

# Core Curriculum Management

## New Core Component Proposal

Date Submitted: 11/19/18 5:35 pm

Viewing: **BIMS 481-C : Seminar in Biomedical Science**

Last edit: 11/21/18 9:50 am

Changes proposed by: kcurlsjr

### In Workflow

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

### Approval Path

1. 11/20/18 10:43 am  
Kenita Rogers (k-rogers): Approved for CLVM Department Head
2. 11/20/18 11:47 am  
Elizabeth Crouch (ecrouch): Approved for CLVM Department Head UG
3. 11/20/18 12:00 pm  
Elizabeth Crouch (ecrouch): Approved for VM College Dean UG
4. 01/30/19 4:36 pm  
Donna Pantel (dpantel): Approved for W & C Preparer
5. 01/30/19 4:37 pm  
Donna Pantel (dpantel): Approved for W & C Advisory Committee Chair

#### Contact(s)

Name	E-mail	Phone
Kevin Curley	kcurley@cvm.tamu.edu	979-845-2828

Course Prefix BIMS Course Number 481

Academic Level UG

Complete Course Title Seminar in Biomedical Science

Abbreviated Course Title SEMINAR IN BIOMED SCI

Crosslisted With

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

#### Communication Designation

Number of Sections per Academic Year 4-10 Enrollment per Section (Avg.) 18

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.

The graduate assistant will provide office hours for students to bring their writings and presentations for critique. Any graduate students that fulfill this role will all be members of our MS program in science and technology journalism and may likely have had prior experience working at the Writing Center. Graduate students will not be involved with grading any writings or presentations.

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

To receive C credit for 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?
Literature Review Paper – Outline	250	0	10	No
Literature Review Paper – 1st Revision	1500	0	10	No
Literature Review Paper – Final Revision	1500	0	20	No
Group mini-Presentations (x3)	0	3	15	No
Seminar Presentation	0	18	30	No

Add word count of each graded writing assignment and put total word count here. 1750

Add length of each graded speaking assignment and put total presentation time here. 21

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.

There will be three group mini-presentations throughout the semester, for which each student will be responsible for designing and presenting 1-2 slides per group presentations. Each student contributes (creates and presents) 1-2 slides. They merge the slides into a single slideshow, then the entire group stands at the front of the class and they just pass the clicker and take center stage when their slides come up. Formal assessment and feedback is based on each student's individual slide design and delivery. Although the class will discuss the positive and negative aspects of the presentation as a whole.

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

Writing:

- Students will receive written feedback, from the instructor, on their outline and 1st revision of the 1500-word literature review paper. This will include specific comments throughout the text and a completed assessment rubric specific to each assignment.

- Students also receive commentary from at least 3 classmates during peer review via Turnitin.com.

Speaking:

- Throughout the semester low-stakes, group mini-presentations are used to practice specific presentation skills (e.g. slide design, presentation demeanor, and ability to answer questions from the audience). After each presentation, an instructor-led discussion provides commentary and critique from the audience. In addition, students receive formal, qualitative assessment from the instructor on the slides they contributed.

- All students must present a dry run of their seminar (15-20 min.) to the instructor. During this mandatory practice session, they will receive feedback on the presentation as a whole and specific critiques on a per slide basis.

Describe how you provide writing and speaking instruction.

- All students must have passed the prerequisite writing-intensive course: VIBS 310 – Biomedical Writing. This will ensure an existing knowledge on some the fundamentals of scientific writing.

- A hybrid course design will facilitate the use a video lectures to provide out-of-class instruction on a variety of topics related to writing and presenting scientific information.

- A mandatory presentation practice session will allow for one-on-one instruction for improving the student's seminar.

**Additional Comments** The course is designed so that various faculty within the CVM would be able to teach a single section (less than or equal to 18 students). The course coordinator—a faculty member with more than 9 years' experience teaching W and C courses—will create the video lectures, assessment rubrics, detailed assignment instructions, and assignment examples. This will maintain a consistent level of instruction on writing and oral presentation throughout all sections offered.

We intend to offer sections of the course during the fall and spring semesters.

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

Attach Course Syllabus [BIMS 481 Example Syllabus .pdf](#)

Reviewer Comments **Elizabeth Crouch (ecrouch) (11/20/18 11:47 am):** Added syllabus sent to me by Kevin Curley  
**Donna Pantel (dpantel) (01/30/19 4:36 pm):** REPORT ON CERTIFICATION OF C COURSE: BIMS 481 We recommend that BIMS 481: Seminar in Biomedical Science 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) 75% of the final grade is based on writing quality; (2) the total number of words is 1500; (3) the total minutes of performance is 21; (4) the instructor to student ratio is 1:18; and (5) the assigned writing and speaking are appropriate to the major. BIMS 481 is a one-credit course. Students write a literature review that is given written instructor comment in draft form. They also give a seminar presentation and participate in a group presentation for which each student speaks for 1-2 minutes with slides that student designed. Formative feedback for speaking includes a dry run of their seminar presentation for the instructor. Instruction includes lecture on topics related to writing and public speaking.

**BIMS 481: Biomedical Seminar**  
Spring 2019 **Example** Syllabus

Instructor: **Jane Welsh**  
Office: **345 VIDI**  
Office Hours: **T 12-2 p.m. or by appointment**  
E-mail: **jwelsh@cvm.tamu.edu**  
Phone: **979.845.2828**

Coordinator: Kevin Curley  
Office: 383 VIDI  
Office Hours: R 1-3 p.m. or by appointment  
E-mail: kcurley@cvm.tamu.edu  
Phone: 979.845.9287

Teaching Assistant: Ashli Villarreal  
Office: 383 VIDI  
Office Hours: M 9-11 a.m.  
E-mail: ashvillarreal@tamu.edu

**Class Meeting Time:** **W 1:00-2:15 p.m. in VIDI 121**

**Prerequisites:** either VIBS 310 – *Biomedical Writing* or VIBS 311– *Biomedical Explorations Through Narrative*.

**Welcome to BIMS 481!**

Success in any biomedical science career requires an ability to gather, evaluate, and integrate knowledge from the existing scientific literature. Moreover, your capacity to effectively communicate this knowledge is paramount. The oral seminar is particularly commonplace throughout many scientific fields, and thus, the focus of this class.

Specifically, this course is designed to help students:

- determine the merits of published scientific research based on the tested hypothesis, experimental design, and journal credibility;
- carry out an appropriate literature search, then generate a moderate narrative review of a chosen biomedical topic; and
- create a 15-20 min. seminar that effectively communicates the intricacies of said biomedical topic.

Throughout the majority of the semester, this course employs a hybrid instructional design that couples video lectures—provided for viewing outside the classroom—with in-class activities devoted to critical analysis of scientific research papers and the bolstering of oral presentation skills.

**Attendance Policy:** Regular attendance is absolutely required. As unexpected events may occur, one unexcused absence is tolerable. After which, each additional absence will result in a reduction of 10% from the total point tally used in determining final grades. Information regarding university-approved excuses for missed deadlines is described in the TAMU Student Rules and found at:

<http://student-rules.tamu.edu/rule07>.

Calculation of Final Grade:

Online Quizzes	50 pts.
Peer Review	50 pts.
Literature Review Paper – Outline	100 pts.
Literature Review Paper – 1 <sup>st</sup> Revision	100 pts.
Literature Review Paper – Final Revision	200 pts.
Group mini-Presentations	150 pts.
Seminar Presentation	300 pts.
Class Participation	50 pts.
<b>Total</b>	<b>1000 pts.</b>

Letter Grade Equivalent

A ≥ 899.5 pts
899.5 > B ≥ 799.5
799.5 > C ≥ 699.5
699.5 > D ≥ 599.5
F < 599.5

Students must obtain at least **70%** of the points from the seminar presentation (**210/300** pts.) **and** final review paper (**140/200** pts.) in order to receive graduation credit for a C course.

## Brief Assignment Overview:

**Literature Review Paper:** Students will be required to craft a narrative literature mini-review of a biomedical topic of their choosing targeting a **minimum of 1500 words**. This should present a fairly comprehensive, timely overview of the topic based on research existing within the scientific literature. As such, the discussion must be supported by **at least 10 references from peer-reviewed journals**.

As good writing results from a stepwise process, the literature review paper will be broken down into the following:

- Topic Selection – A brief description of topic you intend to write about. It should be the result of your initial brainstorming and a bit of preparatory literature research. During the 2<sup>nd</sup> week of classes, each student will receive a 1-on-1 consultation with the instructor for topic approval and additional guidance.
- Outline – This should provide a comprehensive blueprint of the major components that will be covered by your literature mini-review. The included sub-topics should be detailed and may include potential references.
- Draft – This should encompass the full breath of ideas that will make up the final version; however, they may be somewhat unpolished. **Drafts must adhere to the minimum length and reference requirements** listed above. These will receive peer review, but not specific feedback from the instructor.
- 1<sup>st</sup> Revision – Based on feedback obtained via peer review, this revised draft should be a step closer to your final product. The instructor will provide specific, individualized feedback on this submission and grade it using the assignment's reassessment rubric.
- Final Revision – Using the feedback from the instructor, you will make further revision before submitting this final version.

All the above writing assignments must be submitted (see tentative schedule herein) to Turnitin by 11:59 p.m. **the evening before class meets for that particular week**. Assignments will be accepted past the due date; however, a 10% penalty for each day late will be applied to your score unless a university-approved excuse is provided.

It is expected that you will neither give nor receive unauthorized aid on work in this course. All writing for this course must be your original work. **Any acts of plagiarism will result in a zero for the assignment and a conference with the instructor and appropriate academic authorities.**

**Group mini-Presentations:** During the first half of the semester, students will be randomly assigned to small groups in order to prepare short presentations (**about 5-10 min.**) covering aspects related to the scientific research articles discussed in class. These are meant to acclimate the students to presenting at the front of the classroom and allow for opportunity to hone specific skills related to slide design and presentation technique.

**Oral Presentation:** Students will be required to give a **15 to 20-minute seminar** that presents the highlights from their literature review paper. Following the presentation, students should be prepared to answer questions from their peers. The instructor, as well as the other students, will provide feedback for improvement and assessment.

*In preparation for this oral presentation, each student **must participate in a practice session** in order to present a dry run of their seminar to the instructor. These will occur outside the regular class time and will be individually scheduled with the instructor.*

Tentative Schedule:

<b>Week</b>	<b>Date</b>	<b>Lecture Videos</b> (view prior to class)	<b>Writing Assignment</b>	<b>In-class Activities</b>
1	Jan 16	1. The Scientific Journal Landscape 2. What's a Review Article?		Course Introduction
2	Jan 23	1. Searching the Science Literature 2. Using the TAMU Library Website	<b>Topic Selection</b>	1-on-1 Consultations
3	Jan 30	1. Assertion-Evidence Slide Design 2. Esthetics of a Good PowerPoint	<b>Paper Outline</b>	Journal Paper 1
4	Feb 6	1. Reference Formatting Basics 2. Effectively Citing the Literature		Mini-presentations
5	Feb 13	1. A Guide to Great Peer Review 2. Giving Feedback on Turnitin	<b>Draft</b>	Journal Paper 2
6	Feb 20	1. Calm and Composed Presenting	<b>Peer Review</b>	Mini-presentations
7	Feb 27			Journal Paper 3
8	Mar 6		<b>1<sup>st</sup> Revision</b>	Mini-presentations
9	Mar 13			Spring Break
10	Mar 20			<b>Student Seminars</b>
11	Mar 27			<b>Student Seminars</b>
12	Apr 3			<b>Student Seminars</b>
13	Apr 10			<b>Student Seminars</b>
14	Apr 17			<b>Student Seminars</b>
15	Apr 24		<b>Final Revision</b>	<b>Student Seminars</b>

***Americans with Disabilities Act (ADA) Policy Statement:*** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, 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>.

***Academic Integrity Statement:*** As the Aggie Honor Code states, "An Aggie does not lie, cheat, or steal or tolerate those who do." For additional information, please visit <http://aggiehonor.tamu.edu/>.

# Core Curriculum Management

## New Core Component Proposal

Date Submitted: 11/08/18 4:40 pm

Viewing: **ITDE 201-C : Foundations of Interdisciplinary Engineering**

Last edit: 11/08/18 4:40 pm

Changes proposed by: kbrumbelow

### In Workflow

1. CLEN 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. 11/09/18 1:27 pm  
Tim Jacobs (tjjacobs):  
Approved for CLEN Department Head
2. 11/16/18 1:29 pm  
Prasad Enjeti (enjeti):  
Approved for EN College Dean UG
3. 01/29/19 2:22 pm  
Donna Pantel (dpantel):  
Approved for W & C Preparer
4. 01/29/19 3:25 pm  
Donna Pantel (dpantel):  
Approved for W & C Advisory Committee Chair

#### Contact(s)

Name	E-mail	Phone
Kelly Brumbelow	kbrumbelow@tamu.edu	979-862-5891

Course Prefix ITDE Course Number 201

Academic Level UG

Complete Course Title Foundations of Interdisciplinary Engineering

Abbreviated Course Title FOUNDATIONS INTERDISCIP ENGRNG

Crosslisted With

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

#### Communication Designation

Number of Sections per Academic Year 3 Enrollment per Section (Avg.) 10

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.

N/A

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?
Resume	250	0	10	No
30 Second Pitch	0	0.5	15	No
Professional Development Plan	700	0	15	No

Writing/Speaking Assignment	Word count	Length of Speaking Assignment	% of final grade	Collaborative?
Ethical Code Statement	600	0	15	No
4.5 Minute Final Presentation	0	4.5	20	No

Add word count of each graded writing assignment 1550 and put total word count here.

Add length of each graded speaking assignment and put total presentation time here. 5

Add the percentage of final grade based on writing/speaking and put the total percentage here. 75  
Any combination is allowed, as long as the total meets the requirement.

Explain how collaboration is monitored to ensure equal participation.  
None of the writing/speaking assignments are collaborative.

Describe the formative feedback provided on student writing and speaking, especially on major assignments.  
All writing and speaking assignments will be completed in an iterative three-draft process. The first 2 drafts will be reviewed by the instructor and 2 peers for constructive feedback only. Aside from a small amount of credit tied to submitting drafts by deadline, evaluation of the first 2 drafts will not factor into the final course grade. Third (final) drafts of all assignments will be due in the last week of the class, and these submissions will be graded by the instructor with scores factored into the semester grade. Identical rubrics will be used for the formative feedback and grading of the final submissions.

Describe how you provide writing and speaking instruction.  
Of the 14 weekly class sessions:  
-- 3 will consist of formal instruction in communications (i.e., mostly lecture-style presentation);  
-- 1 will be a workshop session on oral presentations (students and the instructor providing immediate review and feedback on student work and group reflection and discussion); and  
-- 1 will be a "re-cap and reflection" session with the instructor moderating a discussion on class learning including communications outcomes.

Additionally, 4 sessions will feature guest speakers who will be encouraged to highlight their own experiences, lessons learned, and best practices for communications relevant to the field.

Additional Comments

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

Attach Course Syllabus [ITDE201-syllabus.docx](#)

Reviewer Comments **Donna Pantel (dpantel) (01/29/19 2:22 pm):** REPORT ON CERTIFICATION OF C COURSE: ITDE 201 We recommend that ITDE 201 Foundations of Interdisciplinary Engineering 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) 75% of the final grade is based on writing quality; (2) the total number of words is 1550; (3) the total minutes of performance is 5; (4) the instructor to student ratio is 1:10; and (5) the assigned writing and speaking are appropriate to the major. ITDE 201 is a one-credit course. Students write a resume, professional development plan, and an ethical code statement; they present a 30-second pitch and do a final presentation. All writing and speaking assignments require two drafts that are reviewed by the instructor and peers so that students can revise for the final versions. Three classes are devoted to formal instruction in communication and four featured guest speakers highlight their experiences with communication and give advice on communication.





Course title and number ITDE 201 Foundations of Interdisciplinary Engineering  
Term (e.g., Fall 200X) Fall 2019  
Meeting times and location TBD

## Course Description and Prerequisites

ITDE 201 Foundations of Interdisciplinary Engineering

Credit 1. 1 Lecture Hour.

Success strategies for the interdisciplinary approach to engineering problems; ethical issues in engineering and formation of ethical codes in the interdisciplinary context; effective communications for engineering practice; formation of professional cohorts and networks.

Prerequisite: Admission to major degree sequence in interdisciplinary engineering.

## Learning Outcomes

The interdisciplinary engineering major is a very new concept in engineering education, and by definition, does not possess the formal curricula, rubrics, institutions, and reputations that other degree programs enjoy. These circumstances are great as they allow you tremendous opportunities to approach complex problems in novel ways. But, you will also need to develop your own techniques and processes to aggregate knowledge and tools from various disciplines successfully and efficiently. Even more importantly, you need to possess the skills to communicate your past, current, and future work to others in a variety of forms; you cannot even begin an interdisciplinary project without convincing others of the need to devote resources to it.

This course has thus been designed to foster your personal abilities in these key areas. We will adopt a holistic approach throughout the semester whereby you will simultaneously develop the intellectual and communicative components of your professional development plan as an interdisciplinary engineer. This is a very different course from most others in engineering; we can distill its endpoint to a seemingly simple question: "What will you do for the next 3 years (at the university) and the next 5 years after that (post-graduation)?" We will iterate repeatedly on this question exploring different means by which to answer it and different forms of communicating the answer.

As this discussion suggests, this course is a communications intensive "C" course. As detailed below, the preponderance of your course grade will be based on written and oral communications assignments. **To pass this course, you must pass the writing and speaking components.** If this concerns you, please don't worry. (Yes, I know the reputation of "Njineer no rite good"). We will develop each assignment through multiple iterations with constructive feedback at each step. As we will discuss, the beauty of the final product is what always matters, not the ugly but necessary intermediate steps.

With all this stated, our formal learning outcomes are.....

*At the conclusion of this course, students should be able to:*

1. Articulate strategies and processes to integrate multiple disciplines in engineering projects
2. Discuss existing ethical canons for engineers and apply them to interdisciplinary engineering problems
3. Demonstrate effective written and oral communication in common forms used in engineering
4. Define an existing professional cohort and a plan for professional development

### Instructor Information

Name Kelly Brumbelow, Ph.D., P.E., ENV SP  
Telephone number 979-862-5891  
Email address kbrumbelow@tamu.edu  
Office hours TBD  
Office location ZACH 403

### Textbook and/or Resource Material

Weinberg, Gerald M. *An Introduction to General Systems Thinking*. Available in multiple editions and formats. Hardcover: ISBN 978-0471925637, Published 1975 by Wiley. Softcover: ISBN 978-0932633491, Published 2001 by Dorset House. E-book: ISBN 978-1458028983, ISBN 294-0012649751, ASIN B004VS9AUS, Published 2011 by Weinberg & Weinberg. All editions are acceptable.

All other course materials will be distributed via eCampus.

### Grading Policies

Your semester grade will be determined from the following components:

<b>Class Attendance</b>	20%
<b>Networking Assignments</b>	5%
<b>Writing &amp; Communications</b>	75%

- Resume (written) & 30 second pitch (30SP, oral)
- Professional development plan (PDP, written)
- Ethical code statement (ECS, written)
- 4.5 minute final presentation (4.5MP, oral)

*These assignments are described in further detail below.*

**Late work** without a university excused absence will be accepted with a penalty stated in the assignment. If a university excused absence does occur, in accordance with TAMU Student Rule 7, **make-up work** commensurate with the original assignment will be assigned if it is not possible to submit the original assignment with an allowance for time missed. For example, if a student has an excused absence from the class when a guest speaker is presenting, the make-up work could be to research the topic of the speaker's presentation and prepare a summary submission of the topic.

### Grading Scale

**A = 90 – 100**  
**B = 80 – 89**  
**C = 70 – 79**  
**D = 60 – 69**  
**F = 0 – 59**

**Class attendance** is required at all class meetings, will be recorded, and is a component of your semester grade. TAMU Student Rule 7 (see <http://student-rules.tamu.edu>) governs all cases of excused and unexcused absences. Each unexcused absence will result in a deduction of 4% off your final semester grade up to a maximum deduction of 20%; for example, a student with 2 unexcused absences could earn a maximum semester grade of 92%, a student with 6 unexcused absences could earn a maximum semester grade of 80%, etc.

**Networking assignments** will be simple, participation-based assignments focused on developing your professional network: meeting with other ITDE students to socialize, and attending a meeting of a professional society.

## Writing & Communications Assignments

All writing and communications assignments will be developed through an iterative three-draft process. The intention of this process is to help you improve your writing and speaking in a low-stakes environment and to encourage you to adopt iterative drafting as your process of developing written and oral communications. Your first and second drafts will be reviewed by peers and the instructor for constructive feedback only. These drafts will not receive grades that factor into the final semester grade, with the exception of a small amount of credit tied to turning in assignments on time. The final drafts of all assignments are due in the last week of the semester, and these drafts will be graded by the course instructor with scores included in the final semester grade. The same rubrics will be used for each assignment throughout the semester so that formative peer and instructor review is on the same basis as final grading.

### ***Resume – approximately 250 words (10% of semester grade)***

You will write a resume appropriate for seeking out an internship this academic year. The first draft will be due early in the semester to correspond with the SEC career fair.

### ***30 Second Pitch (30SP) – 30 second oral presentation (15% of semester grade)***

The 30SP will be your introductory oral description of your academic and professional goals and plan. It will be appropriate to starting a conversation with a recruiter at a career fair or job interview. The first draft will be due early in the semester to correspond with the SEC career fair.

### ***Professional Development Plan (PDP) – minimum 700 words (15% of semester grade)***

The PDP will outline your goals as an engineer and describe the steps you will take to achieve these goals in the remaining 3 years of your B.S. studies and the first 5 years after graduation. This plan will complement your academic degree program with elements of professional networking, work experience, advanced study, leadership, etc. The PDP will also form the foundation for your personal BS-ITDE portfolio that you will develop from now until graduation to demonstrate achievement of ABET student outcomes.

### ***Ethical Code Statement (ECS) – minimum 600 words (15% of semester grade)***

The ECS will present a code of ethical practice for your personal realm of interdisciplinary engineering. It will include adaptation of existing ethical codes to your professional circumstances. You will also describe anticipated scenarios in your field requiring ethical judgment and how your code can be applied to these scenarios.

### ***4.5 Minute Final Presentation (4.5MP) – 4.5 minute oral presentation (20% of semester grade)***

The 4.5MP will be an oral presentation of your PDP and ECS. Just as the 30SP is a “conversation-starter,” this presentation will be focused on fuller discussion of your personal vision and goals to impress others in settings like a formal job interview or to audiences unfamiliar with your interests. We will also focus on the process of effectively translating written documents to oral presentations and how different media require different approaches.

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

Week	Topic	Required Reading/Assignments
1	Introduction to course; Meet your fellow ITDE students; Intro to resume and career fair pitch	
2	Writing & Communications (W&C) instruction: Preparing for a career fair	Bring draft of resume (R) and 30 second pitch (30SP) to class
3	Systems Thinking: Making sense of an ITDE program	Read Weinberg, Preface and Chaps 1-2
4	W&C instruction: Writing as an engineer and developing a professional development plan	
5	Guest Speaker: ITDE in industry	Submit first draft of professional development plan (PDP)
6	Systems Thinking: Systems and observations	Read Weinberg, Chaps 3-4
7	Engineering ethics in the ITDE context	
8	Guest Speaker: ITDE in research	Submit first draft of ethical code statement (ECS)
9	Systems Thinking: Analysis and modeling	Weinberg, Chaps 5-6
10	W&C instruction: Presenting to human beings	Submit second draft of PDP
11	Guest Speaker: ITDE in service	Submit second draft of ECS
12	W&C instruction: Presentation workshop (real-time peer review)	Bring second draft of R & 30SP second pitch and first draft of 4.5 minute final presentation (4.5MP)
13	Guest Speaker: ITDE in industry	
14	Re-cap and reflection: what have we learned, why is it important, and what will we do with it?	Final drafts of all deliverables: R, PDP, ECS, 30SP, 4.5MP

### Other Pertinent Course Information

#### 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>.

#### Academic Integrity

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

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

As engineers you hold a paramount ethical obligation to protect the safety, health, and welfare of the public. Poor choices by engineers have consequences that are, at best, costly, and at worst, deadly. This course includes development of your personal engineering ethical code, and that includes upholding standards of academic integrity.

In addition to the website linked immediately above, you are encouraged to consult with the University Writing Center's site for resources on writing and presenting with academic integrity <http://writingcenter.tamu.edu/>.

The default consequence for any violation of standards of academic integrity will be assignment of a grade of “F\*” (failure due to academic dishonesty) and notification to the Aggie Honor System Office. If you are ever in doubt whether something is permissible or not, just ask the instructor. You will never be penalized for asking.