretation &amp; Conclusions)</td>
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<td>4</td>
<td>Sept 16</td>
<td>Data Presentation and Interpretation, Assign 4* (Presentation of Data</td>
<td>Ch 9; App 15; APP 7; Assign. 4 Due Sept</td>
</tr>
<tr>
<td></td>
<td></td>
<td>in Tables &amp; Figures)</td>
<td>23</td>
</tr>
<tr>
<td>5</td>
<td>Sept 23</td>
<td>Monitoring, Measurements &amp; Adaptive Management; Setting Priorities,</td>
<td>Ch 1-2; App 1-2 Ch 3-4; App 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Selecting Scale &amp; Intensity; Management Objectives</td>
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<tr>
<td>6</td>
<td>Sept 30</td>
<td>Katy Prairie fieldtrip instructions</td>
<td>Instructions for Report eCampus</td>
</tr>
<tr>
<td>7</td>
<td>Oct 4</td>
<td><strong>Warren Ranch Fieldtrip (all day field trip) (Report due Week 14, Nov</strong></td>
<td><strong>REQUIRED</strong></td>
</tr>
<tr>
<td></td>
<td>Friday</td>
<td>25) (Measure density, cover, frequency)</td>
<td>7:30 AM-5:00 PM</td>
</tr>
<tr>
<td>8</td>
<td>Oct 7</td>
<td>Summarizing KPC Data</td>
<td>Work with your team</td>
</tr>
<tr>
<td>9</td>
<td>Oct 14</td>
<td>Review statistical analysis of sampling data</td>
<td>Work with your team Ch. 5 &amp; 11; App 7 &amp;</td>
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<td>8;</td>
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<tr>
<td>10</td>
<td>Oct 21</td>
<td>Data Presentation and Interpretation, Assign 5* (Presenting a Report</td>
<td>Ch 11</td>
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<td></td>
<td></td>
<td>Using Power Point)</td>
<td>Assign. 5 Due Oct 28</td>
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<tr>
<td>11</td>
<td>Nov 4</td>
<td>Field trip day (attendance not required)</td>
<td>Field trip day</td>
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<tr>
<td>12</td>
<td>Nov 11</td>
<td>**KPC Team presentations (Power Point) **</td>
<td>Presentations due 3:00 PM 11/11</td>
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<tr>
<td>13</td>
<td>Nov 18</td>
<td>Field trip day (attendance not required)</td>
<td>Field trip day</td>
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<tr>
<td>14</td>
<td>Nov 25</td>
<td><strong>Warren Ranch Report due (No class meeting)</strong></td>
<td></td>
</tr>
</tbody>
</table>

Submit all Assignments, Reports, and Power Point through the Assignment Links in eCampus.

*The five assignments will be posted in eCampus and first drafts are due the following week at the start of class. Students will provide peer review during the class meeting time. Assignments not submitted by 3:00 PM ON THE DATE DUE will be LATE and will be penalized unless the student has a valid excuse.*
# Report Grading Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Style</strong> (5 pts)</td>
<td>Does not follow style manual; Headings/sections not used properly; sources not cited (0-2.9 pts)</td>
<td>Generally follows the style manual; Headings/sections present and sources cited (3.0-3.9 pts)</td>
<td>Closely follows the style manual; All headings/sections present and all sources properly cited (4-5 pts)</td>
</tr>
<tr>
<td><strong>Abstract</strong> (10 pts)</td>
<td>Absent, incomplete and/or poorly organized (0-5.9 pts)</td>
<td>Abstract mostly complete; Organization could be improved (6.0-7.9 pts)</td>
<td>All components present and information clearly and concisely presented (8-10 pts)</td>
</tr>
<tr>
<td><strong>Introduction</strong> (10 pts)</td>
<td>Introduction absent or with limited description of the scope and relevance of the study (0-5.9 pts)</td>
<td>Introduction states both the scope and relevance of the study; Literature is cited to support statements (6.0-7.9 pts)</td>
<td>Introduction clearly states both the scope and relevance of the study; All statements are supported by literature citations (8-10 pts)</td>
</tr>
<tr>
<td><strong>Objectives</strong> (5 pts)</td>
<td>Objectives absent or not focused or relevant; Hypotheses absent or irrelevant (0-2.9 pts)</td>
<td>Objectives present and relevant; some hypotheses are stated (3.0-3.9 pts)</td>
<td>Objectives present, complete and clearly stated with hypotheses</td>
</tr>
<tr>
<td><strong>Methods and Materials</strong> (15 pts)</td>
<td>Site description missing or very incomplete; Not all methods described (0-7.9 pts)</td>
<td>Site description adequate; Methods descriptions are generally complete and clear (8.0-11.9 pts)</td>
<td>Site description complete; All methods clearly and completely described (12-15 points)</td>
</tr>
<tr>
<td><strong>Results and Discussion</strong> (30 pts)</td>
<td>Tables and figures are disorganized or missing; Text generally does not present results; No discussion of significance of results; No evidence of critical thinking (0-17.9 pts)</td>
<td>Most data presented in tables and figures; Table/figure headings present but not well written; Some discussion of significant results in text; Little evidence of critical thinking (18.0-24.9- pts)</td>
<td>Tables and figures clear &amp; complete; Headings and footnotes fully developed; All significant results described in text; Discussion relates results to other studies; Shows clear evidence of critical thinking (25-30 pts)</td>
</tr>
<tr>
<td><strong>Conclusions</strong> (10 pts)</td>
<td>Significant information not presented; Not clearly based on results and discussion (0-5.9 pts)</td>
<td>Some significant conclusions presented; Linkage to results and discussion could be improved; Some evidence of critical thinking (6.0-7.9 pts)</td>
<td>Clear, concise, complete presentation of significant conclusions; Clearly linked to results; Evidence of critical thinking (8-10 pts)</td>
</tr>
<tr>
<td><strong>Grammar and clarity</strong> (15 pts)</td>
<td>Frequent grammatical errors, misspelling, ambiguity, wordiness; Frequent convoluted word order makes writing difficult to read; Sentences do not follow logically; Paragraphs not internally cohesive or logically organized (0-7.9 pts)</td>
<td>Occasional grammatical errors; Some wordiness; Some sentences are poorly written; A few paragraphs are not well developed; Writing sometimes difficult to read; (8.0-11.9 pts)</td>
<td>Writing is clear, concise and easy to read; Few grammatical and spelling errors; Sentences follow logically and smoothly; Paragraphs are internally cohesive and logically organized (12-15 pts)</td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Don Collins, Department of Environmental Programs in Geosciences and Dept. of Geography
Vatche P. Tchakerian, Head, Department of Geography
Sarah Bednarz, AOC Dean, College of Geosciences
DATE: June 17, 2013
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: GEOS 405

We recommend that GEOS 405 Environmental Geosciences 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: 37%
2. Course content appropriate to the major
3. Total number of words: 4250
4. Instructor to student ratio for one section: 1:20

For this course, students write a major paper with an outline and two drafts turned in before the final product is due. Students get both instructor and peer feedback on these drafts. Writing instruction includes lecture on general guidelines for scientific writing, reading of an article on a journal-style scientific paper, and viewing of example papers.

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):

GEOS 405 – Environmental Geoscience

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

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

Instructor / Coordinator: Don Collard
Printed name and signature

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

(Date)

Approvals:

College Dean: Kat C. Miller
Printed name and signature

(Date)

Department Head: Don Collard
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
Environmental Geosciences
GEOS 405 Spring 2013

Instructor: Dr. Don Collins
Office: 205 O&M
Office Hours: MWF 2:30 – 3:30 and by appointment
Phone: 845-6324
Email: dcollins@tamu.edu (use this email, not the elearning email)

Teaching Assistant: Christi Swann (aka Swann)
Office: CSA 208A
Office Hours: Tuesday and Wednesday 10-11 AM
Email: cswann@neo.tamu.edu

Course Description
Dynamics and human interactions with near-surface environments including land, atmosphere and oceans through problem-based learning; interdisciplinary environmental problem topic, for example water quality, urbanization, coastal development, or environmental pollution; geoscience techniques used for monitoring human-geosphere interaction.

In this course, students will use a problem-based learning exercise to investigate local environmental change and gain firsthand experience with a number of research techniques.

Meeting Time and Locations
Lecture and laboratory meetings, Tuesday and Thursday 11:10-12:25 CSA 303/O&M 1209

Textbooks and Readings
Reading assignments will come from a number of sources, including:


Another book you may find helpful in writing, preparing figures and posters, your talk and the correct way of referencing is:

Investing in *The Elements of Style* by William Strunk, Jr. with revisions, an introduction, and a chapter on writing by E. B. White is recommended as it is an excellent book to help your writings. You can purchase this book at many different places.

**Most importantly students will also be expected to do considerable self-directed readings as part of the problem-based learning exercise.**

---

**Grading**

A student’s course grades will be based on several components including an individual research project (assessed in three parts as a manuscript, and oral and poster presentations); a whole class project reporting on the Environmental Programs; weekly journal/notebook as well as participation in class discussions. The grading breakdown is presented below.

This course is the intellectual capstone experience of the Environmental Geosciences and Environmental Studies Degrees. The required work and grading standards will reflect the course’s standing in these degree programs.

**Grading breakdown**

- Research Manuscript: 45%
- Oral Presentations of Research: 10%
- Illustrated Poster of Research: 25%
- Class report on the Environmental Programs (ENGS and ENST): 10%
- Weekly Journal/Notebook: 5%
- Class participation: 5%

**Grading Scheme**

The typical grading scheme for this course has the following cutoffs.

\[ \geq 90\% \text{ A, } 80-89\% \text{ B, } 70-79\% \text{ C, } 60-69\% \text{ D, } <60\% \text{ F} \]

An average performance in the class will earn a satisfactory grade.

---

**Research Project**

The cornerstone learning experience of the course is a research project that you will undertake as part of a group (but which has individual as well as group assessment components). In problem-based learning, students are presented with a real world
situation in which they must collaborate with each other to provide either answers to scientific questions or solutions to real-world problems. This process develops content knowledge, as students must seek out information to arrive at the answer(s). Problem-solving skills will be acquired as students work through the process. In this class, the field trips and/or laboratory work will provide opportunities for data collection that will form the bases of the projects.

The role of the instructor in problem-based learning is one of a facilitator providing resources, guidance and occasionally, instruction. As such, large amounts of the class time are unstructured, but students are expected to be prepared to fully utilize this time through discussions with their peers and the instructor.

Information on problem-based learning is available in several places on the web. Good introductions to the basics and educational rational behind PBL included:

Problem-Based Learning: an Introduction

Fieldwork and Laboratory Work
This course does require some amount of fieldwork and/or laboratory work depending on which projects the students choose to work on. Both the field and laboratory work will be done after the appropriate safety discussions and training are reviewed with the instructor. If there are ever any safety concerns or any questions about the best field or laboratory practices every individual involved has the right and responsibility to stop the work and ensure all is safe before continuing.

Both fieldwork and laboratory work may require extended working hours. In some cases or some projects require weekend long, overnight fieldtrips for which participation is expected. Scheduling will depend in part upon a number of internal and external issues.

Evaluation

Over the course of the semester small groups, facilitated by the instructor, will develop and implement a strategy to answer a research question. Each student will be evaluated based on a written manuscript, oral presentations, and a poster presentation. The latter two elements will be done in collaboration with students working on the same topic and the evaluations will be for the entire group in each case. The written manuscript (research report) will be written up and assessed individually.

To ease production of the written report, throughout the semester each student will produce and present a portion of the report which will then be commented on by the instructor and via a peer review process. Feedback from the instructor, as well as class and group discussions, will serve to guide the teams and individuals on how best to improve the quality of the final report.
The written reports are to follow the submission guidelines for the Journal Marine Ecology Progress Series (http://www.int-res.com/journals/meps/guidelines-for-meps-authors/). Manuscripts failing to meet the guidelines will be returned unread.

Note all due dates, especially those in red are subject to change.

Research Paper 45%

A breakdown of the grading of the problem-based learning exercise is as follows and detailed grading rubrics for each graded component will be provided. All written assignments will be edited for content and proofread for grammar. Subsequent drafts will be evaluated based in part the student’s incorporation of those corrections.

1. **Outline** 10%
   Each student will prepare a detailed outline of the manuscript detailing your research project. The outline should focus on the first three parts of a typical research manuscript; the introduction, literature review and methods. It should also include a list of figures.
   **Due Date** Week 7, February 28

2. **First Draft** 10%
   Each student will prepare a first draft of the manuscript detailing your research project. The first draft should focus on the first three parts of a typical research manuscript; the introduction, literature review and methods.
   **Due Date** Week 11, March 26

3. **Second Draft** 20%
   Each student will prepare a second draft of the manuscript detailing your research project. This draft should fix issues in the introduction, literature review and methods sections identified in the first draft by your instructor. The draft should also include a first draft of the final three parts of a typical research manuscript; results, analysis and conclusions. You will also be graded on the quality of your peer-review of another student’s paper.
   **Due Date** Week 13, April 11

4. **Final version** 60%
   Based on instructor feedback provided on the first two drafts, each student will compose a final version of the manuscript presented as a publication ready manuscript formatted to Marine Ecology Progress Series specifications for submitting manuscripts to be reviewed.
   **Due Date**: Week 15 April 25

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 (http://aggiehonor.tamu.edu). 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 recommend that you receive an F in this course. The Aggie Honor System Office processes for adjudication and appeals can be found at aggiehonor.tamu.edu.

**Oral Presentation**

Each small group will prepare and present oral presentation/s to be delivered to the entire class. The presentation will use computer-based presentation software such as Microsoft's PowerPoint. A grading rubric will be made available for your guidance.

**Due Date:** On going over the semester

**Illustrated Paper Presentation**

Each group will present their work as a poster presentation. The poster will include a summary of the problem, data, methods, and findings presented in poster format. Each group will prepare a 36" x 48" poster following guidelines to be distributed in class. Each group should be prepared to discuss the poster with interested parties. A grading rubric will be made available for your guidance.

**Poster Presentations:** To be determined, most likely April 25

**Class report on Environmental Geosciences/Studies programs**

The goal of this assignment is to provide the entire class with the experience of producing a consensus document. A consensus document is one that attempts to provide the consensus view of experts in a particular field. Arguably, the most important consensus document in the environmental field today is the Intergovernmental Panel on Climate Change (IPCC) report on global warming. The National Research Council (NRC) produces documents on a number of scientific topics of interest for political and other reasons. In the case of this class you are the experts on the state of the Environmental Geosciences/Studies program and as such you will write a consensus document on the strengths, weaknesses, and challenges of the programs.

**Due Date:** Week 10, March 19

**Weekly Journal and notebook**

Each student is expected to keep a journal detailing their work on the PBL problem and any reflections students have about the class. The main purpose of the journal is to encourage students to learn to track of their research activities through journaling and maintaining a lab/field note book.

**Due Date:** Week 15 April 25

**Class participation**

5%
# Communication Skills Development

Developing good communication skills is an important part of becoming a professional in the Environmental Field and improving student communication skills is a major aim of the course.

## Written

Written communication skills will a focus of the course. Individual writing skills will be developed.

The needed skill of collaborative writing will be developed through the group writing associated with the problem-based learning exercise detailed above. In addition, all students will participate in developing a consensus document. This semester, the group will produce a consensus report on the state of the Environmental Geoscience/Studies degrees and develop a persuasive written argument proposing changes to the programs.

## Oral

The course will develop oral presentation skills through short oral presentation and through a public poster session for geosciences faculty at the end of the course.

<table>
<thead>
<tr>
<th>Week</th>
<th>Thursday Lecture Topics</th>
<th>Thursday Lecture Topics and Readings</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to Course</td>
<td>Introduction to research topics</td>
</tr>
<tr>
<td>Jan 15</td>
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<td>Parsons and Knight Chapter 6</td>
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<tr>
<td>Week 2</td>
<td>How to read a scientific paper</td>
<td>Research topic selection.</td>
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<tr>
<td>Jan 22</td>
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<td>Parsons and Knight Chapter 1, 4, &amp; 5</td>
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<tr>
<td>Week 3</td>
<td>Discussion of how to pose a testable research question, and what is a hypothesis</td>
<td>Research Topic Hypothesis Definition</td>
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<tr>
<td>Jan 29</td>
<td>Parsons and Knight Chapters 1, 4, 5, &amp; 6</td>
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<tr>
<td>Week 4</td>
<td>Data collection in Costa Rica</td>
<td>Data collection in Costa Rica</td>
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<td>Feb 5</td>
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<tr>
<td>Costa Rica</td>
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<tr>
<td>Week 5</td>
<td>How to write effectively.</td>
<td>Facilitated student research on project</td>
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<td>Feb 12</td>
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<tr>
<td>Week 6</td>
<td>Introduction to writing a consensus report on environmental programs</td>
<td>Facilitated student research on project</td>
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<td>Feb 19</td>
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<tr>
<td>Week 7</td>
<td>Data interpretation and representation discussion</td>
<td>Facilitated student research on project</td>
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<tr>
<td>Feb 26</td>
<td>Class work on consensus report</td>
<td>Outline of individual research paper due</td>
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<tr>
<td>Week 8</td>
<td>Class work on consensus report</td>
<td>Facilitated student research on project</td>
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<td>March 5</td>
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<td>Week 9</td>
<td>Spring Break</td>
<td>Spring Break</td>
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<td>March 12</td>
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<tr>
<td>Week 10</td>
<td>How to prepare a poster</td>
<td>Facilitated student research on project</td>
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<tr>
<td>March 19</td>
<td>Consensus report due</td>
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</table>
Parsons and Knight Chapters 11 & 12

| Week 11 | March 26 | Facilitated student research on project
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<tr>
<td></td>
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<td>1st draft of individual research paper due (introduction, literature review and methods)</td>
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| Week 12 | April 2  | Facilitated student research on project
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<tr>
<td></td>
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<td>Students receive feedback on first draft</td>
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<thead>
<tr>
<th>Week 13</th>
<th>April 9</th>
<th>Oral presentations of student research</th>
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| Week 14 | April 16 | Oral presentations of student research
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<tr>
<td></td>
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<td>2nd draft of individual research paper due (results, analysis and conclusions) for peer review</td>
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| Week 15 | April 23 | Oral presentations of student research
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<td>Peer review of 2nd draft due</td>
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<tr>
<th>Week 16</th>
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<th>Facilitated student research on project</th>
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<th></th>
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<th>Poster Presentations Final Paper Due</th>
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</table>

I reserve the right to make changes to the course schedule due to unforeseen circumstances.

COURSE AND UNIVERSITY POLICIES

CLASS ATTENDANCE: The University views class attendance as the responsibility of the student. While attendance is not part of your assessment, your performance is directly related to your attendance- the more classes you miss the lower your grade tends to be. Students who miss class are responsible for getting the notes from a classmate. University rules regarding attendance (e.g. excused absences) can be found at http://studentrules.tamu.edu/rule7.htm. Students who are requesting an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code (See Rule 24).

EMAIL: All Texas A&M students should use their neo email accounts when emailing the instructor or the teaching assistant. I may send out class announcements via the neo email system and it is your responsibility to check your account regularly.

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.

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.

Spring 2013 – GOES 405 – syllabus
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."

**ACADEMIC DISHONESTY:** Texas A&M has a Scholastic Dishonesty policy to which both students and faculty must comply. If you have any questions about the University's Scholastic Dishonesty Policy, please review the Student Rules or see me. The Aggie Honor program is the new program that will handle all cases of academic dishonesty. The Aggie Honor program website is located at http://www.tamu.edu/aggiehonor.

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

---

**Additional Student Support**

There are numerous other student support organizations on campus including

- **Center for Academic Excellence and Academic Assistance Clearinghouse**
  525 Blocker, 845-2724, http://www.tamu.edu/cae

- **Student Counseling Service**
  Cain Hall, 845-4427, http://sco.tamu.edu
  Student Counseling Helpline 5:00pm-8:00am: 845-2700

- **University Writing Center**

Please do not hesitate to ask me if you have any problems or if you are having any trouble in the class, see a faculty member or advisor before it becomes a problem.
TO: Faculty Senate Executive Committee

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

CC: Stefanie Harris, Department of International Studies
    Robert Shandley, Head, Department of International Studies
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: June 17, 2013

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: INTS 491/497

We recommend that INTS 491/497 Research be certified as a writing (W) course for four academic years (9/13 to 9/17). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 100%
2. Course content appropriate to the major
3. Total number of words: 5000
4. Instructor to student ratio for one section: 1:1

INTS 491 and 497 are essentially the same course as far as writing requirements go, with the 497 number being used for Honors students. The course is reserved for students who opt to write a senior thesis of 20-25 pages. Each student works with a faculty member, one-to-one, and the faculty use the guidelines presented here to ensure the course meets W course requirements. Students write their theses in multiple steps from the proposal, to an annotated bibliography, to an outline and a series of drafts (at least one) before they complete the final paper. Instructor feedback is provided for each step in the process. Students are assigned the MLA Handbook for Writers of Research Papers (7th edition, 2009) and How to Write a BA Thesis: A Practical Guide from Your First Ideas to Your Finished Paper (2005). They discuss expectations and review models for their field with their supervising professor.

No significant changes have been made since original certification was granted.
1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns (enter prefix, number, and complete course title):

INTS 497 Independent Honors Study

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

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

Instructor / Coordinator: Stefanie Harris ___________________________ 6/4/2013
Printed name and signature (Date)

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

Approvals:

College Dean: ___________________________ 6/11/13
Printed name and signature (Date)

Department Head: Robert R. Shandley ___________________________ 6/5/13
Printed name and signature (Date)
INTS 491: Research [Senior Thesis]

Instructor: Various faculty in and associated with International Studies.

Course description
Research conducted under the direction of faculty member in international studies.

Prerequisites
INTS 201; junior or senior classification and approval of instructor.

Course materials


Grading
Research paper proposal 5%
Annotated bibliography 10%
Outline 5%
First draft 20%
Final paper 60%

*See “INTS 491/497 Guidelines for Students and Instructors” (attached) for details on formatting, sources, and grading.

Schedule
Prior to the start of the semester, instructor and student will establish a schedule for regular communications (usually bi-weekly, in-person and/or virtually) to be followed during the semester and a schedule of deadlines for submission of individual components of research paper.

Suggested schedule:
Week 2: Research paper proposal: 2-3 pages, typed, summarizing research project.
Week 5: Annotated bibliography of at least 10 substantive (not internet-based) sources; at least 2 of the entries must be from a foreign-language source. Entry provides summary of text and statement about how text figures into student’s research. The annotation (at least one substantial paragraph per source) must show that student is familiar with the text.
Week 7: Outline of research paper.
Week 10: 10-15 page draft of work-in-progress that articulates focus and central argument of paper (although that argument may not yet be conclusive). Draft should be coherent, reasonably well-edited, and
thus amount to more than just a collection of notes. The draft may not yet have a conclusion.

Week 14: Final research paper due.

**Academic Integrity**

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Department of International Studies
INTS 491 Research; INTS 497 Independent Honors Study
Guidelines for Students and Instructors

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**Formatting**
- Length: The thesis should range from 20-25 pages of text, not counting the title page, prefatory materials, bibliography ("Works Cited") and sections (such as an appendix of tables, pictures, interview transcripts, etc.) following the actual text.

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- Include:
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Sources
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Suggested grading criteria:

A Evidence of original and balanced scholarship; clear ability to use foreign language sources and to incorporate findings and perspectives of non-U.S. writers; carefully chosen sources; excellent organization of entire paper; clear articulation of focus and main thesis; correct formatting; accurate and fair use of sources; accurate citation format; no or very few spelling and grammatical errors; generous length of 20-25 pages (not counting title page, bibliography, block quotations, tables, illustrations and so on).

B Solid scholarship; good, balanced mix of sources including foreign language sources; clear organization and articulation of focus and thesis; good grasp of grammar and careful editing; accurate and fair use of sources and citation format; minimum length of at least 20 pages of actual text (not counting title page, bibliography, block quotations, tables, illustrations and so on).

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June 2013
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C  Articulation of focus and thesis is quite hesitant; reliance on superficial sources; careless editing; fair use of sources, but one or two inaccuracies in citation format; grammatical errors are more widespread; minimum length; adequate use of foreign language sources.

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F  Fails to meet overall standards and is too short; instances of plagiarism, even unintentional; unfair use of sources; scholastic dishonesty as defined by MLA Handbook and TAMU Student Rules.

June 2013
TO: Faculty Senate Executive Committee

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

CC: Urs Kreuter, Department of Ecosystem Science & Management
    David Baltensperger, Interim Head, Department of Ecosystem Science & Management
    Kim Dooley, AOC Dean, College of Agriculture and Life Sciences

DATE: June 17, 2013

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: RENR 410

We recommend that RENR 410 Ecosystem Management 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: 40%
2. Course content appropriate to the major
3. Total number of words: 5000 (2750 individual)
4. Instructor to student ratio for one section: 1:15

RENR 410 is a 4-credit course, a capstone for majors. Since original certification, more detailed guidance in writing reports has been included in the labs. There are four writing assignments: (1) a range area report; (2) a field trip report; (3) an LIP proposal; and (4) an executive summary for an ecosystem management report. Feedback consists of written instructor and graduate assistant comments on two drafts of the range area report and one draft of the field trip report. Instruction includes detailed assignments, rubrics, and oral instructions for each assignment, in-class writing workshops, readings related to writing, including an author guide, and encouragement for students to get University Writing Center feedback.
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):

RENR 410 – ECOSYSTEM MANAGEMENT

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

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

Instructor / Coordinator: Urs P. Kreuter
Printed name and signature

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

Approvals:

College Dean: Kim Dooley
Printed name and signature

Department Head: David Baltensperger
Printed name and signature

7 May 2013
(Date)

5/9/2013
(Date)

8 May 2013
(Date)
RENR 410 – ECOSYSTEM MANAGEMENT
SPRING 2013

Lecture: Tuesday and Thursday, 9:35-10:50, ANIN 317
Lab Section 501/502: Tuesday/Thursday 3:00-5:00 pm, ANIN 103B

Instructor: Urs P. Kreuter, ANIN 217, urs@tamu.edu, 979-845-5583
Teaching Assistant: Dianne Stroman, ANIN 203, dstroman@neo.tamu.edu, 903-850-7214

Office Hours: Tuesday and Thursday 11:00 AM – 12:30 PM

COURSE DESCRIPTION
The course focuses on concepts and practices relevant to the development of Ecosystem Management Plans at various spatial scales.

PREREQUISITES
Junior or senior status in the Ecosystem Science & Management or consent of instructor.

VISION, GOAL AND OBJECTIVES
My VISION is for graduating students to view Ecosystem Management holistically.
The overall GOAL of the course is for students to learn and apply the principles and practices of Ecosystem Management.

To achieve this goal, students will focus on four specific OBJECTIVES:
1. Develop the systems thinking, critical thinking, writing, group participation and leadership skills required by "modern natural resource professionals."
2. Be able to describe the elements and principles of Ecosystem Management and to differentiate them from land management at the individual property scale.
3. Analyze examples of Ecosystem Management at different geographic scales.
4. Prepare reports on applications of Ecosystem Management viewed in field studies.

LEARNING OUTCOMES
Class lectures and discussions – (1) Articulate elements that lead to effective decision-making and problem solving within a systems framework; (2) Describe applications of complex multiple stakeholder Ecosystem Management.

Laboratory – (3) Through group activities, demonstrate skills needed to acquire, process, organize and present information, and to solve problems associated with stakeholder-supported Ecosystem Management plans.

Field Trips – (4) Provide written documentation of systems thinking, critical thinking skills, and multi-stakeholder decision making for natural resources challenges that require multi-stakeholder solutions.
REQUIRED BOOKS AND ASSIGNED READINGS

- Additional Assigned readings on web page.

Students must complete reading assignments BEFORE coming to class and must be ready to discuss the topics in class! Quizzes will be given randomly on assigned readings.

GRADERS

Comprehensive Tests

- Test 1 200 (13.3%)
- Test 2 200 (13.3%)
- Test 3 200 (13.3%)

Subtotal 600 (40%)

Writing Assignments

- Report 1 – Individual Writing Intensive report based on Field Trip 1 300 (20%)
- Report 2 – Group report of LIP Grant Proposal 75 (5%)
- Report 3 – Group report based on Field Trip 2 150 (10%)
- Final Ecosystem Management report (including Exec. Summary) 75 (5%)

Subtotal 600 (40%)

Preparation and Participation

- Class quizzes and active participation in class discussions 150 (10%)
- Active lab group participation 150 (10%)

Subtotal 300 (20%)

Total Score 1,500 (100%)

MAKE-UP TESTS, MISSED LABS, LATE SUBMISSIONS AND FIELD TRIPS POLICY

Make-up exams will only be given for University Excused Absences (Rule 7).

Lab exercises cannot be made up because the participatory process cannot be repeated.

Late submissions of written assignment will each incur a 10% grade deduction for the first late day and an additional 5% for each additional late day. No report will be accepted 2 weeks past due or after the final class meeting! You cannot pass this course without completing assignments on time!

PARTICIPATION IN THE FIELD TRIPS IS MANDATORY! See the teaching schedule for dates of each field trip! Only University Excused Absences will be accepted as reasons for non-attendance. Students who miss a field trip will be required to complete an additional report on a topic assigned by the instructor.
WRITTEN REPORTS

The written reports for the course consist of two field trip reports, a LIP grant proposal and a final integrative Ecosystem Management Report that includes revised versions of the individual reports. The three reports are as follows: Report 1 – Individual Writing Intensive report of Field Trip 1 (2000 words 12 pt Times Roman double spaced); Report 2 – Group LIP proposal; Report 3 – Group report of Field Trip 2 (2000 words 12 pt Times Roman double spaced). Each report will be written using information derived from assigned readings, individual notes, class discussions, and information gathered during the field trips. All reports must be typewritten using correct grammar, a plain and clear writing style, and supporting information. Use maps, photographs, and data where appropriate (but not to pad). You are expected to refer to relevant literature. Be sure to cite all work to which you refer whether you are quoting that work directly or using it indirectly. If you use a direct quote, use quotation marks. Failure to correctly cite references will result in a deduction of points. **DO NOT PLAGIARIZE!**

Each report will include the following general structure: Abstract, introduction, procedure, findings, discussion, conclusion and references. For more detailed information see the attached report guideline. The final Ecosystem Management Report will be arranged according to the attached structure and will include an Executive Summary that links the two detailed field trip reports and that provides an overall integrative conclusion. Each individual Writing Intensive report will be graded and returned for revision and inclusion into the final Ecosystem Management Report. Initial graded drafts of the individual reports must be appended to the final report to allow the instructor to determine how you revised each report.

You are strongly encouraged to visit the University Writing Center (UWC), located in Evans Library at least once prior to submitting the first field trip report to ensure correct grammar and writing style. The UWC consultants will not proofread or edit your papers but they will help you improve your organizational and writing skills. When you visit the UWC, take a copy of your writing assignment, a hard copy of your draft and any notes that you may have, as well as any material with which you need help. To find out more about UWC services or to schedule an appointment call 458-1455 or visit the web page at [http://writingcenter.tamu.edu](http://writingcenter.tamu.edu).

PLAGIARISM

Plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. 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. Evidence of plagiarism will result in an automatic null mark for the assignment or test, and will be reported to TAMU authorities. 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 STATEMENT

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Guidelines for Written Reports
Final Ecosystem Management Report Outline

Executive Summary – 3-page summary of the three reports described below.

- Introduction: Definition of EM and brief description of key elements of EM
- TAMU Range Area Ecosystem Management Report (Individual)
- TAMU Range Area Lips Grant proposal
- Barton Springs Ecosystem Management Report (Group)
- Commonalities and differences of issues and findings of the three field sites visited with respect to Ecosystem Management
- Conclusion

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Chapter 1: TAMU RANGE AREA POST OAK SAVANNA ECOSYSTEM REPORT

INDIVIDUAL REPORT: 2000 words (12 pt Times Roman, double spaced).
See guideline for content and structure on page 11

Chapter 2: RANGE AREA LIP GRANT PROPOSAL

GROUP REPORT: 12 pt Times Roman 12 font, double-spaced.

Chapter 3: BARTON SPRINGS ECOSYSTEM MANAGEMENT REPORT

GROUP REPORT: 2000 words (12 pt Times Roman 12 font, double spaced).
See guideline for content and structure on page 12

Appendix A – DRAFTS OF REPORTS

- TAMU Range Area Post Oak Savanna Ecosystem Report – 1st graded submission
- TAMU Range Area Post Oak Savanna Ecosystem Report – 1st graded revised submission with highlighted changes
- TAMU Range Area Post Oak Savanna Ecosystem Report – 2nd revised submission with highlighted changes
- Barton Springs Ecosystem Management Report – 1st submission
- Barton Springs Ecosystem Management Report – Revised report with highlighted changes

Appendix B – LAB ASSIGNMENTS

- Sequoia National Forest Case Study - Critical Thinking Exercise Group Summary

Appendix C – LETTER OF APPLICATION AND VITA

- Include letter of application for the announced position and your Vita
INDIVIDUAL W REPORT: TAMU Range Area Ecosystem Management

Length of Report and Submission Procedure
- 2000 words (Times Roman 12 font, double spaced, approx. 10 pages). This does not include the summary and literature cited. Include a word count on the cover of the report.
- You are strongly encouraged to visit the University Writing Center to obtain guidance. You can obtain a 10% bonus if you attach to the front of your report a signed statement from the UWC counselor and a 100-word statement how this exercise helped you improve your report.
- The report will be submitted for review of factual information, readability, and use of referenced works. Students are required to revise the report to address the instructor’s comments and recommendations, to submit the revised report for a second review, and then revise it again for inclusion in the final EM Report.

Style, Structure and Format
- Properly organize your report using the structure below. DON’T BRAIN DUMP!!!
- Provide species names in proper scientific format.
- Provide labels for all tables above the table, and captions for all figures/photos below them.
- DON’T PLAGIARIZE! Properly cite all references. If you quote use quotation marks. If you are paraphrasing you must still cite the work. Ex: (Jones 2003), (Jones and Smith 2003), (Jones et al. 2003), (Anon Undated)

Purpose of Report: Provide recommendations for an Ecosystem Management plan that addresses current and desired future conditions and stakeholders’ interests and concerns in the Range Area.

Report Structure
Abstract: No more than 200 words [summarizing key points of the report (including key recommendations). This is in addition to 2000 word requirement for the report.
Introduction
- History of Range Area – Acquisition, previous uses, and current uses
- Ecosystem Management issues pertaining to Range Area
- Overarching stakeholder issues relating to Range Area
- Purpose and structure of report
Study Area Description
- Location of Range Area (provide Map)
- Biophysical Description
  - Overview of Post Oak Savannah
  - Range Area: Soil types; vegetative land cover and land uses (pre-settlement, early uses, and current use); drainage (White Creek, gullies, and reservoirs)
- Stakeholders Issues
  - Identify stakeholders and their interest in the Range Area
  - Role that they would play in implementing the Ecosystem Management plan.
Field Observations (data, tables, figures and photos)
- Range condition – plant cover, species composition
  - Clearly describe location where data of ground cover, etc. were derived
  - Include historical and new field data, presenting them in tables and/or figures
- Erosion and riparian health at White Creek
Discussion
- Specify desired future conditions (goal)
- Specific objectives to achieve goal – Vegetation, erosion reduction, hog removal, etc.
- Recommend ways to achieve these objectives
- Specify role various stakeholders will play in achieving these objectives
Conclusions
Half page statement of the primary conclusions of the report (possibilities and challenges for the future management of the Range Area in the context of the surrounding land uses).

Literature cited
GROUP REPORT: Barton Springs Ecosystem Management

Length of Report: 2000 words (Times Roman 12 font, double spaced, approx. 10 pages). This does not include the summary and literature cited. Include a word count on the cover of the report.

Style, Structure and Format: See guidance for Individual W Report 1

Purpose of Report: Document importance of Barton Springs, biophysical characteristics, stakeholders, and historical and current management.

Report Structure:

Abstract

No more than 200 words summarizing key points of the report (including key recommendations). The abstract is in addition to 2000 word requirement for the report.

Introduction – Importance of Barton Springs, history of the issues leading to purchase of land by City of Austin in the Barton Springs catchment.

Study Area – Describe:

- Location (using map developed in GIS lab)
- Biophysical characteristics of karst geology and the soils, water and vegetation associated with the Barton Springs catchment and
- Nature and location of endangered species habitat
- Land uses
- Stakeholder groups: Identify and briefly describe each group.
  - List of all stakeholder groups identified in Barton Springs area
  - Describe primary mission and position of each stakeholder group
  - Describe the major issues of each stakeholder group
  - Describe the perceived threats of each stakeholder group

Procedure – Document the activities you participated in during the field trip to obtain this information (i.e., provide a schedule of events)

Findings

- Information learned about the background to conflicts over Barton Springs
- Key issues for each stakeholder group: Conflicts and commonalities
- Description of desired future conditions of Barton Springs
- Description of approach used to ensure achievement of these conditions

Discussion

- Most important issues observed
- Commonalities of stakeholder groups
- Common vision that has been developed for Barton Springs and associated Wildlands
- Factors influencing the success of land management initiatives for water quality and endangered species habitat

- Challenges and future inputs need to ensure success

Conclusions – Half page statement of the primary conclusions of the report (possibilities and challenges for the future management of the Barton Springs area in the context of the surrounding land uses).

Literature cited
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Duncan MacKenzie, Honors and Undergraduate Research
    Sumana Datta, Head Honors and Undergraduate Research
    Ann Kenimer, Associate Provost for Undergraduate Studies
DATE: June 17, 2013
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: UGST 491

We recommend that UGST 491 Thesis Writing be certified as a writing (W) course for four academic years (1/14 to 1/18). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 75%
2. Course content appropriate to the major
3. Total number of words: 6000
4. Instructor to student ratio for one section: 1:1

Students taking this course get significant and ongoing feedback from the faculty member in the field they work with and significant supplemental support from the Office of Honors and Undergraduate Research (HUR). Since original certification, the number of class meetings has increased from 5 per semester to 11 per semester. This time is being used to cover important material related to writing and oral presentation. In addition, some assignments have been added, for example finding and critiquing an abstract. Two graduate students and a staff member assist in reading and evaluating theses. The finished writing counted toward the percentage and word count listed above includes the abstract, one chapter, the final thesis, and critiques. Besides faculty review and feedback, the HUR staff provides feedback so students can make final revisions. Writing instruction is provided through in-class lectures and assignments, discussion, modeling, library workshops, and referring students to the University Writing Center.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

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

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

UGST 491 Thesis Writing

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: Duncan MacKenzie
Printed name and signature

6/19/13
(Date)

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

(Approvals:

College Dean: Ann H. Keen
Printed name and signature

6/11/13
(Date)

Department Head: 
Printed name and signature

13 June 2013
(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
JUN 17 2013
By
Instructor: Dr. Duncan MacKenzie
Phone: 845-1957
Email: d-mackenzie@honors.tamu.edu
Office: 212 Henderson
Office Hours: Mondays from 2 to 4 PM or by appointment

Thesis Writing is a one credit seminar course offered exclusively for students participating in the Undergraduate Research Scholars program. It is not required for participation in the Scholars program, but is available to any Undergraduate Research Scholar who needs writing instruction or would like assistance with thesis preparation. The course also serves to satisfy one of your two writing-intensive (W) course requirements for graduation by writing your thesis under the direction of your advisor. You must confirm that your major department's advising office has submitted a “Department Request for W Course Sections” form to assure that you will receive W credit for this course. Check with Tammi Sherman if you are not sure about course approval.

Your research advisor will play a central role in this course. You will be expected to meet with him or her at regular intervals to assure that you are making adequate progress on your thesis and presentation. Additional feedback can come from Dr. Sumana Datta and Ms. Tammi Sherman at Honors and Undergraduate Research. Your advisor must read and suggest revisions to your thesis drafts to satisfy the W requirement.

Course Objectives
In this course you will
- Learn how to access information and search the scholarly literature
- Learn how to cite and document sources properly
- Learn how to prepare a formal research thesis
- Learn how to make scholarly presentations
- Utilize this information to complete your thesis and prepare either an oral or poster presentation

Required Texts
Undergraduate Research Scholars Thesis Manual and the Thesis Example can be found at http://honors.tamu.edu/FormsDownloads.html#UGR

Recommended Text
Style guide of your choice (e.g. Kate L. Turabian's A Manual for Writers of Term Papers, Theses, and Dissertations; American Institute of Biological Sciences Style Manual; ACS Style Guide; Publication Manual of the APA; The MLA Handbook; Style Manual for Biological Journals; or The Chicago Manual of Style)

Software
RefWorks or EndNote bibliographic software (available for free to TAMU students) will be extremely helpful in completing your thesis. If you will be using LaTeX to submit your thesis, a copy of the Scholars Thesis LaTeX template is available at the HUR website.
Grading and Course Requirements
This course will be graded on a Satisfactory/Unsatisfactory basis. To achieve a satisfactory grade, a student must

- Attend all class meetings (with a maximum of one unexcused absence)
- Meet with advisor on a regular schedule
- Hand in assignments on time
- Present during Student Research Week or other public venue
- Complete and upload a thesis deemed satisfactory by the Office of Undergraduate Research and your research advisor by April 6th

Attendance
Attendance is required except as allowed by the University rules on excused absences. If you have an excused absence, it is your responsibility to complete the work that you have missed.
(http://student-rules.tamu.edu/)

Please note that if you fail to attend class sessions or finish your thesis you will not receive W credit for this course. This may prevent you from graduating if this is one of your required W courses.

Need Writing Help?
- Visit the University Writing Center: http://uwcenter.tamu.edu, (979) 458-1455, 214 Evans Library.
- Undergraduate Research Scholars are provided access to POWER (Promoting Outstanding Writing for Excellence in Research) in the College of Education and Human Development.
- Honors and Undergraduate Research has resources to help you understand and complete the Scholars Thesis process: http://honors.tamu.edu/FormsDownloads.html#UGR
- You can schedule a conference with your research advisor or Dr. MacKenzie.

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, the legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.

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. Additional information about the Aggie Honor Code can be found at: http://aggiehonor.tamu.edu/

The consequences for plagiarism of any kind will be dismissal from the Undergraduate Research Scholars or Program and an unsatisfactory grade in the course.
### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Course Assignments</th>
<th>Scholars Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/17</td>
<td>Introduction to Thesis Writing Course: Thesis Content and Style</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>1/24</td>
<td>Persuasive Writing Dr. Jessica Durgan</td>
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<tr>
<td>3</td>
<td>1/31</td>
<td>Using Bibliographic Resources LaVerne Gray, Assistant Professor, TAMU Libraries</td>
<td></td>
<td>Monday 1/28: Chapter 2 Draft Due</td>
</tr>
<tr>
<td>4</td>
<td>2/7</td>
<td>Writing Abstracts</td>
<td>Abstract Examples</td>
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<tr>
<td>5</td>
<td>2/14</td>
<td>Data Presentation</td>
<td>Abstract Critique</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2/21</td>
<td>RefWorks and Citation Formats LaVerne Gray, Assistant Professor, TAMU Libraries</td>
<td>Draft SRW Abstract</td>
<td></td>
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<tr>
<td>7</td>
<td>2/28</td>
<td>Making Presentations</td>
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<tr>
<td>Week of 3/11-15</td>
<td>Spring Break</td>
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<tr>
<td>9</td>
<td>3/21</td>
<td>The Vireo thesis submission system</td>
<td>Data Figure or Table</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>4/4</td>
<td>Digital Citizenship Dr. Gail Clement, Associate Professor, TAMU Libraries</td>
<td>SRW Presentation Critique</td>
<td>Friday 4/5: Final Advisor-approved Thesis Upload to Vireo</td>
</tr>
<tr>
<td>12</td>
<td>4/11</td>
<td>Process of clearing thesis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>4/18</td>
<td>Serious unresolved thesis clearing issues</td>
<td></td>
<td>Friday 4/12: Deadline to Clear Thesis</td>
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<tr>
<td>14</td>
<td>4/25</td>
<td>Wrap-up and Assessment</td>
<td>Program Evaluation</td>
<td></td>
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</tbody>
</table>

- All course assignments will be due before class at times and locations to be designated.

**Galveston Students:**
Lectures and presentations will be made available for you either in downloadable format or through the use of TTVN. If you are enrolled in the course, participation in these activities is required. Further details will be provided at the beginning of the semester on the schedule for accessing resources.