Memorandum

February 7, 2013

To: Executive Committee
   Faculty Senate

From: Valerie Balesteri, 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. OCNG 424 Introduction to Biological Oceanography

Courses submitted for W recertification:

a. INTS 481 Senior Seminar in International Studies
   b. LAND 442 Professional Practice
   c. PSYC 203 Elementary Statistics

Courses submitted for C recertification:

a. ANSC 316 Equine Selection and Judging
   b. ENTO 435 Case Studies in Problem Solving
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee

CC: Lisa Campbell, Department of Oceanography
    Piers Chapman, Head, Department of Oceanography
    Sarah Bednarz, AOC Dean, College of Geosciences

DATE: February 8, 2013
SUBJECT: REPORT ON CERTIFICATION OF W COURSE: OCNG 424

We recommend that OCNG 424 Introduction to Biological Oceanography 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: 41%
2. Course content appropriate to the major
3. Total number of words: 3500
4. Instructor to student ratio for one section: 1:20

OCNG 424 requires a scientific review as the major assignment; students also write 10 in-class syntheses of readings. Additional practice and feedback will come in the form of writing assignments for homework, including an oral presentation summarizing a research paper. The first draft of the review paper gets instructor comments. The instructor also reviews and provides feedback on the major paper in stages, starting with the proposal of a topic, then the outline. In addition, peer review is used for the first draft of the paper, with focus on the introduction. In addition, the instructor reviews the drafts and returns them by mid-semester to give students ample revision time. Instruction is bolstered by the use of a rubric. Students read in the discipline for models on form and argument, and the first lecture covers how to read a scientific paper. Further instruction is provided in finding sources, formatting references, and writing an abstract. The in-class writing such as responding to short questions at the beginning of class also provides practice.
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):

   OCNG420 Introduction to Biological Oceanography

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: ___________________________ Lisa Campbell

Received: ___________________________ 13/1/13

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

Approvals:

College Dean: ___________________________ 1.29.13

Kate C. Miller (Date)

Department Head: ___________________________ 1.29.13

Piers Chapman (Date)
Course title and number: OCNG 420 Introduction to Biological Oceanography

Term: Fall 2013

Meeting times and location: MWF 9:10-10:00 am O&M 206

Course Description and Prerequisites

This course will focus on biological aspects of the ocean: diverse marine environments, productivity and the carbon cycle, living marine resources, fisheries, marine mammals, and environmental concerns such as climate change, pollution, and harmful algal blooms.

Prerequisites: BIOL112 or OCNG 251 and Jr or Sr class status.

Instructor Information

Name: Dr. Lisa Campbell, Professor of Oceanography
Telephone number: 845-5706
Email address: lisacampbell@tamu.edu
Office hours: Monday 10-11:30 am
Office location: 911D Eller O&M Bldg
Course website: http://ocean.tamu.edu/lcampbell/ocng420/

Learning Outcomes

By the end of the class, the student will be able to:
1) Describe marine ecosystems and their composition and structure
2) Classify the major types of organisms
3) Explain the spatial and temporal variation in distributions and abundances
4) Diagram trophic relationships
5) Explain how biological processes affect geochemical cycles in the ocean: draw major nutrient cycles and identify major links/sinks in the carbon cycle
6) Identify major living ocean resources and some of the threats to these resources
7) Explain fundamental aquaculture principles
8) Explain basic management strategies, such as Fishery Management Plans, Marine Sanctuaries, etc.
9) Read the primary scientific literature and read critically
10) Synthesize biological oceanography scientific readings to formulate an original research paper.
11) Write concisely
12) Prepare and present research results in a coherent written document and in an effective oral presentation

Textbook and Reading Materials

You will be expected to read a number of scientific papers and other materials that will be posted on the class website or eLearning. There is no textbook, but a number of books are on reserve in the library that are useful background references.

Required Reading: http://ocean.tamu.edu/lcampbell/ocng420/
http://worldoceanreview.com/en/

http://oceanworld.tamu.edu/resources/oceanography-book/contents.htm
Grading Policies

Written work:
Writing is an essential skill in all aspects of scientific research and is the primary means by which scientific discoveries are communicated. During this course you will complete one major writing assignment, several HW assignments and in-class short writing assignments, and make a presentation to the class of your research results. The Research Paper (33% of your grade) will consist of an individual original written report on topic chosen by the student from a list of topics provided by, or with the approval of, the instructor. The student must formulate a research question on the topic, submit an outline with annotated bibliography, a first draft, and final draft. The first draft will be returned with written feedback from the Instructor to enable you to prepare an improved final draft. Your final grade will depend on the quality of your revision. At the end of the semester you will give a 5-minute oral presentation that will summarize the significant findings of your Research Paper. The presentation, homework and short in-class writing assignments (both based on required readings) and class participation will be 16% of your grade. Short Instructions for writing assignments will be given throughout the semester.

Exams:
There will be 3 exams based on material covered in lecture and assigned readings. Exams will not be cumulative, and will include both short answer and discussion questions. Review questions will be provided in advance for preparation. Each exam is worth 17% of your course grade.

You must be present on the day and time of the examinations, class presentations and discussions to receive a grade. For exams, no make-ups will be given, except in the case of documented medical emergency or official University approved absence. If you cannot attend the examination due to illness, I must receive an official note and a copy of your paid receipt from a doctor within 48 h of the examination for you to receive a make-up. Please read the Student Conduct guide (http://student-rules.tamu.edu) for the requirements for University approved absences. If you have a schedule conflict with the date of an exam (see dates above) let me know in advance to discuss taking the exam early. Notice must be given at least 10 days prior to the exam.

Grading Scale:
Your grade for the course will be based on 3 exams (100 pts each = 300 pts), Research paper (200 pts), homework (50 pts) and in-class assignments (50 pts). Completing assignments on time is important. For each day an assignment is late, 10% of total possible points will be deducted.

Course grades will be based on the percentage of total possible points possible: A (90 - 100 %); B (80-89 %); C (70 -79 %); D (60-69 %); and F (below 60 %). Students receiving a grade of less than 60% on the major writing assignment (Research paper) will not pass the class, regardless if they receive a passing score on exams.

Copyright Notice and Plagiarism Warning
All materials generated specifically for this course, quizzes, exams, syllabi, in-class materials, review sheets and any problem sets--"handouts"-- are copyrighted. Because all handout materials are copyrighted, you do not have the right to copy any handout, unless I expressly grant permission.

You are expected to cite (acknowledge authorship) any material you quote or use in completing assignments for this class. Failure to attribute or assign proper authorship constitutes plagiarism. If you copy the work of another person and turn it in as your own, copy text directly from a web page, book, or journal article--this is plagiarism. Plagiarism is not acceptable and is grounds for expulsion; at minimum you will receive a FAIL if you plagiarize.

Academic Integrity

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

Other Pertinent Course Information
- Attendance at lectures is required since discussion is an integral portion of this course.
- You must have a NetID and be able to access your university email account and eLearning through the Howdy Portal. I will post messages on the class website FAQs page and send emails.
- If you have any questions, contact me by email or during my office hours, see contact information above.
## Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td><a href="http://ocean.tamu.edu/campbell/ocng420-W/">http://ocean.tamu.edu/campbell/ocng420-W/</a></td>
</tr>
<tr>
<td></td>
<td>The Ocean Environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>How to read a scientific paper</em></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Phytoplankton and Primary production</td>
<td>see syllabus page on class website for readings</td>
</tr>
<tr>
<td></td>
<td><em>How to use Web of Science and how to cite references</em></td>
<td>HW#1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sept 9: Research Paper Topic due</td>
</tr>
<tr>
<td>3</td>
<td>Zooplankton</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Microbes / Virus</td>
<td>HW#2</td>
</tr>
<tr>
<td></td>
<td><em>How to compose an outline</em></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Ecosystems: Open Ocean; Climate</td>
<td>Research Paper Outline due</td>
</tr>
<tr>
<td>6</td>
<td>Fisheries</td>
<td>Oct 4: Exam #1</td>
</tr>
<tr>
<td>7</td>
<td>Fisheries Management; Aquaculture</td>
<td>In class review/editing of Introduction;</td>
</tr>
<tr>
<td></td>
<td><em>How to write an Abstract</em></td>
<td>HW#3</td>
</tr>
<tr>
<td>8</td>
<td>Aquaculture; Marine Mammals</td>
<td>Oct 18: 1st draft of Research Paper due</td>
</tr>
<tr>
<td>9</td>
<td>Marine Mammals</td>
<td>HW#4</td>
</tr>
<tr>
<td>10</td>
<td>Marine Sanctuaries; Benthic communities</td>
<td>Review first draft</td>
</tr>
<tr>
<td>11</td>
<td>Coastal benthic communities</td>
<td>Nov 4: Exam #2</td>
</tr>
<tr>
<td></td>
<td><em>How to give a scientific presentation</em></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Deep Sea; Coral Reefs</td>
<td>HW#5</td>
</tr>
<tr>
<td>13</td>
<td>Ecosystem based Management; <em>Presentations; Peer evaluations</em></td>
<td>Nov 25: Final paper due</td>
</tr>
<tr>
<td>14</td>
<td>Law of the Sea; Ocean Observing Systems; <em>Presentations; Peer evaluations</em></td>
<td>Nov 29: Exam #3</td>
</tr>
<tr>
<td>15</td>
<td><em>Presentations; Peer evaluations</em></td>
<td>Class meets Monday (12/2) and Tuesday (12/3)</td>
</tr>
<tr>
<td></td>
<td>Reading days, May 1 &amp; 2</td>
<td>Presentations to the class</td>
</tr>
<tr>
<td><strong>Monday</strong></td>
<td>Dec 9: 8-10 am Final Exam</td>
<td></td>
</tr>
</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](http://disability.tamu.edu)
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: February 7, 2013
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: INTS 481

We recommend that INTS 481 Senior Seminar in International Studies 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: 3750
4. Instructor to student ratio for one section: 1:25

This course was formerly structured around writing an undergraduate thesis but is now reconceived as a capstone seminar for seniors in the major. The undergraduate thesis is no longer a required component of the INTS degree. For those who want that option, INTS 491 is available. The topics (content) of the course may vary, but the writing components will be the same. Students write a summary of a group project and either one long essay or two shorter essays (in both cases totaling 3000 words). Formative feedback consists of instructor comments on drafts of the essays (written and oral) and on drafts of the group project summary (oral, immediately following the presentation). In addition, oral peer comments are given on the project summaries after they are presented. Writing instruction is provided through lecture, modeling, and using class readings as examples of discipline-specific writing in the areas of critical analysis, international/interdisciplinary studies, and global issues.
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):

   INTS 481 SENIOR SEMINAR IN INTERNATIONAL STUDIES

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 12/11/2012
   Printed name and signature

Received: Valerie Balester 12/17/12
   (W Course Coordinator, University Writing Center)
   (Date)

Approvals:

   Michael T. Stephenson
   Printed name and signature

College Dean: ____________________________
   (Date)

Department Head: ROBERT R. SHANDLEY
   Printed name and signature
   for R. Shandley 12/11/2012
   (Date)
INTS 481 Senior Seminar in International Studies  
Propaganda and Dissidence  
Fall 2013

Dr. Brett Cooke  
office: ACAD 329C  
phone: 845-2124 (dept. main office)  
e-mail: brett-cooke@tamu.edu

Class meetings: TR 11:10-12:25, ACAD 130  
Film screenings: T 7:00 pm, Library Annex 417D

Office hours: F 2-4

Course description
In this senior capstone seminar, students will analyze a variety of international films in an examination of the political and cultural context of the production, distribution, and exhibition of propaganda films. Topics of study will include both the historical context of select political regimes, and the vocabulary of film through which ideologies and counter-ideologies are represented and propagated, whether through supporters of the regime or dissidents. Students will engage in critical analysis of an important vehicle of media communication in the global context. Geographical areas of study include the Soviet Union, China, Eastern Europe, Latin America, and the United States.

Course objectives
During the semester, students will:
- expand their knowledge of the human condition and human cultures in the context of the course subject matter;
- enhance their abilities to analyze and respond critically to a wide range of texts, including matters of genre, purpose, audience, culture, voice, and tone;
- enhance their abilities to reason logically and respond critically to a wide range of evidence, both primary and secondary;
- gain a understanding of the intellectual demands required for the study of culture through their own critical analysis: thinking, reading, listening, speaking, and writing;
- develop an appreciation of a foreign culture as both a field of knowledge and a creative process;
- gain an awareness of the scope and variety of contemporary and historical issues and interpretations surrounding foreign cultures;
- learn to understand these issues and interpretation in their cultural and social contexts;
- develop the ability to apply knowledge of diverse backgrounds and culture to their personal lives and studies.

Prerequisites
International Studies major; INTS 201; senior classification; completed international experience.

Required texts
- Course packet
- Course films digitally streamed on mediamatrix.tamu.edu

Course requirements and evaluation

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pop quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>*Propaganda project</td>
<td>10%</td>
</tr>
<tr>
<td>*2 Essays</td>
<td>20% + 20%</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

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

Grading scale
90-100% (A); 80-89% (B); 70-79% (C); 60-69% (D); 0-59% (F)
**Pop quizzes**
11 quizzes total, covering weekly readings and/or films. The lowest score will be dropped when calculating the final grade. Make-ups will only be permitted in the case of university-approved excused absence (see note on absences below).

**Propaganda project**
Collaborative study of a contemporary political advertisement. Presented first in class (Week 5), and then written and submitted by the group. Due date for written work: Week 9.

**Term papers**
Students will write 2 essays, 5-6 pages each. Essays will address one of the films studied in the course. Topics must be approved by the instructor in advance through written proposals. Students will have the opportunity to revise essays based on in-class workshops and instructor’s feedback. See course plan for due dates of proposals, drafts and revisions of individual papers.

**Midterm exam**
Covers the first 6 weeks of the semester.

**Final exam**
Covers the last 8 weeks of the semester.

**Absences**
Attendance in class is absolute essential. Two unexcused absences will result in the reduction of the final grade by a whole letter grade. Please see [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07) for current policy on university-excused absences. For illness- or injury-related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional’s confirmation that absence from class was necessary (see Rule 7.1.6.1).

**Academic integrity**
"An Aggie does not lie, cheat, or steal, or tolerate those who do." You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).

**Disabilities**
The *Americans with Disabilities Act* (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu).
<table>
<thead>
<tr>
<th>Week</th>
<th>Class topics + Film screenings</th>
<th>Reading in packet + Written assignments</th>
</tr>
</thead>
</table>
| 1    | Introduction: Film – “The most important art”  
Theory of propaganda  
Film: *Paradise Now* | pp. 222-46; 3-15 |
| 2    | Socialist and fascist realism  
Eisenstein  
Writing: How to write an essay proposal; notes on term papers  
Film: *Battleship Potemkin* | 16-44 |
| 3    | Charisma  
Nazi propaganda  
Film: *Triumph of the Will* | 65-93 |
| 4    | Political context of Eisenstein’s *Ivan*  
Soviet music and *Ivan*  
Writing: Analysis of a film scene  
Film: *Ivan the Terrible, Part 1* | 94-108  
Essay #1 proposal due |
| 5    | Propaganda projects: class presentations | |
| 6    | Midterm exam  
Theory of dissidence  
Writing: Workshop Essay #1 | Essay #1 draft due |
| 7    | Incipient dissidence?  
Film: *Ivan the Terrible, Part 2* | 109-113 |
| 8    | End of colonialism  
Art of the newsreel  
*The Battle of Algiers* | 113-127  
Essay #1 revision due |
| 9    | Aesopian language: Andrzej Wajda  
Film: *Ashes and Diamonds* | 128-141  
Propaganda project collaborative paper due |
| 10   | Argentina’s Dirty War  
Problem of truth & consequences in post-fascism  
Writing: Limiting your topic; defining what’s important  
Film: *The Official Story* | 160-171  
Essay #2 proposal due |
| 11   | Film logistics and distribution in controlled societies  
Grotesque: Magical realism (Georgian-style)  
Film: *Repentance* | 172-180 |
| 12   | The Chinese cultural revolution  
Writing: Workshop Essay #2  
Film: *Xiu Xiu: The Sent-Down Girl* | 181-196  
Essay #2 draft due |
| 13   | Commercial dissidence?  
Assassination theories; montage and ethics  
Film: JFK | 197-219 |
| 14   | Laughing last  
Film: *In the Loop* | 221-222  
Essay #2 revision due |

Final exam: See final exam schedule [http://registrar.tamu.edu/General/FinalSchedule.aspx](http://registrar.tamu.edu/General/FinalSchedule.aspx)
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Eric Bardehagen, Department of Landscape Architecture & Urban Planning
Forster Ndubis, Head, Department of Landscape Architecture & Urban Planning
Leslie Feigenbaum, AOC Dean, Department of Architecture
DATE: February 7, 2013
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: LAND 442

We recommend that LAND 442 Professional Practice 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: 2500
4. Instructor to student ratio for one section: 1:25

The instructor has changed since original certification and subsequently assignments have changed. A major change in assignments has been the addition of a professional proposal of 18-20 pages. This is completed in three-person teams. Early in the process of writing the proposal, the team presents an outline in which roles are defined, and the instructor ensures that each team member writes at least 5 pages (about 1500 words). Other assignments include job-related writing (not included in the percentage counted for W credit), an analysis of a lecture and an analysis of a public meeting. Feedback includes peer review and instructor feedback on the draft of the proposal. Three days of class are devoted to instruction in preparing a proposal and reviewing models. A book on writing for design professionals is included on the syllabus as a reference text.

Students use work produced for this class during interviews as examples of their writing.
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):

LAND 442 Professional Practice

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: Eric Bardenhagen
Signed: 11/6/12

Printed name and signature

Received: Valerie Balester 11/15/12
(W Course Coordinator, University Writing Center)

(Approvals:

College Dean: Leslie Feigenbaum
Signed: 11/13/12

Printed name and signature

Department Head: Forster Ndubisi
Signed: 11/13/12

Printed name and signature)
LAND 442-500

PROFESSIONAL PRACTICE
3 credit hours
SPRING SEMESTER 2013

Class Time: Monday, Wednesday, Friday, 11:30 a.m. – 12:20 p.m.

Classroom: Room TBD- Langford Architecture Center

Instructor: Eric Bardenhagen, Ph.D., RLA, ASLA
Langford A336, Tel 458-3414
bardenhagen@tamu.edu

OFFICE HOURS: Monday 1-3 p.m., Tuesday & Thursday 3-4 p.m. or by appointment.

I. Course Intent:

A great landscape architect is a gifted practitioner that is able to successfully translate the needs and desires of a client into built, preserved or enhanced landscapes. This needs to be done while also balancing physical, environmental, social (political) and economic forces. To do this requires training that goes beyond the traditional design and construction course sequence. This training focuses on translating, synthesizing and presenting information in ways that will allow you to provide quality planning and design services that are of benefit to your client, the broader society and the natural landscape itself.

II. Course Description:

Introduction to the procedures, management and ethical frameworks in which professional landscape architectural practice occurs. Topics include forms of practice, employment, proposal preparation, fee and contract structures, project management, roles of the landscape architect, presentations and public participation, legal and ethical responsibilities.

LAND 442 Prerequisites: LAND 420; senior classification; approval of instructor.
LAND 646 Prerequisites: Graduate classification and approval of instructor

This course will address those aspects of business and project management normally encountered in the conduct of typical, contemporary office practice. Through lectures, readings and assigned projects you will be introduced to the basic business and management aspects of professional landscape architectural practice. The fundamentals of the landscape architect's relationship to clients, employers, the general public welfare, related professionals, agreements, project organization and administration, construction documents, procedures and administration, construction and professional licensure will be covered. The course content is directed toward preparing you for advanced placement responsibilities and early success upon entering the profession after graduation.

Material for the course will be discussed in lectures and reinforced through the assigned exercises. The purpose of the assignments is twofold: to give you the opportunity to better understand the material through individual work, and to engage you in producing the products and services normally
encountered in contemporary office practice.

There will also be opportunities to attend public meetings and lectures within the area that are relevant to the study of the practice of landscape architecture. Attendance at and summaries of these meetings is intended to introduce you to the workings of public process and public presentations; one of the important arenas in which we as landscape architects work.

III. Course Objectives:

The two primary objectives of this course include:

1. The ability to communicate effectively through multiple mediums and to multiple audiences is of critical importance to a landscape architect, and often a factor in one's success or failure as a professional. This course will provide an opportunity to improve these basic skill sets that are needed to communicate effectively as a landscape architect.

2. To provide an introduction to the many complexities that enter into daily practice that often fall outside of traditional design studios. The ability to balance the design, business, legal/ethics, and project management aspects of providing professional services in the marketplace is essential today.

IV. Course Topics:

Assessing Skills, Identifying Firms and Securing Employment
- Job Searches, Portfolios, Interviewing and Correspondence
- Firm Types
- Client Types

Obtaining Projects
- Marketing and Finding Work
- RFP Response
- Scope of Services
- Estimating Fees
- Proposal Writing
- Project Interviews and Presenting Your Work
- Contracts

Project and Office Management
- Basic forms of communication for the LA
- The Life Cycle of Projects
- Cost Estimation
- Project Management
- Construction Observation
- Project Documentation
- Multi-disciplinary Team Leadership
- Public Participation
- Legal, ethical and professional responsibilities
- Office Procedures, Human Resource Issues, Compensation and Advancement
- Preparing for, and taking the L.A.R.E. and other Certifications
- Charting your career path and finding your competitive advantage
V. Assignments

Class assignments are designed to strengthen lecture topics and to provide students with hands-on applications that can be integrated into their portfolio or drawn upon as they progress in their career. Assignments are as follow:

- Student Bio Card
- Job skills assessment and descriptions
- Letter of interest and personal resume
- Portfolio of classroom and professional internship work
- Interview analysis and follow-up letter (following required career fair interview)
- Proposal for professional services (group project)
- Rowlett lecture analysis (1-2 page)
- Attendance and 1-2 page analysis of a public meeting of the student’s choice related to the practice of landscape architecture
- Project cost estimate
- Group Presentation on the Profession of Landscape Architecture to a young school audience.
- LAND exit survey

Assigned readings outlined in the course schedule should be completed PRIOR to the class listed on the course schedule. This will allow for greater discussion during the class about the assigned topic.

VI. Written Work

This course is listed as a university “W” or writing intensive course that is intended to strengthen a student’s abilities in communication through primarily written works. As a result, many of the exercises and assignments given in this course will require significant amounts of writing.

Good writing is not the result of one single heroic effort by an inspired individual. Rather, it is an iterative process by which drafts are refined again and again until the product is clear, concise and is appropriate to its intended use. To many design students as well as professionals, writing does not come as a natural skill and as a result, it may be more time consuming than you initially anticipate. Work on assignments earlier rather than later in order to allow adequate time to fully develop your ideas or proposals.

To promote this iterative learning process, one that is present in the practice of landscape architecture, major written assignments will include at least one round of peer review. This will enable you to obtain feedback on your work and the opportunity to revise and improve your work prior to submission for a grade. Students are also encouraged to utilize the services of the University Writing Center or the Career Center to improve the quality of their writing.

VII. Performance Evaluation

In professional practice, few things will be more detrimental to your client relationship or opportunities for continued advancement than not submitting your work on time. Late submissions will receive a 10% points penalty and after one week beyond the due date/time, will be considered incomplete. Any circumstances necessitating a deferred time or date for submission must be arranged with the instructor in advance of the originally established due date and time.

Rev. Nov. 9, 2012
Performance evaluation in this course will be structured based on assignments included below and within the course schedule. Adjustments to assignment timing, structure and the addition of quizzes is at the discretion of the instructor, and changes in grade weightings will be adjusted and communicated to students.

Job skills assessment and description
Letter of Interest and personal resume
Portfolio
Interview analysis and follow-up letter

Proposal for professional services (group project)
Project cost estimate

Rowlett lecture attendance and 1-2 page analysis
Attendance and 1-2 page analysis of a public meeting

Group Presentation on the Profession of Landscape Architecture

Student Bio Card
LAND exit survey
Participation/Instructor Evaluation

Final Exam

25%
30%
10%
10%
10%
15%
100%

Important Note: Failure to meet the writing requirements precludes passing this course irrespective of the possibility of student’s making a passing grade on a straight point calculation basis. Because LAND 442 is designated as a Writing Intensive Course in the University Catalog, a student cannot pass this course without doing a passable job on the writing component, no matter how the points are distributed.

VIII. Required and Reference Texts

Reading materials for this course will be drawn from several references as listed below. These will be made available to students through the course e-learning website or as reserve items in the TRC.


*Writing for Design Professionals,* by Stephen A. Kliment

*Ready, Set, Practice,* by Bruce G. Sharky

*Managing Brainpower* (Three book set). By Chuck Thomsen

*Portfolio Design,* By Harold Linton (TRC reserve)

Selected short readings on professional responsibilities and ethics from ASLA
IX. VII. ACADEMIC INTEGRITY:

The Aggie Honor Code states, “Aggies do not lie, cheat, or steal or tolerate those who do.” Students are expected to uphold the highest level of honesty and integrity in all their interactions, and particularly so in the pursuit of knowledge. For the Aggie Code of Honor and explanations of academic integrity and its responsibilities, see http://www.tamu.edu/aggie-honor

Students are cautioned about copying work that was not their own effort and any other act that constitutes plagiarism. Plagiarism is any act that reproduces another person’s ideas, words, writings, drawings, photographs, digital media etc., and represents it as being original work. You are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have permission of that person. Rules governing plagiarism can be found in the latest edition of the Texas A&M University Student Rules governing Scholastic Dishonesty.

X. VIII. ADA POLICY:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu. Evidence of time-extension requirements for examinations that have been sanctioned by the University is to be brought to the instructor’s attention during the first week of class.
TO: Faculty Senate Executive Committee

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

CC: Stephanie Payne, Department of Psychology
Victor Willson, Head, Department of Education Psychology
Donald J. Curtis, AOC Dean, Liberal Arts

DATE: February 8, 2013

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: PSYC 203

We recommend that PSYC 203 Elementary Statistics be certified as a writing (W) course for four academic years (9/12 to 9/16). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 33%
2. Course content appropriate to the major
3. Total number of words: 2000
4. Instructor to student ratio for one section: 1:21

PSYC 203 is a 4-credit course taken by all majors and taught by faculty for lectures and by graduate assistants under the direction of a faculty member for breakout sessions on writing. The instructors meet on a regular basis to ensure quality and uniformity. Students complete two-four scientific reports of 500-1000 words each, for a minimum 2000 words and 33% of the final grade. For each assignment, students submit a draft, which receives instructor comment and in some cases oral comments when so requested. GATs use a common rubric for grading to keep some uniformity between sections. Instruction includes lectures on writing (with slides they share), the use of models, and a section in the lab manual devoted to 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):

   __PSYC 203 Elementary Statistics__

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: __Stephanie Payne__
Stephanie Payne, Associate Head of Psychology (Date) 06/21/12

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

Approvals:
College Dean: __Michael T. Stephenson__
Michael Stephenson, Associate Dean, College of Liberal Arts (Date) 6/22/12

Department Head: __Paul Wellman__
Paul Wellman, Interim Department Head of Psychology (Date) 6/21/2012

1.214 Sterling C. Evans Library
5000 TAMU
College Station, TX 77843-5000
Tel. 979.458.1455 Fax 979.458.1466
writingcenter.tamu.edu
Elementary Statistics for Psychology, PSYC 203  
Spring, 2013

Meetings:  
Instructor: Dr. Heather C. Lench  
Office: PSYCH 218  
Phone: 845-0377  
email: hlench@tamu.edu  
Office Hr.: By appointment  
Website: www.heatherlench.com, under “courses”

Required Texts:  
***THIS CANNOT BE A USED TEXT - YOU NEED TO HAND IN PAGES

***You can use a calculator (without memory functions) for assignments and tests. A calculator is not required, but will save you from some hand calculations. You cannot share calculators during tests, so bring your own if you would like to use one.

Contacting Me: You can call or email with questions (email is best). Allow 72 hours for a response.

Course description and Prerequisites: Psychology has developed scientific methods to explore questions about humanity and this course will introduce you to the statistics used to interpret and evaluate research findings. The goal is to provide you with a foundation to continue your training in psychology and to think critically about psychological findings reported in research articles and the media. Prerequisites: Psyc107, Psychology major

Course objectives: Specifically, this class will teach you to: neither fear nor revere statistics, use statistics to share observations, understand statistical inferences, use SPSS to analyze data, and interpret results obtained during analysis. You will also develop the ability to write clearly and concisely about scientific research.

Course Website: The website will be a useful supplement. During the semester, relevant links will be posted that will help expand your knowledge on various topics.

Lecture and Reading Policy: Attendance and reading are both required to be successful in this course. The reading will be most helpful to you if you have completed it before the class. I will assume that you’ve already read the text in class and will refer
to it during lecture. Statistics is like learning a foreign language and it is difficult to catch up if you begin to fall behind – be sure to attend class and read beforehand in order to get the most out of each class and ensure that you can follow class discussion. The University views class attendance as the responsibility of an individual student. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07

Tests (200 points): There will be four tests during the term. Each test will consist of essay questions, open-ended questions, and multiple choice answers, with problems similar to those covered in lecture, lab, and your text. You must show your work for the problems (although not the portion that can be completed with a calculator). Each test is worth 50 points and will have about 15 questions. They are not cumulative, except to the extent that concepts build upon one another in class. You are responsible for providing your own pen and calculator without memory functions. Arrive on time or you may not have time to complete the test. Make up tests will only be considered in rare and extraordinary circumstances, and only if you contacted me before the scheduled test. There are no make ups for students who did not contact me beforehand unless you have documentation proving extreme circumstances that incapacitated you to the point that you were unable to contact me before the test or a university excused absence that does not necessitate notifying the instructor beforehand. Make ups are not automatically granted even if you contact me before the test and whether a make up is permitted will depend on your circumstance, your ability to document your circumstance, and whether a make up is scheduled in a timely fashion (i.e., immediately after the end of your circumstance). If a make up is allowed, points may be deducted depending on the documentation and the timeliness of scheduling a make up.

Advice for Tests:
1. Always guess, even if you do not know the answer.
2. Work through the problems in your text and lab manual and check your answers.
3. Do not wait until the last minute to study. You’ll understand the concepts most clearly if you study every week and work through the problems as we talk about each concept. You’ll also be able to identify where you’re having trouble.
4. When you have problems, see me or your TA during office hours or send an email or phone one of us. We are here to help you understand statistics – take advantage of that resource.

Writing Assignments: Discipline-Specific Sections of Scientific Reports (150 points; 26 for poster): You will conduct a group research project that will serve as the basis for your individual writing assignments. These writing assignments will be scientific reports that describe your findings over the semester. This project will be designed in your first lab class and your TA will give you additional instructions on the types of variables that you need to include. You’ll be working with the data for a while, so be sure that you pick a topic that you find interesting! A portion of each lab will be devoted to discussion about the projects so come prepared with data files, as instructed by your TA. Small group collaborative learning has been shown to be effective in helping students to learn material – students who understand the material learn by teaching other students and students who do not know the answer learn from their peers. However, each student should work independently on typing and
completing the writing assignments throughout the semester (plagiarism is not permitted). You must turn in a hard copy of your output with each assignment. There will be three writing assignments during the semester, worth 50 points for final drafts. You must submit a rough draft of each assignment. The TA will provide feedback on your writing on each draft assignment and it is your responsibility to apply this feedback to your entire report and make changes. Assignments that are not typed, do not have output, are too similar to other people’s assignments, or not stapled will not be accepted. Late assignments will be accepted, however, 10% will be deducted for each day late (unless you have an extraordinary and documented excuse). You must write a total of 2,000 words in these three reports (meeting the 3 page requirement for each and formatting in APA style will ensure that you do so). At the end of the semester we will hold a research conference for the class. Each group will create a poster presentation and engage in discussion about their own and others’ research. People will be graded individually and as a group for the final poster presentation (worth 26 points). Individuals will report their role as a group member, what their grade should be, and identify the roles of other group members. The grading rubric for the final presentation will be posted on the website.

**Quizzes (40 points):** There will be four quizzes during the semester in the lab. You will be asked to analyze data and report your analyses using wording discussed in lecture and lab. Be sure you know how to use SPSS to run each analysis since the last quiz, identify the relevant information in the output, and describe the result in narrative form. The policy for make up quizzes is the same as for tests, as described above.

**Extra Credit (Optional):** You have the option to earn 8 additional points in the course through extra credit in one of two ways. 1) Locate statistics in the media (journal articles through Psycinfo, newspapers, or reputable online sources), identify and discuss the statistic (by defining what the statistic is and how it was used), and critique its use and the related inferences in the article (this critique must consist of more than saying it was used well). You can complete one typed report for each separate statistic we discuss in class. Each report is worth 2 points, but credit is not guaranteed – you must complete the assignment as described above. Any reports are due at the same time as the writing assignment that includes the relevant statistic. 2) Points will be offered in class at the discretion of the instructor.

**Grading:** Grades will be based on the total number of points obtained on the tests, quizzes, assignments, lab and presentation. Grading will be on a curve at the end of the semester if warranted.

**Requests for Reconsidering a Grade:** If you feel that any of your work was improperly evaluated, you can ask to have it reviewed and the grade reconsidered. To do this, prepare a written statement (one or two paragraphs) within a week of receiving the grade that specifically explains what you believe to be erroneous about the grade. I will not reconsider a grade simply because a poor grade was received, but will reconsider if a mistake in grading may have occurred. Recognize that a new grade could be lower or higher than the original grade.

**Total Points (not including extra credit):** 416
Scores required for each letter designation in the grading system:
A: 374-416 points
B: 333-373 points
C: 291-332 points
D: 250-290 points
F: any score below 250 points

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

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

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

<table>
<thead>
<tr>
<th>Dates</th>
<th>TOPIC</th>
<th>READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 1/15</td>
<td>Introduction to course</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>R 1/17</td>
<td>Methods overview</td>
<td>-</td>
</tr>
<tr>
<td>T 1/22</td>
<td>Measures of central tendency</td>
<td>Ch. 2</td>
</tr>
<tr>
<td>R 1/24</td>
<td>Variability</td>
<td>Ch. 3</td>
</tr>
<tr>
<td>T 1/29</td>
<td>Graphing data</td>
<td>Ch. 4</td>
</tr>
<tr>
<td>R 1/31</td>
<td>Reliability and validity</td>
<td>Ch. 5&amp;6</td>
</tr>
<tr>
<td>T 2/5</td>
<td>Review Day</td>
<td></td>
</tr>
<tr>
<td>R 2/7</td>
<td>Test 1</td>
<td>-</td>
</tr>
<tr>
<td>T 2/12</td>
<td>Hypotheses</td>
<td>Ch. 7</td>
</tr>
<tr>
<td>R 2/14</td>
<td>Probability</td>
<td>Ch. 8</td>
</tr>
<tr>
<td>T 2/19</td>
<td>Significance testing</td>
<td>Ch. 9 &amp; 10</td>
</tr>
<tr>
<td>R 2/21</td>
<td>Independent samples t-tests</td>
<td>Ch. 11</td>
</tr>
<tr>
<td>T 2/26</td>
<td>Dependent samples t-tests</td>
<td>Ch. 12</td>
</tr>
<tr>
<td>R 2/28</td>
<td>Review</td>
<td>-</td>
</tr>
<tr>
<td>T 3/5</td>
<td>Test 2</td>
<td>-</td>
</tr>
<tr>
<td>R 3/7</td>
<td>Analysis of Variance</td>
<td>Ch. 13</td>
</tr>
<tr>
<td>---</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>T 3/19</td>
<td>ANOVA continued...</td>
<td>-</td>
</tr>
<tr>
<td>R 3/21</td>
<td>Factorial ANOVA</td>
<td>Ch. 14</td>
</tr>
<tr>
<td>T 3/26</td>
<td>Correlation Coefficients</td>
<td>Ch. 15</td>
</tr>
<tr>
<td>R 3/28</td>
<td>Review</td>
<td>-</td>
</tr>
<tr>
<td>T 4/2</td>
<td>Test 3</td>
<td>-</td>
</tr>
<tr>
<td>R 4/4</td>
<td>Linear Regression</td>
<td>Ch. 16</td>
</tr>
<tr>
<td>T 4/9</td>
<td>Linear Regression continued...</td>
<td>-</td>
</tr>
<tr>
<td>R 4/11</td>
<td>Chi square</td>
<td>Ch. 17</td>
</tr>
<tr>
<td>T 4/16</td>
<td>Overview of other tests</td>
<td>Ch. 18</td>
</tr>
<tr>
<td>R 4/18</td>
<td>Review Day</td>
<td>-</td>
</tr>
<tr>
<td>T 4/23</td>
<td>Test 4</td>
<td>-</td>
</tr>
<tr>
<td>R 4/25</td>
<td>Presentation Day – Location TBA</td>
<td>-</td>
</tr>
</tbody>
</table>
Elementary Statistics for Psychology  
PSYC 203 Lab

Meetings:  
Instructor:  
Office:  
Phone:  
email:  
Office Hr.:  

Required Text: The lab manual is required at every lab session.

Goals of the Course: This lab will supplement your main statistics class and the work and assignments evaluated as part of the lab are required to pass the course as a whole. In the lab, you will complete a project as a scientist. During the first class, you will form a group and develop a research idea and a list of variables to include in the study. The data you collect will form the basis for the projects that you complete for the rest of the semester. You will learn to conduct relevant statistical tests in SPSS and will learn to make appropriate inferences from the results and to report the results to others. You will also learn to write about studies and results.

Lecture and Reading Policy (see course syllabus for points): Attendance and reading are both required to be successful in this course. Things move quickly in the lab, so it is important that you complete the assigned reading before the class in which we will cover that topic. Pay attention during lab lecture and if something is unclear – ask! You will learn more from the lab if you are engaged during the lab session by taking notes, solving the problems we discuss, and offering answers or comments. If you do not attend a lab class, it is critical that you contact a fellow student for information about what was missed (please get someone’s contact information at the start of the course). If you do not attend a lab for a documented university excused reason, you may have the opportunity to make up the missed lab by completing the handouts for that section – ask the TA.

Scientific Reports (MANDATORY; see course syllabus for points): There will be three writing assignments. This class fulfills a university writing requirement and the writing assignments are therefore mandatory to pass the course. Writing assignments are due in the lab portion of class. A portion of each lab will be devoted to small group discussion about the assignments. Each student must turn in their own assignment that they completed independently – plagiarism is not permitted. These assignments must be typed and follow APA style. You must turn in a hard copy of your output with each assignment. These are writing assignments and you will be graded not only on your ability to correctly analyze data and report findings, but also on your ability to write effectively and clearly. Assignments that are not typed, do not show work or output, are too similar to other people’s assignments, or not stapled will not be accepted. Late assignments will be accepted, however, 10% will be deducted for each day late (unless you have an extraordinary and documented excuse).

Quizzes (see course syllabus for points): There will be four quizzes during the semester. You will be asked to analyze data and report your analyses using techniques
and wording discussed in lab. Be sure you know how to use SPSS to run each analysis covered since the last quiz, identify the relevant information in the output, and describe the result in narrative form. There are no make up quizzes without an extraordinary and documented excuse and only if you contact the TA before the scheduled quiz time.

**Grading:** Grades will be based on the total number of points obtained. See the main course syllabus for details.

**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 Cain Hall, or call 845-1637.

**Texas A&M University Philosophy of Academic Integrity:** Aggies do not lie, cheat or steal nor do they tolerate those who do.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/23</td>
<td>Intro to lab, pick projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/30</td>
<td>Intro to SPSS</td>
<td>Ch. 1</td>
<td></td>
</tr>
<tr>
<td>2/6</td>
<td>Descriptive statistics</td>
<td>Ch. 2</td>
<td>#1 assign</td>
</tr>
<tr>
<td>2/13</td>
<td>Quiz #1, reliability &amp; validity</td>
<td>Ch. 3</td>
<td>#1 draft due</td>
</tr>
<tr>
<td>2/20</td>
<td>Hypotheses, probability</td>
<td>Ch. 4</td>
<td>#1 return</td>
</tr>
<tr>
<td>2/27</td>
<td>Independent t-tests</td>
<td>Ch. 5</td>
<td>#3 assign</td>
</tr>
<tr>
<td>3/5</td>
<td>Quiz #2, Dependent t-tests</td>
<td>Ch. 6</td>
<td>#1 final due</td>
</tr>
<tr>
<td>3/19</td>
<td>ANOVA</td>
<td>Ch. 7</td>
<td></td>
</tr>
<tr>
<td>3/26</td>
<td>Factorial ANOVA</td>
<td>Ch. 8</td>
<td>#3 draft due</td>
</tr>
<tr>
<td>4/2</td>
<td>Quiz #3, Correlation coefficients</td>
<td>Ch. 9</td>
<td>#3 return; #4 assign</td>
</tr>
<tr>
<td>4/9</td>
<td>Linear regression</td>
<td>Ch. 10</td>
<td>#3 final due</td>
</tr>
<tr>
<td>4/16</td>
<td>Chi square</td>
<td>Ch. 11</td>
<td>#4 draft due</td>
</tr>
<tr>
<td>4/23</td>
<td>Quiz #4, prepare for presentations</td>
<td>-</td>
<td>#4 returned</td>
</tr>
<tr>
<td>5/2</td>
<td>Writing #4 final due to TA mailbox in Psychology building by 5 p.m.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PSYC 203
ELEMENTARY STATISTICS FOR PSYCHOLOGY
FALL 2012
MWF 1:50-2:40 PM
PSYCHOLOGY BUILDING 106

Co-Instructors: Jennifer McDonald, M.S. Amber Smitick, M.S.
Email: mcjen13@tamu.edu als04d@tamu.edu
Office: 107 State Chemistry Building 107 State Chemistry Building
Office hours: Mondays and Wednesdays 12:50 – 1:50 (we will both be available at this time)

Mailboxes are located in the mailroom on the 2nd floor of the Psychology Building, right across from the Psychology Main Office

Course Website: http://elearning.tamu.edu; log in using your NetID
Prerequisites: PSYC 107 (Intro) and Core Curriculum Math

Course Description and Objectives
This course will introduce you to the fundamental statistics used in the field of psychology. Using the scientific method you will explore research questions and learn how to interpret and evaluate research findings. The primary objective is to establish a foundation for continued learning and application in the field of psychology. At the end of this course, you should have learned to:
1. identify the appropriate statistical procedures for basic research situations
2. execute the necessary computations for statistical tests
3. understand the implications of quantitative findings
4. interpret and communicate the results of analysis
5. use SPSS to analyze data
6. write succinctly in accordance with APA formatting policies
7. evaluate and critique psychological findings reported in research articles and the media

Additionally, this course is a university designated “W” course, meaning that approximately 33% of your grade will be based on writing. Although statistics may not seem like the most obvious course to be writing intensive, writing and statistics is actually a really good match. The main purpose of statistics in psychology is to evaluate hypotheses made in psychological research. Psychological researchers must be able to clearly communicate their findings as well as the analysis and statistics upon which they base their conclusions. The writing component of this course provides an opportunity to introduce you to scientific writing and for you to learn how to communicate scientific findings and statistics to both academic audiences and laypersons.

Course Website
To use the course website, go to http://elearning.tamu.edu. Login using your NetID. Once you are logged in, our course should show up in your list of courses. The course website will have a copy of this syllabus, the syllabus for the lab component of this course, and relevant materials and information for this class.
Grades

Basis of Evaluation

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>#</th>
<th>Points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>4</td>
<td>100</td>
<td>400</td>
</tr>
<tr>
<td>Syllabus Quiz</td>
<td>1</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Homework</td>
<td>5</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>Writing Assignment</td>
<td>3</td>
<td>110</td>
<td>330</td>
</tr>
<tr>
<td>Draft: 10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final: 100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab Attendance</td>
<td>13</td>
<td>2</td>
<td>26</td>
</tr>
<tr>
<td>Lab Participation</td>
<td>13</td>
<td>3</td>
<td>39</td>
</tr>
</tbody>
</table>

Total 1000

A 90% or higher
B 80 - 89%
C 70 - 79%
D 65 - 69%
F 64% or less

Exams – 400 points total
There will be four exams, each worth 100 points. Each exam will cover both current material and conceptual material from previous exams. The exams will consist of multiple choice questions/problems and questions/problems that require you to show your calculations and provide the answer. Material for the exams will be drawn from both the lectures and the textbook.

You must be present for all of the exams. Policies regarding absences and makeup exams are discussed below.

Absences and make up exams
Make up exams will only be considered in rare and extraordinary circumstances. There are no make-up exams for students who did not contact us beforehand – you must provide written documentation proving that there were extreme circumstances that incapacitated you to the point that you could not contact us before the exam.

Only persons with written Texas A&M University approved excuses will be allowed to take make up exams. (See: http://student-rules.tamu.edu/rule07). To be excused and have the right to a make-up of an exam, you need to notify the instructors in advance or, if advanced notification is impossible, provide notification by the end of the second working day after the absence (in the last case you must provide an explanation why the notification before the class was impossible). In addition, a written excuse must be presented upon your return to class. Specifically, if you miss an exam due to an illness or an injury, you need to provide a confirmation of your inability to attend the class that day from a medical care professional. Please note that an absence for a non-acute medical condition does not
constitute an excused absence. Consistent with University Student Rules (http://studentrules.tamu.edu/), students are required to notify an instructor by the end of the next working day after missing an exam. Make-up exams must be taken within one week of the missed exam. Otherwise, you forfeit your right to a make-up.

**Catch up/Exam Review Sessions**
Built into the course schedule are four “Catch up/Review Sessions” (see tentative schedule at the end of this syllabus). These days always fall on the class session immediately before an exam. They are reserved for (1) covering course material that we didn’t have a chance to get to in previous class sessions and/or (2) holding exam review sessions (if there is sufficient time and student interest). Assume that class will be held on the Catch up/Review Session days.

**Writing Assignments – 330 points total**
You will complete 3 writing assignments for this course. Each writing assignment requires that you turn in a rough and final draft. For each writing assignment, you will analyze data, interpret statistical results, and complete a short research paper. Each of these assignments will be worth 110 points (10 points for a rough draft and 100 points for the final draft). If a rough draft is not turned not only will you miss the helpful feedback provided by your lab instructor but you will also be penalized the 10 points for the missing assignment, as well as points designated for improvement on your draft (i.e., your maximum for your final draft starts at 80 points). More specific details about the writing assignments will be provided to you in your lab. Late assignments (defined as not handing in your assignment by the beginning of lab on the due date) will incur a 10% point penalty for every day they are late. See the lab schedule in the lab syllabus for due dates.

**Homework Assignments – 100 points total**
1. There will be 5 homework assignments throughout the semester, each worth 20 points.
2. Homework assignments are to be turned at the beginning of lab.
3. All assignments are due in the lab at the start of lab. Late homework assignments will incur a 10% penalty for every day they are late.
4. Homework assignments should be neatly hand written, with all pages stapled (not paper clipped) together. It will not be graded otherwise.
5. Your name and lab section must be written on the front page of every assignment you turn in. It will not be graded otherwise.
6. You may ask questions of each other in order to complete these assignments. HOWEVER, every person must turn in an individual assignment and no two students’ assignments should be exactly alike. Assignments that are too similar may not be graded and subject to academic misconduct procedures (refer to “Academic Misconduct” section in the syllabus).
7. Show your work (when working a problem involving formulas, at the minimum you should show each complete formula in its basic form filled in with numbers, at least one intermediate step and the final answer).
8. Please draw a box around your final answers.

**Syllabus Quiz – 5 points total**
There will be a 5-point quiz at the beginning of the semester covering the syllabus. The quiz will be available on e-learning and must be turned in at the beginning of your first lab on August 30th.
Quizzes – 100 points total

Reading Quizzes: There will be five “pop” quizzes over the course of the semester. These quizzes are to ensure that you are keeping up with the reading and that you are prepared to actively participate in class discussions. Quizzes will be multiple-choice and short answer and will cover any material that has been previously assigned or has been covered in previous classes or labs. Please be sure to arrive to class on-time as quizzes will occur at the beginning of class and only a maximum of 10 minutes of class time will be allotted for each quiz.

Lab Quizzes: There will be five scheduled quizzes during the semester in the lab. You will be asked to analyze data and report your analyses using wording discussed in lecture and lab. Be sure you know how to use SPSS to run each analysis, identify the relevant information in the output, and describe the result in narrative form. The policy for make-up quizzes is the same as for tests, as described above.

Lab Component

Lab Attendance and Participation – 65 points total

There are 13 lab sessions in this course (see the lab schedule in the lab syllabus). Attendance, reading, and participation are required to be successful in this course. Labs only meet once a week thus, things move quickly, so it is important that you complete the assigned reading before the class in which we will cover that topic. Pay attention during lab lecture and if something is unclear – ask! You will learn more from the lab if you are engaged during the lab session by taking notes, solving the problems we discuss, and offering answers or comments.

Lab attendance is mandatory. Attendance will be taken at the beginning of each lab session. You will receive 2 point attendance. If you are missing when attendance is taken you will receive 0 points for that day. If you do not attend a lab class, it is critical that you contact a fellow student for information about what was missed because any material missed due to an absence will not be covered outside of lab. If you do not attend a lab for a documented university excused reason, you may have the opportunity to make up the missed lab by completing the handouts for that section – ask the TA.

Critical information for papers and assignments is made available during lab. If you miss lab, it is your responsibility to make contact with classmates (not anyone else’s) and get any materials you missed for any upcoming assignment and turn it in on time. Obtain email addresses from fellow students to contact in case you miss lab.

Lab instructors will also give participation points for each lab session. If you actively participate by asking relevant questions, discussing example problems/answers, and completing the lab problems and examples, you will receive 3 points for that day. Active participation does NOT include spending time on Facebook, sending/receiving text messages, studying or doing work for other classes, having side conversations, or any other activities that are not related to the lab. If you are observed engaging in these behaviors, you will receive 0 participation points for that day.

Other Important, Miscellaneous Things

Falling Behind

It sometimes happens that students find themselves unable to keep up with the demands of the semester. If that happens to you, for whatever reason (family matters, personal issues, health, and so on), it is best to speak to either of us as early in the semester as possible. Do not wait until the semester ends to seek assistance, because it will probably be too late at that point. Statistics is like learning a
foreign language and it is difficult to catch up if you begin to fall behind – be sure to attend class and read beforehand in order to get the most out of each class and ensure that you can follow class discussion.

Seeking Assistance
The lab instructors in this course are a great resource for help. You will each have a lab instructor that leads your specific lab and is an expert in statistics. The labs are intended as a more intimate component of the course and an opportunity for you to get more individualized help and instruction. Take advantage of that resource.

We are more than willing to meet with students to provide assistance with course material and/or other school and career related issues during our office hours. If you cannot attend our office hours, please email one of us to arrange a time to meet. We can usually be flexible on finding a meeting time. However, keep in mind that although we are often in our offices during “normal business hours,” we are also students and quite busy with our own coursework and other obligations, thus we may not always be able to meet with you if you stop by at an unscheduled time.

Email
The Instructors for the course and the lab are also available to help you via email. If you email us, in order for us to be able to understand exactly how we can help you, please make certain that your email includes the following elements: (1) a descriptive subject line including the course number (e.g., PSYC 203: Office Hour Appointment Request), (2) a greeting (e.g., Dear XXXX), (3) a clear description of your problem or question, (4) any steps you yourself have taken to address the problem or question, (5) what you feel we can do to help you, and (6) your full name at the bottom (e.g., Amber Smithick).

Requests for Reconsidering a Grade
If you feel that work you submitted was incorrectly graded, you may submit a written request to have it reviewed and the grade reconsidered. To do this, prepare a written statement (one or two paragraphs) explaining what you believe to be erroneous about the grade. We will not review work simply because a poor grade was received, but we will reconsider if a mistake in grading may have occurred. Please recognize that a new grade could be lower or higher than the original grade.

Calculators
We strongly encourage you to use a calculator for doing your assignments, and we will permit calculators during the exams (no cell phones). A simple calculator that adds, subtracts, multiplies, divides and takes the square root is all you need. You must show your work on all assignments. Thus, calculators that also do statistical calculations will be of little help (they could even hurt- sometimes the way they compute things is different from the method you will learn). We also strongly recommend you get in the habit of bringing your calculator to class, as we will be going through many calculations during class.

Course Etiquette:
• **BE ON TIME.** It is disruptive when students come in late and leave early. If you must leave early, please let me know and if you are late, please sit in the back. Additionally, we will respect your time and make sure we conclude class on time so please **do not start packing up or preparing to leave until the class time has concluded and we have formally dismissed the class.**
• Please be attentive during class. When you are engaging in outside activities (e.g., playing
games, doing homework for another class, texting/IMing, reading the newspaper, sleeping,
talking to another student, etc.) you are not only detracting from your learning but you are also
distracting other students from their learning experience. If you do not want to participate in
class, please do not come to class.

• Feel free to contact us (email or during office hours) if there are classroom behaviors that are
 disruptive that we have not addressed.

Change to Syllabus
Please note that we reserve the right to make changes to the syllabus and schedule during the semester.
Any changes will be announced and if warranted a revised syllabus will be redistributed. It is your
responsibility to ensure that you are aware of any and all changes.

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

Academic Misconduct

Scholastic dishonesty (including cheating and plagiarism) will not be tolerated. Scholastic dishonesty
by a few is grossly unfair to the majority of students who are honest. Cases of apparent scholastic
dishonesty will be pursued to the fullest extent allowed by University regulations. Please help us help
you keep the grading fair and the learning opportunity in PSYC 203 as equitable as possible.

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 scholastic honesty, please go to the online Student Rules book.
Look under Part I: Academic Rules, then go to the section entitled “Scholastic Dishonesty.”

And, please remember the Aggie Honor Code:

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

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

**Course Schedule**

<table>
<thead>
<tr>
<th>DATE</th>
<th>DAY</th>
<th>TOPIC</th>
<th>READING DUE</th>
<th>HOMEWORK ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>27-Aug</td>
<td>M</td>
<td>Administrative Introduction to Statistics</td>
<td>Course Syllabus</td>
<td></td>
</tr>
<tr>
<td>29-Aug</td>
<td>W</td>
<td>1.2 Population and Samples</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.3 Data Structures, Research Methods, and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Statistics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31-Aug</td>
<td>F</td>
<td>1.4 Variables and Measurement</td>
<td>Chapter 1 pp. 4-18</td>
<td>Syllabus Quiz (due in lab 8/30)</td>
</tr>
<tr>
<td>3-Sep</td>
<td>M</td>
<td>Frequency Distributions</td>
<td>Chapter 2 pp. 35-51</td>
<td></td>
</tr>
<tr>
<td>5-Sep</td>
<td>W</td>
<td>Central Tendency</td>
<td>Chapter 3 pp. 58-83</td>
<td></td>
</tr>
<tr>
<td>7-Sep</td>
<td>F</td>
<td>Central Tendency</td>
<td>Chapter 3</td>
<td></td>
</tr>
<tr>
<td>10-Sep</td>
<td>M</td>
<td>Variability</td>
<td>Chapter 4</td>
<td></td>
</tr>
<tr>
<td>12-Sep</td>
<td>W</td>
<td>Variability</td>
<td>Chapter 4</td>
<td></td>
</tr>
<tr>
<td>14-Sep</td>
<td>F</td>
<td>REVIEW CHAPTERS 1-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17-Sep</td>
<td>M</td>
<td>EXAM 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19-Sep</td>
<td>W</td>
<td>Z-Scores</td>
<td>Chapter 5 pp. 120-132</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.1 Intro to z-scores</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.2 Location in Distribution</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.3 Standardized a Distribution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21-Sep</td>
<td>F</td>
<td>Z-Scores</td>
<td>Chapter 5 pp. 132-140</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.4 Other Standardized Distributions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.5 Z-scores for samples</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24-Sep</td>
<td>M</td>
<td>Probability</td>
<td>Chapter 6</td>
<td></td>
</tr>
<tr>
<td>26-Sep</td>
<td>W</td>
<td>Probability of Samples</td>
<td>Chapter 7 pp. 172-186</td>
<td></td>
</tr>
<tr>
<td>28-Sep</td>
<td>F</td>
<td>Probability of Samples</td>
<td>Chapter 7 pp. 187-195</td>
<td></td>
</tr>
<tr>
<td>1-Oct</td>
<td>M</td>
<td>Hypothesis Testing</td>
<td>Chapter 8 pp. 201-213</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>8.1 The Logic of Hypothesis Testing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The “Fantastic Four” Steps</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-Oct</td>
<td>W</td>
<td>8.2 Uncertainty and Errors</td>
<td>pp. 213-229</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>8.3 Examples</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>8.4 Directional Hypothesis Testing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-Oct</td>
<td>F</td>
<td>8.5 Effect Sizes</td>
<td>pp. 229-239</td>
<td></td>
</tr>
<tr>
<td>8-Oct</td>
<td>M</td>
<td>REVIEW CHAPTERS 5-8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10-Oct</td>
<td>W</td>
<td>MIDTERM EXAM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12-Oct</td>
<td>F</td>
<td>Introduction to the t-test</td>
<td>Chapter 9 pp. 250-260</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Topic</td>
<td>Chapter</td>
<td>Pages</td>
</tr>
<tr>
<td>--------</td>
<td>-----</td>
<td>-----------------------------------------------------------------------</td>
<td>---------</td>
<td>----------------</td>
</tr>
<tr>
<td>15-Oct</td>
<td>M</td>
<td>Effect Size and Directional Hypotheses for the ( t )-test</td>
<td>9</td>
<td>261-270</td>
</tr>
<tr>
<td>17-Oct</td>
<td>W</td>
<td>( t )-test for Two Independent Samples</td>
<td>10</td>
<td>277-286</td>
</tr>
<tr>
<td>19-Oct</td>
<td>F</td>
<td>Hypothesis Tests, Effect Sizes, and Assumptions for Independent Sample ( t )-test</td>
<td>10</td>
<td>287-299</td>
</tr>
<tr>
<td>22-Oct</td>
<td>M</td>
<td>11 ( t )-test for Two Related Samples</td>
<td>11</td>
<td>310-330</td>
</tr>
<tr>
<td>24-Oct</td>
<td>W</td>
<td>Introduction to Analysis of Variance (ANOVA)</td>
<td></td>
<td>365-385</td>
</tr>
<tr>
<td>26-Oct</td>
<td>F</td>
<td>ANOVA continued</td>
<td></td>
<td>385-404</td>
</tr>
<tr>
<td>29-Oct</td>
<td>M</td>
<td>Two-Factor ANOVA</td>
<td>13</td>
<td>414-427</td>
</tr>
<tr>
<td>31-Oct</td>
<td>W</td>
<td>Repeated Measures ANOVA</td>
<td></td>
<td>428-447</td>
</tr>
<tr>
<td>2-Nov</td>
<td>F</td>
<td>ANOVA Review</td>
<td>13</td>
<td>498-512</td>
</tr>
<tr>
<td>5-Nov</td>
<td>M</td>
<td>REVIEW CHAPTERS 8-14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7-Nov</td>
<td>W</td>
<td>EXAM 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-Nov</td>
<td>F</td>
<td>Correlation</td>
<td>15</td>
<td>467-481</td>
</tr>
<tr>
<td>12-Nov</td>
<td>M</td>
<td>Correlation (intro reliability and validity)</td>
<td>15</td>
<td>481-498</td>
</tr>
<tr>
<td>14-Nov</td>
<td>W</td>
<td>Regression</td>
<td>15</td>
<td>498-512</td>
</tr>
<tr>
<td>16-Nov</td>
<td>F</td>
<td>Regression</td>
<td></td>
<td>498-512</td>
</tr>
<tr>
<td>19-Nov</td>
<td>M</td>
<td>Correlation and Regression review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21-Nov</td>
<td>W</td>
<td>NO CLASS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23-Nov</td>
<td>F</td>
<td>NO CLASS: HAPPY THANKSGIVING!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26-Nov</td>
<td>M</td>
<td>Chi-square</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28-Nov</td>
<td>W</td>
<td>Chi-square</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30-Nov</td>
<td>F</td>
<td>REVIEW CHAPTERS 15-16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-Dec</td>
<td>M</td>
<td>REDEFINED DAY</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Tuesday, December 11**

**Final Exam 3:30-5:30 PM**
PSYC 203

LAB FOR ELEMENTARY STATISTICS FOR PSYCHOLOGY
FALL 2012
THURSDAYS, [INSERT TIME]
STATE CHEMISTRY BLDG. ROOM 211

Instructor:
Email:
Office:
Office hours:
Mailboxes are located in the mailroom on the 2nd floor of the Psychology Building, right across from the Psychology Main Office.

Course Website: http://elearning.tamu.edu; log in using your NetID
Prerequisites: PSYC 107 (Intro) and Core Curriculum Math

Course Description
This lab is designed to complement the lecture portion of Psych 203. In lecture, you will learn the logic behind various statistical tests, how they are computed, and how to interpret them. In lab, you will apply this knowledge to real life data. You will run the tests you talk about in lecture using statistical software (SPSS) and will write up your results in a scientific way. In many ways, this lab portion of the class is similar to what research psychologists do every day. Everything you’ve learned in your psychology courses came from a research psychologist engaged in this same type of activity. The lab course will also be used to gain extra practice with the concepts covered in the lecture course. We will sometimes engage in extra activities that will help you achieve a deeper understanding of the topics covered in lecture. **Writing assignments and other lab related activities will be worth ___ of your total grade!** Thus, attending and actively participating in lab will be very important. You must the lab to pass the course.
<table>
<thead>
<tr>
<th>Date</th>
<th>Wk.</th>
<th>Topic</th>
<th>Project</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>R 8/30</td>
<td>1</td>
<td>Introductions, Syllabus</td>
<td>Pick groups and projects</td>
<td>Syllabus Quiz</td>
</tr>
<tr>
<td>R 9/6</td>
<td>2</td>
<td>Chapter 1: Introduction to SPSS Appendix A pg. 216-222</td>
<td>Input Group Data</td>
<td></td>
</tr>
<tr>
<td>R 9/13</td>
<td>3</td>
<td>Writing and APA Format: Expectations and Resources/ Chapter 2: Descriptive Statistics</td>
<td></td>
<td>HW1: Central Tendency and Variability</td>
</tr>
<tr>
<td>R 9/20</td>
<td>4</td>
<td>Chapter 3: Graphical Procedures</td>
<td></td>
<td>Quiz 1: Descriptive Stats</td>
</tr>
<tr>
<td>R 9/27</td>
<td>5</td>
<td>Z-scores and Probability</td>
<td>Rough Draft 1 Due</td>
<td>Quiz 2: APA style</td>
</tr>
<tr>
<td>R 10/4</td>
<td>6</td>
<td>Return and Discuss Rough Drafts/Work on Final Draft</td>
<td></td>
<td>HW2: Probability</td>
</tr>
<tr>
<td>R 10/11</td>
<td>7</td>
<td>Chapter 5: one sample t-test Work on Rough Draft 2</td>
<td>Final Draft 1 Due</td>
<td>Quiz 3: Z-scores</td>
</tr>
<tr>
<td>R 10/18</td>
<td>8</td>
<td>Chapter 6: t-test for independent samples</td>
<td></td>
<td>HW3: One-sample T-test</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 7: t-test for Dependent Samples</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R 10/25</td>
<td>9</td>
<td>Chapter 8: One-way ANOVA</td>
<td></td>
<td>Quiz 4: T-tests</td>
</tr>
<tr>
<td>R 11/1</td>
<td>10</td>
<td>Chapter 9: Two-way ANOVA</td>
<td>Rough Draft 2 Due</td>
<td></td>
</tr>
<tr>
<td>R 11/8</td>
<td>11</td>
<td>Chapter 10: Within-subjects ANOVA</td>
<td></td>
<td>HW4: ANOVA</td>
</tr>
<tr>
<td>R 11/15</td>
<td>12</td>
<td>Chapter 12: Correlation Work on Rough Draft 3</td>
<td>Final Draft 2 Due</td>
<td>Quiz 5: ANOVA</td>
</tr>
<tr>
<td>R 11/22</td>
<td>13</td>
<td>NO LAB</td>
<td>Rough Draft 3 Due</td>
<td></td>
</tr>
<tr>
<td>R 11/29</td>
<td>14</td>
<td>Chapter 15: Chi-Square Goodness of fit</td>
<td></td>
<td>HW5: Correlation and Regression</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 16: Chi-square test of independence</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>Finals week – date and time of paper due TBD</td>
<td>Final Draft 3 Due</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Due 12/6</td>
<td></td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Clay Cavinder, Department of Animal Science
H. Russell Cross, Head, Department of Animal Science
Kim Dooley, AOC Dean, College of Agriculture and Life Sciences
DATE: February 8, 2013
SUBJECT: REPORT ON RECERTIFICATION OF C COURSE: ANSC 316

We recommend that ANSC 316 Equine Selection and Judging be certified as a communications (C) course for four academic years (9/13 to 9/17). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 50%
2. Course content appropriate to the major
3. Total number of words: 2000
4. Total minutes of oral performance: 10
5. Instructor to student ratio for one section: 1:20

ANSC 316 is a 2-credit class. A graduate assistant and four supervised undergraduates help with the class. In order to prepare for judging, students deliver five 2-minute oral assignments and write five short assignments (400 words each). Both of these provide the reasoning behind appraisals of a horse. Because the oral performance is by necessity impromptu, writing assignments are expected to serve for formative feedback in that they aid the student in preparing oral presentations in order to enhance diction and confidence about content. Peer review is used on at least two writing assignments, with the others receiving feedback from the instructor in draft form. Lecture and example (models) are used extensively throughout the semester for writing assignments. Instruction on how to prepare oral assignments is given through examples and videos of previous students performing oral assignments.

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 316: Equine Selection and 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: Clay Caunter
Printed name and signature
(Date) 12/11/12

Received: Valerie Balester
(W Course Coordinator, University Writing Center)
(Date) 1/5/3

Approvals:

College Dean: Kim Dooley
Printed name and signature
(Date) 12/19/12

Department Head: JPH
name and signature
(Date) 12/18/12

1.214 Sterling C. Evans Library
5000 TAMU
College Station, TX 77843-5000
Tel. 979.458.1455 Fax 979.458.1466
writingcenter.tamu.edu
DEPARTMENT OF ANIMAL SCIENCE
Spring Semester 2012
TR 3:00-4:50

ANSC 316

Equine Selection and Judging. Credit: 2

Dr. Clay A. Cavinder
249 Kleberg
cac@tamu.edu

TA: Caitlin Vonderohe
240 Kleberg
cvonderohe@me.com

Student Assistance from member of the senior judging team

Description:

Detailed evaluation and comparison of horses; selection and critique of athleticism and performance in horses; industry trends addressed; oral and written defense of judgments also explained and expected of student.

Learning Objectives: Upon taking this course the student will be able to . . .

- describe components of athletic performance in horses, methods of evaluation, and importance of those components by participation in lectures, demonstrations and reading resource material.
- demonstrate the use of visual appraisal to evaluate horses. Therefore, the student will be able to distinguish between correct and incorrect conformation and performance in the horse industry.
- prepare written and oral defense of reasoning regarding a ranking of horses. Students will be given a set or terms and expected to practice in order to gain more comprehension of correct horse industry terminology and improved confidence concerning public speaking.
- identify the major factors that constitute desirable performance in horses after discussion of rules and industry demands on performance.
- identify the value and limitations of showing and other records in evaluating horses for breeding and other purposes.
- engage in the opportunity to be a competitive member of the TAMU Horse Judging Team by developing critical thinking skills if they so desire

Because this course is categorized as a “C” course, you will have opportunities to write about assigned topics related to judging and selection of various performance horse events. Additionally, you will prepare multiple oral assignments in which you will properly and professionally state your reasons for placing conformation and performance
horses. As you progress through the class this will get easier and your proficiency will increase through practice, repetition and informative feedback.

Policy on absences and missed work:

1. There are no unauthorized absences granted!

2. Authorized absence does not excuse students from any course work.

3. Permission for making up any missed work will be granted only for authorized absences arranged in advance of the absence, or in case of sickness, injury, or death in family. In those cases, it is the responsibility of the student to notify the professor as soon as possible. In the case of absence due to sickness, the student must present verification of the illness from the University Health Center or family doctor.

4. Work missed due to unauthorized absence will not be made up, and grade of zero (0) will be recorded. Also, work not made up due to authorized absence will receive a grade of zero (0).

**TENTATIVE COURSE OUTLINE**

Week 1  
Introduction, objectives, outline prerequisites, grading, references, reasons and organization.

Week 2-3  
Conformation and halter judging.

Week 4-8  
Judging western pleasure, hunter-under-saddle, western riding and reining horses.

**MIDTERM EXAM:**  
Thursday, March 8

Week 9-13  
Judging other performance events including hunter hack, showmanship, horsemanship, equitation, trail, cutting, working cowhorse, roping, and working hunter.

Week 14  
“Mini-contest”

**FINAL EXAM:**  
Tuesday, May 8; 1-3 P.M.
References:

**Required book:** *Equine Judging and Selection* by Cavinder et al. available at Notes and Quotes; 701 W. University

**Supplied book:** AQHA handbook

**Website:** aggiehorsejudging.tamu.edu

Grade determination:

- Exams: 30% (100 points / exam = 200 points possible)
- Placing scores on judged classes: 20% (50 points possible / assignment = approximately 1,000 points)
- Written and Oral scores: 50% (50 points possible / assignment = 500 points)

Letter grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89.9%</td>
<td>B</td>
</tr>
<tr>
<td>70-79.9%</td>
<td>C</td>
</tr>
<tr>
<td>60-69.9%</td>
<td>D</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

Writing assignments:

*critiqued: these assignments will be written by the student and then critiqued either by the professor, individual peer, or in a group setting. Upon feedback, the student will have the opportunity to revise the document before submission for final grading. The writing assignment topics will include descriptive performance evaluations of horses that the student has watched and placed accordingly.

Oral assignments:

*these assignments will be given in a formal presentation (with a 2 minute time limit: expected to be approximately 1:35-1:45) with the student presenting to 1 instructor. Writing assignments are expected to aid the student in preparing oral presentations in order to enhance diction and confidence in oral presentations. The topics of these oral presentations will be the same as the written assignments. You will receive a graded rubric for each assignment to provide additional feedback and support for your improvement throughout the course. **Because this is a C designated course, you must earn a passing % (60%) on the oral assignments in order to pass the entire course.**
Semester Lecture Series

January: 17- Lecture: introductions, scoring and cuts, guidelines for developing written and oral assignments, Conformation
19- Lecture: Conformation (practice writing assignment)
24- Halter classes (critiqued writing assignment for a grade) Freeman
26- Halter class (oral assignment) Freeman
31- Lecture Western Pleasure

February: 2- Western Pleasure (critiqued peer writing assignment for grade)
7- Western Pleasure (oral assignment) Freeman
9- Lecture: Hunter Under Saddle
14- HUS (critiqued writing assignment for a grade)
16- HUS (oral assignment) Freeman
22- Lecture: Reining
23- Reining (critiqued peer writing assignment for a grade)
28- Reining (oral assignment) Freeman

March: 1- Lecture: trail
6- Lecture: Western Riding
8- Midterm exam
20- Trail and Western Riding classes (oral assignment)
22- Lecture: Hunter Hack
27- Hunter Hack classes (critiqued writing assignment for a grade) Freeman
29 - Lecture: Showmanship, Horsemanship, Equitation

April: 3- Showmanship, WH, HSE: Freeman
5- Lecture: Working Hunter, Pleasure Driving
10- Lecture: Cutting
12- Lecture: Working Cowhorse
17- Cowhorse class: Freeman
19- Lecture: Roping
24- Roping classes
26- “Mini-contest”

May: 8- Final exam
Faculty Senate Policy:

The handouts used in this course are copyrighted. "Handouts" mean all materials generated for this class, which includes but is not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.

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

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University student rules, under the section “Scholastic Dishonesty.”

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

Aggie Code of Honor

"An aggie does not lie, cheat or steal, or tolerate those that do.” The Office of the Aggie Honor System provides resources to students and faculty to help uphold this Honor Code, including definitions for academic dishonesty and plagiarism. These resources, as well as information about the Office of the Aggie Honor System, can be found at http://www.tamu.edu/aggiehonors/. It is every person’s responsibility; students and faculty alike, to understand what constitutes academic dishonesty, prevent it from happening, and promote honesty and integrity fitting for Texas A&M University. Take the time to explore the website and become familiar with the resources available.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Cecilia Tamborindeguy, Department of Entomology
    David Ragsdale, Head, Department of Entomology
    Kim Dooley, AOE Dean, College of Agriculture and Life Sciences
DATE: February 8, 2013
SUBJECT: REPORT ON RECERTIFICATION OF C COURSE: ENTO 435

We recommend that ENTO 435 Case Studies in Problem Solving be certified as a communications (C) course for four academic years (9/13 to 9/17). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 85%
2. Course content appropriate to the major
3. Total number of words: 7500 (2125 individual)
4. Total minutes of oral performance: 98 (10+ for individuals)
5. Instructor to student ratio for one section: 1:25

Students complete four writing/speaking assignments: an analysis of the scientific method in a single publication they select, in addition to an oral presentation; an analysis of scientific progress across 10 interrelated publications, along with an oral presentation; a client-based case study solving a real-world problem in urban entomology, with an oral presentation; and participation in a debate on current issues in science, technology, and policy, with an accompanying write-up for each team as well as 250-word summaries of articles recommended by the teams (done by students not on that team). Formative feedback is provided through written comments on drafts. Feedback on presentations is provided by instructor comments and class discussion after each assignment, progressively analyzing and improving the expectations for the next assignment. Peer feedback is also provided through peer review.

Instruction on student writing is provided through lecture and discussion using examples. Topics include outlining concepts and ideas, paragraph construction, and proofreading. After the first assignment is returned, common problems, achievements, and methods to improve are discussed. This process is repeated for each of the four assignments. Communication instruction on presentation follows the same process. The discussion is guided through organization, clarity, and presentation skills (vocal enunciation, voice projection, eye contact, audience connection, and use of presentation aids), resulting in a list of class-valued characteristics for professional presentations. A peer review rubric is generated from this list that students use to evaluate each presentation going forward.

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):

________________________ ENTO 435 Case Studies in Problem Solving _______________________

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

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

Instructor / Coordinator: __Cecilia Tamborindeguy_____________________________1/10/2013
Printed name and signature

Received: ___________________________Valerie Balester 1/15/13
(W Course Coordinator, University Writing Center)
(Date)

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

Department Head: ____________Paul Kagele__1/11/13
name and signature
(Date)
Syllabus
ENTO 435 Case Studies in Problem Solving
Spring Semester 2012
Three Credit Hours (3-0)
T-Th 12:45-14:00
Room 102 Heep Center-West Campus

Instructors: Dr. Cecilia Tamborindeyegu, Assistant Professor

Department of Entomology
Texas A&M University
Office: Rm 516 Heep Center
Email: ctamborindeyegu@ag.tamu.edu

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

Student Learning Outcomes:
- Assess, define and communicate problems from simple to complex levels.
- Define and debate problems and solutions from different points of view.
- Participate in the development and assessment of logical arguments, appropriate uses of evidence, and integration of varied types of information (quantitative, qualitative, text, image, etc.) in problem solving.
- Recognize the responsibilities and opportunities associated with citizenship in an increasingly interconnected and interdependent world.

Prerequisites: Junior or Senior classification, or approval of instructor.

Required Reading: Selected materials include web-based, scientific and public domain articles, and other selected materials appropriate to specific case studies.

Grading:
- Paper and presentation on Scientific Method..................15% (150 pts)
- Team paper and presentation on Critical Analysis *..........20% (200 pts)
- Case Study Analyses*..............................................25% (250 pts)
- Current Issues Debate*............................................25% (250 pts)
- Attendance and Participation....................................15% (150 pts)
- There is no final examination in this course.
A=90-100% of cumulative points; B=80-89; C=70-79; D=60-69; F=<60.

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

Each course activity will include assessment of written documents and oral presentations. Activities indicated by * will be assigned to teams and teamwork will be evaluated by individual assessments based upon a rubric for participation.

Estimated Schedule of Classroom Activities (Schedule and Assignments are Subject to Change):

Jan 17 Introduction; syllabus review; development of “participation rubric”; initial review of the Scientific Method.
Jan 19 Discussion of the Scientific Method.

Jan 24 Class in the Medical Sciences Library – Presentation and Library Search Activity by Nancy Duran – Assignment of single scientific article review.
Jan 26 Discussion of the Scientific Method and preparations for assignment completion.

Jan 31 Classroom presentations: single peer reviewed article.
Feb 2 Classroom presentations: single peer reviewed article.

Feb 7 Expanded problem solving in science: interconnected ideas and critical assessment. Assignment II teams; Assignment and Review of Topic Selection and Rubric for Written and Oral Products.
Feb 9 Expanded problem solving in science: developing and testing hypotheses. Teams select topic areas for research.

Feb 14 Classroom Teamwork; Q&A Session.
Feb 16 Classroom presentations.

Feb 21 Classroom presentations.
Feb 23 Case studies: Granovsky Associates.

Feb 28 Case studies: Granovsky Associates.
Mar 1 Classroom presentations,

Mar 6 Case studies team assignments and case reviews; products of assignment II reviewed and discussed.
Mar 8 Teamwork and classroom discussion.

Mar 12-16 Spring Break
Mar 20  Case study final Q/A and preparation.
Mar 22  Classroom Presentations.

Mar 27  Classroom Presentations.
Mar 29  Classroom Presentations.

Apr 3   Case study written products due. Presentation: *Expanded Problem Solving – Science, Technology, Policy, & Regulation.*
Apr 5   Presentation on Debate: a forum for argument, compromise, and finding solutions. Issue debate topics and team assignments.

Apr 10  Debate protocol; Teamwork and classroom discussions.
Apr 12  Debate research, class discussion and final preparation.

Apr 17  Debates.
Apr 19  Debates.

Apr 24  Debates.
Apr 26  Course summary and discussion.

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

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

**Academic Integrity Statement**

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

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

**C-course**
The University Writing Center (UWC), located in 214 Evans Library and 205 West Campus Library, offers one-on-one consultations to writers preparing documents, slides, or oral presentations. UWC consultations are highly recommended but are not required.
Help is available for all of the steps of the writing and speechwriting process including assistance with brainstorming ideas, narrowing the topic, creating outlines or drafts, and presenting a speech to an audience. UWC consultants can help you practice your speech with a real audience or develop visual presentation aids like slides and handouts. Consultants can also help you improve your proofreading and editing skills. If you visit the UWC, take a copy of your assignment, a hard copy of your draft or any notes you may have, as well as any material you need help with. To find out more about UWC services or to schedule an appointment, call 458-1455, visit the web page at writingcenter.tamu.edu, or stop by in person.