

Core Curriculum Management

New Core Component Proposal

Date Submitted: 09/10/18 2:11 pm

Viewing: **AGSM 440-C : Management of Agricultural Systems II**

Last edit: 09/10/18 2:11 pm

Changes proposed by: ashleaschroeder

In Workflow

1. BAEN Department Head
2. AG College Dean UG
3. W & C Preparer
4. W & C Advisory Committee Chair
5. Faculty Senate Preparer
6. Faculty Senate
7. Provost II
8. President
9. Curricular Services

Approval Path

1. 09/11/18 1:27 pm
Stephen Searcy (ssearcy): Approved for BAEN Department Head
2. 09/11/18 1:32 pm
Dawn Kerstetter (dkerstetter): Approved for AG College Dean UG
3. 10/09/18 12:41 pm
Donna Pantel (dpantel): Approved for W & C Preparer
4. 10/09/18 2:20 pm
Donna Pantel (dpantel): Approved for W & C Advisory Committee Chair

Contact(s)

Name	E-mail	Phone
Ashlea Schroeder	aschroeder@tamu.edu	979-845-0609

Course Prefix AGSM Course Number 440

Academic Level UG

Complete Course Title Management of Agricultural Systems II

Abbreviated Course Title MGMT AGRI SYSTM II

Crosslisted With

Semester Credit 3
Hour(s)Proposal for:
Communication Designation

Communication Designation

Number of Sections per Academic Year 1 Enrollment per Section (Avg.) 45

Are the graded writing and presentations evaluated by any assistants (i.e., GATs or undergraduates)? No

If you are working with assistants (graduate or undergraduate included), briefly explain how you will monitor and supervise their work and what roles they will play in the teaching of communication.

There is a TA for the class. They are supervised directly by one of the instructors with weekly meetings and regular email exchanges. Their roles are to manage eCampus for class, coordinate class projects and homework, set-up the writing assignments for grading by instructors, schedule presentations and clients, and assist instructors.

All syllabi should contain one of the following statements. Select the statement that applies to your course.

To pass this course you must pass the C component.

List all graded writing and speaking assignments along with the approximate word count or length of time speaking of each. (Note that for most 12-point fonts there are about 250 words on a page if double-spaced and 500 if single-spaced.) In addition, list the percentage of the final grade each assignment represents.

Writing/Speaking Assignment	Word count	Length of Speaking Assignment	% of final grade	Collaborative?
Individual Writing Assignment	2000	0	30	No
Final Written Report	9000	0	23.3	Yes
Oral Progress Reports	0	15	15	No

Writing/Speaking Assignment	Word count	Length of Speaking Assignment	% of final grade	Collaborative?
Final Oral Presentation	0	30	10	Yes
Poster Presentation	0	20	3.3	Yes

Add word count of each graded writing assignment and put total word count here. 11,000

Add length of each graded speaking assignment and put total presentation time here. 80

Add the percentage of final grade based on writing/speaking and put the total percentage here. 78%
Any combination is allowed, as long as the total meets the requirement.

Explain how collaboration is monitored to ensure equal participation.

Feedback from faculty advisor meetings confirms individual engagement with team. Oral presentations with questions after also demonstrate level of project involvement. Teams also complete peer evaluations at end of project and rate each member's participation.

Describe the formative feedback provided on student writing and speaking, especially on major assignments.

Draft written reports are submitted and returned with instructor comments regarding technical content, style, grammar, organization, tone, format compliance and readability. Students revise the document based on this feedback and re-submit the document for grading and additional comments by the instructors. Oral reports are critiqued immediately by 2 instructors, a peer team, faculty advisor and client. Each team presentation is recorded and reviewed by each student and an assigned self-critique is completed.

Describe how you provide writing and speaking instruction.

Lectures on business writing style are reviewed, and a review is held after each writing assignment is submitted, highlighting example of writing that exceeded, met, or failed to meet the standard expected. Lectures on oral presentation are given to review COMM 205 learning objectives and expectations are set regarding power point presentations and speaking style.

Additional Comments The culmination of the C Course occurs surrounding a Capstone event, where clients interact with students during a poster session and also are given a 30 minute final presentation and written report.

Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.

Attach Course Syllabus [AGSM 440 201911.pdf](#)

Reviewer Comments **Donna Pantel (dpantel) (10/09/18 12:41 pm):** We recommend that AGSM 440 Management of Agricultural Systems II be certified as a Communication (C) course for four academic years (1/19 to 1/23). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria: (1) 45% of the final grade is based on writing quality; (2) the total number of words is 2000; (3) the total minutes of performance is 15; (4) the instructor to student ratio is 1:23; and (5) the assigned writing and speaking are appropriate to the major. A teaching assistant helps with the course. There is collaborative writing and speaking, but only individually written or delivered products are counted above. Students present four progress reports, with each student individually presenting one, and work in groups to present a final project presentation and poster presentation. For writing, they write one section of the final report individually and they collaboratively produce the full report. Feedback in writing consists of comments on a draft of the individually written section. The individual progress report is peer reviewed. Feedback in speaking is done through videotaping students' performance, for which they must turn in a self-assessment. Lectures are given on business writing style and oral presentations and examples are used to illustrate. An optional course text is Rules of Thumb for Business Writers.



Course title and number Management of Agricultural Systems II – AGSM 440
Term Spring 2019
Meeting times and location TR 9:35-10:50, SCTS 317

Course Description and Prerequisites

Management of agricultural systems through team solution of management problems posed by agribusiness managers, farmers, extension specialists and other industry consultants; application of management principles to give experience in solving realistic problems faced by agribusiness managers; critical evaluation of results by students, staff and consultants.

COMM 203; grade of C or better in AGSM 439; should be taken last spring semester prior to graduation.

Learning Outcomes or Course Objectives

Course Objectives:

1. To use the analytical skills and business knowledge from the AGSM curriculum to solve problems common in industry.
2. To develop the professional communication skills needed to be successful in business.
3. To develop problem solving skills to deal with open-ended technical and management problems.
4. To gain experience working to solve an industry problem.
5. To enhance understanding and appreciation of the role of professionalism and continuous education in career building.

Learning Outcomes:

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

1. *Complete a systems analysis of a significant management problem including necessary decision analysis, risk analysis, and implementation plan.*
2. *Evaluate the financial and economic issues associated with the project.*
3. *Completely document systems analysis project (e.g. interim reports, biweekly updates, and a final report).*
4. *Make professional oral and written final presentations.*

Note: AGSM 440 is designated as a “C” class. C classes are communication intensive classes and therefore, a major objective of the class will be to improve your writing and speaking skills.

Instructor Information

Name Gary Riskowski
Telephone number 979-845-7619
Email address riskowski@tamu.edu
Office hours TR 11-12, or by appointment
Office location 103 Price Hobgood Bldg

Name Russell McGee
Telephone number 979-845-3659
Email address romcgee@tamu.edu
Office hours M-F 1:30-3:30 or by appointment
Office location 303F Scoates Hall

TA:
[Tsz Yi Yang \(Young\)](mailto:TszYiYang@tamu.edu)
Yangze2065@tamu.edu

Optional Text

Rules of Thumb for Business Writers by D. R. Wienbroer, E. Hughes and J. Silverman. McGraw Hill Publishers.

Ecampus

This course will use Ecampus to provide information related to the class, assign homework, and turn in work. Ecampus grade book will be used to report all grades.

Grading Policy

The grade will be assigned based on the grading system below. Grading in this course will be based primarily on the homework assignments, class engagement, and progress reports. Each assignment will have expectations for the work to be done and a grading rubric associated with it. Following are the items that will be used to establish your course grade. **Note: You must also pass the C Course requirement from this class (See the section on C-Course).**

900 pts – Individual Writing Assignment**
450 pts - Oral Progress Reports (3 reports x 150 pts each - each grade based on quality of slides and oral presentation).
150 pts - Peer Reviews (3 reviews x 50 pts each)
700 pts - Final Written Report
300 pts – Final Oral Presentation to Client
100 pts - Poster Presentation
300 pts - Class Engagement@@
100 pts – Two meetings with faculty advisor
3000 pts – TOTAL

Note- An unexcused absence from class during a progress report/peer review will result in a zero for the progress report, a zero for the peer review, and a zero for class engagement for that day.

Each team member will select one of the Sections to write (only one member per section). This assignment will be done in two parts – the first draft will be reviewed by the instructors and returned for a re-write, then re-submitted for a grade. Up to 1/3 of the final points for each assignment can be deducted for a low quality draft or no draft submittal. **The draft must be re-written and re-submitted or the final grade will be zero.

@@Class engagement includes attendance, attentiveness, participation, and professional behavior. Grade points will be deducted (-50 pts/class) for unexcused absences and classes with non-professional behavior.

Progress Reports

Each team will give 4 progress reports during the semester to the client, instructor, and 1 peer review team. The topic of each progress report will generally follow the topics listed below. The team will receive a grade for the content of the presentation (slides and oral discussion) and each individual member will receive a grade for the quality of their portion of the presentation and how well they respond to questions. One peer-review team has been assigned to each team. **The peer-review teams are expected to attend the progress reports** and to ask questions after the report. Each peer-review team must also submit a short written critique of the progress report.

Progress report:

- 1 – Background
- 2 – Flow Analysis/Potential Solutions/Selection Analysis
- 3 – Economic Analysis/Recommended Solution
- 4 – Risk and Uncertainty Analysis/Implementation Plan

Late Work Policy

All assignments are due at the time and date posted, except in the cases of an excused absence. If an assignment is turned in late the writer will be deducted 20% the first day late and 13% for every day after until a week late then it will be a 0; unless you have an excuse that meets the criteria given in Student Rule 7 (<http://student-rules.tamu.edu/rule07>). Assignments may be submitted after that date to receive feedback from the instructor, but zero points will be given in these situations if not turned in within the week time frame. The time/date posted on the assignment submission will be used to determine if the deadline was met. The purpose for this stringent policy on meeting deadlines is to prepare you for the expectations of business practice. Activities such as proposal submissions or bidding on contracts have similar fixed deadlines that determine if a submission will be considered.

Team Participation

The AGSM 440 class is based on a team working together to find a solution to the given problem and then to evaluate the potential of that solution for successful adoption by your project client. Although many of the writing and feedback assignments are to be completed as individuals, the team is responsible for developing and determining the information content of those writing assignments. The final report and poster presentation are mostly team efforts.

All members of the team are expected to have equal contribution to the team effort. Each member should take initiative to contribute to the overall work of the team, and should not wait for the other team members to assign tasks. Situations where team contributions are unequal will result in adjustments to the overall course grade points based upon the relative level of contribution. Individual levels of contribution to the team will be assessed using confidential evaluation forms. These forms will be sent at the end of the semester to each team member. In addition, the instructor for the team will make an evaluation and tabulate the evaluations of others. Participation will be evaluated based on the percentage of contribution to the team effort. **Not submitting a team participation form at the end of the semester will automatically result in a 100-point deduction.**

Grading Scale

Standard Letter Grading Scale:

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

The instructor reserves the right to adjust these thresholds downward for the class as a whole if the overall course average distribution justifies an adjustment. Individual grade assignments may be adjusted as well in the case of extenuating circumstances, but individual adjustment will be rare.

C Course

This course is a communication intensive (C) Course. The Core Curriculum Review Committee established the communication-intensive course graduation requirement at Texas A&M University. **To pass this course, you must score 60% or better on the individual writing and speaking assignments of the course. It is possible to have an overall course average above 60% and still fail the course if they fail the individual writing and speaking components.** (The University wants to prevent the case where a student might receive a passing grade in much of the course but neglect the portion that requires individual writing and speaking.)

Tentative Class Schedule

1/16 - Introduction

1/18 - Review of past projects, business writing style, and expectations for the report sections

1/23 – Business speaking style and expectations for the progress reports

1/25 – Writing Center – Oral Presentations

1/30 - Team 1 and 13, Peer Team 4: First Progress Reports and Discussion

2/1 - AGLS Career Fair

2/6 - Teams 2 & 7, Peer Team 1: First Progress Reports and Discussion

2/8 – Teams 3 & 11: First Progress Reports and Discussion

2/13 - Team 4, Peer Teams 1 & 13: First Progress Reports and Discussion

2/15 – Teams 5 & 6: First Progress Reports and Discussion

2/20 – Teams 8 & 9: First Progress Reports and Discussion

2/22 – Teams 10 & 12: First Progress Reports and Discussion

2/27 - Team 1 and 13: Second Progress Reports and Discussion

3/1 - Teams 2 & 7, Peer Team 4: Second Progress Reports and Discussion

3/6 – Teams 3 & 11: Second Progress Reports and Discussion

3/8 - Team 4, Peer Teams 2 & 7: Second Progress Reports and Discussion

3/13 - Spring Break

3/15 - Spring Break

3/20 – Teams 5 & 6: Second Progress Reports and Discussion

3/22 – Teams 8 & 9: Second Progress Reports and Discussion

3/27 – Teams 10 & 12: Second Progress Reports and Discussion

3/29 - Team 1 and 13: Third Progress Reports and Discussion

4/3 - Teams 2 & 7: Third Progress Reports and Discussion

4/5 – Teams 3 & 11, Peer Team 4: Third Progress Reports and Discussion

4/10 - Team 4, Peer Teams 3 & 11: Third Progress Reports and Discussion

4/12 – Teams 5 & 6: Third Progress Reports and Discussion

4/17 – Teams 8 & 9: Third Progress Reports and Discussion

4/19 – Teams 10 & 12: Third Progress Reports and Discussion

4/24 - Present expectations for final written and oral reports, posters and poster presentations

4/26 - Class Wrap-up

5/2 - Capstone Event- Poster Presentations

Tentative Homework Schedule

HW	Draft Due	Return Draft	Final Due
1. Team Section Assignments	--	--	1/25
2. Faculty Advisor Sheet	--	--	1/25
3. Background Section	2/8	2/15	2/22
4. Flow Analysis/Decision Matrix/Potential Solutions/Selection Analysis Section	2/22	3/1	3/8
5. Economic Analysis/Recommended Solution	3/22	3/29	4/5
6. Risk and Uncertainty/Implementation	3/29	4/5	4/12
7. Final Report	--	--	5/3
8. Poster for Presentation	4/26	4/27	4/30
9. Team Participation Survey	--	--	5/3
10. Final Presentation	--	--	TBD
11. Poster Presentation Session	--	--	5/2

Operating Procedures

The emphasis of this course is the independent solution of problems facing industry. This will be primarily an independent study course, with the majority of time required for successful completion of the course being outside of the scheduled class times.

Over the course of this project, you are expected to become an effective and productive team. This has many implications, but at the minimum, you will be organized to complete the assigned tasks on

time, each member is expected to provide an equal contribution to the overall effort, and your team needs to meet or exceed the course expectations. If you have difficulty becoming an effective team, you are expected to discuss the situation with your instructor. At the end of the semester, each individual will be required to rate the contributions of each team member. **Scheduling of team meetings is up to the team members.** Each team will need to find a day and time that is available for your team to meet on a weekly basis.

For individual writing assignments:

To meet the requirements for a C-Course, each student must complete individual writing assignments. Each assignment must go through a process where the student writes the assignment, then the instructor provides feedback on the writing, and the student must re-write the assignment for final submission.

Plagiarism is the uncited use of material developed by others in a manner that passes the work off as your own. Plagiarism can occur intentionally or unintentionally, but both cases are unacceptable. Potential situations where plagiarism may occur in this course would be the use of material from Internet sites, vendor literature, technical publications or other resources, and the use of the writing of a classmate. When plagiarism is detected in a submitted assignment, no credit will be given for the portions that are the work of others. If the plagiarism occurs between teammates, all involved will be provided the opportunity to document the originality of their work. Only the original author will receive credit for the work. If you have any questions regarding plagiarism or cheating, please consult the Texas A&M University Student Rules, under the section Scholastic Dishonesty. These procedures will be followed and enforced in this course to maintain an environment of academic honesty.

At the beginning of the semester:

1. You are expected to meet with your team members to begin to gain a better understanding of the problem assigned to you and to know each other. The first priority will be to set an appointment to meet with your client. Where feasible, a site visit is strongly encouraged. For others, an on-line web conference or telephone conference is acceptable.
2. Some problems may have more than one team assigned. While these teams are expected to operate independently, during the information gathering process, the teams should coordinate to minimize the time commitment of the client. In addition, some problems have the same general topic as those used in the BAEN capstone course, **but with a different focus and expectation.** If you share a topic with one of these BAEN teams, you will be informed. If this is the situation, you are expected to coordinate with that BAEN team to schedule site visits and conference calls in an effort to minimize the time requirement on the client.

Course Attendance

You are expected to attend and engage in class each day that we are meeting, and to attend all team meetings. If you come in 10 minutes late, you will be given a 0 for the day's participation, peer review, and progress report. Any excuses recognized by Texas A&M University will be accepted as excused absences. All other absences must be excused by the instructor before it will be considered an excused absence. It is understood that your team may need to travel, or have some other conflict with the scheduled class period. For these to be considered excused absences, you must contact the instructor **in writing prior to the class** when possible and receive a written approval (<http://student-rules.tamu.edu/rule07>). If there was no prior approval, the form that will need to be submitted will be posted on the eCampus information page. Work conflicts will not be excused absences. However, a limited number of interview trips will be excused on a case-by-case basis, but do not schedule them on dates that your team is presenting. The course schedule is set for the semester, and you are expected to schedule around it.

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, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional

information, visit <http://disability.tamu.edu>.

Additional Accommodations

If any student in this class requires accommodation related to a unique circumstance, please make an appointment to see the course instructors as soon as possible. Appropriate arrangements will be made.

Academic Integrity

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

For many years, Aggies have followed a Code of Honor in an effort to unify the aims of all Aggies toward a high code of ethics and dignity. It functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other. Students should refer to the University policy on academic integrity found in the Honor Council website: <http://aggiehonor.tamu.edu>. All violations will be handled as specified by University Guidelines.

The University Writing Center

We encourage all students make full use of the University Writing Center, its resources and expertise. You may schedule appointments with writing consultants at the Centers on main campus on the second floor of Evans Library and in the West Campus Library. Additionally, many resources are available on the web site (<http://writingcenter.tamu.edu>), such as helpful tips for editing, planning, revising and proofreading your writing. You can make an appointment on the web site or by calling (458-1455). You may also submit documents for on-line assistance.

Core Curriculum Management

New Core Component Proposal

Date Submitted: 08/22/18 11:38 am

Viewing: **PETE 435-C : Technical Presentations II**

Last edit: 08/22/18 11:38 am

Changes proposed by: v-balester

In Workflow

1. **PETE Department Head**
2. **EN College Dean UG**
3. **W & C Preparer**
4. **W & C Advisory Committee Chair**
5. **Faculty Senate Preparer**
6. Faculty Senate
7. Provost II
8. President
9. Curricular Services

Approval Path

1. 06/14/18 9:12 am
Kathy Beladi (k-beladi):
Approved for PETE Department Head
2. 06/14/18 10:46 am
Prasad Enjeti (enjeti):
Approved for EN College Dean UG
3. 07/20/18 5:44 pm
Valerie Balester (v-balester): Rollback to Initiator
4. 08/22/18 11:48 am
Kathy Beladi (k-beladi):
Approved for PETE Department Head
5. 09/18/18 9:35 pm
Prasad Enjeti (enjeti):
Approved for EN College Dean UG
6. 10/09/18 2:13 pm
Donna Pantel (dpantel):
Approved for W & C Preparer
7. 10/09/18 2:20 pm
Donna Pantel (dpantel):
Approved for W & C Advisory Committee Chair

Contact(s)

Name	E-mail	Phone
Jake Williams	jake.williams@tamu.edu	979-845-4292

Course Prefix PETE Course Number 435

Academic Level UG

Complete Course Title Technical Presentations II

Abbreviated Course Title TECH PRESENTATIONS II

Crosslisted With

Semester Credit 1
Hour(s)Proposal for:
Communication Designation

Communication Designation

Number of Sections per Academic Year 4 Enrollment per Section (Avg.) 45

Are the graded writing and presentations evaluated by any assistants (i.e., GATs or undergraduates)? Yes

Who will evaluate them?
1 TA and 1 graduate student grader help the instructor with evaluation

If you are working with assistants (graduate or undergraduate included), briefly explain how you will monitor and supervise their work and what roles they will play in the teaching of communication.

My teaching assistant attends each section and helps manage eCampus postings and entries. By attending the TA receives training. I also meet as needed to provide additional training or answer questions.

During the semester, the TA performs the following:

Delivers a lecture on one of our topics (e.g., presenting value related to solving an engineering problem).

Maintains office hours to assist students with technical research and engineering topic development.

Manages graders (if any) and ensures all grading is performed in a timely and accurate manner.

Assists me with evaluating final presentations at the close of the semester.

I monitor/supervise/train the TA via weekly meetings, plus frequent email and phone contact.

All syllabi should contain one of the following statements. Select the statement that applies to your course.

To pass this course you must pass the C component.

List all graded writing and speaking assignments along with the approximate word count or length of time speaking of each. (Note that for most 12-point fonts there are about 250 words on a page if double-spaced and 500 if single-spaced.) In addition, list the percentage of the final grade each assignment represents.

Writing/Speaking Assignment	Word count	Length of Speaking Assignment	% of final grade	Collaborative?
Final Technical Presentation	0	10	40	No
Abstract	250	0	20	No
2 Technical Source Summaries	1000	0	20	No

Add word count of each graded writing assignment and put total word count here. 1250

Add length of each graded speaking assignment and put total presentation time here. 10

Add the percentage of final grade based on writing/speaking and put the total percentage here. 80
Any combination is allowed, as long as the total meets the requirement.

Explain how collaboration is monitored to ensure equal participation.

When a student presents a partial or complete presentation during class time, the remaining students are sometimes grouped so they can evaluate the presentation and discuss its strengths and weaknesses.

The groups then provide constructive feedback for each presenter.

The students participating in each group must complete a short evaluation form, which is turned in for an individual grade for each participant.

Describe the formative feedback provided on student writing and speaking, especially on major assignments.

WRITING

ABSTRACT - Students compose a 350-450 word abstract summarizing their work on an engineering problem, using the typical format expected by industry organizations and journals. We conduct a peer review of the abstract before it is turned in for a grade. During grading, I review the following elements prior to final submissions: objective(s), scope of work, methods, findings, recommendations. Students have further opportunity to refine their abstracts throughout the semester.

SPEAKING

3 SEGMENT PRESENTATIONS - Students deliver brief preliminary presentations as they develop their work on an engineering problem. Each student is responsible for delivering at least 3 short "preview" slides during the semester. Their classmates complete scorecards for these presentations that include tips for improvement. I also complete a similar scorecard to help each presenter improve as needed. These scorecards do not impact the speaker's final grade - they are strictly feedback tools.

FINAL TECHNICAL PRESENTATION - Student slides are routinely reviewed by my teaching assistant or myself throughout the semester. We offer feedback on technical content, slide design, organization and quality of findings. All students receive extensive coaching prior to delivering the final version.

Describe how you provide writing and speaking instruction.

I use PPT presentations that generally focus on one topic each week - this presentation usually takes 10-15 minutes and is designed to model good slide design and presenter demeanor.

I provide exercises for students that allow them to evaluate written and/or spoken materials - then they offer suggestions for improvement or comment on quality.

We review graphs and images and discuss how they would be presented and explained to different types of audiences.

Throughout the semester, students are asked to create analogies for various petroleum engineering terms or practices.

I show many examples of good objectives, good literature reviews, good slides, etc - these are posted on eCampus for reference.

I and the TA welcome student visits to review, edit and polish all work prior to due dates. In most cases, students have the opportunity to resubmit written work for a better grade if they make the advised corrections.

Additional Comments I corrected this form based on the comments below from Dr. Balester, dated 21 May 2018.

Please let me know as soon as possible if there are further changes needed.

Thanks, Terri Smith (Lecturer, PETE Dept) terri.smith@tamu.edu

PETE 435-C: Technical Presentations II

Below are the comments for the returned/cancelled course proposal.

The word count is less than the required 1250. Also, formative feedback is unclear. Formative feedback has to be provided on writing--you do not clarify what assignments --it is not necessary to say what the details are of the feedback, only which drafts get it (not on after the grade is assigned but before so students can revise). The same on presentations. You say they get peer review on some but are not clear which.

Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.

Attach Course Syllabus [PETE 435 Syllabus - Fall 2018.pdf](#)

Reviewer Comments **Valerie Balester (v-balester) (05/21/18 3:37 pm)**: Rollback: The word count is less than the required 1250. Also, formative feedback is unclear. Formative feedback has to be provided on writing--you do not clarify what assignments --it is not necessary to say what the details are of the feedback, only which drafts get it (not on after the grade is assigned but before so students can revise). The same on presentations. You say they get peer review on some but are not clear which.

Valerie Balester (v-balester) (07/20/18 5:44 pm): Rollback: See my email--there are discrepancies between the proposal form and syllabus and questions about assistants and feedback.

Donna Pantel (dpantel) (10/09/18 2:13 pm): We recommend that PETE 435 Technical Presentations II be certified as a Communication (C) course for four academic years (9/18 to 9/22). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria: (1) 80% of the final grade is based on writing quality; (2) the total number of words is 1250; (3) the total minutes of performance is 10; (4) the instructor to student ratio is 1:23; and (5) the assigned writing and speaking are appropriate to the major. This is a one-credit course with a Graduate Teaching Assistant. Since original certification, the course has not changed significantly. Students write an abstract, two technical source summaries, and give a final technical presentation. For writing, students get instructor feedback on a draft of the abstract. They get feedback on three slides for their presentation at intervals during the semester and they received coaching during the semester on their presentation. Instruction includes presentations weekly on topics related to communication, exercises on critiquing writing and speaking, review of graphs and images related to audiences and presentation styles, use of examples, and an open door policy to encourage conferences related to writing or speaking.

Key: 633

PETE 435 Technical Presentations II Credit 1: (1-0) Fall 2018

Sections	Day	Time (pm)	Location (Rich)
931	T	2:20	302
932	T	3:55	302
933	TH	2:20	302
934	TH	3:55	302

Class duration: 50 min

Instructor: Terri Smith Rich 916G T 12 - 2 / TH 12 - 2 / Also by appointment terri.smith@tamu.edu

Course Description: Preparation of a written technical paper on a subject related to petroleum technology and an oral presentation of the paper in a formal technical conference format. To pass this course you must pass the C component (Final Presentation).

Prerequisites: PETE 335; PETE 337 (Student Paper Contest – Junior Level).

Course Content

1. Topic selection and refinement
2. Strategies for organization
3. Presentation design and delivery
4. Figures, graphs and tables
5. Titles, headings and captions
6. Citations and references
7. Source summaries
8. Technical paper / Article abstract

Learning Outcomes: At the end of the course, students will be able to...

1. Address audience needs / expectations in an oral presentation.
2. Prepare and deliver an informative, focused presentation.
3. Organize technical materials logically (e.g., key concepts, support data, findings, recommendations and value).
4. Locate and apply expert content from outside sources.
5. Design / Select figures, charts and tables that are readily understood by viewers (5-second rule).
6. Apply citation and documentation rules correctly.
7. Respond effectively to questions.
8. Write a 1-page proposal / abstract that serves as the framework for an extended document.
9. Eliminate redundant and/or superfluous content, repetitious phrasing and any form of plagiarism.
10. Demonstrate concise communication techniques for use in the workplace.

Grading Policy

	% Weight
Assignments (lowest grade dropped)	20
Two source summaries	20
Formal written abstract*	20
Final presentation* (developed during course)	40
*Required to pass the course.	

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

Attendance Policy

Participation in class is critical to success. Students will review written work and presentations in class and deliver feedback to presenters. Make-up opportunities will be provided for university-excused absences when students provide proper documentation.

Proposed Calendar – Fall 2018 All assignments are to be posted on eCampus by due date.

Week	Topic	Due
1	Topic selection categories Internship Course project Topic of interest Topic exploration	
2	Refine topic selection Evaluate audience	
3	Define the problem	Topic description – problem-importance-possible solutions, on single PPT slide.

Week	Topic	Due
	Identify essential information 5 x 5 rule	Be prepared to show the slide. Reviewer scorecards
4	Perform effective information searches Cite / Paraphrase properly – avoid plagiarism Choose meaningful graphics and images Respect confidentiality	Open notes quiz at end of class
5	Incorporate data, proof Achieve credibility Control the narrative	
6	Design effective slides Style, strategies and time limits Fillers, distractors and knowledge gaps	Two expert source summaries (template provided on eCampus – minimum 500 words per summary) Note: This assignment grade will not be dropped.
7	Attend ATCE in San Antonio – no class	
8	Presentation design – PROBLEM Presentation design – SOLUTION	Be prepared to show your slides
9	Presentation design – VALUE	Be prepared to show your slides
10	Prepare an abstract (350-450 words) Use template posted on eCampus	Abstract is due when you make your presentation Note: This assignment grade will not be dropped.
11	Volunteer final presentations (+10 points) 1 student per class section NOTE: If no volunteers, 2-4 students will be randomly selected to deliver “mini” presentations	Required length = 10-15 minutes 15-20 minutes for feedback / Q&A Reviewer scorecards Hard copy of abstract
12	SCHEDULED PRESENTATIONS 30-min sessions (+10 points) No regular class meetings at this time ALL students are required to review one presentation in addition to their own sessions.	Required length = 10-15 minutes 15-20 minutes for feedback / Q&A Reviewer scorecards Hard copy of abstract
13	Same as above (+10 points)	Same as above
14	Same as above (no bonus points)	Same as above

Program Outcomes related to this course

- Ability to identify, formulate, and solve engineering problems
- Understanding of professional and ethical responsibility
- Ability to communicate effectively
- Understand the impact of engineering solutions in a global, economic, environmental, and societal context
- Recognition of the need for, and an ability to engage in life-long learning
- Knowledge of contemporary issues

Americans with Disabilities Act (ADA)

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

Academic Integrity For additional information please visit: <http://aggiehonor.tamu.edu>

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