The Undergraduate Curriculum Committee recommends approval of the following:

1. New Courses

**AERO 451. Human Spaceflight Operations. (3-0). Credit 3.** Essential aspects of human spaceflight operations as performed by NASA; in-depth understanding of the state-of-the-art in spacecraft operations, including spacecraft systems, ground and launch operations, mission management and on-orbit activities such as science, robotics, spacewalking and human health maintenance; applications to future space systems. Prerequisite: Grade of C or better in AERO 321 or equivalent; senior classification.

**AGCJ 411. Audience and Communications Research Methods. (2-2). Credit 3.** Evaluation and implementation of research designs and methods used in audience and communications research; data collection methods and strategies, including interviews, observations, focus groups, surveys and content analyses, use of descriptive and comparative analyses to develop data-driven personas and recommendations for engaging target audiences. Prerequisite: Junior or senior classification.

**AGSC 305. Management of Supervised Agricultural Experiences. (3-0). Credit 3.** Overview of supervised agricultural experiences (SAEs) and content that can be used in the secondary agricultural science program; engagement in SAE programs; management practices for SAE projects including record keeping and student reports. Prerequisite: Junior or senior classification.

**ANSC 351. Current issues in Animal Agriculture. (3-0). Credit 3.** Preparation to project a professional image and the use of communication skills to describe animal agriculture; converse about the strengths and weaknesses of animal agriculture. Prerequisite: Junior or senior classification.

**ARAB 104. Intensive Beginning Arabic. (8-0). Credit 8.** Accelerated elementary language study, with oral, listening, reading and writing practice. Equivalent to ARAB 101 and ARAB 102.

**ARAB 204. Intensive Intermediate Arabic. (6-0). Credit 6.** Accelerated intermediate language study, with oral, listening, reading and writing practice. Equivalent to ARAB 201 and ARAB 202. Prerequisite: ARAB 102 or ARAB 104.

**ARCH 281. Seminar in Contemporary Architecture. (1-0). Credit 1.** Presentations by and discussions with professionals representing specialty areas related to environmental design through the Department of Architecture Lecture Series. May be taken four times for credit.

**ARCH 353. History of Product Design. (3-0). Credit 3.** History of product design in Europe and America including the relationship between designer and object, the relationship of design, industry and media over time and design criticism; focus on material/technical and typological approaches, comparative method and content analysis in context of original environment and social history. Prerequisite: Junior or senior classification or approval of instructor.

**ARCH 381. Design Seminar. (1-0). Credit 1.** Presentations by and discussions with professionals representing specialty areas related to architectural fabrication and product design. May be taken three times for credit. Prerequisite: Junior or senior classification or approval of instructor.

**ATTR 201 Field Experience in Athletic Training I. (0-4). Credit 1.** Field based experience in athletic training to provide on-the-job training designed to enhance and clarify career objectives; knowledge and skill development in professional behaviors, injury prevention and risk management. Prerequisite: Kinesiology majors.
ATTR 202. Field Experience in Athletic Training II. (0-4). Credit 1. Field based experience in athletic training to provide on-the-job training designed to enhance and clarify career objectives; knowledge and skill development in recognition and evaluation of common injuries and illnesses and their management. Prerequisite: ATTR 201.

ATTR 301. Field Experience in Athletic Training I. (0-4). Credit 1. Field based experience in athletic training to provide on-the-job training designed to enhance and clarify career objectives; knowledge and skill development in the treatment and rehabilitation of athletic injuries. Prerequisite: ATTR 202.

ATTR 302. Field Experience in Athletic Training II. (0-4). Credit 1. Field based experience in athletic training to provide on-the-job training designed to enhance and clarify career objectives; knowledge and skill development in athletic training administration; exploration of policy and position statements; professional development. Prerequisite: ATTR 301.

BAEN 484. Internship. No Credit. Practical experience working in a professional biological and agricultural engineering setting. May be taken three times. Prerequisite: Junior or senior classification; approval of the instructor.

BESC 311. International Perspectives on Environmental Issues. (3-0). Credit 3. Role of the United Nations and other institutions that promote international cooperation toward sustainable development goals; influence of cultural views on critical thinking about environmental issues, including population, water and agriculture, biodiversity and energy. Prerequisite: Junior classification or approval of instructor; must attend two mandatory pre-departure meetings.

CARC 181. First Year Seminar. (3-0). Credit 3. Seminar on various contemporary topics; introduction to high quality college instruction and research; focus on writing, speaking, exploration, discussion and research. May be taken two times for credit. Prerequisite: First time in college and College of Architecture undergraduate studies.

CHIN 405. Modern Chinese Fiction. (3-0). Credit 3. Analysis of major Chinese literary and other prose works of the twentieth and twenty-first centuries; taught in English. May be taken two times for credit. Prerequisite: Junior or senior classification or approval of instructor.

CHIN 465. Chinese Film. (3-0). Credit 3. Consideration and analysis of major works and directors of Chinese film; interpretation of culture through film; relationship of film to history, literature and other arts; taught in English. May be taken two times for credit. Prerequisite: Junior or senior classification or approval of instructor. Cross-listed with FILM 465.

CSCE 451. Software Reverse Engineering. (2-2). Credit 3. Overview of the compilation mechanism to generate executable files and raw binary codes from source codes; executable file formats for an operating system to run the binary code; disassembly algorithms and control graph analysis; static and dynamic analyses; case studies on code obfuscation, codebreaking, malware analysis. Prerequisite: CSCE 313 or approval of instructor.

COSC 202. Introduction to Housing. (3-0). Credit 3. Overview of the social, economic, environmental and cultural impacts of housing on communities and nations; varied perspectives to understand the different facets of housing and their impacts on the human experience; critical thinking skills to gain knowledge and to be informed of housing choices.
COSC 310. Design and Construction Leadership Education I. (1-0). Credit 1. Promotion of personal leadership skills utilized within the design and construction professions; primary understanding and developing management skills with specific attention to developing personal attributes and skills necessary for achieving organizational goals. Prerequisites: CARC majors only pursuing the minor in leadership in the design & construction professions; junior or senior classification or approval of instructor.

COSC 333. Project Management for Faculty Managers. (3-0). Credit 3. Overview of project management for facility managers covering concepts and components of project management and their interrelationships in construction practice. Prerequisite: Minor in facility management; junior or senior classification or approval of instructor.

COSC 410. Design and Construction Leadership Education II. (1-0). Credit 1. Development of competencies in various leadership and management practices that are useful in an array of situations; emphasis on organizational leadership and management development with specific attention to intragroup relationships and techniques for achieving group goals. Prerequisites: COSC 310, CARC majors only pursuing the minor in leadership in the design and construction professions; junior or senior classification or approval of instructor.

COSC 411. Seminar in Design and Construction Executive Leadership. (1-0). Credit 1. Promotes an understanding of leadership and builds the capacity to understand and meet the challenges involved in developing and leading ethical and sustainable organizations in today’s economy; examination of theory, conceptualizing, reflection and application; share experiences in everyday life and learn to predict outcomes based on theoretical models. Prerequisite: COSC 410; CARC majors only pursuing the minor in leadership in the design and construction; junior or senior classification or approval of instructor.

CVEN 399. Mid-Curriculum Professional Development. No Credit. Participation in an approved high-impact learning practice; reflection on professional outcomes from civil engineering body of knowledge; documentation of experience appropriate to eventual professional licensure; self-assessment of learning at mid-curriculum point. Prerequisites: CVEN 207, CVEN 250, CVEN 303, CVEN 306, CVEN 311, CVEN 322, CVEN 345 and CVEN 363.


ECEN 484. Professional Internship. (1-0). Credit 1. Professional internship in a private company, government agency or laboratory, university or organization to provide work and/or research experience related to the student’s major and career objectives. May be taken three times for credit. Prerequisites: Grade of C or better in ECEN 214 or ECEN 248; junior or senior classification; approval of instructor and internship agency.

ENDS 108. Design and Visual Communication Foundations II. (1-12). Credit 5. Approaches to problem identification and problem solving emphasizing human, physical and cultural factors influencing architectural design; understanding of space, materiality and tectonics in a human body scale; development of drawing methods with emphasis on analytical drawing; reinforcement of visual and verbal communication as applied to design processes. Prerequisite: ENDS 105 and ENDS 115.
ENGL 305. Texas Literature. (3-0). Credit 3. Examination of Texas literature, culture and multimedia; exploration of the development of Texas identities and responses to the rich cultural diversity within the state; topics vary from each section. Prerequisite: Junior or senior classification.

ENGR 380. Seminar Series in Engineering Project Management. (1-0). Credit 1. Presentations by practicing engineers and professionals addressing engineering project management process and practice; discussion forum to better understand the opportunities and challenges of engineering project management and the analytical tools and skills required to be successful. Must be taken on a satisfactory/unsatisfactory basis. Prerequisites: ENGR 333 or approval of instructor; junior or senior classification in the Dwight Look College of Engineering or biological and agricultural engineering (BAEN).

ENGR 430. Fundamentals of Subsea Engineering. (3-0). Credit 3. Orientation to subsea engineering fundamentals, including SURF (Subsea, Umbilicals/Controls, Risers, Flowlines) equipment and configurations; exposure to practical, industry focused problems; subsea equipment components; design considerations and design drivers; subsea production operations; integrity critical maintenance activities. Prerequisite: Junior or senior classification; enrolled in the Dwight Look College of Engineering or approval of instructor.

ENTO 209. Veterinary Entomology Laboratory. (0-2). Credit 1. Insects and their relatives causation of economic loss, impacts to well-being and transmission of disease pathogens to domestic and companion animals and wildlife, as well as health and well-being of humans through occupational or recreational exposure; laboratory emphasizes identification of major arthropod pests, use of microscopy and dissection equipment. Prerequisite: Concurrent enrollment with ENTO 208.

FILM 465. Chinese Film. (3-0). Credit 3. Consideration and analysis of major works and directors of Chinese film; interpretation of culture through film; relationship of film to history, literature and other arts; taught in English. May be taken two times for credit. Prerequisite: Junior of senior classification or approval of instructor. Cross-listed with CHIN 465.

GEOG 391. Geodatabases. (3-1). Credit 3. GIS data modeling; introductory and advanced spatial SQL (structured query language); spatial database management system (DBMS) server setup, management and maintenance; spatial DBMS design, implementation, tuning, performance analysis and indexing; connecting spatial data services and warehouses to GIS software. Prerequisite: Junior or senior classification.

GEOL 102. Principles of Geology Laboratory. (0-2). Credit 1. Laboratory exercise-based introduction to the physical and chemical nature of the Earth and dynamic process that shape it; rock and mineral types; topographic and geologic maps; a complement to GEOL 101, but may be taken independently.

MATH 140. Mathematics for Business and Social Sciences. (3.0). Credit 3. Application of common algebraic functions, including polynomial, exponential, logarithmic and rational, to problems in business, economics and the social sciences; includes mathematics of finance, including simple and compound interest and annuities; systems of linear equations; matrices; linear programming; and probability, including expected value. No credit will be given for more than one of MATH 140, MATH 141 and MATH 166. Prerequisite: High school algebra I and II and geometry.
NRSC 350 Science of Mind and Brain. (3-0). Credit 3. Research in cognitive neuroscience; methodological advances that enable the study of the human brain safely in the laboratory; complex aspects of the mind like emotion, social behavior, and consciousness. Prerequisite: Junior or senior classification.

PHLT 484. Public Health Studies Field Experience. (3-0). Credit 3. On the job training in the area of public health studies industry; development of objectives and goals; evaluation by supervisor required. Prerequisites: Approval of instructor; junior or senior classification; public health major with a minimum overall 3.0 TAMU GPA.

PHYS 328. Experimental Physics II. (1-1). Credit 1. Laboratory experiments in modern physics and physical optics with an introduction to current, state-of-the-art recording techniques. Prerequisites: PHYS 225, PHYS 309, PHYS 327.

PHYS 416. Physics of the Solid State. (3-0). Credit 3. A survey of solid state physics; an introduction to crystal structures and the physics of electrons, lattice vibrations and photons; applications to semiconductors; magnetism; superconductivity; physics of nanostructures; brief introduction to selected current topics in condensed matter physics. Prerequisites: PHYS 304 and PHYS 412.

PSYC 350. Sciences of Mind and Brain. (3-0). Credit 3. Research in cognitive neuroscience; methodological advances that enable the study of the human brain safely in the laboratory; complex aspects of the mind like emotion, social behavior and consciousness. Prerequisite: Junior or senior classification. Cross-listed with NRSC 350.

SPAN 208. Spanish for Health Professionals I. (3-0). Credit 3. First half of a two-semester sequence for intermediate level Spanish; for those interested in careers in the health professions; presentation and practice of the most important basic communication functions in patient-provider interaction. Prerequisite: SPAN 102 or placement by exam.

SPAN 218. Spanish for Health Professionals II. (3-0). Credit 3. Second half of a two-semester course sequence for intermediate level Spanish; for those interested in careers in the health professions; presentation and practice of the most important basic communication functions in patient-provider interaction. Prerequisite: SPAN 201, SPAN 208, or placement by exam with approval of instructor.

SPAN 318. Oral Communication for Health Professionals. (3-0). Credit 3. Development of advanced oral communication skills in Spanish within the context of the medical professions through discussion and study of health related and cultural issues relating specifically to the Latino/Hispanic community. Field trips, service learning, volunteering, interviews, impromptu speaking and formal presentations may be required. Prerequisite: Junior or senior classification or approval of instructor with placement exam, or SPAN 202 or SPAN 218.

SPAN 407. Spanish-English Translation. (3-0). Credit 3. Foundations of translation methodology, strategies and practice; rendering of literary and non-literary texts; ethics of translation; emphasis on translation into the first language. Prerequisite: 6 credits of upper division SPAN with a grade of B or better or approval of instructor.

SPAN 417. Advance Spanish-English Translation. (3-0). Credit 3. Expansion of translation practice and development of lexical and stylistic competence in specialized fields, including commercial, legal, medical, technical and scientific; mandatory service learning component included. Prerequisite: SPAN 407 with a grade of B or better or approval of instructor.
SPMT 481. Seminar. (1-0). Credit 1. A variety of topical seminars in communicating contemporary and historical sport management subjects designed to complement the curriculum in sport management. May be taken three times for credit. Prerequisite: Admission to the professional phase of the sport management program; junior or senior classification; or approval of instructor.

VIBS 243. Introductory Mammalian Histology. (1-2). Credit 2. Biological aspects of the human body by integrating histology and anatomy and physiology; emphasis on the transition of cell and tissue organization to organ systems that comprise mammalian organisms; builds upon concepts introduced in lower-level biology and builds a foundation to succeed in upper-level histology, anatomy and physiology.

VIST 432. Applied Perception. (3-0). Credit 3. An advanced introduction to perceptual science, including the cognitive, neural and evolutionary processes that undergird perceptual systems as well as the variety of perceptual factors that influence design decision. Prerequisite: Visualization major; junior or senior classification or approval of instructor.


2. Change in Courses

AERO 291. Research.

Variable credit hours
From: Credit 1 to 4.
To: Credit 0 to 4.

AERO 491. Research.

Variable credit hours
From: Credit 1 to 4.
To: Credit 0 to 4.


Prerequisites
From: ENDS 116 or approval of instructor.
To: None.


Prerequisites
From: Junior or senior classification, or approval of instructor; ENDS 106.
To: Junior or senior classification or approval of instructor; ARCH 216 or approval of instructor.

ARCH 433. Architectural Lighting.

Prerequisites
From: Junior or senior classification.
To: ARCH 335 or junior or senior classification in EDAS.

**BMEN 428. Microcontrollers & Comm. in Medical Devices.**

Lecture and lab contact hours
From: (3-0). Credit 3.
To: (2-3). Credit 3.

**CHEN 204. Elementary Chemical Engineering.**

Lecture and lab contact hours
From: (3-0). Credit 3.
To: (2-3). Credit 3.

Prerequisites
From: Admission to chemical engineering major or approval of instructor.
To: Grade of C or better in CHEM 102, CHEM 112, ENGR 112, MATH 152 and PHYS 218; admission to chemical engineering major; or approval of instructor.

**COMM 475. Media and the Middle East.**

Course number
From: COMM 475.
To: COMM 367.

**ECEN 314. Signals and Systems.**

Lab contact hours
From: (3-0). Credit 3.
To: (3-1). Credit 3.

**ENGL 320. Technical Editing and Writing.**

Course title
From: Technical Editing and Writing.
To: Technical and Professional Editing.

Course description
From: Clarifying, reducing, expanding and synthesizing such technical materials created by others as manuals, annual reports, and technical articles and reports; audience adaptation, invention, organization, style and mechanics explored.
To: Principles and techniques of technical editing for print and electronic media, including standards, style, copy-editing, comprehensive editing and project management.

**ENGL 460. Writing for the Web.**

Course title
From: Writing for the Web.
To: Digital Authoring Practices.
Course description
From: Integration of technology instruction and proven technical communication strategies for developing effective audience-appropriate websites (infrastructure, structure, content, design, and navigation); focus on rhetorical shifts of the Internet medium, as well as ethical, sociocultural and legal issues, including web accessibility.

To: Analysis and practice of authoring in digital environments, including individual and collaborative approaches, audience concerns, theoretical, ethical and stylistic issues; environments and topics may include web design, content management system (CMS), text encoding, project management, usability, version tracking, content authoring and accessibility.

ENGR 291. Research.

Variable credit hours
From: Credit 1 to 4.
To: Credit 0 to 4.

ENGR 491. Research.

Variable credit hours
From: Credit 1 to 4.
To: Credit 0 to 4.

ENTO 208. Veterinary Entomology.

Lab contact hours and semester credit hours
From: (2-2). Credit 3.
To: (2-0). Credit 2.

Course description and prerequisites
From: Classification, biology and control of insects and other arthropods associated with livestock and poultry production; identification emphasized in laboratory.

To: Insects and their relatives causation of economic loss, impacts to well-being and transmission of disease pathogens to domestic and companion animals and wildlife as well as health and well-being of humans through occupational or recreational exposure; insect biology, economic importance and principles and methods of prevention and control.

GEOG 203. Plant Earth.

Lab contact hours
From: (3-0). Credit 3.
To: (3-1). Credit 3.


Prerequisites
From: GEOG 361 and GEOG 475 or equivalents, or approval of instructor; junior or senior classification.

To: GEOG 361, GEOG 390, GEOG 475; CSCE 110 or CSCE 111.
GEOG 484. Internship.

Course description
From: Directed internship in a private firm, government agency, or non-governmental organization to provide work experience related to the student's degree program and career objectives. May be taken 2 times for credit.
To: Directed internship in a private firm, government agency or non-governmental organization to provide work experience related to the student's degree program and career objectives.


Lab contact hours
From: (3-0). Credit 3.
To: (3-1). Credit 3.

JOUR 304. Editing for the Mass Media.

Lecture and lab contact hours
From: (2-2). Credit 3.
To: (3-0). Credit 3.

Course description and prerequisites
From: Principles and practice of editing including: improving and tightening print and broadcast copy; writing headlines, titles and subheads; photo editing and cutlines; graphics and layout. Prerequisites: JOUR 203, junior or senior classification and enrollment in journalism minor; or approval of program director.*To: Principles and practice of editing including: improving and tightening text; writing headlines, titles and subheads; self-editing and editing others; tailoring texts for specific audiences; understanding style guides. Prerequisites: Junior or senior classification; or approval of program director.

KINE 223. Introduction to the Science of Health and Fitness.

Course description
From: Overview of the human body systems; interdisciplinary focus on wellness, fitness, nutrition, disease, drug use; integrated physical activity centering on principles and applications of conditioning; collect data, evaluate information, formulate plans based on findings; experience with pedometers, heart rate monitors, bioelectrical impedance devices, software and other technology. Not open to students who have taken KINE 120.
To: Overview of the human body systems; interdisciplinary focus on wellness, fitness, nutrition, disease, drug use; integrated physical activity centering on principles and applications of conditioning; collect data, evaluate information, formulate plans based on findings; experience with pedometers, heart rate monitors, bioelectrical impedance devices, software and other technology.

LAND 200. Introduction to Landscape Architectural Practice.

Course number
From: LAND 200.
To: LAND 101.

Cross-listing
From: Cross-listed with URPN 200.
To: Cross-listed with URPN 101.

**LAND 254. Landscape Architecture Communications I.**

Course number
From: LAND 254.
To: LAND 111.

**LAND 255. Landscape Architectural Communications II.**

Course number
From: LAND 255.
To: LAND 112.

**LAND 318. Landscape Design I.**

Course number
From: LAND 318.
To: LAND 211.

**LAND 319. Landscape Design II.**

Course number
From: LAND 319.
To: LAND 212.

**LAND 320. Landscape Design III.**

Course number
From: LAND 320.
To: LAND 311.

Course description
From: Design process, synthesis and design refinement; problems to stimulate highly creative self-motivated results, design thinking to integrate behavioral settings into natural and/or built landscape systems.
To: Design process, sustainable landscape design, synthesis and design refinement; problems to stimulate highly creative self-motivated results, design thinking to integrate behavioral settings into natural and/or built landscape systems.

**LAND 321. Landscape Design IV.**

Course number
From: LAND 321.
To: LAND 312.
Course description
From: Continuation of LAND 320; land design projects of increased complexity with site scale problems used to demonstrate complete design thought. One or more field trips may be required as part of the course.
To: Continuation of LAND 311; land design projects of increased complexity and emphasis on sustainability, with site scale problems used to demonstrate complete design thought. One or more field trips may be required.

LAND 330. Landscape Construction II.

Course number
From: LAND 330.
To: LAND 232.

LAND 421. Landscape Design VI.

Course number
From: LAND 421.
To: LAND 412.

Course description
From: Advanced study and research designed to take the student beyond the core design experience; introduction of issues, methodologies, tools and techniques developing in professional practice.
To: Capstone studio; advanced study and research designed to go beyond the core design experience; introduction of issues, methodologies, tools and techniques developing in professional practice.

LAND 442. Professional Practice.

Course number
From: LAND 442.
To: LAND 431.

MATH 141. Business Mathematics I.

Course title
From: Business Mathematics I.
To: Finite Mathematics.

Course description
From: Linear and quadratic equations and applications; functions and graphs, systems of linear equations, matrix algebra and applications, linear programming, probability and applications, statistics. No credit will be given for more than one of MATH 141 and MATH 166.
To: Linear equations and applications; systems of linear equations, matrix algebra and applications, linear programming, probability and applications, statistics. No credit will be given for more than one of MATH 140, MATH 141 and MATH 166.
MATH 142. Business Mathematics II.

Course title
From: Business Mathematics II.
To: Business Calculus.

Prerequisites
From: High school algebra I and II and geometry or satisfactory performance on a qualifying examination.
To: MATH 140 or equivalent or acceptable score on Texas A&M University math placement exam.

MATH 166. Topics in Contemporary Mathematics II.

Course description
From: Finite mathematics, matrices, probability and applications. No credit will be given for more than one of MATH 141 and MATH 166.
To: Finite mathematics, matrices, probability and applications. No credit will be given for more than one of MATH 140, MATH 141 and MATH 166.

MEEN 357. Engineering Analysis for Mechanical Engineers.

Prerequisites
From: ENGR 112 and MATH 308.
To: ENGR 112 and MATH 308; MEEN 210 or concurrent enrollment.

MEEN 360. Materials and Manufacturing Selection in Design.

Prerequisites
From: MEEN 222, MEEN 260; CVEN 305; junior or senior classification; or approval of instructor.
To: MEEN 210, MEEN 222, MEEN 260; CVEN 305; junior or senior classification.

MEEN 363. Dynamics and Vibrations.

Prerequisites
From: MEEN 225; MATH 308; MEEN 357 or CVEN 302, or registration therein; CVEN 305 or registration therein.
To: MEEN 225; MATH 308; MEEN 357 or concurrent enrollment; CVEN 305 or concurrent enrollment.

OCNG 251. Oceanography.

Lab contact hours
From: (3-0). Credit 3.
To: (3-1). Credit 3.

PHYS 327. Experimental Physics I.

Lecture and lab contact hours and semester credit hours
From: (2-3). Credit 3.
SCMT 340. Supply Chain Management.

Course title
From: Supply Chain Management.
To: Global Supply Chain Management.

Course description
From: Focus on the integrated management of the total product delivery system; purchasing, inventory management and distribution functions, with emphasis on materials and information flows.
To: Extend knowledge of basic concepts of transportation and logistics to specialized situations in international business in order to understand (a) the international trade and commercial environment, (b) exporting and importing documentation and procedures and (c) operations involving international shipping and transportation.

SCSC 305. Production Agronomy Experience.

Course title
From: Production Agronomy Experience.
To: Professional Development in Agronomy.

Course description
From: Agronomy industry practices related to crop production; site visits in Texas and in the Mississippi Delta include a review of farming equipment, conservation agriculture practices, agro-chemical distribution and sales, grain product processing and distribution and on-farm management techniques.
To: Enhancement of human relation skills related to a career in soil and crop sciences; field trip to Mississippi to interact with leadership from a global agricultural company; on-campus experiences to improve effective learning practices, job seeking and retention and setting and achieving near-term and long-term professional goals.

SCSC 312. Introductory Turfgrass Management Laboratory.

Course title
From: Introductory Turfgrass Management Laboratory.
To: Professional Development in Turfgrass.

Course description
From: Fundamentals of turfgrass anatomy, growth habit, identification and characteristics of cool- and warm-season turfgrass species; understanding of seed quality and labeling, pesticide safety, handling, and application, and fertilizer sources, safety, and application; specialized equipment used in the turfgrass industry.
To: Includes but not limited to fertilizer, pesticide, irrigation calculations; turfgrass, insect and weed identification and management, soils and rootzone construction; irrigation system operation and auditing; sprayer and spreader operation and calibration; builds upon and allows application of information obtained in SCSC 302; designed to better prepare those intending to compete in the GCSAA and STMA Collegiate Turf Bowl competitions.
SPMT 482. Seminar.

Course title
From: Seminar.
To: Professional Writing Seminar.

Course description
From: Acquaint students with current research and the research process in their chosen field of study (sport management). May be taken 4 times for credit.
To: Acquaint students with a primary means of communicating contemporary research in sport management; extensive readings, intensive writings and an oral presentation designed to complement the curriculum in sport management by introducing the application of sport management research to organizational decision making.


Course title
To: Cybersecurity and Digital Ethics.
NEW COURSES
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions:
1. Course request type:
   - Undergraduate
   - Graduate
   - First Professional (DHS, M.D., J.D., PharmD, D.D.M)
2. Request submitted by (Department or Program Name):
   Department of Aerospace Engineering
3. Course prefix, number and complete title of course:
   AERO 451 Human Spaceflight Operations

4. Catalog course description (not to exceed 50 words):
   Essential aspects of human spaceflight operations as performed by NASA; in-depth understanding of the
   state-of-the-art in spacecraft operations, including spacecraft systems, ground and launch operations, mission
   management and on-orbit activities such as science, robotics, spacewalking and human health maintenance;
   applications to future space systems.

5. Prerequisite(s):
   C or better in AERO 321 or equivalent; senior classification
   Cross-listed with: ___________________________
   Stacked with: AERO 651
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course?
   - [x] Yes
   - [ ] No
   If yes, from ________ to ________

7. Is this a repeatable course?
   - [x] Yes
   - [ ] No
   If yes, this course may be taken ________ times.
   Will this course be repeated within the same semester?
   - [x] Yes
   - [ ] No

8. Will this course be submitted to the Core Curriculum Council?
   - [x] Yes
   - [ ] No

9. How will this course be graded?
   - [x] Grade
   - [ ] S/U
   - [ ] P/F (CLMD)

10. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

11. BS AERO

12. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

13. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://ypr.tamu.edu/resources/export-control/export-control-basics-for-distance-education).

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<th>Prefix</th>
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<td>451</td>
<td>HUMAN SPACEFLIGHT OPS</td>
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Approval recommended by: ___________________________

Department Head or Program Chair (Type Name & Sign) Date:
Chair, College Review Committee

Department Head or Program Chair (Type Name & Sign) Date:
Dean of College

Submitted to Coordinating Board by:
Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 07/14
Instructors: Greg Chamitoff, HRBB-746B. chamitoff@tamu.edu  
Office Hours: TBD  
Rao Vadali, HRBB-727B. svadali@tamu.edu  
Office Hours: TBD  
TA: TBD, Office TBD, Email TBD  
Office Hours: TBD


Textbook and Required Material: None. Study materials and lecture notes will be provided for each section of the course throughout the semester.

Prerequisites: Aero 321. This course is intended for senior level Aerospace Engineering students.

Course Description: The intent of this course is to give students a solid background and understanding of the essential aspects of human spaceflight operations as it has been done by the experts in their respective fields over the past few decades (primarily at NASA). A broad and complete range of subjects will be studied, including all the spacecraft systems, ground and launch operations, mission management and on-orbit activities such as science, robotics, spacewalking and human health maintenance. Within each subject area, the course will delve into the basic theory, practical aspects of day-to-day operations, problem solving and lessons learned. The overall intent of this course is to give the student an in-depth understanding of the state-of-the-art in spacecraft operations that can be applied to future space systems.

Learning Objectives: At the end of this course, students will have a broad background, an in-depth understanding, and some keen insights into how human spaceflight operations have been conducted, how the spacecraft systems work, what issues have arisen, and how challenges have been overcome. Regardless of their area of future specialization, this course will give students a solid foundation in spaceflight operations that will be a great asset for space related careers. In each section of the course, as outlined in the topics below, the student will learn the fundamental principles and the essence of how things operate in the actual space environment. This will be followed by real-life examples, issues, and stories that give special insight that can only come from the experts 'who were there'. Communicating important lessons learned for future space engineers and operators is also an important objective of the course.

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

a) plan human spaceflight mission operations of the launch, space, and ground segments.

b) provide mission parameter specifications, design spacecraft subsystems, and conduct trade studies for human space missions.

c) incorporate lessons learned from previous spaceflight experience into current and future mission operations and procedures.

d) extrapolate the current operational concepts to future missions.


### Topics and Hours

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Human Spaceflight Operations</td>
</tr>
<tr>
<td>2</td>
<td>Mission Integration and Execution</td>
</tr>
<tr>
<td>2</td>
<td>Mission Planning</td>
</tr>
<tr>
<td>3</td>
<td>Command, Control &amp; Communication</td>
</tr>
<tr>
<td>3</td>
<td>Launch and Trajectory Design</td>
</tr>
<tr>
<td>5</td>
<td>Environmental Control and Life Support</td>
</tr>
<tr>
<td>6</td>
<td>Space-Based Power Systems</td>
</tr>
<tr>
<td>7</td>
<td>Attitude Determination, Control &amp; Propulsion</td>
</tr>
<tr>
<td>8</td>
<td>Thermal Control Systems</td>
</tr>
<tr>
<td>9</td>
<td>Extra Vehicular Activity (EVA/Spacewalking)</td>
</tr>
<tr>
<td>9</td>
<td>Space Robotics</td>
</tr>
<tr>
<td>10</td>
<td>Science and Payload Operations</td>
</tr>
<tr>
<td>11</td>
<td>Flight Crew Operations</td>
</tr>
<tr>
<td>12</td>
<td>Mission Engineering Operations</td>
</tr>
<tr>
<td>12</td>
<td>Flight Medical Operations</td>
</tr>
<tr>
<td>13</td>
<td>Mission Safety</td>
</tr>
<tr>
<td>14</td>
<td>Launch Operations and Vehicle Processing</td>
</tr>
<tr>
<td>14</td>
<td>International Operations</td>
</tr>
<tr>
<td>15</td>
<td>FINAL PROJECT DUE (No Final Exam)</td>
</tr>
</tbody>
</table>

**Method of Evaluation (Undergraduate Course):**
Most topics above will include study material and related homework assignments. Working together on homework is acceptable but copying homework is not. Do your own work! Some homework assignments will be in the form of group project that will be performed partially during workshops in class. Attendance and participation is an essential part of the course. In lieu of a final exam there will be a final project worth 30% of the total grade. Grading percentages will be Homework 70%, Final Project 30%. Grading Policy: A 90 – 100%, B 80 – 89%, C 70 – 79%, D 60 – 69%, F below 60% (raw scores will be curved based on the performance of the class as a whole).

**Method of Evaluation (Graduate Course):**
Most topics below will include study material and related homework assignments. Working together on homework is acceptable but copying homework is not. Do your own work! Some homework assignments will be in the form of group project that will be performed partially during workshops in class. Graduate students will receive additional, more advanced problems on the homework, workshops, quizzes or final project when this course is stacked with the undergraduate course. Attendance and participation is an essential part of the course. In lieu of a final exam there will be a final project worth 30% of the total grade. Grading percentages will be Homework 70%, Final Project 30%. Grading Policy: A 90 – 100%, B 80 – 89%, C 70 – 79%, D 60 – 69%, F below 60% (raw scores will be curved based on the performance of the class as a whole).

**Attendance and Make-up Policies:**
This course is unique in that much of it will be taught by recognized experts in each field who will be coming as visiting lecturers from government and industry. Attendance is a vital component of the value of the course and full participation is expected. Late homework will not be accepted unless the absence is due to a University Excused Absence and the work is provided by a revised date specified by the instructor. If you have special circumstances, please contact one of the
instructors prior to your absence or have a friend submit your homework on time. You are responsible for any material covered and any assignments given even if absent from class. (University Student rule 7: http://student-rules.tamu.edu/rule07).

**Americans with Disabilities Act (ADA):**

**Notice:** 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 Office of Disability Services, Division of Student Affairs, located at White Creek, 701 West Campus Blvd, 979-845-1637. For additional information, visit http://disability.tamu.edu/contact.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
- Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:  
   - [X] Undergraduate  
   - [ ] Graduate  
   - [ ] First Professional (DVM, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):  
   Department of Agricultural Leadership, Education, and Communications

3. Course prefix, number and complete title of course:  
   AGCJ 411. Audience and Communications Research Methods

4. Catalog course description (n.t to exceed 50 words):  
   A project-based course, focused on evaluating and implementing research designs and methods used in audience and communications research; data collection methods and strategies, include interviews, observations, focus groups. Surveys, and content analyses. Descriptive and comparative analyses will be used to develop data-driven personas and recommendations for engaging target audiences.

5. Prerequisite(s):  
   Junior or senior classification

   Cross-listed with:

   Stacked with:

   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course?  
   - [X] Yes  
   - [ ] No

   If yes, from ______ to ______

7. Is this a repeatable course?  
   - [X] Yes  
   - [ ] No

   If yes, this course may be taken ______ times.

8. Will this course be repeated within the same semester?  
   - [ ] Yes  
   - [X] No

9. Will this course be submitted to the Core Curriculum Council?  
   - [ ] Yes  
   - [X] No

10. How will this course be graded?  
    - [X] Grade  
    - [ ] S/U  
    - [ ] P/F (CLMD)

11. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
       B.S. Agricultural Communications and Journalism; minor in International Agricultural Development
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
       undergraduate general academics

12. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with those departments. Attach approval letters.

13. Prefix:  
   Course #:  
   Title (excluding punctuation):

   AGCJ 411  
   Audience & Comm Rsrch Methods

   Lect.  
   Lab  
   Other  
   SCH  
   CIP and Fund Code  
   Admin. Unit  
   Acad. Year  
   FICE Code

   2.00  
   2.00  
   3.00  

   Approval recommended by:

   ________________  
   [Signature]

   Department Head or Program Chair (Type Name & Sign) Date

   Department Head or Program Chair (Type Name & Sign) Date
   (if cross-listed course)

   Submitted to Coordinating Board by:

   ________________  
   [Signature]

   Date

   Chair, GC or UCC

   Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
Course Meeting Schedule
Lecture: Monday and Wednesday 1:10 – 2:00 (Lecture), and Friday 1:10 – 3:00 (Lab)
Required field data collection activities: College Station [Insert Date] and Austin [Insert Date]
Alternate meeting locations may be announced in class or by e-mail.

Instructor Information
Billy R. McKim, Ph.D., Assistant Professor
E-mail: brmckim@tamu.edu
Office: 267 AGLS
Office Phone: 979-845-0794
Office Hours: [Insert Days, Times, and Location]

Prerequisites
Junior or senior classification

Course Description
This is a project-based course, focused on evaluating and implementing various types of research designs used in audience and communications research. Field data collection methods and strategies, including interviews, observations, and face-to-face surveys will be emphasized. Other data collection strategies addressed in this course include content analysis, mail surveys, focus groups, and auditorium testing. Descriptive and comparative qualitative and quantitative analyses will be used to develop data-driven personas and recommendations for engaging target audiences. Students will participate in research activities that allow them to apply research methods and analyses guided by sociological, psychological, and/or anthropological theories.

Learning Outcomes
Upon successful completion of the course, students should be able to:
- List and discuss statistical and foundational issues that impact research on audience and communications topics.
- Discuss features and limitations of various sampling procedures and research methods.
- Perform simple calculations and statistical analysis.
- Represent simple data in the appropriate graphical form.
- Interpret statistical output in terms of the original research question.
- Do library research using print and online resources, as appropriate.
- Evaluate the content of research and popular press articles, and websites using the previous skills.
- Draw informed conclusions that reflect an understanding of multiple (and sometimes conflicting) sources of information.
- Communicate orally and in writing his or her knowledge, thoughts, and positions about scientific audience and communications issues.
Class Attendance
The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

Make-up Policy
If an absence is excused, the instructor will either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence.

The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for the absence. Among the reasons absences are considered excused by the university are the following (see Student Rule 7 for details http://studentrules.tamu.edu/rule07). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

1) Participation in an activity that is required for a class and appears on the university authorized activity list at https://studentactivities.tamu.edu/app/spo NSAUTH/index
2) Death or major illness in a student's immediate family.
3) Illness of a dependent family member.
4) Participation in legal proceedings or administrative procedures that require a student's presence.
5) Religious holy day.
   Note: Prior notification is NOT required.
6) Injury or illness that is too severe or contagious for the student to attend class.
   a. Injury or illness of three or more class days: Student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1)
   b. Injury or illness of less than three class days: Student will provide one or both of these (at instructor's discretion), within one week of the last date of the absence:
      i. Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu
      ii. Confirmation of visit to a healthcare professional affirming date and time of visit.
        Note: An absence for a non-acute medical service does not constitute an excused absence.
7) Required participation in military duties.
8) Mandatory admission interviews for professional or graduate school that cannot be rescheduled.
9) Mandatory participation as a student-athlete in NCAA-sanctioned competition.
10) In accordance with Title IX of the Educational Amendments of 1972, Texas A&M University shall treat pregnancy (childbirth, false pregnancy, termination of pregnancy and recovery therefrom) and related conditions as a justification for an excused absence for so long a period of time as is deemed medically necessary by the student's physician. Requests for excused absence related to pregnancy should be directed to the instructor.
Other absences may be excused at the discretion of the instructor with prior notification and proper documentation. In cases where prior notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class. Accommodations sought for absences due to the observance of a religious holiday can be sought either prior or after the absence, but not later than two working days after the absence.

Required Texts

Required Materials
(1) Black n' Red hardbound notebook—used only for this class. Available at local office supply stores

Grades
I do not believe grades are necessarily an accurate reflection of students' success. Nonetheless, grades are a requirement at Texas A&M University. All graded assignments in this course are noted in this syllabus; however, there will be several ungraded assignments you will be asked to complete throughout the semester. These assignments will facilitate the process of learning and, in most cases, when taken seriously, the assignments will help you succeed in this course. Therefore, I suggest you strive to turn in your best work for every assignment. Moreover, you will be responsible for keeping track of your progress. I will record your score for all graded assignments and provide you feedback where appropriate, but it is your responsibility to keep track of your standing in the class. If you need help understanding your progress, schedule an appointment, and I will help you.

<table>
<thead>
<tr>
<th>Grade Requirements</th>
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</tr>
</thead>
<tbody>
<tr>
<td>895 - 1000 points</td>
<td>A</td>
</tr>
<tr>
<td>795 - 894 points</td>
<td>B</td>
</tr>
<tr>
<td>695 - 794 points</td>
<td>C</td>
</tr>
<tr>
<td>595 - 694 points</td>
<td>D</td>
</tr>
<tr>
<td>594 or fewer points</td>
<td>F</td>
</tr>
</tbody>
</table>
### Graded Evaluation Activities (1,000 points – 100%)

<table>
<thead>
<tr>
<th>Assignments¹,²</th>
<th>Grade</th>
<th>Points Possible</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual Assignments</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflexive Journal</td>
<td></td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Field Data Collection Activities and Reports</td>
<td></td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Audience Persona</td>
<td></td>
<td>250</td>
<td>25%</td>
</tr>
<tr>
<td>Weekly Activities (noted on schedule)</td>
<td></td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Group Assignments³</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audience Engagement Report and Presentation</td>
<td></td>
<td>300</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Notes.**

¹ No project-related data collection activities may be conducted until IRB training has been completed. You may not begin, participate in, or complete the group assignment until you have completed the training. Thus, if a student does not complete IRB training before September 20th, he or she will not be allowed to collect field data and will, therefore, receive a failing grade or "F" for the course.

² Full participation in field data collection activities is necessary to pass this course—you will not be able to complete your assignments without attending.

³ Final group assignment grades will be weighted by group member evaluations.

Raw Score x Mean Group Rating = Final Group Assignment Grade

For example:

*If the group received 130 points on their final white paper and the member received group member evaluation scores of 75, 80, 90, 80, and 85 (M = 82), the raw score (130) would be multiplied by the mean group rating (.82) to calculate the individual's final white paper grade: 130 x .82 = 106.6.*

### Course Structure

This course is designed with adult learning in mind. I will often emphasize the process of learning as much as the content we are learning. Therefore, this class will use problem-based and collaborative learning, rather than solely relying on didactic learning. As the semester progresses, the structure of the class will move from more to less structure and from more to less direct supervision.

Adults learn at different rates and in different ways. Because you are an adult, I will make every effort to facilitate learning by applying Knowles’s adult learning principles:

- Adults are internally motivated and self-directed
- Adults bring life experiences and knowledge to learning experiences
- Adults are goal oriented
- Adults are relevancy oriented
- Adults are practical
- Adult learners like to be respected

Your success will depend on your ability to be mindful of deadlines, goal setting, and follow through. Procrastination and last minute cramming will not cut it. Furthermore, rote memorization of facts, definitions, lists, and formulas will not be enough for you to succeed in this class. You are expected to critically analyze, synthesize, and construct information rather than simply recalling it.
Assigned Reading
Completing the assigned reading will be necessary to succeed in this course. At a minimum, you should carefully skim and make note of key points. As you read, highlight, write in the margins, make outlines, note your disagreements with a source, draw diagrams to connect disparate facts, summarize sources, keep a list of questions, and record even random thoughts. When we meet for class, be sure to ask questions and share your thoughts, disagreements, and diagrams. I will seldom give you the answer, but I will help you find it. Much of the process of learning involves the process of asking the appropriate questions and seeking the most correct answers. Nothing will help you succeed in this class more than a drive to know more. Although it is cliché, there is some truth to the saying, knowledge is power. You should take advantage of every opportunity to learn something new.

While we are addressing clichés, there is no such thing as a dumb question. However, there are ill-prepared or poorly stated questions and questions that are asked at inopportune times. Nonetheless, we will learn together through open dialogue. Thus, the classroom must be a safe environment. Speak your mind, but do it in a respectful manner. We will make mistakes, but let’s avoid making each other feel stupid in the process.

Revision Policy
Revisions are a reality in this course and will be expected. Revisions will only be accepted if an acceptable draft is submitted before the noted due date. Determination of acceptable is solely at the instructor’s discretion.

Late Assignments
Late assignments will not be accepted, except in the case of a university excused absence.

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

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

Copyrights
Please note that all handouts and supplements used in this course are copyrighted. This includes all materials generated for this class, including but not limited to syllabi, exams, in-class materials, review sheets, and lecture outlines. Materials may be downloaded or photocopied for personal use only and may not be given or sold to other individuals.

Audio and Video Recording
Because free discussion and free exchange of ideas in the classroom may be inhibited through the use of recording devices by students, such devices may not be used in the classroom during class periods except, 1) when explicit prior permission of the instructor has been obtained and when no member of the class objects to their use; or 2) when
sensory or manual disabilities require that a student use a recording device. Students who require the use of recording devices because of disabilities should notify the instructor of the course or section prior to their use.

**Assignment Summaries**
Additional detailed assignment descriptions may be handed out in class to supplement these summaries.

**Reflexive Journal** (Black n’ Red notebook)
(Final due: [Insert Date])
Beginning the first day of class, you will keep a handwritten reflexive journal. Each time you read an assignment, come to class, collect data, discuss research, or engage in research-based discussions, you will jot notes in your notebook. The Black n’ Red notebook is a hard-bound notebook on purpose. You should not worry about rewriting or tearing pages out. The purpose of the assignment is to document your thoughts, questions, experiences, and biases throughout this research process. Few assignments are as challenging, enlightening, and rewarding as keeping a class-based journal. It becomes a record of how your perceptions evolve over time. Recording reactions to the class and activities serves as an intellectual idea book that may help you perform better in other course assignments. Writing makes us think and when we make it part of our regular routine we are enriched by it. The concept of a reflexive journal is explained in greater detail in Ortlipp (2008). You will need to draw on your reflexive notes to complete a data collection summary in each white paper. You are expected to note all data collection activities, including date, time, location, and procedures.

**Field Data Collection Activities**
Several of the assignments in this course require travel outside of scheduled class times and are often away from campus. Full participation in the field data collection is required to pass this course. During and after each field data collection activity, you are expected to document the process and outcomes of the data collection activity by jotting reflexive and reflective notes in your Black n’ Red notebook. Some field activities, including interviews and focus groups

**Audience Persona**
(Draft due: [Insert Date]; Final due: [Insert Date])
You will work individually to analyze and interpret your field data, using Microsoft Excel and Microsoft Visio. Using the provided templates, follow the example and explanation in Chapter 6 of The Essential Persona Lifecycle, and ensure you address the topics outlined in each section. Referencing Presenting Data Effectively and using the provided Microsoft Word template to create a data summary to support your persona.

**Audience Engagement Report and Presentation**
(Draft due: [Insert Date]; Final due: [Insert Date])
You will work in a group of four to six students to develop a case study similar to the one included in Appendix C of The Essential Persona Lifecycle. Your group’s perspectives report must include a summary of each persona (developed individually) in the audience, and map the similarities and differences among the personas. Your final report should provide communications professionals with specific guidelines describing how to reach and engage the audience as a whole and individually. Additionally, you will provide a logic-based rationale (claims, reasons, and evidence) to support each guideline you note in your report. Lastly, your group will develop a Microsoft PowerPoint presentation, and present a 15 minute presentation of your audience to the class. Your presentation and handouts must follow the visual presentation guidelines outlined in Presenting Data Effectively.
Ungraded Assignments
Several ungraded assignments are noted in the schedule. These assignments are intended to help you systematically approach your projects and make satisfactory progress through the semester.

IRB Training (Complete before [Insert Date])
Complete the Texas A&M University, Office of Research Compliance, Institutional Review Board's (IRB) Initial Training Course for Human Subjects Research (CITI) and present proof of successful completion to the instructor by the deadline. CITI is a web-based ethics training course for those conducting research with human subjects.
Follow the steps below to sign up for the CITI Course:
- Go to www.citiprogram.org
- Select "New Users"
- Step 1: Participating Institutions: Texas A&M University
- Step 2: Create a username and password
- Step 3: Enter your name
- Step 4: Enter email address
- Complete contact information fields

1: Course in the Protection of Human Subjects: Select Group
2: Social and Behavioral Research for Investigators and Key Study Personnel
   - Skip 2. The CITI Lab Animal Welfare Course
   - Select "no" unless you are working with an additional university

TENTATIVE SCHEDULE
Social Research Methods (Bryman, 2012)
The Essential Persona Lifecycle (Adlin & Pruitt, 2010)
Weekly reading assignments should be completed before the first class meeting of the week.
Unless noted differently in this schedule, all assignments are due at the beginning of the first class meeting of the week.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Reflective Journaling; Inductive vs. Deductive Logic; Informed Consent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read:</td>
<td>Ortlipp, 2008; Watt, 2007</td>
</tr>
<tr>
<td></td>
<td>Social Research Methods: Ch. 1, Ch. 6</td>
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<td></td>
<td>The Essential Persona Lifecycle Ch. 1</td>
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<table>
<thead>
<tr>
<th>Week 2</th>
<th>Profiles and Personas; Qualitative research; Observations</th>
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</thead>
<tbody>
<tr>
<td>Read:</td>
<td>Social Research Methods: Ch. 17, Ch. 19</td>
</tr>
<tr>
<td></td>
<td>IRB Training Certificate (email .pdf to Dr. Mckim)</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Week 3</th>
<th>Observations and Data Analyses</th>
</tr>
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<tbody>
<tr>
<td>Read:</td>
<td>Social Research Methods: Ch. 24</td>
</tr>
<tr>
<td></td>
<td>The Essential Persona Lifecycle Ch. 2</td>
</tr>
<tr>
<td>Due:</td>
<td>Research Skills Worksheet – Observations</td>
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<tr>
<td>Week 4</td>
<td>Interviews and Data Analyses</td>
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<tr>
<td>Read:</td>
<td>Social Research Methods Ch. 20</td>
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<td></td>
<td>The Essential Persona Lifecycle Ch. 4</td>
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<tr>
<td></td>
<td>Presenting Data Effectively Ch. 1</td>
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<tr>
<td>Due:</td>
<td>Research Skills Worksheet – Interviews</td>
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<tr>
<th>Week 5</th>
<th>Qualitative Data Analysis Sheets; Sampling</th>
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<tbody>
<tr>
<td>Read:</td>
<td>Social Research Methods Ch. 24</td>
</tr>
<tr>
<td></td>
<td>The Essential Persona Lifecycle Ch. 5</td>
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<tr>
<td></td>
<td>Presenting Data Effectively Ch. 2</td>
</tr>
<tr>
<td>Due:</td>
<td>Research Skills Worksheet – Qualitative Data Analysis</td>
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<table>
<thead>
<tr>
<th>Week 6</th>
<th>Focus Groups and Data Analyses</th>
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<tbody>
<tr>
<td>Read:</td>
<td>Social Research Methods Ch. 21</td>
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<tr>
<td></td>
<td>The Essential Persona Lifecycle Appendix B</td>
</tr>
<tr>
<td></td>
<td>Presenting Data Effectively Ch. 3</td>
</tr>
<tr>
<td>Due:</td>
<td>Research Skills Worksheet – Focus Groups</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Data Analyses and Summary Reporting</th>
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<tbody>
<tr>
<td>Read:</td>
<td>Social Research Methods Ch. 29</td>
</tr>
<tr>
<td></td>
<td>The Essential Persona Lifecycle Appendix C</td>
</tr>
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<td></td>
<td>Presenting Data Effectively Ch. 4, Ch. 6</td>
</tr>
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<table>
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<tr>
<th>Week 8</th>
<th>Quantitative Research; Electronic Surveys (web and iPad)</th>
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<tbody>
<tr>
<td>Read:</td>
<td>Social Research Methods Ch. 7, Ch. 10, Ch. 11</td>
</tr>
<tr>
<td></td>
<td>Presenting Data Effectively Ch. 5</td>
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<tr>
<td>Due:</td>
<td>Research Skills Worksheet – Surveys</td>
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</table>

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Surveys – Field Data Collection (iPad); Sampling</th>
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<tbody>
<tr>
<td>Read:</td>
<td>Social Research Methods Ch. 8</td>
</tr>
<tr>
<td>Due:</td>
<td>Research Skills Worksheet – Surveys</td>
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[Insert Location, Departure and Return Times]
### AGCJ 411: Audience and Communications Research Methods

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Location</th>
<th>Read</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Surveys and Data Entry; Microsoft Excel</td>
<td>Classroom</td>
<td>Social Research Methods Ch. 7, Ch. 9, Ch. 10</td>
<td>Research Skills Worksheet – Quantitative Data Analysis</td>
</tr>
<tr>
<td>11</td>
<td>Surveys Data Analyses; Microsoft Excel; EZ Analyze</td>
<td>Classroom</td>
<td>From Google Classroom: EZ Analyze Summary</td>
<td>Research Skills Worksheet – Auditorium Testing</td>
</tr>
<tr>
<td>12</td>
<td>Auditorium Testing and Data Analyses</td>
<td>Monday, Classroom</td>
<td>auditorium tests (scheduled by each group); Friday, classroom</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Microsoft Excel; Data driven personas</td>
<td>Classroom</td>
<td>From Google Classroom: Logic – Claims, Reasons, and Evidence</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Microsoft Excel; Data driven personas; Presentations</td>
<td>Classroom</td>
<td>From Google Classroom: Editing Checklist; General Writing References; Citing APA Style</td>
<td>Research Skills Worksheet – Quantitative data coding sheet</td>
</tr>
</tbody>
</table>

**Note.** Final presentations will be scheduled during the final exam period. All final assignments due [Insert Date], before 5:00 p.m.

### References


Texas A&M University

Departmental Request for a New Course
Undergraduate • Graduate • Professional

Submit original form and attach a course syllabus.

Form Instructions

1. Course request type:
   ✓ Undergraduate  □ Graduate  □ First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):
   Department of Agricultural Leadership, Education, and Communications

3. Course prefix, number and complete title of course:
   AGSC 305 Management of Supervised Agricultural Experiences

4. Catalog course description (act to exceed 50 words):
   Overview of supervised agricultural experiences (SAEs) and content that can be used in the secondary agricultural science program; engage all students in SAE programs; management practices for student SAE projects including record keeping and student reports.

5. Prerequisite(s):
   Junior or senior classification

   Cross-listed with:
   Stacked with:
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course?
   □ Yes  ✓ No
   If yes, from _____ to _____

7. Is this a repeatable course?
   □ Yes  ✓ No
   If yes, this course may be taken _____ times.

   Will this course be repeated within the same semester?
   □ Yes  □ No

8. Will this course be submitted to the Core Curriculum Council?
   □ Yes  ✓ No

9. How will this course be graded?
   ✓ Grade  □ S/U  □ P/F (CL,M,D)

10. This course will be:
    a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   Agricultural science

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. ✓ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix  Course #  Title (excluding punctuation)
       AGSC  305  Mgmt of SAE Projects

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
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</table>

Approval recommended by:

Tracy Rutherford
Department Head or Program Chair (Type Name & Sign) Date

Pete Whitney
Chair, College Review Committee Date

Kim Dooley
Dean of College Date

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Associate Director, Curricular Services Date

Level 3

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu

Curricular Services – 07/14
Course Title & Number:

Management of Supervised Agricultural Experiences, AGSC 305

Prerequisite: Junior or Senior Classification

Term: Spring 2016

Class Time & Location: Online through eCampus (http://ecampus.tamu.edu)

Instructor Information

Name: Roger D. Hanagriff
Telephone number: 979-458-3391
Email address: rhanagriff@tamu.edu
Office hours: Monday & Wednesday 9 to 12 AM & by appointment via email request
Office location: Agriculture and Life Sciences Bldg., Rm. 242

Course Description

This course provides an overview of supervised agricultural experiences (SAEs) and content that can be used in the secondary agricultural science program to engage all students in SAE programs. This course also offers management practices for student SAE projects including record keeping and student reporting. This course will also outline grading rubrics for each type of SAE and how to assess student's projects. An additional aspect of this course is the value of SAE programs to the school and local community.

Learning Outcomes

Students will be able to (Assessed from related assignments):

- Identify all types of SAEs and develop lesson plans for use in secondary agricultural education programs (Assignments 1 and 4)
- Identify resources needed for SAE projects (Assignments 2 and 3)
- Demonstrate knowledge of financial management content related to SAE projects (research, entrepreneurship and exploratory) to improve financial literacy in agricultural education through development of planning documents (Assignments 5, 6, 7 and 8)
- Evaluate student SAE projects and communicate value to stakeholders (Assignments 9 and 10)
Textbook and/or Resource Material

1. Online resources from www.theaet.com
2. Online resources from www.exploresae.com
3. https://www.ffa.org/about/supervised-agricultural-experiences
4. https://www.ffa.org/about/agricultural-education
6. https://www.ffa.org/thecouncil/sae
7. Other materials posted on eCampus.

Grading Policies

Course grades will be based on the following areas and associated point values:

- Exams 1, 2, 3 - 300 pts (43%)
- Responding to weekly discussion forums in eCampus 100 pts (14%)
- SAE simulations & Assignments– 200 pts (29%)
- Final Exam – 100 pts (14%)
  Total course points = 700 points

Assignments can only be made up by prior to due date by a written agreement with the instructors approval. Grades will be based on points earned. A=700-627pts (90%), B=626-557pts (80%), C=556-487, D=486-417 (60%) and F <416 pts.

Late Assignments

All assignments are due by the date listed in the course outline unless otherwise noted. Assignment deadlines are strictly enforced. The ONLY reason late assignments will be accepted without penalty is following an excused absence (see the student rule handbook for a complete description). Students may turn in late work according to the university policy “student rules.” Otherwise 10% of the total possible points for any assignment turned in late will be deducted for every weekday it is late and will not be accepted for submission if it is more than one week late.. http://student-rules.tamu.edu/rule07

Course Outline

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topic information</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Course Syllabus and general overview– introduction to historical aspects of SAE programs, programmatic value and essential elements of an SAE. Basics of student SAE records. Student self-exploration of SAE programs</td>
</tr>
<tr>
<td>2</td>
<td>Essential Elements of an SAE &amp; Developing student SAE plans and reporting results. Assignment – developing SAE plans for Exploratory, Placement, Research and Entrepreneurship. Assignment #1</td>
</tr>
<tr>
<td>3</td>
<td>Investment of time in an SAE and example projects. Assignment #2</td>
</tr>
<tr>
<td>4</td>
<td>Investment of money in an SAE &amp; managing personal income/expenses Assignment #3</td>
</tr>
</tbody>
</table>
Review of essential elements of an SAE, SAE planning, time and invested money in ag education—EXAM 1

5 Areas of Interest in SAE and connections to AFNR content and state standards Assignment #4

6 Example SAE Management of Exploratory SAEs and other related SAE projects. Assignment #5

7 Example SAE Management of Placement (paid and unpaid) SAE projects. Assignment #6

EXAM 2

9 Summary of Financial Management & Management of Research SAE projects Assignment #7

10 Managing entrepreneurship SAEs. Assignment managing business based projects

11 Managing entrepreneurship SAEs. Assignment managing market and breeding livestock projects and Reports Assignment #8

12 EXAM 3

13 Evaluating all SAE projects, student reporting and program reporting – Assignment develop semester SAE reporting Assignment #9

14 Stakeholders in agricultural education and the value of SAE projects – Using SAE reports and other values to develop a strategic program plan Assignment #10

Semester review – FINAL EXAM

The University Writing Center
Since this course requires several written assignments, you may want to take advantage of the University Writing Center to improve your writing skills as well as your assignments. The main objective of the UWC is to provide one-on-one consultations with a trained writing consultant. In consultations, we work with you to determine what you need. Want help getting started? Reading your assignment? Doing research or writing footnotes? Just an opinion on your draft? We will answer your questions regarding any part of the writing process. The UWC also sponsors an on-line writing lab (OWL) that allows you to send us parts of your paper (like the introduction) and a question (i.e., whether the thesis is clear). For a quick question during business hours, students can access the UWC through AOL and Yahoo! instant messaging services (the screen name for both is uwctamu) or by calling the Write Line at 979-845-2160.

Statement on 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, 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.

Aggie Honor Code: “An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor
Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: www.tamu.edu/aggiehonor/

Copyright:
Please note that all handouts and supplements used in this course are copyrighted. This includes all materials generated for this class, including but not limited to syllabi, exams, in-class materials, review sheets, and lecture outlines. Materials may be downloaded or photocopied for personal use only, and may not be given or sold to other individuals.

Plagiarism:
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 have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.” You are also encouraged to discuss specific questions about whether a particular practice is plagiarism or not with your instructor.
Texas A&M University

Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:
   ✓ Undergraduate  □ Graduate  □ First Professional (DDS, MD, JD, PhamD, DVM)

2. Request submitted by (Department or Program Name):
   Department of Animal Science

3. Course prefix, number and complete title of course:
   ANSC 351 Current Issues in Animal Agriculture

4. Catalog course description (not to exceed 50 words):
   Prepare students to project a professional image and use communication skills to describe animal agriculture;
   converse about the strengths and weaknesses of animal agriculture.

5. Prerequisite(s):
   Junior or Senior classification
   Cross-listed with: ANSC 651
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course?
   □ Yes  ✓ No
   If yes, from _____ to _____

7. Is this a repeatable course?
   □ Yes  ✓ No
   If yes, this course may be taken _____ times.

8. Will this course be repeated within the same semester?
   □ No
   □ Yes
   If yes, the course must be repeated _____ times.

9. Will this course be submitted to the Core Curriculum Council?
   □ Yes  ✓ No

10. How will this course be graded?
    ✓ Grade  □ S/U  □ P/F (CLEAN)

11. This course will be:
    a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

College of Agriculture and Life Sciences

12. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

13. Prefix Course # Title (excluding punctuation)
    ANSC 351 Current Issues Animal Ag

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<th>Lect.</th>
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<th>Other</th>
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</table>

Approval recommended by:

H. Russell Cross
Department Head or Program Chair (Type Name & Sign) Date

Department Head or Program Chair (Type Name & Sign)
(Date if cross-listed course)

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services — 07/14
ANSC 351  
CURRENT ISSUES IN ANIMAL AGRICULTURE  
Spring 20XX

Professors:  Gary C. Smith  gary.smith@ag.tamu.edu  210-913-8939  
Chris Kerth  c-kerth@tamu.edu  979-224-1707  
Dan Hale  dhale@tamu.edu  979-587-9245  
Ashley Arnold  a.arnold@tamu.edu  979-862-3643

Meeting Time:  Tue/Thurs  9:35-10:50 AM, KLCT 400

Course Format:  3 hours of lecture, 3 credits, stacked with ANSC 651
Prerequisites:  Junior or Senior classification

Course Description:  College graduates entering the workforce for the first time are expected to be knowledgeable of the technical subject-matter in their field. In addition, they should exhibit awareness and understanding of the concerns of some in the general public about specific elements of their profession. The field of animal agriculture has, of late, been a lightning rod for skeptics and critics with both real and inaccurately perceived criticisms of what, how and why certain things are done. This course is intended to prepare graduates to project a professional image while using their communication skills to describe animal agriculture and to discuss its strengths and weaknesses with others.

Learning Outcomes:  (1) Upon completion of this course students will be able to create and deliver referential and persuasive discussions of topics and issues currently relevant to animal agriculture. (2) Students will demonstrate: (a) analytical reading ability, critical thinking and library research skills, and (b) communication skills in written and spoken discourse.

Conduction of Class:  (1) The first class period will consist of introductory information (i.e., course objectives, the Synopsis, Source Citations, Oral Presentations, honesty, plagiarism, regular and final examinations, final grades, differences in expectations for ANSC 651 vs. ANSC 351 students, etc.). (2) Beginning with the second class period, a single “Current Issue” will be discussed each week (two class periods) or—occasionally—at a single class period. (3) At the beginning of the second and each subsequent regular class meeting, each student will submit to the professor a handwritten Synopsis comprised of three (ANSC 351 students) or five (ANSC 651) sentences. (4) The Synopsis will consist of a first sentence in which the student describes her/his position regarding the “Current Issue.” Students can take a positive, negative or neutral position on an individual “Current Issue” without jeopardizing their grade in the course. As an example, the first sentence might say, “The Current Issue is that some people believe that grazing animals should never be tethered to constrain their movements, but I believe there are circumstances in which tethering is appropriate.” (5) The second and third
(ANSC 351) and the second, third, fourth and fifth (ANSC 651) sentences of the Synopsis will consist of the best statements of fact that the student can construct—based on her/his research—to support her/his position regarding that “Current Issue.” Each of the statements must have a Source Citation. As an example, a supporting statement might be “John Doe (Ruminant Science, Volume 72, page 341, 2012) supports the use of tethering for producers on small-scale sheep operations that cannot afford to construct fences.” or “Jane Doe (Proceedings of the International Livestock Congress, page 27, January 8, 2013) believes tethers—properly constructed and deployed—are humane and do not create undue animal stress or pain.” Students may use as Source Citations: (a) Statements by scientists generally regarded as experts on the subject from Internet, newspaper, magazine, textbook, White Paper, or personal interview sources, and; (b) Results of studies from a scientific journal article, a Proceedings paper, or a review commissioned by a nonprofit organization (e.g., NCBA, USDA, ASI, NPPC, NTF, PETA, PEW, NCC, HSUS, etc.) (6) During each regular class period, as many as possible of the students in the class will make an Oral Presentation of his/her Synopsis—without use of any notes or visual aids. Other students and the professor will constructively critique the substance of the Synopsis and the delivery of the Oral Presentation.

Attendance and Makeup Policies: Regular class attendance is expected. Excused absences must be confirmed and include: (1) Participation in authorized University activity. (2) Confinement due to illness (statement signed by a physician is required). (3) Death in immediate family. (4) Participation in legal proceedings that require the student’s presence. (5) For additional information about the attendance and makeup policies, please refer to Student Rule 7 at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

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](http://disability.tamu.edu). If an absence is excused, the instructor will either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor.

Academic Integrity Statement and Policy: “An Aggie does not lie, cheat, or steal; or tolerate those who do.”—Aggie Honor Code [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

Honesty: According to the Texas A&M University Definitions of Academic Misconduct, plagiarism is the appropriation of another person’s ideas, processes, results or words without giving appropriate credit. You should credit your use of
anyone else’s words, graphic images, or ideas using standard citation styles. If I should determine that you have failed to properly credit sources or have used all or parts of a Synopsis written by someone else, I will turn in your work to the Aggie Honor System Office for adjudication.

**Grading Procedure:** Each student’s Synopsis, if submitted on time, will be evaluated by the professor and assigned a score of 10 points if “Satisfactory” or 5 points if “Unsatisfactory”; no points will be given if the Synopsis is not submitted on time. The maximum possible sum of Synopsis scores will be 25 times 10 or 250 points but a perfect total score will be considered to be 200 points.

There will be three examinations (A, B, and Final); each will be worth 100 points.

Final Grades will be based on percentages of 500 total points (200 for Synopsis plus 300 for exams):

90% (450 or higher) = A  
80% (400-449) = B  
70% (350-399) = C  
60% (300-349) = D  
59% (299 or lower) = F.

**Additional Expectations—ANSC 651 vs. ANSC 351:** (a) Graduate Students (GS) will, as described above, be expected to provide twice as many Source Citations in each Synopsis. (b) GS will be called upon to give oral presentations more frequently than will Undergraduate Students (UGS). (c) GS enrolled for ANSC 651 credit will serve as advisors and tutors for UGS enrolled for ANSC 351 credit with regard to searching the scientific literature and delivering oral presentations. At the first class meeting, GS will provide their phone number or email address so UGS can seek assistance if, and as, needed.

**Postscripts:**

- A Fleishman-Hillard and The Motherhood.com survey (2013) revealed that “The primary sources for consumers obtaining information about food” (e.g., GMOs, pesticides, food safety, etc.) were: 39%, from trusted food and mom blogs; 31%, information from peers off-line; 24%, from the government, and; 17%, from physicians.

- “A university’s obligation is not to teach students *what to think* but to teach students *how to think*...  
  If students graduate with ears and minds closed, the university has failed both the student and society.”  
  (Source: Michael Bloomberg, Reader's Digest, October 2014)
<table>
<thead>
<tr>
<th>Week</th>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction; Labeling Gluten-Free Food</td>
</tr>
<tr>
<td>2</td>
<td>Importance of Beef, Pork, or Lamb (Tues) and Poultry or Dairy Products (Thurs) in the Human Diet—choose one for each class period</td>
</tr>
<tr>
<td>3</td>
<td>Vegetarianism/Veganism; Food Security (USA and Globally)</td>
</tr>
<tr>
<td>4</td>
<td>Food Defense (relative to Bioterrorism); Food Waste In the USA</td>
</tr>
<tr>
<td>5</td>
<td>Sustainability of Livestock Production in the USA; Major Examination A</td>
</tr>
<tr>
<td>6</td>
<td>Microbiological Safety of US Food; Microbiological Safety of Imported Food</td>
</tr>
<tr>
<td>7</td>
<td>Chemical Safety of US Food; Chemical Safety of Imported Food</td>
</tr>
<tr>
<td>8</td>
<td>Comparative Food Safety of Conventional vs. Local or Natural (Tues) and vs. Organic or Grass-Fed (Thurs) Beef</td>
</tr>
<tr>
<td>9</td>
<td>Animal Well-Being in Production Settings (Tues) and in Loading/Hauling/Harvesting (Thurs)</td>
</tr>
<tr>
<td>10</td>
<td>Country-Of-Origin Labeling of Beef; Major Examination B</td>
</tr>
<tr>
<td>11</td>
<td>Is Global Warming a Result of Human Activity?; How Much of GHG Production Is a Result of Animal Production?</td>
</tr>
<tr>
<td>12</td>
<td>GMOs—GE In Animal/Plant Foods; GMOs—Cloning in Animal/Plant Foods</td>
</tr>
<tr>
<td>13</td>
<td>Antibiotics for Growth Promotion in Meat Animals; Causes of Antimicrobial Resistance in Human Pathogens</td>
</tr>
<tr>
<td>14</td>
<td>Use of Hormonal (Tues) or B-agonistic (Thurs) Growth Promotants in Meat Animals</td>
</tr>
<tr>
<td>15</td>
<td>Final Examination</td>
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Test Dates:  
- Major Examination A: Week 5  
- Major Examination B: Week 10  
- Final Examination: Week 15
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): INTERNATIONAL STUDIES
3. Course prefix, number and complete title of course: ARAB 104 Intensive Beginning Arabic
4. Catalog course description (not to exceed 50 words): Accelerated elementary language study, with oral, listening, reading, and writing practice. Equivalent to ARAB 101 and ARAB 102.

5. Prerequisite(s): None

6. Is this a variable credit course? ☐ Yes ☑ No If yes, from _____ to _____
7. Is this a repeatable course? ☐ Yes ☑ No If yes, this course may be taken _____ times.
8. Will this course be repeated within the same semester? ☐ Yes ☑ No
9. Will this course be submitted to the Core Curriculum Council? ☐ Yes ☑ No
10. How will this course be graded? ☑ Grade ☐ S/U ☐ P/F (CLMP)

This course will be:

a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

B.A. in International Studies; Minor in Arabic Studies; undergraduate general academics

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
12. ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://ypr.tamu.edu/resources/export-controls/export-controls-basics/or-distance-education).

13. Prefix Course # Title (excluding punctuation)
ARAB 104 Intensive Beginning Arabic

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<th>Lab</th>
<th>Other</th>
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</table>

Approval recommended by:
Robert R. Shadley
Department Head or Program Chair

Date

Nancy J. Strickler
Chair, College Review Committee

Date

Dean of College

Date

Submitted to Coordinating Board by:
Chair, GC or UCC

Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14

RECEIVED

CURRICULAR SERVICES

NOV 20 2015
Dr. Salah Ayari
office: Academic 103B
phone: 845-2124 (INTS main office)
e-mail: ayari-s@tamu.edu
office hours: MW 2:00-5:00, or by appointment

Department of International Studies

ARAB 104 Intensive Beginning Arabic

Texas A&M University
Fall 2016
M-F 8:00-10:00
ACAD 123

Course description
Accelerated elementary language study, with oral, listening, reading, and writing practice. Equivalent to ARAB 101 and ARAB 102.

This course is designed for students who are highly motivated to gain fluency in Arabic. The course sets high expectations in listening, speaking, reading, writing and cultural skills through daily interactive classes and exposure to a wide variety of linguistic and cultural materials. Consistent progress towards the course expectations is expected and will be evaluated regularly and thoroughly through a variety of assessment tools as described in the grading policy below.

Learning outcomes:
Upon completion of this course, you will be able to perform the following activities in Arabic:
- Recognize and communicate the main ideas of beginning level Arabic texts, oral communications, and audio-visual material on concrete topics;
- Produce clear, detailed text in Arabic on a limited range of subjects;
- Employ different strategies to understand unfamiliar words;
- Describe socio-cultural issues in contemporary Arabic life.

Prerequisites
None.

A student enrolling for the first time in the Arabic program at Texas A&M and who has previously acquired knowledge of Arabic, whether acquired through high school study or cultural/family experience, and who has not received college credit for that language must take a placement exam to determine the appropriate course for her/his level of ability. Information regarding the placement exam, as well as who qualifies for it, is posted on the INTS website: http://internationalstudies.tamu.edu/html/placementexams.html. Dates and times can be found on marketplace.tamu.edu → Dept. of International Studies → Placement Exams. Questions can be directed to the appropriate academic advisor for International Studies, currently Nancy Neil (neil123@tamu.edu).

Required course materials

Students must check eCampus (ecampus.tamu.edu) and their TAMU email accounts daily for homework assignments, course announcements and resources.

Absences
Course attendance is required. After the third unexcused absence, 5 percentage points will be deducted from the final course grade for each additional unexcused absence. Arriving more than 15 minutes late for class will be considered an absence, except in the case of university-approved excuse.

Please see 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).

Grading scale
A=90-100%; B=80-89%; C=70-79%; D=60-69%; F=0-59%

Course grade
- Participation 10%
- Homework 15%
- Quizzes (10) 60%
- Final exam 15%

Participation
Class participation is important and required. In each class session, you will be called upon to use vocabulary and grammatical structures in a variety of activities. You will also be asked to work in pairs or groups to perform certain language tasks, such as role playing.

Homework
There will be daily homework. Assignments with their due dates will be announced in class and posted to eCampus. You are expected to complete homework assignments before coming to class. Late homework will not be accepted, except in the case of university-approved excused absence.

Quizzes
There will be a total of 10 quizzes (most Fridays in the semester). Each quiz will cover part or all of the previously taught materials. Each quiz could include part or all of the following components: listening, speaking, reading and writing. Quizzes cannot be made up, except in the case of university-approved excused absence.

Final exam
The final exam will be comprehensive, covering materials taught during the entire semester. The exam will consist of speaking, listing, reading and writing exercises. The final exam cannot be made up, except in the case of university-approved excused absence.

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 appiehonor.tamu.edu.

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, 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.
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Topics</th>
<th>Textbook</th>
<th>Assessments</th>
</tr>
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<tbody>
<tr>
<td>Greetings</td>
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<td>Friday – Quiz :</td>
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<tr>
<td>Self-introduction</td>
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<tr>
<td>Asking and responding to basic questions</td>
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<tr>
<td>Using police expressions</td>
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<tr>
<td>Counting to 10</td>
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<tr>
<td>Introducing someone using pronouns</td>
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<tr>
<td>Understanding and following basic instructions</td>
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<tr>
<td>Writing own name</td>
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<tr>
<td>Writing first 12 letters of the Arabic alphabet</td>
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<tr>
<th>Week 2</th>
<th>Topics</th>
<th>Textbook</th>
<th>Assessments</th>
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<tbody>
<tr>
<td>Naming school items</td>
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<td>Friday – Quiz 2</td>
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<tr>
<td>Talking about where you live</td>
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<td>Talking about what you study</td>
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<tr>
<td>Talking about family and friends</td>
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<tr>
<td>Using descriptive words (noun/adj agreement)</td>
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<td>Differentiating between male and female nouns</td>
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<td>and adjectives</td>
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<td>Counting to 100</td>
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<td>Writing the whole alphabet and simple words</td>
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<td>Writing words with and without short vowels</td>
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<tr>
<th>Week 3</th>
<th>Topics</th>
<th>Textbook</th>
<th>Assessments</th>
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<tbody>
<tr>
<td>Reading familiar and unfamiliar words</td>
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<td>Friday – Quiz 3</td>
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<tr>
<td>Writing familiar and unfamiliar words</td>
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<tr>
<td>Naming things in a room (including furniture items)</td>
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<td>Using the plural forms</td>
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<td>Counting by hundreds</td>
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<tr>
<td>Naming days of the week</td>
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<td>Using verbs in the present tense with different subjects</td>
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<tr>
<th>Week 4</th>
<th>Topics</th>
<th>Textbook</th>
<th>Assessments</th>
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<tbody>
<tr>
<td>Listen to the story of Maha</td>
<td></td>
<td>Lesson 1 from Al-Kitaab</td>
<td>Friday – Quiz 4</td>
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<tr>
<td>Culture: About the Arabic names</td>
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<td>أنا سكّتة في مدينة نيويورك</td>
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<tr>
<td>Do the vocabulary exercises</td>
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<tr>
<td>Talk about your family</td>
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<tr>
<td>Write about your family</td>
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<td>The definite article</td>
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<td>The Nisba Adjectives الاسمية</td>
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<tr>
<td>Reading for fluency and comprehension (page 18)</td>
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<tr>
<th>Week 5</th>
<th>Topics</th>
<th>Textbook</th>
<th>Assessments</th>
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<tbody>
<tr>
<td>Listening to the story</td>
<td></td>
<td>Lesson 2</td>
<td>Friday – Quiz 5</td>
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<tr>
<td>Do the vocabulary exercises</td>
<td></td>
<td>أنا فعلا وحيدة</td>
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<tr>
<td>More about your family</td>
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<tr>
<td>Reading for fluency and comprehension (page 37)</td>
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<tr>
<th>Week 6</th>
<th>Topics</th>
<th>Textbook</th>
<th>Assessments</th>
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<tbody>
<tr>
<td>Listening to the stories</td>
<td></td>
<td>Lesson 3</td>
<td>Friday – Quiz 6</td>
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<tr>
<td>Do the vocabulary exercises</td>
<td></td>
<td>عائلة والدي كبيرة</td>
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<tr>
<td>More details about your family</td>
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<tr>
<td>Types of plural: جمع المفردات السالم، المذكر السالم وجمع الكسر</td>
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<tr>
<td>Verb conjugation (present tense)</td>
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<tr>
<td>Reading for fluency and comprehension (page 62)</td>
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</table>
| Week 7 | Listening to the stories  
Naming foods and drinks  
Learning about Arabic food  
What kinds of food and drink do you like?  
Reading from a food menu in Arabic  
New verbs and verb conjugation  
Verbal nouns (verb patterns)  
Object pronouns  
Nominal and verbal sentences | كيف أحظى كل هذه الأسماء؟ | Friday – Quiz 7 |
| --- | --- | --- | --- |
| Week 8 | Listening to the stories  
Naming seasons of the year  
Describing the weather  
Giving personal opinion  
Giving reason/justification | الطقس حار جدا في الصيف | Lesson 5 |
| Week 9 | Definite and indefinite phrases and sentences  
Adverbs  
Listening to a song  
Reading for fluency and comprehension (page 111) |  | Friday – Quiz 8 |
| Week 10 | Self-introduction and review  
Listening to Khalid's story  
Describing majors  
Days of the week | مصيدة بكلية التجارة ( ) | Lesson 6 |
| Week 11 | Describing hobbies  
Comparing hobbies in Egypt and hobbies in the US  
Grammar: The dual ( ) and the verbal noun ( )  
Giving reason ل- لأن – سبب  
Reading the stories on pages 131 and 133 for fluency and comprehension |  | Friday – Quiz 9 |
| Week 12 | Listening to Khalid’s story  
Listening to Maha’s friend  
Describing personality traits  
Comparing and contrasting |  | Lesson 7 |
| Week 13 | Describing past actions:  
Sentence structure  
Reading for fluency and comprehension and Writing: describing personality traits of your family members |  | Friday – Quiz 10 |
| Week 14 | Review and prepare for Final exam |  |  |

**Final Exam:** To be given on date/time set by Registrar for classes meeting MWF 8:00-9:00.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: [✓] Undergraduate [ ] Graduate [ ] First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): INTERNATIONAL STUDIES
3. Course prefix, number and complete title of course: ARAB 204 Intensive Intermediate Arabic

4. Catalog course description (not to exceed 50 words):
Accelerated intermediate language study, with oral, listening, reading, and writing practice. Equivalent to ARAE 201 and ARAB 202.

5. Prerequisite(s):
   ARAB 102 or ARAB 104.

6. Is this a variable credit course? [✓] No
   If yes, from _______ to _______

7. Is this a repeatable course? [✓] No
   If yes, this course may be taken ______ times.
   Will this course be repeated within the same semester? [ ] Yes [✓] No

8. Will this course be submitted to the Core Curriculum Council? [ ] Yes [✓] No

9. How will this course be graded? [✓] Grade [ ] S/U [ ] P/F (CLMS)

10. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   B.A. in International Studies; Minor in Arabic Studies; undergraduate general academics

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
12. [✓] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix | Course # | Title (excluding punctuation) | Lec. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code | Level
   ARAB   | 204     | Intensive Intermediate Arabic | 6.00 | 6.00 |       | 1611010001 | 1663       | 16        | 17        | 0   0 3 6 3 2 |

Approval recommended by:
Robert R. Shandley
Department Head or Program Chair (Type Name & Sign)

Date

Chair, College Review Committee
Date

Dean of College
Date

Submitted to Coordinating Board by:
Chair, GC or UCC
Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14

Received: Nov 20, 2015
CURRICULAR SERVICES
Dr. Salah Ayari
office: Academic 103B
phone: 845-2124 (INTS main office)
e-mail: ayari-s@tamu.edu
office hours: MW 1:00-2:00, or by appointment

ARAB 204 Intensive Intermediate Arabic

Texas A&M University
Spring 2017
MWF 8:00-10:00
ACAD 123

Course description
Accelerated intermediate language study, with oral, listening, reading, and writing practice. Equivalent to ARAB 201 and ARAB 202.

This course is designed to bring student proficiency in Arabic language to intermediate level. Focusing primarily on Modern Standard Arabic with some exposure to the Moroccan and Egyptian dialects, the course seeks to increase proficiency in listening comprehension, speaking, reading and writing to allow students to handle different social situations with greater accuracy and confidence. The course also seeks to enhance awareness about cultural practices, products and perspectives common in Arabic-speaking countries through a wide range of authentic materials and a variety of activities and projects.

Learning outcomes:
Upon completion of this course, you will be able to perform the following activities in Arabic:

- Recognize and communicate the main ideas of intermediate level Arabic texts, oral communications, and audio-visual material on concrete topics;
- Produce clear, detailed text in Arabic on a wide range of subjects;
- Employ different strategies to understand unfamiliar words;
- Describe socio-cultural issues in contemporary Arabic life.

Prerequisites
ARAB 102 or ARAB 104.

A student enrolling for the first time in the Arabic program at Texas A&M and who has previously acquired knowledge of Arabic, whether acquired through high school study or cultural/family experience, and who has not received college credit for that language must take a placement exam to determine the appropriate course for her/his level of ability. Information regarding the placement exam, as well as who qualifies for it, is posted on the INTS website: http://internationalstudies.tamu.edu/html/placementexams.html. Dates and times can be found on marketplace.tamu.edu → Dept. of International Studies → Placement Exams. Questions can be directed to the appropriate academic advisor for International Studies, currently Nancy Neil (neil123@tamu.edu).

Required course materials
- The Hans Wher Dictionary of Modern Written Arabic, Spoken Language Services, Inc.

Students must check eCampus (ecampus.tamu.edu) and their TAMU email accounts daily for homework assignments, course announcements and resources.

Absences
Course attendance is required. After the third unexcused absence, 5 percentage points will be deducted from the final course grade for each additional unexcused absence. Arriving more than 15 minutes late for class will be considered as an absence, except in the case of university-approved excuse.

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note must also contain the medical professional’s confirmation that absence from class was necessary (see Rule 7.1.6.1).

**Grading scale**
A=90-100%; B=80-89%; C=70-79%; D=60-69%; F=0-59%

**Course grade**
- Participation: 10%
- Homework: 15%
- Quizzes (10): 60%
- Final exam: 15%

**Participation**
Class participation is important and required. In each class session, you will be called upon to use vocabulary and grammatical structures in a variety of activities. You will also be asked to work in pairs or groups to perform certain language tasks, such as role playing.

**Homework**
There will be daily homework. Assignments with their due dates will be announced in class and posted to eCampus. You are expected to complete homework assignments before coming to class. Late homework will not be accepted, except in the case of university-approved excused absence.

**Quizzes**
There will be a total of 10 quizzes (most Fridays in the semester). Each quiz will cover part or all of the previously taught materials. Each quiz could include part or all of the following components: listening, speaking, reading and writing. Quizzes cannot be made up, except in the case of university-approved excused absence.

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The final exam will be comprehensive, covering materials taught during the entire semester. The exam will consist of speaking, listing, reading and writing exercises. The final exam cannot be made up, except in the case of university-approved excused absence.

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<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Textbook</th>
<th>Assessments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Understanding the story</td>
<td>Review Khalid’s stories from Lessons 6 &amp; 7 (المستقبل للتجارة)</td>
<td>Friday – Quiz 1</td>
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<td></td>
<td>ما رأيك في – في رأيي</td>
<td>(المستقبل للتجارة)</td>
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<td></td>
<td>Recounting past events</td>
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<td>(المستقبل للتجارة)</td>
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<td></td>
<td>Giving reasons</td>
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<td>إذا نجحت ... – سأعمل في</td>
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<td>ل - لأن - بسبب - للك (grammar: Conditional (if ... then))</td>
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<td>Week 2</td>
<td>Word roots (how to generate different words from the root)</td>
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<td>Friday – Quiz 2</td>
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<td></td>
<td>Using Arabic dictionary to look up unfamiliar words</td>
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<td></td>
<td>Maximizing word comprehension based on the root system</td>
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<td>Writing: Describing a picture story</td>
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<td>Writing: Filling out an application form</td>
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<td></td>
<td>Reading for fluency and comprehension (page 178)</td>
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<tr>
<td>Week 3</td>
<td>Understanding the story</td>
<td>Lesson 9 جدتي توقظتي في السادسة والنصف (المستقبل للتجارة)</td>
<td>Friday – Quiz 3</td>
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<td>Eating with family: relating cultural practices to perspectives</td>
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<td>Expressing respect to elders</td>
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<td>Describing daily activities</td>
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<td></td>
<td>Using words of sequence</td>
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<td>Expressing preference (مدتني المنحلة – هوائي المنحلة)</td>
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<td>أولا – ثانيا – ثالثا</td>
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<td>Week 4</td>
<td>Ordinal numbers ...</td>
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<td>Friday – Quiz 4</td>
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<td></td>
<td>Telling time</td>
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<td>Reading about Arabic TV programs</td>
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<td>Listening to video clips (TV program headlines)</td>
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<td>Listening to Sami’s story (Khalid’s brother)</td>
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<td></td>
<td>Reading for fluency and comprehension (page 197)</td>
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<td></td>
<td>Writing about your daily schedule</td>
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<tr>
<td>Week 5</td>
<td>Understanding Khalid’s story</td>
<td>Lesson 10 (بيت العائلة)</td>
<td>Friday – Quiz 5</td>
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<td></td>
<td>What days of the week are holidays in Egypt</td>
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<td></td>
<td>What do people do on Friday?</td>
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<tr>
<td></td>
<td>Describing daily activities</td>
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<td></td>
<td>Family time: Relating cultural practices to perspectives</td>
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<td>Friday prayer (when and how)</td>
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<tr>
<td>Week 6</td>
<td>Weekend activities (compare Egypt with the US)</td>
<td></td>
<td>Friday – Quiz 6</td>
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<td></td>
<td>Grammar: Conjugating verbs (نام - جاء - صح - )</td>
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<td>مزيد عن الفاعل</td>
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<td></td>
<td>Combining the prepositions ( إلى - على - مع) with pronouns</td>
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<td>(إليه - عليك - علينا ...)</td>
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<td></td>
<td>Object pronouns (ضمتان النصب: ساعتنا - مساعد)</td>
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<td>جامع الحسنين في القاهرة</td>
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<td></td>
<td>Reading for fluency and comprehension</td>
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<tr>
<td>Week 7</td>
<td>Understanding Khalid’s story</td>
<td>Lesson 11 أشيء بالخلاصة (المستقبل للتجارة)</td>
<td></td>
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<tr>
<td></td>
<td>Reviewing different academic majors</td>
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<tr>
<td></td>
<td>Expressing feelings and emotions</td>
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<td></td>
<td>Describing personality</td>
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<td></td>
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<tr>
<td></td>
<td>Getting engaged: what matters most</td>
<td></td>
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</tbody>
</table>
| Week 8 | Grammar: The descriptive sentence المضارع المرجو  
Quantifiers (كل – بعض – معظم – عادة)  
Listening to the story of Khalid’s friend  
Dreams and ambitions of a young Egyptian man  
Reading for fluency and comprehension (page 244) | Friday – Quiz 7 |
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Week 10</td>
<td>Using the negative forms (ليس – لا – لّن) The role of the eldest son in the family: relating practices to perspectives Listening to a song (فروز) Writing activity (picture story – page 265) Reading for fluency and comprehension (p. 266)</td>
<td>Friday – Quiz 8</td>
</tr>
<tr>
<td>Week 11</td>
<td>Expressing opinions and giving reasons Traveling overseas to study and to work Feeling homesick Traditional and modern marriage The role of the family in marriage decision Verbs with أن إلا أن</td>
<td>Lesson 13 (لماذا قررت البقاء في أمريكا؟)</td>
</tr>
<tr>
<td>Week 12</td>
<td>The verb مازال The verbs اسمه – كان المضارع المجزوم بدأ لم Reading for fluency and comprehension (pages 287, 288 and 292) Writing a letter (using formulaic expressions) – page 289</td>
<td>Friday – Quiz 9</td>
</tr>
<tr>
<td>Week 13</td>
<td>Listen to the story Describing a residence Describing location Grammar: using prepositions Using the Internet to search for a furnished apartment in different Arab cities النقل الإجمالي الإضاقة أوزآن للعمل Verb root</td>
<td>Lesson 14 (أتمتى الا تترك هذا البيت) Friday – Quiz 10</td>
</tr>
<tr>
<td>Week 14</td>
<td>Review and prepare for Final exam</td>
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</tr>
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</table>

**Final Exam:** To be given on date/time set by Registrar for classes meeting MWF 8:00-9:00.
Texas A&M University
Departmental Request for a New Course
Undergraduate ▪ Graduate ▪ Professional
Submit original form and attach a course syllabus.

Form Instructions

1. Course request type:  ✓ Undergraduate  □ Graduate  □ First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):
   Department of Architecture

3. Course prefix, number and complete title of course:
   ARCH 281 - Seminar in Contemporary Architecture

4. Catalog course description (not to exceed 50 words):
   Presentations by and discussions with professionals representing speciality areas related to environmental design through the Department of Architecture Lecture Series.

5. Prerequisite(s):
   none

6. Is this a variable credit course?  □ Yes  ✓ No
   If yes, from ______ to _______

7. Is this a repeatable course?  ✓ Yes  □ No
   If yes, this course may be taken ______ times.
   Will this course be repeated within the same semester?  □ Yes  ✓ No
   □ Yes  ✓ No

8. Will this course be submitted to the Core Curriculum Council?
   □ Yes  ✓ No

9. How will this course be graded?
   ✓ Grade  □ S/U  □ P/F (CLMD)

10. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      Environmental Design Architectural Studies (EDAS)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. ✓ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://or.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix  Course  Title (excluding punctuation)
    ARCH  281  Seminar in Contemp Arch

    | Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | Year | HCE Code |
    |-------|-----|-------|-----|-------------------|-------------|------|----------|
    | 1.00  | 0.00| 0.00  | 1.00| 040210006         | 0290        | 16   | 036523    |

    Approval recommended by:
    Ward V. Wells
    Department Head or Program Chair (Type Name & Sign)
    Date

    Leslie Feigenbaum
    Chair, College Review Committee
    Date

    Leslie Feigenbaum
    Dean of College
    Date

    Submitted to Coordinating Board by:
    Chair, GC or UCC
    Date

    Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services - 07/14
ARCH 281 – Seminar. Contemporary Topic in Architecture: The Department of Architecture Lecture Series

Term: Fall 2015
Monday 5:45 pm – 6:35 pm ARCC 305. The Department of Architecture Lecture Series will be held in Geren Auditorium or other designated lecture hall.

Course Description and Prerequisites

Presentations by and discussions with professionals representing specialty areas related to environmental design through the Department of Architecture Lecture Series. May be repeated for up to 4 credit hours.
Prerequisite: None

A diverse group of professionals present topics of interest to individuals throughout the University. Many of the lectures have relevance to students in the Department of Architecture. Students in this class will be exposed to experts in a variety of fields who will provide information relevant to the constantly changing arena of architecture. This course will enable students to better adopt a professional, broad focus on architecture and design. Students will be exposed to contemporary topics in architecture and will be able to articulate a position on issues related to architectural design.

Learning Outcomes

- Students will be able to analyze and synthesize information from diverse perspectives.
- Students will be able to understand and interpret information so as to create innovative relationships capable of being applied to multiple contexts.
- Students will be able to articulate a position on issues related to the lectures.

Instructor Information

Name: Shelley D. Holliday
Telephone number: 979.845.7885
Email address: shclliday@tamu.edu
Office hours: Monday 9:00 am – 10:00 am, Friday 9:00 am – 10:00 am
Office location: Largford Building A, Office 418

Textbook and/or Resource Material

None required

Grading Policies

Students should refer to the Academic section in Student Rules and Regulations http://student-rules.tamu.edu

≥ 70% = Satisfactory
< 70% = Unsatisfactory
All work will be project based. Including, but not limited to posters, questions, discussions, presentations, and written work.

**50 points maximum - The Department of Architecture Lecture Series**
Attendance at the seven scheduled Department of Architecture lectures is required. An attendance sheet will be available at each Department of Architecture lecture. Absent a University excused absence, failure to attend and sign the attendance sheet will result in 0 points for that lecture. Absent a University excused absence, failure to turn in the specific assignment for that lecture within one week of the lecture will result in 0 points for that lecture.

**20 points maximum – Poster**
Each student will select a speaker of their choice (first come first serve) and will be responsible for creating a poster advertising the upcoming lecture. The design must be completed and approved by the instructor one week prior to the lecture. The poster must be displayed in various locations around Langford on the Tuesday before the lecture and must be taken down on Monday after the lecture has concluded.

**30 points maximum – Questions**
Each student will be responsible for generating two questions concerning the speaker’s topic for each lecture series. Questions must be sent to the instructor via email by 8:00 pm the Sunday before the lecture.

**40 points maximum - Lectures Outside the Department of Architecture**
Attendance at three lectures other than those given or sponsored by the Department of Architecture is required.

**20 points maximum – Lecture Notes**
A maximum of 6.67 points will be given for each attendance with lecture notes. Absent a University excused absence, failure to turn in lecture notes by the deadline dates on the schedule will result in 0 points for that lecture.

**20 points maximum – Class Presentations**
Each student will be responsible for a short presentation on their favorite Lecture that occurred outside the department.

**10 points maximum – The College of Architecture Research Symposium & Rowlett Lecture**
Attendance at the College of Architecture Research Symposium & Rowlett Lecture is required. Absent a University excused absence, failure to turn in lecture notes within one week of the lecture date will result in 0 points for that lecture.

5 points maximum – Attendance at and notes for a minimum of two lectures at The College of Architecture Research Symposium
5 points maximum – Attendance and notes at the Rowlett Lecture

**Attendance and Make-up Policies**
The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located online at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>01. 08/31</td>
<td>Course Introduction</td>
<td>Submit questions by 8:00 pm on 09/06</td>
</tr>
<tr>
<td>02. 09/07</td>
<td>Ronny Eckels 5:45 pm Geren Auditorium</td>
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<tr>
<td>03. 09/14</td>
<td>Lecture Outside the Department</td>
<td>Meet to discuss outside the outside department lectures in ARCC 305.</td>
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<tr>
<td>04. 09/21</td>
<td>Lecture Outside the Department</td>
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<tr>
<td>05. 09/28</td>
<td>Lecture Outside the Department</td>
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<tr>
<td>06. 10/05</td>
<td>Matias Del Campo- University of Michigan, 5:45 pm Geren Auditorium</td>
<td>Submit questions by 8:00 pm on 10/04</td>
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<tr>
<td>07. 10/12</td>
<td>Keith + Marie Zawistowski- Virginia Tech, 5:45 Geren Auditorium</td>
<td>Submit questions by 8:00 pm on 10/11</td>
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<tr>
<td>08. 10/19</td>
<td>Research Symposium</td>
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<tr>
<td>10/23</td>
<td>Rowlett Lecture</td>
<td>Submit questions by 8:00 pm on 10/25</td>
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<tr>
<td>09. 10/26</td>
<td>Kevin Alter- Alter Studio, Austin, 5:45 pm Geren Auditorium</td>
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<tr>
<td>10. 11/02</td>
<td>Todd Gannon- Sciarc, 5:45 pm Geren Auditorium</td>
<td>Submit questions by 8:00 pm on 11/01</td>
</tr>
<tr>
<td>11. 11/09</td>
<td>Bob Borson. Maxwell Borson Architects, 5:45 Geren Auditorium</td>
<td>-Submit questions by 8:00 pm on 11/15 for Andrew Colopy</td>
</tr>
<tr>
<td>12. 11/16</td>
<td>Andrew Colopy- Rice University, 5:45 pm Geren Auditorium</td>
<td>-Submit three outside department lecture notes by 8:00 pm on 11/16.</td>
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<tr>
<td></td>
<td></td>
<td>-Submit digital presentation by 8:00 pm on 11/16.</td>
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<tr>
<td>14. 11/30</td>
<td>Presentations of Outside Lectures</td>
<td></td>
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</tbody>
</table>

## 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](http://disability.tamu.edu).

### Academic Integrity

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

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

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

No power tools may be used in the design studio, no dust or odor producing processes may be conducted in the studio, no wet casting processes may be conducted in the studio, the college’s shop and spray booth facilities must be used for the above mentioned processes. Professional behavior and conduct is expected of each student.

All studio desks must be covered. In addition students must have at minimum an 18” x 24” cutting mat at their desk.

Studio Policy (required of all studios)

All students, faculty, administration and staff of the Department of Architecture at Texas A&M University are dedicated to the principle that the Design Studio is the central component of an effective education in architecture. They are equally dedicated to the belief that students and faculty must lead balanced lives and use time wisely, including time outside the design studio, to gain from all aspects of a university education and world experiences. They also believe that design is the integration of many parts, that process is as important as product, and that the act of design and of professional practice is inherently interdisciplinary, requiring active and respectful collaboration with others.

Students and faculty in every design studio will embody the fundamental values of optimism, respect, sharing, engagement, and innovation. Every design studio will therefore encourage the rigorous exploration of ideas, diverse viewpoints, and the integration of all aspects of architecture (practical, theoretical, scientific, spiritual, and artistic), by providing a safe and supportive environment for thoughtful innovation. Every design studio will increase skills in professional communication, through drawing, modeling, writing and speaking.

Every design studio will, as part of the syllabus introduced at the start of each class, include a clear statement on time management, and recognition of the critical importance of academic and personal growth, inside and outside the studio environment. As such it will be expected that faculty members and students devote quality time to studio activities, while respecting the need to attend to the broad spectrum of the academic life. Every design studio will establish opportunities for timely and effective review of both process and projects. Studio reviews will include student and faculty peer review. Where external reviewers are introduced, the design studio instructor will ensure that the visitors are aware of the Studio Culture Statement and recognize that the design critique is an integral part of the learning experience. The design studio will be recognized as place for open communication and movement, while respecting the needs of others, and of the facilities.

Important Links Below

Department of Architecture Website: http://dept.arch.tamu.edu/
Department Financial Assistance: http://dept.arch.tamu.edu/financial-assistance/
Academic Calendar: http://Registrar.tamu.edu/general/calendar.aspx
Final Exam Schedule Online: http://Registrar.tamu.edu/Courses-Registration-Scheduling/Final-Exam-Schedule
On-Line Catalog: http://catalog.tamu.edu
Student Rules: http://student-rules.tamu.edu/
Aggie Honor System Office: http://aggiehonor.tamu.edu/
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions:
1. Course request type:  ✓ Undergraduate  □ Graduate  □ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):  Department of Architecture
3. Course prefix, number and complete title of course:  ARCH 353 - History of Product Design
4. Catalog course description (not to exceed 50 words):
   History of product design in Europe and America including the relationship between designer and object, the
   relationship of design, industry and media over time, and design criticism; focus on material/technical and typological
   approaches, comparative method, and content analysis in context of original environment and social history.

5. Prerequisite(s):
   Junior or senior classification or approval of instructor
   Cross-listed with:
   Stacked with:
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course?  □ Yes  ✓ No  If yes, from _____ to _____
7. Is this a repeatable course?  □ Yes  ✓ No  If yes, this course may be taken _____ times.
   Will this course be repeated within the same semester?  □ Yes  ✓ No
8. Will this course be submitted to the Core Curriculum Council?  □ Yes  ✓ No
9. How will this course be graded:  ✓ Grade □ S/U □ P/F (CLMD)
10. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in History)
       n/a
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in Geography)
       Environmental Design (EDAS)
11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
12. ✓ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpy.tamu.edu/resources/export-control/export-controls-basics-for-distance-education).

13. Prefix  Course #  Title (excluding punctuation)
    ARCH  353  History of Product Design

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>EICE Code</th>
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<td>0290</td>
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<td>17</td>
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Approval recommended by:

Ward V. Wells
Department Head or Program Chair (Type Name & Sign)  Date

Leslie Feigenbaum
Chair, College Review Committee  Date

Leslie Feigenbaum
Dean of College  Date

Submitted to Coordinating Board by:

Chair, GC or UCC  Date

Associate Director, Curricular Services  Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 07/14
Course title and number  ARCH 353  History of Product Design  
Term  Fall 2016  
Meeting times and location  TBA

Course Description and Prerequisites

History of product design in Europe and America including the relationship between designer and object, the relationship of design, industry and media over time, and design criticism; focus on material/technical and typological approaches, comparative method, and content analysis in context of original environment and social history. Prerequisites: Junior or senior classification or permission of instructor.

Learning Outcomes

The course aims to provide students with a framework of interpretative skills useful to understanding design. Students who successfully complete this course will be able to:

- Observe and describe the techniques and materials deployed in creating objects or sites. [Knowledge]

- Understand and communicate the importance of historical context for design. [Comprehension]

- Distinguish significant developments in the relationship between design, industry, and media [Comprehension]

- Apply critical thinking to the historiography of design criticism [Application/Evaluation]

Instructor Information

Name  Gabriel Esquivel  
Telephone number  614 570 7060  
Email address  gabe@theoremas.com  
Office hours  Tuesdays and Thursday from 2 to 4  
Office location  ARCH A328

Textbook and/or Resource Material


Grading Policies

Projects will receive marks based on the level of understanding of concepts and processes presented in class lecture. A numeric-to-letter grading system will be used for grading purposes in this course. Grade A = 90-100, B = 80-89, C = 70-79, D = 60-69. With the above in mind, please note the following considerations:

Course Requirements                      Value
1. Critical Paper                      20%
2. Mid-term Exam                        30%
3. Final Exam                           50%

100%

Critical Paper (Writing Assignment)
Each student will be required to write a short critical paper reviewing a book about a designer or manufacturer, a specific design movement, or specific works of design that may be defined by type, model or medium. The topic of the book must fall within the historical period covered in the course. It must also be concerned with applied arts and crafts or industrial designs that usually have commercial, utilitarian and aesthetic value.

Your review should describe:

1. The contents of the book and organization of the bibliography
2. The author's thesis
3. The author's arguments used to form an interpretation of the material being presented
4. Reflection/Analysis: State your own opinions about the author's interpretation and use of primary or secondary source material and tell how you think the book might be improved.

Format: Your paper should be no less than four fully typed pages or approximately 1000 words in length. 10, 11 or 12 font size should be used.

Grading Rubric for Paper

<table>
<thead>
<tr>
<th>Grade</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
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<td>2</td>
<td>3</td>
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<tr>
<td>Description of author's thesis</td>
<td>0-2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Description of author's arguments</td>
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<td>Analysis</td>
<td>0-2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Spelling/Grammar/Format</td>
<td>0</td>
<td>1</td>
<td>1.5</td>
<td>2</td>
</tr>
</tbody>
</table>

Total points = 20

Your paper is due on Wednesday December 7.
The paper will count the remaining 20% of your grade.

Attendance and Make-up Policies
The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located online at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to provide notice of the dates on which major exams will be given and assignments will be due on the course syllabus, which must be made available by the first class period. Graduate students are expected to attend all examinations required by departments or advisory committees as scheduled formally.

Students who are requesting an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code (See TAMU Student Rule 24).

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

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Period</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>18th Century</td>
<td>Judy Attfield</td>
</tr>
<tr>
<td>2</td>
<td>19th Century</td>
<td>John Ruskin</td>
</tr>
<tr>
<td>3</td>
<td>Arts and Crafts</td>
<td>William Morris</td>
</tr>
<tr>
<td>4</td>
<td>Art Nouveau</td>
<td>Nikolaus Pevsner</td>
</tr>
<tr>
<td>5</td>
<td>Modernism</td>
<td>Adolf Loos</td>
</tr>
<tr>
<td>6</td>
<td>Bauhaus</td>
<td>Walter Benjamin</td>
</tr>
<tr>
<td>7</td>
<td>Mid-term Exam</td>
<td>Monday October 10</td>
</tr>
<tr>
<td></td>
<td>Mid- Century Modern</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Charles And Ray Eames</td>
<td>Walter Benjamin</td>
</tr>
<tr>
<td>9</td>
<td>Domesticity</td>
<td>Rolan Barthes</td>
</tr>
<tr>
<td>10</td>
<td>1960's</td>
<td>John Ruskin</td>
</tr>
<tr>
<td>11</td>
<td>1970's</td>
<td>Thorstein Veblen</td>
</tr>
<tr>
<td>12</td>
<td>1980's</td>
<td>Jean Baudrillard</td>
</tr>
<tr>
<td>13</td>
<td>1990's</td>
<td>Jeffrey Meikle</td>
</tr>
<tr>
<td>14</td>
<td>21st Century</td>
<td>Pat Kirkham</td>
</tr>
<tr>
<td></td>
<td>Critical Paper Due</td>
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<tr>
<td></td>
<td>Final Exam</td>
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<tr>
<td></td>
<td></td>
<td>Wednesday December 7</td>
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<td></td>
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<td>TBA</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, 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](http://disability.tamu.edu).

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

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

Care of Facilities

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

Studio Policy (required of all studios)

All students, faculty, administration and staff of the Department of Architecture at Texas A&M University are dedicated to the principle that the Design Studio is the central component of an effective education in architecture. They are equally dedicated to the belief that students and faculty must lead balanced lives and use time wisely, including time outside the design studio, to gain from all aspects of a university education and world experiences. They also believe that design is the integration of many parts, that process is as important as product, and that the act of design and of professional practice is inherently interdisciplinary, requiring active and respectful collaboration with others.

Students and faculty in every design studio will embody the fundamental values of optimism, respect, sharing, engagement, and innovation. Every design studio will therefore encourage the rigorous exploration of ideas, diverse viewpoints, and the integration of all aspects of architecture (practical, theoretical, scientific, spiritual, and artistic), by providing a safe and supportive environment for thoughtful innovation. Every design studio will increase skills in professional communication, through drawing, modeling, writing and speaking.

Every design studio will, as part of the syllabus introduced at the start of each class, include a clear statement on time management, and recognition of the critical importance of academic and personal growth, inside and outside the studio environment. As such it will be expected that faculty members and students devote quality time to studio activities, while respecting the need to attend to the broad spectrum of the academic life. Every design studio will establish opportunities for timely and effective review of both process and products. Studio reviews will include student and faculty peer review. Where external reviewers are introduced, the design studio instructor will ensure that the visitors are aware of the Studio Culture Statement and recognize that the design critique is an integral part of the learning experience. The design studio will be recognized as place for open communication and movement, while respecting the needs of others, and of the facilities.

Important Links Below

- Department of Architecture Website: http://dept.arch.tamu.edu/
- Department Financial Assistance: http://dept.arch.tamu.edu/financial-assistance/
- Academic Calendar: http://admissions.tamu.edu/registrar/general/calendar.aspx
- Final Exam Schedule Online: http://admissions.tamu.edu/registrar/general/finalschedule.aspx
- On-Line Catalog: http://catalog.tamu.edu
- Student Rules: http://student-rules.tamu.edu/
- Aggie Honor System Office: http://aggiehonor.tamu.edu/
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Course request type: [ ] Undergraduate [ ] Graduate [ ] First Professional (DDS, MD, J.D., PharmD, D/M)
2. Request submitted by (Department or Program Name): Department of Architecture
   ARCH 381 - Design Seminar
3. Course prefix, number and complete title of course:

4. Catalog course description (not to exceed 50 words):
   Presentations by and discussions with professionals representing specialty areas related to architectural fabrication and product design.

5. Prerequisite(s):
   Junior or senior classification or approval of instructor

   Cross-listed with: ____________________________ Stacked with: ____________________________
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? [ ] Yes [ ] No
   If yes, from ________ to ________

7. Is this a repeatable course? [ ] Yes [ ] No
   If yes, this course may be taken ________ times.
   Will this course be repeated within the same semester? [ ] Yes [ ] No
   If yes, this course may be taken ________ times.

8. Will this course be submitted to the Core Curriculum Council? [ ] Yes [ ] No

9. How will this course be graded?: [ ] Grade [ ] S/U [ ] P/F (CLMD)

10. This course will be:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in History)
      Environmental Design (EDAS)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in Geography)

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. [ ] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-control/export-control-basics-for-distance-education).

13. Prefix | Course # | Title (excluding punctuation)

   | ARCH | 381 | Design Seminar |
   | Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code |
   | 1.00 | 0.00 | 0.00 | 1.00 | 040210006 | 0290 | 16 | - | 17 | 0 | 0 | 3 | 6 | 3 | 2 |

   Approval recommended by:
   Ward V. Wells
   Department Head or Program Chair (Type Name & Sign) Date
   Leslie Feigenbaum
   Chair, College Review Committee Date
   Date
   Leslie Feigenbaum
   Dean of College Date

   Submitted to Coordinating Board by:
   Chair, GC or UCC Date
   Effective Date

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
Course title and number  ARCH 381 – Design Seminar
Term  Fall 2015
Meeting times and location  Wednesday 5:45 pm– 6:35 pm ARCC 305. The Department of Architecture Architectural Fabrication and Product Design Lecture Series will be held in Geren Auditorium or other designated lecture hall.

Course Description and Prerequisites

Presentations by and discussions with professionals representing specialty areas related to architectural fabrication and product design. May be repeated for up to 3 credit hours. Prerequisite: Junior or Senior classification or approval of instructor

A diverse group of professionals present topics of interest to individuals throughout the University. Many of the lectures have relevance to students in the Department of Architecture. Students in this class will be exposed to experts in a variety of fields who will provide information relevant to the constantly changing arena of architectural fabrication and product design. This course will enable students to better adopt a professional, broad focus on architectural fabrication and product design. Students will be exposed to contemporary topics in architectural fabrication and product design enabling them to articulate a position on issues related to architectural fabrication and product design.

Learning Outcomes

- Students will be exposed to a variety of experts who will provide relevant and timely information pertinent to the discipline of architecture.
- Students will be able to analyze and synthesize information from diverse perspectives.
- Students will be able to understand and interpret information so as to create innovative relationships capable of being applied to multiple contexts.
- Students will be able to articulate a position on issues related to the lectures.

Instructor Information

Name  Shelley D. Holliday
Telephone number  979.845.7885
Email address  sholliday@tamu.edu
Office hours  Monday 9:00 am – 10:00 am
Office location  Monday 9:00 am – 10:00 am
Office location  Langford Building A, Office 418

Textbook and/or Resource Material

None required

Grading Policies

Students should refer to the Academic section in Student Rules and Regulations

http://student-rules.tamu.edu
A > 90 points
90 points > B > 80 points
80 points > C > 70 points
70 points > D > 60 points
F < 60 points

All work will be project-based. Including, but not limited to posters, questions, discussions, presentations, and written work.

**70 points maximum - The Department of Architecture Lecture Series**

Attendance at the seven scheduled Department of Architecture Architectural Fabrication and Product Design lectures is required. An attendance sheet will be available at each Department of Architecture lecture. Absent a University excused absence, failure to attend and sign the attendance sheet will result in 0 points for that lecture.

**21 points maximum – Poster**

Each student will select a speaker of their choice (first come first serve) and will be responsible for creating a poster advertising the upcoming lecture. The design must be completed and approved by the instructor one week prior to the lecture. The poster must be displayed in various locations around Langford on the Tuesday before the lecture and must be taken down on Monday after the lecture has concluded.

**49 points maximum – Questions**

Each student will be responsible for generating two questions concerning the speaker’s topic for each lecture. Questions must be sent to the instructor via email by 8:00 pm the Sunday before the lecture.

**30 points maximum - Lectures Outside the Department of Architecture**

Attendance at three lectures other than those given or sponsored by the Department of Architecture (including instructor approved online lectures) is required.

**15 points maximum – Lecture Notes**

A maximum of 5 points will be given for each attendance with lecture notes. Absent a University excused absence, failure to turn in lecture notes by the deadline dates on the schedule will result in 0 points for that lecture.

**15 points maximum – Class Presentations and Discussions**

Each student will be responsible for a short presentation on their favorite Lecture that occurred outside the department.

**Attendance and Make-up Policies**

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

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>01. 08/31</td>
<td>Course Introduction</td>
<td></td>
</tr>
<tr>
<td>02. 09/07</td>
<td>Department of Architecture Lecture 5:45 pm Geren Auditorium</td>
<td>Submit questions by 8:00 pm on 09/06</td>
</tr>
<tr>
<td>03. 09/14</td>
<td>Lecture Outside the Department</td>
<td></td>
</tr>
<tr>
<td>04. 09/21</td>
<td>Lecture Outside the Department</td>
<td>Meet to discuss outside the outside department lectures in ARCC 305.</td>
</tr>
<tr>
<td>05. 09/28</td>
<td>Lecture Outside the Department</td>
<td></td>
</tr>
<tr>
<td>06. 10/05</td>
<td>Department of Architecture Lecture, 5:45 pm Geren Auditorium</td>
<td>Submit questions by 8:00 pm on 10/04</td>
</tr>
<tr>
<td>07. 10/12</td>
<td>Department of Architecture Lecture, 5:45 Geren Auditorium</td>
<td>Submit questions by 8:00 pm on 10/11</td>
</tr>
<tr>
<td>08. 10/19</td>
<td>Research Symposium</td>
<td></td>
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<tr>
<td>10/23</td>
<td>Rowlett Lecture</td>
<td></td>
</tr>
<tr>
<td>09. 10/26</td>
<td>Department of Architecture Lecture, 5:45 pm Geren Auditorium</td>
<td>Submit questions by 8:00 pm on 10/25</td>
</tr>
<tr>
<td>10. 11/02</td>
<td>Department of Architecture Lecture, 5:45 pm Geren Auditorium</td>
<td>Submit questions by 8:00 pm on 11/01</td>
</tr>
<tr>
<td>11. 11/09</td>
<td>Department of Architecture Lecture, 5:45 Geren Auditorium</td>
<td></td>
</tr>
<tr>
<td>12. 11/16</td>
<td>Department of Architecture Lecture, 5:45 pm Geren Auditorium</td>
<td>-Submit questions by 8:00 pm on 11/15&lt;br&gt;-Submit three outside department lecture notes by 8:00 pm on 11/16.&lt;br&gt;-Submit digital presentation by 8:00 pm on 11/16.</td>
</tr>
<tr>
<td>14. 11/30</td>
<td>Presentations of Outside Lectures</td>
<td></td>
</tr>
</tbody>
</table>

Other Pertinent Course Information

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No power tools may be used in the design studio, no dust or odor producing processes may be conducted in the studio, no wet casting processes may be conducted in the studio, the college shop and spray booth facilities must be used for the above mentioned processes. Professional behavior and conduct is expected of each student.

All studio desks must be covered. In addition students must have at minimum an 18" x 24" cutting mat at their desk.

Studio Policy (required of all studios)

All students, faculty, administration and staff of the Department of Architecture at Texas A&M University are dedicated to the principle that the Design Studio is the central component of an effective education in architecture. They are equally dedicated to the belief that students and faculty must lead balanced lives and use time wisely, including time outside the design studio, to gain from all aspects of a university education and world experiences. They also believe that design is the integration of many parts, that process is as important as product, and that the act of design and of professional practice is inherently interdisciplinary, requiring active and respectful collaboration with others.

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Final Exam Schedule Online: http://registrar.tamu.edu/Courses-Registration-Scheduling/Final-Exam-Schedule
On-Line Catalog: http://catalog.tamu.edu
Student Rules: http://student-rules.tamu.edu/
Aggie Honor System Office: http://aggiehonor.tamu.edu/
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:  □ Undergraduate  □ Graduate  □ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):  Health and Kinesiology
3. Course prefix, number and complete title of course:  ATTR 201 Field Experience in Athletic Training
4. Catalog course description (not to exceed 50 words):  Field based experience in athletic training to provide on-the-job training designed to enhance and clarify career objectives; knowledge and skill development in professional behaviors, injury prevention and risk management.

5. Prerequisite(s):
   Kinesiology majors
   Cross-listed with:  
   Smacked with:  
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course?  □ Yes  □ No  If yes, from _____ to _____
7. Is this a repeatable course?  □ Yes  □ No  If yes, this course may be taken _____ times.
   Will this course be repeated within the same semester?  □ Yes  □ No
8. Will this course be submitted to the Core Curriculum Council?  □ Yes  □ No
9. How will this course be graded:  □ Grade  □ S/U  □ P/F (CLMD)

10. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      3+2 Kinesiology/MS Athletic Training
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
12. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix  Course #  Title (excluding punctuation)
    ATTR  201  FIELD EXPERIENCE ATHL TRNG I

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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</table>

Approval recommended by:

Richard Kreider
Department Head or Program Chair (Type Name & Sign)  Date

Chris Cherry
Chair, College Review Committee  Date

Chris Cherry
Dean of College  Date

Tim Scott
Chair, GC or UCC  Date

Submitted to Coordinating Board by:

Date  Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
ATTR 201: Field Based Experience in Athletic Training I
Texas A&M University
Department of Health and Kinesiology

Term: Fall 2017
Instructor: AT Staff, MS, ATC, LAT
Office: TBD
Phone: TBD
E-mail: TBD
Office Hrs: TBD
Classroom: TBD
Day/Time: TBD

Course Description:
Field based experience in athletic training to provide on-the-job training designed to enhance and clarify career objectives; knowledge and skill development in professional behaviors, injury prevention and risk management. Prerequisite: KINE major.

Required Text:

Learning Outcomes: Students will be able to:
A. Identify the requirements for admission to and retention in the Texas A&M University Master of Science in Athletic Training program.
B. Summarize athletic training history, development, scope of practice and associated professional organizations.
C. Practice the domains of athletic training under the supervision of a Certified Athletic Trainer or other medical/allied health professional.
D. Utilize principles of confidentiality when dealing with personal health information.
E. Learn and practice professionalism and ethical conduct.
F. Demonstrate effective communication skills with a variety of populations utilizing ethnic and cultural sensitivity.
G. Perform appropriate disinfectant procedures to prevent the spread of infectious diseases and to comply with OSHA regulations.
H. Identify the necessary components in a pre-participation physical examination.
I. Apply preventive taping and wrapping procedures, splints, braces, and other special protective devices.
J. Appreciate the importance of risk management programs and the development of an emergency action plan.
K. Recognize serious potentially life threatening conditions and less serious injuries that must be referred to a physician.
L. Apply a variety of techniques for the purpose of stabilization, immobilization and transportation during injury management.
M. Fabricate and apply various prophylactic devices including taping, padding, bracing, splinting.
Determine the proper usage of cryotherapy and superficial thermotherapy to treat injuries.

**Evaluation Procedures:** Grades awarded in this class will be calculated as a simple percentage of the total number of points possible. The specific point values for each of the various evaluative criteria appear below, as well as the grading scale to be applied to earned percentage values.

<table>
<thead>
<tr>
<th>Written Exam</th>
<th>50 points</th>
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<tbody>
<tr>
<td>Practical Exam</td>
<td>50 points</td>
</tr>
<tr>
<td>Quizzes: 7 quizzes worth 10 points each</td>
<td>70 points</td>
</tr>
<tr>
<td>Medical terminology handout</td>
<td>25 points</td>
</tr>
<tr>
<td>Field Experience Reflection Journal: 10 points x 15 weeks</td>
<td>150 points</td>
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<tr>
<td></td>
<td><strong>345 points</strong></td>
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</tbody>
</table>

*Students only receive points for reflection journals if a minimum of 3 hours of field experience for the week is recorded. If a student completes less than 3 hours for the week, 10 points are deducted from the total number of points. In order to enroll in the next course in the sequence, ATTR 202 Field Experience in Athletic Training II, students must obtain a grade of C or higher in this course.

**Grading System:**

90% and above A; 80-89% B; 70-79% C; 60-69% D; Below 60% F

**Weekly meeting:**

1. Meet 1 hour each week for knowledge acquisition and skill development.
2. Attend and participate in class activities.
3. Dress appropriately for class activities (see dress code below).

**Field Experience:**

1. Students will rotate to each Texas A&M University athletic training room to observe at least three hours per week for a total of 45 hours. Hour logs must be recorded and signed at the bottom by the supervisor to receive credit for the hours and to have weekly reflection journals count toward student course grade.
2. Students may volunteer to assist staff with games or events.
3. Students should dress appropriately for field experience (refer to Student Internship Handbook).
4. Students will complete assigned duties as directed by supervisor.
5. Students should adhere to Student Internship Handbook and site policies and procedures.
6. Students will maintain a clinical experience reflection journal.
   a. A reflection journal is an opportunity for students to critically review their week of clinical experiences and discuss what they learned through observation, hands on experience or through interactions with patients, peers, coaches and preceptors. A reflection journal is not a simple diary
of events for the week. Instead, students are encouraged to reflect on what they learned during the week either through direct interaction or observation. Students are allowed one (1) late journal submission without penalty. Further late journal submissions will result in a zero (0) score. Students are expected to use correct terminology, grammar and spelling. Students should create a Word document with each week’s reflection journal in the same file. Reflection journals will be emailed to the course instructor at the end of the semester.

Course Policies:

Dress Code: All students must dress appropriately for lab sessions and examinations. Failure to dress appropriately for lab sessions will count as an absence from lab. Failure to dress appropriately for lab examinations will result in a zero "0" for that examination. Appropriate dress includes the following: exercise shorts (wearing tights underneath is acceptable), sport bras for women, men will need to remove shirts for torso and upper extremity injury evaluation.

Course Preparation: Students are expected to
1. Be prepared for each class/lab by reading the necessary materials prior to the class.
2. Actively participate in classroom activities and discussions.
3. Use professional communication skills including proper terminology during discussions and group activities.
4. Behave professionally and respectfully to peers and instructor.

Attendance Policy: Attendance requirements will be as described in the Texas A&M University Student Rules handbook (http://student-rules.tamu.edu/rule07). TAMU views class attendance as an individual student's responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to give adequate notice of the dates on which major tests will be given and assignments will be due. Absences will be authorized for reasons deemed sufficient by the instructor or by the university. When an absence is authorized, the instructor must either provide the student an opportunity to make up tests, assignments and other work missed or provide a satisfactory alternative to be completed within 30 days of the excused absence. The manner in which make-up work is administered remains the prerogative of the instructor. The instructor is under no obligation to provide an opportunity for the student to make up work missed because of unauthorized absence. The student may appeal the instructor's decision that an absence is unauthorized.

Professional Conduct: Students are expected to conduct themselves professionally at all times and to adhere to the guidelines published in the Texas A&M University Student Rules Handbook. Professional conduct entails but is not limited to attending classes on time, showing respect for the instructor and fellow classmates, being prepared for class, dressing appropriately and turning completed assignments in on time.
Cell Phones (and other IM Devices) and IPods: Cell phones, IPods, and other IM devices should be turned OFF during class – not in silent/vibrate or other mode. Students must not answer incoming calls or text (or other mode of communication) during class. These are to be turned off and put away before entering the classroom. If you have a situation (family illness, etc.), and you need to be contacted, notify the instructor to acquire permission to keep the device on vibrate and then step out of the room before answering.

Academic Integrity Statement and Policy: The handling of possible incidents of academic dishonesty will be as described in the Texas A&M University Student Rules handbook. Students are encouraged to review Section 20 at http://student-rules.tamu.edu/search/rule20.htm of the Texas A&M University Student Rules as well as http://aggiehonor.tamu.edu. Students who do not understand any part of Section 20 should consult the instructor of this course. All work to be completed for this class is to be individual work unless otherwise noted. “An Aggie does not lie, cheat, or steal, or tolerate those who do.”

Plagiarism: As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, consult the latest issue of the Texas A&M University Student Rules, under the section concerning Scholastic Dishonesty.

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.

Additional Notes: The instructor reserves the right to modify this course syllabus at any time. Students will receive verbal notification of such modifications.
# ATTR 201: Field Based Experience in Athletic Training I

## Tentative Course Schedule

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READING</th>
<th>QUIZZES/ASSIGNMENTS</th>
</tr>
</thead>
</table>
| 1    | - Introduction to Aggie Athletic Training  
      - Admission and retention in MSAT program  
      - Volunteer student program               | [http://hlknweb.tamu.edu/degrees-and-programs/graduate-degree-programs/athletic-training](http://hlknweb.tamu.edu/degrees-and-programs/graduate-degree-programs/athletic-training) |                     |
| 2    | - Athletic Training history and development  
      - Scope of practice  
      - Work settings  
      - Salary  
      - Professional organizations: NATA, SWATA, TSATA | Chp. 1  
[http://www.nata.org](http://www.nata.org)  
[http://www.swata.org](http://www.swata.org)  
[http://www.tsata.org](http://www.tsata.org) |                     |
| 3    | - Professionalism and ethical conduct  
      - NATA Code of Ethics  
      - Legal Aspects  
      - Patient confidentiality | Chp. 1, Chp. 3  
Aggie Student Athletic Training Handbook | Quiz 1 |
| 4    | - Record keeping and medical documentation  
      - BBP, OSHA regulations | Chp. 2, 14 | Quiz 2 |
| 5    | Pre-participation physical examination | Chp. 2 | Quiz 3 |
| 6    | - Emergency Action Plans  
      - Stabilization, immobilization and transportation techniques | Chp. 12 | EAP Assignment |
<p>| 7    | Cryotherapy and thermotherapy application techniques | Chp. 15 | Quiz 4 |</p>
<table>
<thead>
<tr>
<th></th>
<th>Fitness and conditioning</th>
<th>Chp. 4</th>
<th>Quiz 5</th>
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<tr>
<td>9</td>
<td>Nutrition and supplements</td>
<td>Chp. 5</td>
<td>Quiz 6</td>
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<td>10</td>
<td>Environmental Considerations</td>
<td>Chp. 6</td>
<td>Quiz 7</td>
</tr>
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<td>11</td>
<td>Exam I: Written</td>
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<td>Taping and wrapping procedures, splints, braces, and other special protective devices: lower extremity</td>
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<td>15</td>
<td>Exam II: Practical</td>
<td></td>
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</tr>
</tbody>
</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: ☒ Undergraduate  ☐ Graduate  ☐ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Health and Kinesiology
3. Course prefix, number and complete title of course: ATTR 202 Field Experience in Athletic Training II
4. Catalog course description (not to exceed 50 words): Field based experience in athletic training to provide on-the-job training designed to enhance and clarify career objectives; knowledge and skill development in recognition and evaluation of common injuries and illnesses and their management.

5. Prerequisite(s): ATTR 201

6. Is this a variable credit course? ☐ Yes  ☒ No  If yes, from ______ to ______
7. Is this a repeatable course? ☐ Yes  ☒ No  If yes, this course may be taken ______ times.
   Will this course be repeated within the same semester? ☐ Yes  ☒ No
8. Will this course be submitted to the Core Curriculum Council? ☐ Yes  ☒ No
9. How will this course be graded: ☒ Grade  ☐ S/U  ☐ P/F (CLMD)
10. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history) 3+2 Kinesiology/MS Athletic Training
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
12. ☒ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix  Course #  Title (excluding punctuation)
    ATTR  202  FIELD EXPERIENCE ATHL TRNG II

    Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  FICE Code
    4.00  1.00  5109130002  1402  16  -  17  0  0  3  6  3  2

Approval recommended by:
Richard Kreider
Department Head or Program Chair (Type Name & Sign) Date

Department Head or Program Chair (Type Name & Sign) Date
(if cross-listed course)

Submitted to Coordinating Board by:
Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8901 or sandra-williams@tamu.edu.
Curricular Services – 07/14
ATTR 202: Field Based Experience in Athletic Training II
Texas A&M University
Department of Health and Kinesiology

Term: Spring 2018
Instructor: AT Staff, MS, ATC, LAT
Office: TBD
Phone: TBD
E-mail: TBD
Office Hrs: TBD
Classroom: TBD
Day/Time: TBD

Course Description:
Field based experience in athletic training to provide on-the-job training designed to enhance and clarify career objectives; knowledge and skill development in recognition and evaluation of common injuries and illnesses and their management. Prerequisite: ATTR 201

Required Text :

Learning Outcomes: Students will be able to
A. Practice the domains of athletic training under the supervision of a Certified Athletic Trainer or other medical/allied health professional.
B. Utilize principles of confidentiality when dealing with personal health information.
C. Learn and practice professionalism and ethical conduct.
D. Demonstrate effective communication skills with a variety of populations utilizing ethnic and cultural sensitivity.
E. Explain the etiology and prevention guidelines associated with the leading causes of sudden death during physical activity.
F. Recognize the signs and symptoms of common athletic injuries and illnesses.
G. Communicate with medical personnel and other members of the sports medicine team using common medical terminology.
H. Perform a basic evaluation for common athletic injuries.
I. Describe the principles of environmental illness prevention programs and management.

Evaluation Procedures: Grades awarded in this class will be calculated as a simple percentage of the total number of points possible. The specific point values for each of the various evaluative criteria appear below, as well as the grading scale to be applied to earned percentage values.

Written Exam 50 points
Practical Exam 50 points
Quizzes: 7 quizzes worth 10 points each 70 points
Medical terminology handout 25 points
Field Experience Reflection Journal: 10 points x 15 weeks 150 points 345 points

*Students only receive points for reflection journals if a minimum of 3 hours of field experience for the week is recorded. If a student completes less than 3 hours for the week, 10 points are deducted from the total number of points. In order to enroll in the next course in the sequence, ATTR 301 Field Experience in Athletic Training III, students must obtain a grade of C or higher in this course.

Grading System:
90% and above A; 80-89% B; 70-79% C;60-69% D; Below 60% F

Weekly meeting:
1. Meet 1 hour each week for knowledge acquisition and skill development.
2. Attend and participate in class activities.
3. Dress appropriately for class activities (see dress code below).

Field Experience:
4. Students will rotate to each Texas A&M University athletic training room to observe at least three hours per week for a total of 45 hours. Hour logs must be recorded and signed at the bottom by the supervisor to receive credit for the hours and to have weekly reflection journals count toward student course grade.
5. Students may volunteer to assist staff with games or events.
6. Students should dress appropriately for field experience (refer to Student Internship Handbook).
7. Students will complete assigned duties as directed by supervisor.
8. Students should adhere to Student Internship Handbook and site policies and procedures.
9. Students will maintain a clinical experience reflection journal.
   a. A reflection journal is an opportunity for students to critically review their week of clinical experiences and discuss what they learned through observation, hands on experience or through interactions with patients, peers, coaches and preceptors. A reflection journal is not a simple diary of events for the week. Instead, students are encouraged to reflect on what they learned during the week either through direct interaction or observation. Students are allowed one (1) late journal submission without penalty. Further late journal submissions will result in a zero (0) score. Students are expected to use correct terminology, grammar and spelling. Students should create a Word document with each week’s reflection journal in the same file. Reflection journals will be emailed to the course instructor at the end of the semester.
Course Policies:

**Dress Code:** All students must dress appropriately for lab sessions and examinations. Failure to dress appropriately for lab sessions will count as an absence from lab. Failure to dress appropriately for lab examinations will result in a zero "0" for that examination. Appropriate dress includes the following: exercise shorts (wearing tights underneath is acceptable), sport bras for women, men will need to remove shirts for torso and upper extremity injury evaluation.

**Course Preparation:** Students are expected to
1. Be prepared for each class/lab by reading the necessary materials prior to the class.
2. Actively participate in classroom activities and discussions.
3. Use professional communication skills including proper terminology during discussions and group activities.
4. Behave professionally and respectfully to peers and instructor.

**Attendance Policy:** Attendance requirements will be as described in the Texas A&M University Student Rules handbook ([http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)). TAMU views class attendance as an individual student's responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to give adequate notice of the dates on which major tests will be given and assignments will be due. Absences will be authorized for reasons deemed sufficient by the instructor or by the university. When an absence is authorized, the instructor must either provide the student an opportunity to make up tests, assignments and other work missed or provide a satisfactory alternative to be completed within 30 days of the excused absence. The manner in which make-up work is administered remains the prerogative of the instructor. The instructor is under no obligation to provide an opportunity for the student to make up work missed because of unauthorized absence. The student may appeal the instructor's decision that an absence is unauthorized.

**Professional Conduct:** Students are expected to conduct themselves professionally at all times and to adhere to the guidelines published in the Texas A&M University Student Rules Handbook. Professional conduct entails but is not limited to attending classes on time, showing respect for the instructor and fellow classmates, being prepared for class, dressing appropriately and turning completed assignments in on time.

**Cell Phones (and other IM Devices) and IPods:** Cell phones, IPods, and other IM devices should be turned OFF during class – not in silent/vibrate or other mode. Students must not answer incoming calls or text (or other mode of communication) during class. These are to be turned off and put away before entering the classroom. If you have a situation (family illness, etc.), and you need to be contacted, notify the instructor to acquire permission to keep the device on vibrate
and then step out of the room before answering.

**Academic Integrity Statement and Policy:** The handling of possible incidents of academic dishonesty will be as described in the *Texas A&M University Student Rules* handbook. Students are encouraged to review Section 20 at [http://student-rules.tamu.edu/search/rule20.htm](http://student-rules.tamu.edu/search/rule20.htm) of the *Texas A&M University Student Rules* as well as [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu). Students who do not understand any part of Section 20 should consult the instructor of this course. All work to be completed for this class is to be individual work unless otherwise noted. *“An Aggie does not lie, cheat, or steal, or tolerate those who do.”*

**Plagiarism:** As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, consult the latest issue of the *Texas A&M University Student Rules*, under the section concerning Scholastic Dishonesty.

**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](http://disability.tamu.edu).

**Additional Notes:** The instructor reserves the right to modify this course syllabus at any time. Students will receive verbal notification of such modifications.
# ATTR 202: Field Based Experience in Athletic Training II

## Tentative Course Schedule

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READING</th>
<th>QUIZZES/ASSIGNMENTS</th>
</tr>
</thead>
</table>
| 1    | -Introduction  
   -Field Assignments | | |
| 2    | Injury classifications and terminology | Chp. 9 | Medical Terminology handout |
| 3    | Injury Evaluation Process | Chp. 13 | |
| 4    | Injury recognition and evaluation: Foot | Chp. 18 | |
| 5    | Injury recognition and evaluation: Ankle/Leg | Chp. 19 | Quiz 1 |
| 6    | Injury recognition and evaluation: Knee | Chp. 20 | Quiz 2 |
| 7    | Injury recognition and evaluation: Thigh/Hip/Pelvis | Chp. 21 | Quiz 3 |
| 8    | Injury recognition and evaluation: Shoulder | Chp. 22 | Quiz 4 |
| 9    | Injury recognition and evaluation: Elbow/Wrist/Hand | Chp. 23, Chp. 24 | |
| 10   | Injury recognition and evaluation: Spine | Chp. 25 | Quiz 5 |
| 11   | Injury recognition and evaluation: Head and face | Chp. 26 | |
| 12   | General Medical Conditions | Chp. 29 | Quiz 6 |
| 13   | General Medical Conditions | Chp. 29 | Quiz 7 |
| 14   | Exam I: Written | | |
| 15   | Exam II: Practical | | |
Texas A&M University

Departmental Request for a New Course
Undergraduate + Graduate + Professional
- Submit original form and attach a course syllabus.

Form Instructions

1. Course request type:  ☒ Undergraduate  ☐ Graduate  ☐ First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):  Health and Kinesiology

3. Course prefix, number and complete title of course:  ATTR 301 Field Experience in Athletic Training I

4. Catalog course description (not to exceed 50 words):  Field based experience in athletic training to provide on-the-job training designed to enhance and clarify career objectives; knowledge and skill development in the treatment and rehabilitation of athletic injuries.

5. Prerequisite(s):  ATTR 202

Cross-listed with:  

Stacked with:  

Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course?  ☐ Yes  ☒ No  If yes, from ________ to ________

7. Is this a repeatable course?  ☐ Yes  ☒ No  If yes, this course may be taken ________ times.

Will this course be repeated within the same semester?  ☐ Yes  ☐ No

8. Will this course be submitted to the Core Curriculum Council?  ☐ Yes  ☒ No

9. How will this course be graded?  ☒ Grade  ☐ S/U  ☐ P/F (CLMD)

10. This course will be:

a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)

   3+2 Kinesiology/MS Athletic Training

b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. ☒ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix  Course #  Title (excluding punctuation)

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<thead>
<tr>
<th>ATTR</th>
<th>301</th>
<th>FIELD EXPERIENCE ATHL TRNG I</th>
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<tr>
<td>Lect.</td>
<td>Lab</td>
<td>Other</td>
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<td>1.00</td>
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</table>

Approval recommended by:

Richard Kreider

Department Head or Program Chair (Type Name & Sign)  Date

Chris Cherry

Chair, College Review Committee  Date

Chris Cherry

Dean of College  Date

Tim Scott

Chair, GC or UCC  Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services  Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu

Curricular Services – 07/14
ATTR 301: Field Based Experience in Athletic Training I  
Texas A&M University  
Department of Health and Kinesiology

Term: Fall 2018  
Instructor: AT Staff, MS, ATC, LAT  
Office: TBD  
Phone: TBD  
E-mail: TBD  
Office Hrs: TBD  
Classroom: TBD  
Day/Time: TBD

Course Description:
Field based experience in athletic training to provide on-the-job training designed to enhance and clarify career objectives; knowledge and skill development in the treatment and rehabilitation of athletic injuries. Prerequisite: ATTR 202

Required Text:

Learning Outcomes: Students will be able to
A. Practice the domains of athletic training under the supervision of a Certified Athletic Trainer or other medical/allied health professional.  
B. Utilize principles of confidentiality when dealing with personal health information.  
C. Learn and practice professionalism and ethical conduct.  
D. Demonstrate effective communication skills with a variety of populations utilizing ethnic and cultural sensitivity.  
E. Apply therapeutic modalities and therapeutic exercises commonly used in athletic training.  
F. Develop an awareness of therapeutic medications typically used in athletic training.  
G. Incorporate psychological interventions into treatment plans.

Evaluation Procedures: Grades awarded in this class will be calculated as a simple percentage of the total number of points possible. The specific point values for each of the various evaluative criteria appear below, as well as the grading scale to be applied to earned percentage values.

Written Exam 50 points  
Practical Exam 50 points  
Quizzes: 7 quizzes worth 10 points each 70 points  
Pharmacology Assignment 25 points  
Field Experience Reflection Journal: 10 points x 15 weeks 150 points  
345 points
*Students only receive points for reflection journals if a minimum of 3 hours of field experience for the week is recorded. If a student completes less than 3 hours for the week, 10 points are deducted from the total number of points. In order to enroll in the next course in the sequence, ATTR 302 Field Experience in Athletic Training IV, students must obtain a grade of C or higher in this course.

**Grading System:**  
90% and above A; 80-89% B; 70-79% C; 60-69% D; Below 60% F

**Weekly meeting:**  
1. Meet 1 hour each week for knowledge acquisition and skill development.  
2. Attend and participate in class activities.  
3. Dress appropriately for class activities (see dress code below).

**Field Experience:**  
4. Students will rotate to each Texas A&M University athletic training room to observe at least three hours per week for a total of 45 hours. Hour logs must be recorded and signed at the bottom by the supervisor to receive credit for the hours and to have weekly reflection journals count toward student course grade.  
5. Students may volunteer to assist staff with games or events.  
6. Students should dress appropriately for field experience (refer to Student Internship Handbook).  
7. Students will complete assigned duties as directed by supervisor.  
8. Students should adhere to Student Internship Handbook and site policies and procedures.  
9. Students will maintain a clinical experience reflection journal.  
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**Additional Notes:** The instructor reserves the right to modify this course syllabus at any time. Students will receive verbal notification of such modifications.
### ATTR 301: Field Based Experience in Athletic Training II

#### Tentative Course Schedule

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<th>TOPIC</th>
<th>READING</th>
<th>QUIZZES/ASSIGNMENTS</th>
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</table>
| 1    | -Introduction  
-MSAT Application process |         |                      |
| 2    | Injury Response and Phases of Healing | Chp. 10 |                      |
| 3    | Therapeutic interventions during the acute inflammatory phase | Chp. 15 Supplemental Reading |                      |
| 4    | Therapeutic Modalities for Phase I: Cold modalities  
Compression  
Elevation  
Pulsed Ultrasound  
Electrical Stimulation | Chp. 15 Supplemental Reading |                      |
| 5    | Therapeutic Exercise for Phase I:  
Cryokinetics  
Isometric Exercises  
Controlled ROM – CPM  
Proprioception  
CV Conditioning | Chp. 16 Supplemental Reading | Quiz 1 |
| 6    | Therapeutic interventions during the proliferation phase | Chp. 15, 16 | Quiz 2 |
| 7    | Therapeutic Modalities for Phase II:  
ICD  
Thermal Ultrasound  
Electrical stimulation  
Heat modalities  
Traction  
Massage | Chp. 15 Supplemental Reading |                      |
| 8    | Therapeutic Exercise for Phase II:  
Manual therapy  
PROM  
AROM  
PRE  
Proprioception  
Functional exercise  
CV Conditioning | Chp. 16 Supplemental Reading | Quiz 3 |
<table>
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<tr>
<th></th>
<th>Topic</th>
<th>Chapter(s)</th>
<th>Quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Therapeutic interventions during the repair phase</td>
<td>Chp. 15, 16</td>
<td>Quiz 4</td>
</tr>
<tr>
<td>10</td>
<td>Therapeutic Modalities for Phase III: Heat modalities</td>
<td>Chp. 15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thermal US</td>
<td>Supplemental Reading</td>
<td></td>
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<tr>
<td></td>
<td>Electrical stimulation</td>
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<td></td>
<td>Massage</td>
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<td></td>
</tr>
<tr>
<td>11</td>
<td>Therapeutic Exercise for Phase III: PRE</td>
<td>Chp. 16</td>
<td>Quiz 5</td>
</tr>
<tr>
<td></td>
<td>Proprioception</td>
<td>Supplemental Reading</td>
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<tr>
<td></td>
<td>Speed and agility</td>
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<td></td>
<td>Sport specific exercises</td>
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<td>CV conditioning</td>
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<td>10</td>
<td>Drug classifications and therapeutic medications</td>
<td>Chp. 17</td>
<td>Quiz 6</td>
</tr>
<tr>
<td>11</td>
<td>Drug classifications and therapeutic medications</td>
<td>Chp. 17</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Psychosocial interventions for injuries and illnesses</td>
<td>Chp. 11</td>
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</tr>
<tr>
<td>13</td>
<td>Resume writing</td>
<td></td>
<td>Quiz 7</td>
</tr>
<tr>
<td>14</td>
<td>Exam I: Written</td>
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<td></td>
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<td>15</td>
<td>Exam II: Practical</td>
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</table>
Texas A&M University
Department Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Course request type:  ☑ Undergraduate  ☐ Graduate  ☐ First Professional (DO, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):  Health and Kinesiology

3. Course prefix, number and complete title of course:  ATTR 302 Field Experience in Athletic Training II

4. Catalog course description (not to exceed 50 words):  Field based experience in athletic training to provide on-the-job training designed to enhance and clarify career objectives; knowledge and skill development in athletic training administration; exploration of policy and position statements; professional development.

5. Prerequisite(s):  ATTR 301

6. Is this a variable credit course?  ☐ Yes  ☑ No

7. Is this a repeatable course?  ☐ Yes  ☑ No

8. Will this course be submitted to the Core Curriculum Council?  ☐ Yes  ☑ No

9. How will this course be graded?  ☑ Grade  ☐ S/U  ☐ P/F (CLMD)

10. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with those departments. Attach approval letters.

12. ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vprr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix Course # Title (excluding punctuation)

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<th>ATTR</th>
<th>302</th>
<th>FIELD EXPERIENCE ATHL TRNG II</th>
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<td>Other</td>
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Approval recommended by:  

Richard Kreider  
Department Head or Program Chair (Type Name & Sign)  
Date

Chris Cherry  
Chair, College Review Committee  
Date

Department Head or Program Chair (Type Name & Sign)  
(if cross-listed course)  
Date

Chris Cherry  
Dean of College  
Date

Tim Scott  
Chair, GC or UCC  
Date

Submitted to Coordinating Board by:  

Associate Director, Curricular Services  
Date  
Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.

Curricular Services - 07/14
ATTR 302: Field Based Experience in Athletic Training II
Texas A&M University
Department of Health and Kinesiology

Term: Spring 2019
Instructor: AT Staff, MS, ATC, LAT
Office: TBD
Phone: TBD
E-mail: TBD
Office Hrs: TBD
Classroom: TBD
Day/Time: TBD

Course Description:
Field based experience in athletic training to provide on-the-job training designed to enhance and clarify career objectives; knowledge and skill development in athletic training administration; exploration of policy and position statements; professional development. Prerequisite: ATTR 301

Required Text:

Learning Outcomes: Students will be able to
A. Practice the domains of athletic training under the supervision of a Certified Athletic Trainer or other medical/allied health professional.
B. Utilize principles of confidentiality when dealing with personal health information.
C. Learn and practice professionalism and ethical conduct.
D. Demonstrate effective communication skills with a variety of populations utilizing ethnic and cultural sensitivity.
E. Understand the different managerial roles assumed by athletic trainers.
F. Coordinate the purchasing of athletic training equipment, supplies, and services so as to maximize the use of program funds.
G. Manage an athletic training program’s inventory of equipment and supplies.
H. Describe the different types of information to be managed in a typical sports medicine program.
I. Input information into an information management software program.
J. Understand privacy regulations for handling personal health information and educational records (HIPPA, FERPA).
K. Record patient evaluation findings and plan of care using SOAP notes.
L. Access applicable consensus and position statements that are standard of care within the profession.
M. Describe the process for becoming a Certified Athletic Trainer and a Licensed Athletic Trainer.
N. Differentiate between academic and professional preparation of different medical and allied health care professionals.
O. Recognize and evaluate general medical conditions to make referral decisions.

**Evaluation Procedures:** Grades awarded in this class will be calculated as a simple percentage of the total number of points possible. The specific point values for each of the various evaluative criteria appear below, as well as the grading scale to be applied to earned percentage values.

- **Written Exam** 100 points
- **Quizzes:** 7 quizzes worth 10 points each 70 points
- **Administration assignment** 25 points
- **Field Experience Reflection Journal:** 10 points x 15 weeks 150 points

*Students only receive points for reflection journals if a minimum of 3 hours of field experience for the week is recorded. If a student completes less than 3 hours for the week, 10 points are deducted from the total number of points.*

**Grading System:**
- 90% and above A; 80-89% B; 70-79% C; 60-69% D; Below 60% F

**Weekly meeting:**
1. Meet 1 hour each week for knowledge acquisition and skill development.
2. Attend and participate in class activities.
3. Dress appropriately for class activities (see dress code below).

**Field Experience:**
4. Students will rotate to each Texas A&M University athletic training room to observe at least three hours per week for a total of 45 hours. Hour logs must be recorded and signed at the bottom by the supervisor to receive credit for the hours and to have weekly reflection journals count toward student course grade.
5. Students may volunteer to assist staff with games or events.
6. Students should dress appropriately for field experience (refer to Student Internship Handbook).
7. Students will complete assigned duties as directed by supervisor.
8. Students should adhere to Student Internship Handbook and site policies and procedures.
9. Students will maintain a clinical experience reflection journal.
   a. A reflection journal is an opportunity for students to critically review their week of clinical experiences and discuss what they learned through observation, hands on experience or through interactions with patients, peers, coaches and preceptors. A reflection journal is not a simple diary of events for the week. Instead, students are encouraged to reflect on what they learned during the week either through direct interaction or observation. Students are allowed one (1) late journal submission without penalty. Further late journal submissions will result in a zero (0) score. Students are expected to use correct terminology, grammar and spelling.
Students should create a Word document with each week’s reflection journal in the same file. Reflection journals will be emailed to the course instructor at the end of the semester.

Course Policies:

**Dress Code:** All students must dress appropriately for lab sessions and examinations. Failure to dress appropriately for lab sessions will count as an absence from lab. Failure to dress appropriately for lab examinations will result in a zero “0” for that examination. Appropriate dress includes the following: exercise shorts (wearing tights underneath is acceptable), sport bras for women, men will need to remove shirts for torso and upper extremity injury evaluation.

**Course Preparation:** Students are expected to
1. Be prepared for each class/lab by reading the necessary materials prior to the class.
2. Actively participate in classroom activities and discussions.
3. Use professional communication skills including proper terminology during discussions and group activities.
4. Behave professionally and respectfully to peers and instructor.

**Attendance Policy:** Attendance requirements will be as described in the Texas A&M University Student Rules handbook (http://student-rules.tamu.edu/rule07). TAMU views class attendance as an individual student's responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to give adequate notice of the dates on which major tests will be given and assignments will be due. Absences will be authorized for reasons deemed sufficient by the instructor or by the university. When an absence is authorized, the instructor must either provide the student an opportunity to make up tests, assignments and other work missed or provide a satisfactory alternative to be completed within 30 days of the excused absence. The manner in which make-up work is administered remains the prerogative of the instructor. The instructor is under no obligation to provide an opportunity for the student to make up work missed because of unauthorized absence. The student may appeal the instructor's decision that an absence is unauthorized.

**Professional Conduct:** Students are expected to conduct themselves professionally at all times and to adhere to the guidelines published in the Texas A&M University Student Rules Handbook. Professional conduct entails but is not limited to attending classes on time, showing respect for the instructor and fellow classmates, being prepared for class, dressing appropriately and turning completed assignments in on time.

**Cell Phones (and other IM Devices) and iPods:** Cell phones, iPods, and other IM devices should be turned OFF during class – not in silent/vibrate or other mode. Students must not answer incoming calls or text (or other mode of communication) during class. These are to be turned off and put away before entering the
classroom. If you have a situation (family illness, etc.), and you need to be contacted, notify the instructor to acquire permission to keep the device on vibrate and then step out of the room before answering.

**Academic Integrity Statement and Policy:** The handling of possible incidents of academic dishonesty will be as described in the *Texas A&M University Student Rules* handbook. Students are encouraged to review Section 20 at [http://student-rules.tamu.edu/search/rule20.htm](http://student-rules.tamu.edu/search/rule20.htm) of the *Texas A&M University Student Rules* as well as [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu). Students who do not understand any part of Section 20 should consult the instructor of this course. All work to be completed for this class is to be individual work unless otherwise noted. "An Aggie does not lie, cheat, or steal, or tolerate those who do."

**Plagiarism:** As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, consult the latest issue of the *Texas A&M University Student Rules*, under the section concerning Scholastic Dishonesty.

**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](http://disability.tamu.edu).

**Additional Notes:** The instructor reserves the right to modify this course syllabus at any time. Students will receive verbal notification of such modifications.
# Tentative Course Schedule

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READING</th>
<th>QUIZZES/ ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction; course expectations; field assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Managerial roles of athletic trainers</td>
<td>Chp. 1 Supplemental Reading</td>
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<tr>
<td>3</td>
<td>Budget and purchasing</td>
<td>Chp. 2 Supplemental Reading</td>
<td>Quiz 1</td>
</tr>
<tr>
<td>4</td>
<td>Inventory management</td>
<td>Chp. 2 Supplemental Reading</td>
<td>Quiz 2</td>
</tr>
<tr>
<td>5</td>
<td>Injury management software</td>
<td>Chp. 2 Supplemental Reading</td>
<td>Quiz 3</td>
</tr>
<tr>
<td>6</td>
<td>Human resource management</td>
<td>Chp. 2 Supplemental Reading</td>
<td>Quiz 4</td>
</tr>
<tr>
<td>7</td>
<td>Professional communication and conflict management</td>
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<td>Quiz 5</td>
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<tr>
<td>8</td>
<td>Privacy regulations for personal health information and educational records (HIPPA, FERPA)</td>
<td>Chp. 2 Supplemental Reading</td>
<td>Quiz 6</td>
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<tr>
<td>9</td>
<td>Record keeping using SOAP notation system</td>
<td>Chp. 13 Supplemental Reading</td>
<td>Quiz 7</td>
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<td>10</td>
<td>NATA consensus and position statements</td>
<td><a href="http://www.nata.org/access-read/public/position-statements">http://www.nata.org/access-read/public/position-statements</a></td>
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<td>11</td>
<td>Obtaining athletic training credentials (ATC and LAT)</td>
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<td>10</td>
<td>Added credentials and continuing education</td>
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<td>11</td>
<td>Transition to professional phase of MSAT</td>
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<tr>
<td>12</td>
<td>Ask the expert</td>
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<td>Ask the expert</td>
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<td>Exam Review</td>
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Texas A&M University  
Departmental Request for a New Course  
Undergraduate + Graduate + Professional  
Submit original form and attach a course syllabus.

Form Instructions:

1. Course request type:  
   - √ Undergraduate  
   - [ ] Graduate  
   - [ ] First Professional (e.g. LLM, J.D., PA, MD, DO, PhD)

2. Request submitted by (Department or Program Name):  
   Department of Biological and Agricultural Engineering

3. Course prefix, number and complete title of course:  
   BAEN 484: Internship

4. Catalog course description (not to exceed 50 words):  
   Practical experience working in a professional biological and agricultural engineering setting

5. Prerequisite(s):  
   [ ] US or EU classification; approval of the Instructor
   Cross-listed with:  
   [ ] Stacked with:  
   Cross-listed courses require the signatures of both department heads.

6. Is this a variable credit course?  
   - [ ] Yes  
   - √ No  
   If yes, from ___ to ___

7. Is this a repeatable course?  
   - [ ] Yes  
   - √ No  
   If yes, this course may be taken ___ times.
   Will this course be repeated within the same semester?  
   - [ ] Yes  
   - √ No

8. Will this course be submitted to the Core Curriculum Council?  
   - [ ] Yes  
   - [ ] No

9. How will this course be graded?  
   - [ ] Grade  
   - √ SAP  
   - [ ] Pass/Fail (P/F)

10. This course will be:  
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
    b. [ ] elective for students enrolled in the following degree program(s) (e.g., MS, Ph.D. in geography)

BS BAEN

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. [ ] I certify that I have reviewed the FAQ for Expert Control Bases for Distance Education (http://www.tamu.edu/curriculum/consultative/consultative-base-for-distance-education).

13. Prefix:  
    Course #:  
    Title (excluding punctuation):

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<tr>
<th>BAEN</th>
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Approval recommended by:

[Signature]  
Department Head or Program Chair (Type, Name, & Signature)  
Date

[Signature]  
Chair, College Review Committee  
Date

[Signature]  
Dean of College  
Date

Submitted to Coordinating Board by:

[Signature]  
Chair, GC or UCC  
Date

Questions regarding this form should be directed to Sandra Williams at 845-6501 or sandra.williams@tamu.edu.
Curricular Services - 07/14

RECEIVED NOV 05 2015
CURRICULAR SERVICES
Course title and number: BAEN 484: Internship
Term: Summer 2017
Meeting times and location: TBA

Course Description
Practical experience working in a professional biological and agricultural engineering setting.

Prerequisites
U3 or U4 classification.

Learning Outcomes
Upon completion of the internship experience students will have the ability to:
1. Formulate and solve engineering problems.
2. Communicate effectively through a written report of the internship experience.
3. Apply the techniques, skills and engineering tools necessary for solving complex engineering problems.

Instructor Information
Name: Dr. Patricia Smith
Telephone number: 979-845-3630
Email address: patti-smith@tamu.edu
Office hours: By appointment
Office location: SCTS 303 I

Textbook and/or Resource Material
None

Grading Policies
The course is evaluated based on submission of a written summary of the internship experience. If the student fails to submit a summary following the internship, then the student receives an Unsatisfactory grade.

Grading Scale:
Satisfactory … turned in a written report addressing at least 70% of the learning outcomes
 Unsatisfactory… did not turn in a written report or did not address at least 70% of the LO’s

Attendance Policy
A component of the ethical responsibility of an engineer is exhibiting good work habits and respect for the time and effort of others. Prompt completion of the assignment and considerate behavior are thus expected of all students in the course. The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.
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

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

For additional information please visit: http://aggiehonor.tamu.edu
Form Instructions

1. Course request type:  
   - Undergraduate  
   - Graduate  
   - First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):  
   Department of Plant Pathology and Microbiology/Bioenvironmental Sciences

3. Course prefix, number and complete title of course:  
   BESC311 - International Perspectives on Environmental Issues

4. Catalog course description (not to exceed 50 words):
   Role of the UN and other institutions that promote international cooperation toward sustainable development goals; influence of cultural views on critical thinking about environmental issues, including population, water and agriculture, biodiversity, and energy.

5. Prerequisite(s):
   Junior classification or approval from instructor. Students must attend two mandatory pre-departure meetings.
   Cross-listed with:
   Stacked with:
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course?  
   - Yes  
   - No  
   If yes, from _______ to _______

7. Is this a repeatable course?  
   - Yes  
   - No  
   If yes, this course may be taken _______ times

8. Will this course be repeated within the same semester?  
   - Yes  
   - No

9. Will this course be submitted to the Core Curriculum Council?  
   - Yes  
   - No  
   - P/F (CLMD)

10. How will this course be graded?  
    - Grade  
    - S/U

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix  
    Course #  
    Title (excluding punctuation)

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Approval recommended by:  
Leland S. Pierson III - Date

Department Head or Program Chair (Type Name & Sign)  

Department Head or Program Chair (Type Name & Sign)  
(if cross-listed course)  
Date

Submitted to Coordinating Board by:  
Associate Director, Curricular Services  

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
BESC 311 Summer 2016

BESC311 - International Perspectives on Environmental Issues
3 credit hours - Study Abroad China
Summer 2016 (5 week), Fujian Agriculture and Forestry University
Fuzhou, China
16 x 100 minute lectures
14 x 60-90 minute cultural activities/lectures

COURSE DESCRIPTION and RATIONALE:
This is a faculty-led study abroad course taught in Fuzhou, China. The location will heighten the awareness of the international perspective of the course and permit a direct interaction of TAMU and Chinese students (and other international students) through joint activities and discussion. Through these activities, different cultural perspectives can be examined. International environmental issues are becoming more important as the rapid industrialization of the developing world is producing pollution that affects the producing nation, neighbors, and the global environment (e.g., greenhouse gases). The developing world is facing many of the same issues that the US and other nations with advanced economies continue to address. This course is designed to help Texas A&M students gain an international perspective on how the global economy impacts the world and US environmental issues. An understanding of international efforts to assist in sustainable economic and social development to protect human health and the natural environment is essential for citizens of a global community. This course will provide an introduction to the relevant United Nations Programmes and consideration of factors related to sustainable development. Although sustainable development is essential for the survival of humanity, different cultural views can lead to conflict that may delay or prevent implementation of sustainable development goals. Therefore, the impact of culture and worldview will be considered.

Instructor: Dr. Daniel J. Ebbole, Professor
Undergraduate Program in Bioenvironmental Sciences
Department of Plant Pathology and Microbiology
Texas A&M University
d-ebbole@tamu.edu

Learning Outcomes:
• Demonstrate an understanding of Chinese culture and worldviews.
• Give examples of how worldview can impact critical thinking.
• Explain what sustainability means in a historical context and in a modern, global context.
• Explain the socioeconomic factors that impact the environment.
• Explain the demographic transition and how socioeconomic factors influence it.
• Evaluate the role of the United Nations in global environmental and sustainability issues
• Explain the origin of the MDGs and how they have evolved to the newer SDGs.
• Analyze the main challenges to sustainability and their overlapping nature.
• Assess how bioenvironmental sciences play a role in agriculture, biodiversity and ecosystem services research.
• Synthesize conclusions about the state of climate science research and the impact of climate change on sustainable development.

Text Books: None. All notes and reading materials will be provided. Prerequisites:
Junior classification or approval from instructor. Students must attend two mandatory meetings with the study abroad program office.
BESC 311 Summer 2016

Grading: The graded components of the course are as follows:
- Midterm Exam 25%
- Participation in classroom activities/discussion 20%
- Reflective writing assignments (4 x 4%) 16%
- Reflective oral final presentation (5 min powerpoint) 7%
- Poster version of final presentation 7%
- Final Exam 25%

Your final grade will be determined based on the following scale:

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<th>80.0≤X&lt;90.0</th>
<th>70.0≤X&lt;80.0</th>
<th>60.0≤X&lt;70.0</th>
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<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>F</td>
</tr>
</tbody>
</table>

Lecture topics.
Week 0. Travel preparations, pre-travel reading, and travel to China.
Week 1.
- Critical thinking and worldviews
- Basis for environmental governance locally and internationally
- Sustainable development: Society, Economy, and Environment
- Projections of population growth; Reflection 1 due.
- Introduction to the United Nations, Environmental programs in the UN
- Mountain hike to Fujian Academy of Agricultural Sciences rice research station

Week 2.
- Stockholm, Rio, Agenda 21; Reflection 2 due.
- Sustainable Development Goals
- Mid term Exam
- Agriculture, Food Security and the impact of climate change
- Water and the impact of climate change; Reflection 3 due.
- Travel to Xiamen Botanical Gardens by High Speed Rail

Week 3.
- Biodiversity and Ecosystems and the impact of climate change, CBD
- Valuing Nature
- Energy and the impact of climate change
- Climate Science, UNFCCC
- Travel by High Speed Rail to Wuyi Mountains UNESCO Heritage Site

Week 4.
- Climate Change and Critical Thinking
- Climate Change Adaptation and Mitigation Presentations; Reflection 4 due, poster due.
- Final Exam
- Travel to Beijing, and tour prior to departure.
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.

Academic Honesty: An Aggie does not lie, cheat or steal, or tolerate those who do. All students at Texas A&M University are expected to abide by the Aggie Code of Honor (http://aggiehonors.tamu.edu/). Any behavior inconsistent with the code including but not limited to plagiarism and academic dishonesty will be dealt with in accordance with TAMU policies and Student Rules. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

Graded activities.

Exams (50 min) Midterm 25%, Final 25%

Exams will be short answer and essay based. The purpose of the exam is to gauge the student’s understanding of the issues under consideration.

Participation (20%)  
Participation in discussions in class is expected and will be noted by the instructor. Showing up on time is important (9 am). Classroom discussion will be guided by the lecture material. Grading Rubric. Student is prepared and able to meaningfully contribute (5 points); student seems to have prepared somewhat (3-4 points); student participates but is ill-prepared (1-2 point); student refuses to speak (0 points). Attendance: Make-up for all work missed for excused absences will be provided by the instructor. See http://student-rules.tamu.edu/rule07. Each unexcused absence will lead to a deduction of 7% and possibly lead to disciplinary action after two such absences, at the discretion of the instructor. Disciplinary action may include dismissal from the study abroad program.

Presentation (7%) Final powerpoint presentation on class topic and impact of the course and study abroad experience on student worldview. In this assignment the student should integrate a topic in the course, with the student’s experience in China, to synthesize a presentation of a change in the student’s view of global sustainability relative to their view prior to study abroad. This is to be a 5 minute presentation. The instructor will grade the assignment based on the overall presentation, the clarity of the statement of the pre-course and post-course view and, how it relates to one or more course topics, and the ability to finish within 1 minute of the 5 minute time period. Bottom line: What did you learn in China that was most interesting and relates to how you think about sustainable development?

Poster (7%). A poster that describes the aspect of the course discussed in your presentation and highlights the integration of course material with the experience of being in China will be made following the departmental template for study abroad posters. The poster should highlight the bottom line of your presentation. The posters will be submitted for presentation at the annual fall BESC symposium to highlight the study abroad program.

Reflections (16%). Four written assignments will be given (4% each). The writing assignments will be turned in as Word or rich text format documents. These will be graded and returned to the students. These min 250, max 500 word essays should be reflections on the course material and the experience of interacting with the international students in the classroom as well as discussions that occur outside the classroom. Writing Rubric below:
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1: What is the main idea of the paper?</td>
<td>A1: The main idea of the paper is...</td>
</tr>
<tr>
<td>Q2: What are the key findings?</td>
<td>A2: The key findings are...</td>
</tr>
<tr>
<td>Q3: What are the implications for future research?</td>
<td>A3: The implications for future research are...</td>
</tr>
</tbody>
</table>

**Figure 1. Writing Assessment Rubric**

**Assessment Objectives**

- **Development of Communication Skills**
  - Comprehension of the main ideas
  - Analysis of the text
  - Synthesis of information

- **Communication Skills**
  - Clarity of expression
  - Coherence of ideas
  - Accuracy of facts

- **Organization**
  - Logical structure of the text
  - Effective use of transitions

- **Evidence and Support**
  - Use of evidence and examples
  - Logical support for arguments

- **Style**
  - Effective use of genre conventions
  - Appropriateness of language and terminology

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of Communication Skills</td>
<td>A1: The writer shows an understanding of the main ideas and their implications.</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>A2: The writer uses clear and concise language to express ideas.</td>
</tr>
<tr>
<td>Organization</td>
<td>A3: The text is well-organized with logical transitions.</td>
</tr>
<tr>
<td>Evidence and Support</td>
<td>A4: The writer provides relevant evidence and examples to support arguments.</td>
</tr>
<tr>
<td>Style</td>
<td>A5: The writer uses appropriate genre conventions and language.</td>
</tr>
</tbody>
</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Course request type:     ☒ Undergraduate     ☐ Graduate     ☐ First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name): College of Architecture

3. Course prefix, number and complete title of course: CARC 181 First Year Seminar

4. Catalog course description (not to exceed 50 words): Seminar on various contemporary topics; introduction to high quality college instruction and research; focus on writing, speaking, exploration, discussion and research.

5. Prerequisite(s): First time in College CLAR Undergraduate Students

Cross-listed with:  

Stacked with: Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? ☐ Yes     ☒ No

If yes, from _______ to _______.

7. Is this a repeatable course?  ☒ Yes     ☐ No

If yes, this course may be taken ___ times.

Will this course be repeated within the same semester?  ☐ Yes     ☒ No

8. Will this course be submitted to the Core Curriculum Council?  ☐ Yes     ☒ No

9. How will this course be graded:  ☒ Grade     ☐ S/U     ☐ P/F (CL/MD)

10. This course will be:

a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)

b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

Any College of Architecture Undergraduate Program

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. ☐ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix  Course #  Title (excluding punctuation)  
CARC  181  FIRST YEAR SEMINAR  

<table>
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<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
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<th>Admin. Unit</th>
<th>Acad. Year</th>
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Approval recommended by:

Leslie Feigenbaum  
Department Head or Program Chair (Type Name & Sign) [Signature]  Date

Jorge Vaneagas  
Dean of College  Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services  Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
Course title and number | FRESMAN ACADEMIC SUCCESS SEMINAR  
| CARC-181  
Term Fall 2015 | Fall 2016  
Meeting times and location | CLASS TIME: Tuesdays 3:55-4:45 PM; LOCATION: EDCT 225  

**Course Description and Prerequisites**

Seminar on various contemporary topics; introduction to high quality college instruction and research; focus on writing, speaking, exploration, discussion and research.  

The Success Programs are designed to help first generation students in achieving their educational goals at Texas A&M University. The goal of the program and its various facets is to help ease students' transitions to university life and improve their odds for collegiate success, thereby improving College and University retention and graduation rates.

**Learning Outcomes or Course Objectives**

**Course Objectives**

At the end of this semester, students will be familiar with and aware of:  
(1) The academic success skills and habits of a successful college student;  
(2) The resources available on campus and how to access them; and,  
(3) And developed a community of support through collaborative experiences and exercises.

**Instructors Information**

| Name | Dr. Dave Wentling,  
| Telephone number | 458-4196 (DJW);  
| Email address | david-i-wentling@tamu.edu;  
| Office hours | By Appointment  
| Office location | 219C  

**Textbook and/or Resource Material**

**Required Materials**

There is no required textbook for this class. Also class material will be distributed in class or available via eCampus.

**Grading Policies**
The course will mainly consist of presentations from various academic resources on campus, and small group discussions facilitated by instructors. **Attendance is taken daily.** CARC 181 is a one hour credit graded course.

**Student responsibility**
1. If you arrive late to class, leave early or miss class entirely, you must notify instructor.
2. Check TAMU email account and eCampus for any class updates or reminders.
3. Participate daily and evaluate speakers.
4. Complete handwritten (legibly) all class assignments.
5. Any student failing any courses at mid-term of this semester will be required to participate in the Student Counseling Service, LASSI Workshop and attend at least one academic counseling session at the Student Counseling Service Center.

**Attendance**
The majority of the learning in CARC 181 takes place in the classroom activities, lectures and group interaction, thus attendance is an important part of the grade received. **Attendance equates to showing up on time for class, listening and participating in class discussions.** Sleeping, reading materials other than those required for class, talking or texting on cell phone, being late for class and not attending will result in loss of attendance points and/or being asked to leave the classroom. **Students are allowed one unexcused absence, anymore will result in a loss of points from the final grade for each unexcused absence.** Attendance points can be made up by researching the topic covered on the missed day and presenting that topic to the class during an "open discussion" day. A one page summary must be given to the class facilitator. The presentation must be informative and be 3-5 minutes long. Student participating in official university excuses must present excuse letters to the instructor BEFORE the absence and make arrangements for completing activities and assignments. Excuses due to medical reasons must be documented by personal physician or student health center.

**Grading System**
- ★ Assignments and exercises for daily topics are due the next class period.
- ★ Keep class notes and handouts.

**Make-up for excused absences**
It will be the **student's responsibility** to make arrangements for making up any class sessions missed with an **excused** absence. Students may contact the person presenting that day's topic and make arrangements to make-up that session (a list of contact people and numbers is provided). Be sure to make your arrangements early because there is no guarantee of the availability of these people. OR students may research the topic missed that day by writing a one page summary. **MISSED DAYS MUST BE MADE UP WITHIN 30 DAYS OF THE EXCUSED ABSENCE!**

Please refer to the Student Rule 7 regarding Academics at [http://student-rules.tamu.edu](http://student-rules.tamu.edu).

---

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Presenter</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction/Texas A&amp;M, COA Structure/Academic Game Plan</td>
<td>Dave Wentling</td>
</tr>
<tr>
<td>2</td>
<td>TAMU Academic/Student Rules/Appeals</td>
<td>Dave Wentling</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Instructor</td>
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<td>------</td>
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</tr>
<tr>
<td>3</td>
<td>Time Management &amp; Accountability</td>
<td>Dave Wentling</td>
</tr>
<tr>
<td>4</td>
<td>Study Success Strategies (reading text, taking notes, test prep, test taking)</td>
<td>Dave Wentling</td>
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<tr>
<td>5</td>
<td>Learning Styles Strategies</td>
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<td>6</td>
<td>Stress Management &amp; Test Anxiety</td>
<td>Guest Speaker</td>
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<td>7</td>
<td>What's on YOUR mind? (Open Class Discussion)</td>
<td>Dave Wentling</td>
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<td>8</td>
<td>Post Test Analysis</td>
<td>Dave Wentling</td>
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<td>9</td>
<td>Smart Reading Strategies</td>
<td>Guest Speaker Ann Pool</td>
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<td>10</td>
<td>Communication &amp; Active Listening</td>
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<td>11</td>
<td>Maintaining Focus</td>
<td>Dave Wentling</td>
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<td>12</td>
<td>Responsible Behavior</td>
<td>Guest Speaker Ann Pool</td>
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<td>13</td>
<td>NO CLASS – Thanksgiving Holiday</td>
<td>Dave Wentling</td>
</tr>
<tr>
<td>14</td>
<td>Conquering Finals/Semester Wrap-Up</td>
<td>Dave Wentling</td>
</tr>
</tbody>
</table>

**Other Pertinent Course Information**

**ASSIGNMENTS:**
- 3 Reaction Papers on Invited Speakers  
  **EACH PAPER IS TO 1-PAGE TYPED AND IS DUE BEFORE THE NEXT CLASS PERIOD FOLLOWING THE GUEST LECTURE.**
- 2 University activities, events, or facility tours.  
  **#1 IS DUE BY 10/2/14; #2 IS DUE BY 12/5/14**

***Topic order subject to change depending on speaker availability***

**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](http://disability.tamu.edu).

**Academic Integrity**

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

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

**Attendance Policy and Grading Scale Examples**

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

**Grading Scale:**

*Standard Letter Grading Scale:*

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

**Class total points:**

- 30 points- Attendance *(2 or more unexcused absences will result in a reduction of one letter grade for your final grade)*
- 30 points- Reaction comment paper to invited speakers (10 pts. ea.)
- 20 points- Attendance at university event or tour of university location (10 pts. ea.)
- 10 points- Participation
- 10 points Active engagement in class activities

**Total** 100 points
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Course request type: ☑️ Undergraduate ☐ Graduate ☐ First Professional (DOS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name): INTERNATIONAL STUDIES

3. Course prefix, number and complete title of course:
   CHIN 405 MODERN CHINESE FICTION

4. Catalog course description (not to exceed 50 words):
   Analysis of major Chinese literary and other prose works of the twentieth and twenty-first centuries; taught in English. May be repeated for credit.

5. Prerequisite(s):
   Junior or senior classification, or approval of instructor.

6. Is this a variable credit course? ☑️ Yes ☐ No
   If yes, from ______ to ______

7. Is this a repeatable course? ☐ Yes ☑️ No
   If yes, this course may be taken ______ times.

   Will this course be repeated within the same semester? ☑️ Yes ☐ No

8. Will this course be submitted to the Core Curriculum Council? ☑️ Yes ☐ No

9. How will this course be graded: ☑️ Grade ☐ S/U ☑️ P/F  (CLMD)

10. This course will be:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   B.A. in International Studies; Minor in Chinese; Minor in Asian Studies; undergraduate general electives

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. ☑️ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix Course # Title (excluding punctuation)

   CHIN 405 MODERN CHINESE FICTION

   Lect. Lab Other SCH CIP and Fund Code Admin. Unit Acad. Year FICE Code
   3.00 0.00 0.0C 3.00 1603010001 1663 16 - 17 0 0 3 6 3 2

   Approval recommended by:
   Robert R. Shandley
   Department Head or Program Chair (Type Name & Sign) Date

   Department Head or Program Chair (Type Name & Sign) Date
   (if cross-listed course)

   Submitted to Coordinating Board by:
   Associate Director, Curricular Services

   Chair, GC or UCC

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services - 07/14
**Course description**
*Analysis of major Chinese literary and other prose works of the twentieth and twenty-first centuries; taught in English. May be repeated for credit.*

In this course, we will critically examine select Chinese short stories and novels to explore changing notions of femininities and masculinities in the 20th century. We pay particular attention to how writers negotiated "private self" and "public image" in constructing modern gendered identities through fiction, and how their works represent the experience of being a man and a woman in key historical moments such as the New Culture Movement (mid 1910s to mid-1920s), the radicalization of politics and literature (late 1920s to 1930s), the second Sino-Japanese War (early 1930s to mid-1940s in its broad sense), and the post-socialist period (1980s and 1990s). The majority of the works we read are produced in the Republican era (1911-1949) by authors such as Lu Xun, Yu Dafu, Ba Jin, Sai Pingmei, Lu Yin, Ding Ling, and Zhang Ailing, but we will also read Mo Yan’s and Wang Anyi’s novels written in the 1990s.

This course, in addition to familiarizing you with major topics concerning gender issues in the 20th-century Chinese context, will also introduce basic theoretical tools you need to critically analyze textual materials from the gender perspective.

This course requires reading Chinese novels and short stories in English translation, as well as secondary sources in English, thus no knowledge of the Chinese language is required.

**Prerequisites**
Junior or senior classification, or approval of instructor.

**Learning outcomes**
Upon successful completion of the course students will be able to:
- Identify major modern Chinese writers;
- Interpret and analyze thematic and formal aspects of Chinese literary and other prose forms; and
- Formulate the relationship between gender, identity, and cultural production.

**Required course materials**

Lu Xun’s works online (here after lx-archive): [https://www.marxists.org/archive/lu-xun/index.htm](https://www.marxists.org/archive/lu-xun/index.htm)

All other course readings will be available through eCampus.
Course requirements and evaluation

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
<tr>
<td>2 Response papers</td>
<td>30%</td>
</tr>
<tr>
<td>Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Final paper</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>15%</td>
</tr>
<tr>
<td>Final exam</td>
<td>15%</td>
</tr>
</tbody>
</table>

Grading scale: 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; 0-59 = F

**Participation:** Moderated participation in discussions helps you to focus on important questions, encourages you to grapple with key issues, and enhances intellectual exchange among peers. You are expected to come to each class having watched the required films, read the required book chapters and/or articles, and prepared to discuss them in detail. I prefer you NOT use your laptops in class. But if you need to, please be advised that your laptop **ONLY** be used for the purposes of presentation, reading required materials, and/or taking notes.

**Response papers:** Each response is a double-spaced, 2-3 page paper, in which students make an argument about one of the literary works and provide evidence to support their argument. The two response papers should address different works. Mere factual information, character profile, or plot summary WILL NOT suffice. If you have difficulty coming up with your own argument, simply identify an argument from one of the required readings (with direct quotations and page numbers) and discuss it in relation to the novel or story. Grade will be based on presentation of argument (clarity and depth), detailed prose analysis, and writing (coherence, transitions, grammar, style). Papers submitted more than two days late will not be graded, except in the case of university-approved excused absence.

**Presentation:** At the end of the second week, all students will sign up for presentations on readings scheduled during Weeks 3-14. Each individual presenter has 10 minutes including Q&A. You are expected to identify arguments of the reading and major evidences that support the argument. Presentation grade will be based on focus, coherence, clarity, timing, and effectiveness of your delivery.

**Final paper:** The final paper is on a topic of choice on two or more of the Chinese literary works from the syllabus. The final paper should analyze works that are NOT discussed in response papers. The paper should be 5-8 pages (not including works cited pages), typed, and double-spaced. The paper will be graded on quality of argument, details of Literary analysis, incorporation of readings, and writing (style, clarity, structure, and grammar). Papers submitted more than two days late will not be graded, except in the case of university-approved excused absence.

**Midterm and Final exams:** The exams are to provide an opportunity for you to apply your analytical skills and synthesize your knowledge accumulated during the course. Each exam consists of identification questions and essay questions. Exams cannot be made up except in the case of a university-approved excused absence.

**Absences**
Attendance in class is mandatory. For each unexcused absence, student’s final course grade will be reduced 5 full percentage points. University rules related to excused and unexcused absences are located on-line at [http://studentrules.tamu.edu/rule07](http://studentrules.tamu.edu/rule07).

**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://aggiehonor.tamu.edu/](http://aggiehonor.tamu.edu/).

**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, currently located in the Disability Services building at the Student Services at White Creek complex on west campus.
Weekly Schedule

**Week 1**  
**Introduction to Gender and Self in Modern Chinese Literature**  
T. Introduction to the course  
R. Tam, “Introduction to Gender, Discourse and the Self in Literature” (eCampus)

**Week 2**  
**Chinese Male Subjectivity**  
T. Zhong, Xueping. On Chinese Male Subjectivity (eCampus)  
R. *Sign-up for presentations*  
Zhong, Xueping. On Chinese Male Subjectivity (eCampus)

**Week 3**  
**Chinese Female Subjectivity**  
T. Feng, Jin. “The New Woman” (eCampus)  
R. Dooling, Ary. “Introduction” to Writing Women (eCampus)

**Week 4**  
**Emotionality, Self, and the Modern Man**  
T. Lee, Leo. From The Romantic Generation on Yu Dafu (eCampus)  
Lu, Xun. “A Madman’s Diary” (1918) (eCampus); “Kong Yiji” (1919) (“Kung I-chi,” Ix-archive)  
R. Yu, Dafu. “Sinking” (1921) (eCampus)  
Lu, Xun. “Regret for the Past” (1925) (Ix-archive)

**Week 5**  
**Emotionality, Self, and the New Woman**  
T. *First response paper due*  
Lu, Yinh. “After Victory” (1925) (eCampus)  
Shi, Pingmei. “Lin Nan’s Diary” (1928) (eCampus)  
Stevens, Sarah. “The New Woman and the Modern Girl” (eCampus)  
R. Lin, Shuhua. “Embroidered Pillow” (1928?) (eCampus)  
Ding, Ling. “Miss Sophia’s Diary” (1928) (eCampus)  
Ding, Ling. “Shanghai Spring, 1930 I” (1930) (eCampus)

**Week 6**  
**Revolution Plus Love: Challenging the Feminine Tradition of Chinese Literature?**  
R. Liu, Jianmei. Chapter 1 of Revolution Plus Love (eCampus)

**Week 7**  
**Mid-Term Review and Exam**  
T. Mid-term review  
R. Mid-term exam

**Week 8**  
**Revolution Plus Love Continued**  
T. Mao, Dun. Rainbow (1929), chapters 1-5  
R. Mao, Dun. Rainbow, chapters 6-10

**Week 9**  
**Men and Women in War Times: Zhang Ailing’s Alternative Narratives**  
T. Zhang, Yinh. “Witness Outside History” (eCampus)  
Zhang, Ailing. “Love in a Fallen City” (1942) (eCampus)  
R. Zou, Lin. “Commercialization of Emotions” (eCampus)  
Zhang, Ailing. “Sealed Off” (eCampus)

**Week 10**  
**Men and Women in War Times: “Soft Masculinity” in Ba Jin**  
T. *Second response paper due*  
Tang, Xiaobing, Chapter 4, p131-146 (eCampus)  
Ba, Jin. Cold Nights (1947), chapters 1-15  
R. Tang, Xiaobing, Chapter 4, p146-160 (eCampus)  
Ba, Jin. Cold Nights, chapters 16-31
Week 11  Fin de siècle Fiction: Mo Yan’s Depiction of Masculinity and Femininity
T. Cai, Rong. “Problematising the Foreign Other” (eCampus)
R. Mo, Yan. Big Breasts and Wide Hips (1996), chapters 1-18

Week 12  Mo Yan Continued
T. Big Breasts and Wide Hips, chapters 19-36
R. Big Breasts and Wide Hips, chapters 37-63

Week 13  Fin de siècle fiction: Wang An’yi’s Depiction of Masculinity and Femininity
T. Zhang, Xudong. “Shanghai Nostalgia” (eCampus)
R. Wang, Anyi. The Song, part II

Week 14  Wang An’yi continued
T. Wang, Anyi. The Song, part III
Ban, Wang. “Love at Last Sight” (eCampus)
R. *Final paper due*
   Review

Final Exam: To be scheduled on day/time set by University Registrar.
**Texas A&M University**  
**Departmental Request for a New Course**  
Undergraduate • Graduate • Professional  
*Submit original form and attach a course syllabus.*

**Form Instructions**

1. **Course request type:**  
   - [✓] Undergraduate  
   - [ ] Graduate  
   - [ ] First Professional (DDS, MD, JD, PharmD, DVM)

2. **Request submitted by (Department or Program Name):**  
   INTERNATIONAL STUDIES

3. **Course prefix, number and complete title of course:**  
   CHIN 465 CHINESE FILM

4. **Catalog course description (not to exceed 50 words):**  
   Consideration and analysis of major works and directors of Chinese Film; interpretation of culture through film; relationship of film to history, literature, and other arts; taught in English. May be repeated for credit.

---

5. **Prerequisite(s):**  
   Junior or senior classification; or approval of instructor.

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<td>Stacked with:</td>
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6. **Is this a variable credit course?**  
   - [✓] Yes  
   - [ ] No  
   If yes, from __________ to __________

7. **Is this a repeatable course?**  
   - [✓] Yes  
   - [ ] No  
   If yes, this course may be taken __________ times.

   Will this course be repeated within the same semester?  
   - [ ] Yes  
   - [✓] No

8. **Will this course be submitted to the Core Curriculum Council?**  
   - [ ] Yes  
   - [✓] No

9. **How will this course be graded?**  
   - [✓] Grade  
   - [ ] S/U  
   - [ ] P/F (CLMD)

10. **This course will be:**  
    a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

    B.A. in International Studies; Minor in Chinese; Minor in Film Studies; Minor in Asian Studies; undergrad general academics

11. **If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.**

12. **I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://ypr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).**

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<td>465</td>
<td>CHINESE FILM</td>
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**Approval recommended by:**

- Robert R. Shandley  
  Department Head or Program Chair (Type Name & Sign)  
  Date: 12/3/15

- Nancy J. Streete  
  Chair, College Review Committee  
  Date: 12/18/15

- Steven M. Oberhelman  
  Department Head or Program Chair (Type Name & Sign)  
  Date: 11/15/15

**Submitted to Coordinating Board by:**

- Associate Director, Curricular Services  
  Date: 11/18/15

**Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.**

Curricular Services – 07/14
Course description

Consideration and analysis of major works and directors of Chinese Film; interpretation of culture through film; relationship of film to history, literature, and other arts; taught in English. May be repeated for credit.

This course is a critical examination of select Chinese films produced as early as 1922 and as late as 2013. We will consider both the aesthetics of Chinese film art and the socio-historical context embedded in the film. Films studied in the course are mostly comprised of Chinese mainland productions. One question central to the course is how Chinese cinema reflects and at the same time impacts the Chinese way of pursuing modernity and national and individual identities in different historical periods in the past century. The course is mostly arranged in chronological order; each week’s readings, discussions and screenings are thematically related. Major themes include: gender and class, socialist aesthetics, trauma and Chinese national identity, globalization and commercialism, independent films as unofficial history, etc.

Critical pieces are in English and films will have English subtitles or printed scripts, thus knowledge of Chinese is a plus but not required.

Prerequisites

Junior or senior classification, or approval of instructor.

Learning outcomes

Upon successful completion of the course students will be able to:

- Identify major directors and film movements in Chinese cinema;
- Interpret and analyze thematic and formal aspects of visual communication in film form; and
- Formulate the relationship between Chinese cinema and the socio-political context of its production.

Required course materials


All other course readings will be available through eCampus.
All films will be available for digital streaming through: mediamatrix.tamu.edu.

Course requirements and evaluation

- Class participation: 10%
- 2 Response papers: 30%
- Presentation: 10%
- Final paper: 20%
- Midterm exam: 15%
- Final exam: 15%

Grading scale: 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; 0-59 = F

Participation: Moderated participation in discussions helps you to focus on important questions, encourages you to grapple with key issues, and enhances intellectual exchange among peers. You are expected to come to each class having watched the required films, read the required textbook chapters and/or articles, and prepared to discuss them in detail. I prefer you NOT use your laptops in class. But if you need to, please be advised that your laptop ONLY be used for the purposes of presentation, reading required materials, and/or taking notes.
Response papers: Each response is a double-spaced, 2-3 page paper, in which students make an argument about one film and provide evidence to support their argument. The two response papers should address different films. Mere factual information, character profile, or plot summary WILL NOT suffice. If you have difficulty coming up with your own argument, simply identify an argument from one of the required readings (with direct quotations and page numbers) and discuss it in relation to the film. Grade will be based on presentation of argument (clarity and depth), detailed film analysis, and writing (coherence, transitions, grammar, style). Papers submitted more than two days late will not be graded, except in the case of university-approved excused absence.

Presentation: At the end of the second week, all students will sign up for presentations on films and readings scheduled during Weeks 3-14. Each individual presenter has 10 minutes including Q&A. You are expected to identify arguments of the reading and major evidences that support the argument. Presentation grade will be based on focus, coherence, clarity, timing, and effectiveness of your delivery.

Final paper: The final paper is on a topic of choice on Chinese films, preferably related to topics and readings on the syllabus. The final paper should analyze at least two films that are NOT discussed in response papers. The paper should be 5-8 pages (not including works cited pages), typed, and double-spaced. The paper will be graded on quality of argument, details of film analysis, incorporation of readings, and writing (style, clarity, structure, and grammar). Late papers will not be graded, except in the case of university-approved excused absence.

Midterm and Final exams: The exams are to provide an opportunity for you to apply your analytical skills and synthesize your knowledge accumulated during the course. Each exam consists of identification questions and essay questions. Exams cannot be made up except in the case of a university-approved excused absence.

Absences
Attendance in class is mandatory. For each unexcused absence, student’s final course grade will be reduced 5 full percentage points. University rules related to excused and unexcused absences are located on-line at http://studentrules.tamu.edu/rule07.

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://aggiehonor.tamu.edu/.

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, 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.

***

Weekly Schedule

Section I: Chinese Films in the Republican Era (1912-1949)

Week 1
T. Course introduction + syllabus
   Reading: Zhang, Chinese National Cinema, 13-57
R. Films in the 1920s: From Chinese traditional opera to early Chinese cinema
   Reading: Zhen Ziang on Laborer’s Love, 27-50
   Film: Laborer’s Love (Zhang Shichuan, 1922), 22 m, screening in class
Week 2
T. National crisis and left-wing cinema in the 1930s
   Reading: Zhang, Chinese National Cinema, 58-83; Pang on the left-wing cinema movement, 37-69
R. *Sign-up for presentations*
   Reading: Berry on Big Road
   Film: Big Road (Sun Yu, 1934), streaming

Week 3
T. "New Women" on and off the leftist film screen
   Reading: Harris, "Fallen Woman of Shanghai," in Berry, Chinese Films, 128-136
   Film: The Goddess (Wu Yonggang, 1934), streaming
R. Reading: Harris on New Woman, 277-302
   Film: New Woman (Cai Chusheng, 1935)
   Film available at: https://www.youtube.com/watch?v=fxupmp3sKKM
   Film Script: http://u.osu.edu/mclc/online-series/new-woman/

Week 4
T. Disintegration of family in postwar cinema in the 1940s
   Reading: Zhang, Chinese National Cinema, 83-112; Pickowicz on postwar films, 121-156
   Film clips in class: A Spring River Flows to the East (Cai Chusheng, 1947); Far Away Love (Chen Liting, 1947)
R. Reading: Fitzgerald on Spring in a Small Town, in Berry, 205-211
   Film: Spring in a Small Town (Fei Mu, 1948), streaming
   Film Script: http://u.osu.edu/mclc/online-series/spring/

Section II: Chinese Films in the Socialist Era (1949-1978)

Week 5
T. Socialist cultural scenes in the first 17 years
   *First response paper due*
   Reading: Zhang, Chinese National Cinema, 189-224; Pickowicz on socialist cultural scene
   Film clips in class: My Day Off (Lu Ren, 1959); Lin Zexu (Zhen Junli, 1959)
R. Reading: Yau on politics of class in White-Haired Girl, 138-171
   Film: White-Haired Girl (Wang Bin and Shui Hua, 1950), streaming
   Film script: http://u.osu.edu/mclc/online-series/white/

Week 6
T. Reorientation of gender in socialist China
   Reading: Cui on socialist cinema, 52-64
R. Harry Kuo on The White-Haired Girl and Li Shuangshuang, 71-94
   Film: Li Shuangshuang (Li Zhun, 1962), streaming

Week 7
T. Mid-term review
R. Mid-term exam

Week 8
T. Towards a socialist aesthetics of Chinese characteristics
   Reading: Chi on Red Detachment of Women, in Berry, 189-196; Cui on Red Detachment of Women, 79-95
   Film: Red Detachment of Women (Xie Jin, 1961), streaming
   Film clips in class: Yang Banxi: 8 Model Works
   Film available at: https://vimeo.com/114648184

Spring Break March 14-18
Section III: Chinese Films in the Post Socialist Era (1978-)

Week 9
T. Cultural critique from Xie Jin to the Fifth Generation
   Reading: Zhang, Chinese National Cinema, 226-240 and 285-289; Clark on the Fifth Generation, 121-135
R. Reading: Callahan, “Gender, ideology, nation”
   Film: Ju Dou (Zhang Yimou, 1991), streaming

Week 10
T. Trauma, memory and identity in the Fifth Generation films
   *Second response paper due*
   Reading: Xudong Zhang on The Blue Kite, 623-638
   Film: The Blue Kite (Tian Zhuangzhuang, 1993), streaming
R. Reading: Rey Chow on To Live, 1039-1064
   Film: To Live (Zhang Yimou, 1994), streaming

Week 11
T. Gender politics in the Fifth Generation films
   Reading: Braester on Farewell My Concubine, in Berry, 106-113; Lau on Farewell My Concubine, 16-27
   Film: Farewell My Concubine (Chen Kaige, 1993), streaming
R. Reading: Cui on Ju Dou, 127-148

Week 12
T. Commercialism and Feng Xiaogang phenomenon
   Reading: Macgrath on Feng Xiaogang’s films, 90-132
   Film clips in class: Party A, Party B (1997); Be There or Be Square (1998)
R. Reading: Yingjin Zhang on Big Shot’s Funeral, in Berry, 17-24
   Film: Big Shot’s Funeral (Feng Xiaogang, 2001), streaming

Week 13
T. The Sixth Generation: from underground to independent
   Reading: Pickow cz on independent filmmaking
R. Independent films as unofficial history and social protest
   Reading: Noble, “Blind Shaft,” in Berry, 17-26
   Film: Blind Shaft (Li Yang, 2004), streaming

Week 14
T. Chinese and Hollywood elements in Jia Zhangke’s films
   Reading: Xiao on A Touch of Sin, 24-35
   Film: A Touch of Sin (Jia Zhangke, 2013), streaming
R. *Final paper due*
   Final Review

Final exam: To be scheduled on day/time set by University Registrar.
Texas A&M University
Departmental Request for a New Course
Undergraduate ∙ Graduate ∙ Professional
* Submit original form and attach a course syllabus.*

Form Instructions
1. Course request type:  ☑ Undergraduate  ☐ Graduate  ☐ First Professional (M.D., Ph.D., D.V.M.)
2. Request submitted by (Department or Program Name): Computer science and engineering
3. Course prefix, number and complete title of course: CSCE 451 - Software reverse engineering
4. Catalog course description (not to exceed 50 words): "Introduction to the compilation mechanism to generate executable files and raw binary codes from source codes; the executable file formats for an operating system to run the binary code; disassembly algorithms and control graph analysis; static and dynamic analyses; case studies on code obfuscation, code breaking, malware analysis."

5. Prerequisite(s): CSCE 313, or instructor's permission
   Cross-listed with: CSCE 651 - Software reverse engineering
   Stacked with: CSCE 651 - Software reverse engineering
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course?  ☑ Yes  ☐ No

7. Is this a repeatable course?  ☑ Yes  ☐ No

8. Will this course be repeated within the same semester?  ☑ Yes  ☐ No

9. Will this course be submitted to the Core Curriculum Council?  ☑ Yes  ☐ No

10. How will this course be graded?  ☑ Grade  ☐ S/U  ☐ P/F (CLMD)

11. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

B.S. in Computer Science, B.S. in Computer Engineering

If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix  Course #  Title (excluding punctuation)
    CSCE  451  SOFTWARE REVERSE ENGINEERING

    | Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code |
    |-------|-----|-------|-----|-------------------|-------------|------------|-----------|
    | 2.00  | 2   | 0.00  | 3.00| 11.0701           | 0721        | 16 -       | 0 0 3 5 3 2 |

Approval recommended by:  
John Keyser[Signature]
Date: 11/19/2015
Department Chair or Program Chair (Type Name & Sign)
Date: 11/19/2015
Chair, College Review Committee
Date:
Dean of College
Date:
Department Chair or Program Chair (Type Name & Sign)
Date:
Submitted to Coordinating Board by:  
Associate Director, Curricular Services
Date:
Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 07/14
SYLLABUS

Department of Computer Science and Engineering
CSCE 451/651, Software Reverse Engineering (REEN)
Spring 2016
Meeting time: twice a week (1 hour lecture + 1 hour hands-on lab practice)
3 credit hours, elective
Meeting place: TBD
Updated Nov. 12, 2015

INSTRUCTOR
Jyh-Charn (Steve) Liu
HRBB 502B     Tel: 845-8739, Email: liu@cs.tamu.edu
Office Hours: by appointments

TEACHING ASSISTANT
TBD

LEARNING OBJECTIVES: Develop independent and team based skills for static and dynamic analysis of binary codes for Intel and ARM architectures.

OUTCOMES:
At end of the class, students should be proficient in the following aspects.
(1) Identify copyrights and other related laws governing software rights and their reverse engineering activities.
(2) Identify and utilize the knowledge on the compilation process to interpret best matched high level language programs for machine code pieces.
(3) Extract the needed binary code structure information from the portable executable file formats to construct executable binary code images on a target machine.
(4) Formulation and optimization of reversing strategies (such as brute force based, or math logic based) to perform static analysis of binary codes. Hypnotize the necessity of further dynamic analysis of binary codes to verify the behavior of binary codes under analysis.
(5) Design and implementation of anti-analysis techniques to protect binary codes.

COURSE PREREQUISITES AND WORKLOAD:
• Minimal requirement: CSCE 313, or instructor’s approval. Students must be proficient in programming and in computer architecture.
• JR/SR classification, but exception can be made per instructor’s approval.
• This class is expected to have extensive hands-on work. Students are advised to weigh their overall workload in taking this course.

TECHNICAL THEMES
Architecture & Assembly language
• Basics of low level software and their relationship with hardware resources. (Instruction set architectures, privileges, interrupt, address space)

Design
• Programming in Assembly, exploits (virus, drivers)

Binary Analysis
• From HLL statements to binary idioms.
• Executable header, symbols,
• Disassembly tool IDA Pro, and debuggers
• Anti-analysis techniques: Virtual ISA, Address space layout randomization (ASLR), code packing

**GRADING POLICY:**
Curved with exceptional conditions consideration.

**Rules for missing assignments:** D or worse for 3 missing assignments. C or worse for 2 missing assignments.

**Submitted Assignments:** Programming (100 points). Note: All projects will be archived for future classes as teaching and learning references.

(A) Programming Assignments (Documents are an integrated part of submissions.)

• Programming/analysis assignments: 5
• Competition: 1
• Open term project: 1
• Litigation case study & reporting: 1

**A NOTE ABOUT HACKING**
Software reverse engineering (RE) is about reversing of binary codes to their high level computing logic. It is an enabling tool for a broad range of applications, including hacking. **Hacking** is loosely defined as the process of exploiting vulnerability of software systems by defeating protective measures in order to achieve certain goals, such as exploitation of computing resources and unauthorized access to privileged data. Learning about hacking practices is essential to build better protected software systems, but misusing the skills for real world hacking may lead to serious legal penalty. As such, in this class students will learn about real world legal cases of high profile litigations tied to RE.

**TEXTBOOKS**
• None required
• Reference books (not exclusive)
  • Assembly language for Intel based computers, by Irvine
  • ARM Assembly Language: Fundamentals and Techniques, by William Hohl
  • The IDA Pro Book, by Chris Eagle
  • Reverse Engineering, secret of reverse engineering, by Eldad Eilam
  • Practical Malware analysis, by M. Sikorski and A. Honig
  • Open literature, vendors technical information (Intel, ARM, Microsoft)

**LECTURE, DISCUSSION AND BYOD (BRING YOUR OWN DEVICES)**
The class follows a staged development process as follows: (1) starting with introduction of basic core body of knowledge, and examples, (2) practice and assignments related to the topic under discussion, (3) instructor and student initiated basic topics for students to discover and report the findings to the class, and (4) Student initiated open project topics, and/or open challenge competitions. Quality reports and presentations (audio and slides) will be archived to build community knowledge base for future learning purposes. Students should bring their own devices in order to work collaboratively with classmates during class hours.
ATTENDANCE POLICY:

- Except for University excused absence, students are responsible for any missed materials. Attendance policies are defined by student rule 7; see http://student-rules.tamu.edu/rule07.
- Missing assignments or tests
  - For excused absences: an opportunity will be provided to make up any graded work.
  - For unexcused absences: a grade of zero will be assigned to the missed work/test. At discretion of the instructor, a missed test is subject to a 25% penalty even if retaking of the test is granted.
- To request approval of an absence, send me an e-mail explaining the reason for the absence. If advance notification is not possible (e.g. unexpected illness) send the e-mail within 48 hours to justify the absence. For illness, a note from a doctor or clinic is required.

Special rules for team projects
- Every student is required to contribute technical and documentation work.
- If there is a project partner dispute, it is critical to report the issue quickly to the instructor or TA. Otherwise, you share grade consequences if the issues contribute to a poor grade.

COMMUNICATIONS: Emails will be used extensively. All emails related to this class should be sent to liu@cse.tamu.edu. The ecampus portal will contain the majority of the material.

SCHOLASTIC DISHONESTY will not be tolerated. Plagiarism is the presentation of the work of someone else without giving him or her due credit. Any such incidents will be dealt with in accordance with the procedures outlined in the University Student Rules. Some specific rules:
1. In most cases, you are encouraged to discuss assignments, but the final product submitted for grade must be the individual work of the person turning it in.
2. If code from two or more students is essentially identical, and it is determined to the satisfaction of the instructor that the code is the product of a group effort, the assignment may be rejected with no credit for any of the students involved.
3. Always be prepared to answer the questions: “What is your contribution?” “Where did you get this design?” “What is your responsibility and contribution in the team?”
4. Using third party codes and tools to solve challenging computing problems is critical to most software reverse engineering, and therefore is allowed. When doing so, it is a must to have full disclosure prior reporting results. Claiming credit without such disclosure will be considered cheating.

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

STUDENTS WITH 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, 701 West Campus Blvd 1224 TAMU, or call 845-1637. For additional information visit http://disability.tamu.edu

COPYRIGHT NOTICE: The handouts used in this course are copyrighted and cannot be copied without permission. By “handouts,” this means all materials generated for this class, which includes but is not limited to, syllabi, quizzes, exams, lab and homework problems, lab handbook, lab manuals, in-class
materials, review sheets, and Web site materials. You must obtain the instructor’s explicit permission to video/record the class contents.
**Weekly activity plan**

Week 1: Introduction to software reverse engineering
Week 2: Assembly instructions and binary
   Assignment 1
Weeks 3-4: High level language statements and their assembly language representations
   Assignment 2
Week 5: Code breaker case study
   Assignment 3
Week 6: Discussion on code breaking techniques and challenges
   Assignment 4
Weeks 7: Stack overflow and code vulnerability examples
Week 8: PIN, python and IDAPro
   Assignment 5
Week 9: spring break
Week 10: Executable formats
   Term project
Week 11: Packers and unpackers
Week 12: Disassembly algorithms
Week 13-14: presentations & final project review

Note: The activity plan is subject to change, and all changes will be communicated to students in classroom and posted on class portal.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions

1. Course request type:  ☑ Undergraduate  ☐ Graduate  ☐ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):  Construction Science
3. Course prefix, number and complete title of course:  COSC 202 - Introduction to Housing
4. Catalog course description (not to exceed 50 words):  Overview of the social, economic, environmental, and cultural impacts of housing on communities, and nations; varied perspectives to understand the different facets of housing and their impacts on the human experience; critical thinking skills to gain knowledge and to be informed of housing choices.

5. Prerequisite(s):  none
Cross-listed with:  n/a
Stacked with:  n/a
Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course?  ☐ Yes  ☑ No
   If yes, from ________ to ________
7. Is this a repeatable course?  ☐ Yes  ☑ No
   If yes, this course may be taken ________ times.
   Will this course be repeated within the same semester?  ☐ Yes  ☑ No
8. Will this course be submitted to the Core Curriculum Council?  ☑ Yes  ☐ No
9. How will this course be graded:  ☑ Grade  ☐ S/U  ☐ P/F (CLMD)
10. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   Language, Philosophy, and Culture core curriculum elective for any student pursuing a bachelor’s degree at Texas A&M University

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
12. ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix  Course #  Title (excluding punctuation)
    COSC  202  INTRODUCTION TO HOUSING

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Approval recommended by:
Joe Horlen
Department Head or Program Chair (Type Name & Sign)  Date

Leslie Feigenbaum
Chair, College Review Committee  Date

Jorge Vanegas
Dean of College  Date

Department Head or Program Chair (Type Name & Sign)  Date
(if cross-listed course)

Submitted to Coordinating Board by:
Chair, GC or UCC  Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
A. COURSE
Title and Number: COSC 202 Introduction to Housing
Term / Section: TBD
Meeting Times and Locations: Lecture: TBA
Instructional Type and Method: Lecture; Traditional, Face-to-Face

B. DESCRIPTION AND PREREQUISITES
Overview of the social, economic, environmental, and cultural impacts of housing on communities, and nations; varied prospectives to understand the different facets of housing and their impacts on the human experience; critical thinking skills to gain knowledge and to be informed of their own housing choices.

C. MINIMUM REQUIRED LEARNING OUTCOMES
University Student Learning Outcomes:
- Communicate effectively
- Practice personal and social responsibility
- Demonstrate social, cultural, and global competence
- Work collaboratively

D. ADDITIONAL LEARNING OUTCOMES
Upon satisfactory completion of this course a student will be able to:
1. Describe the social, economic, political, and environmental effects of housing on the United States
2. Analyze how governmental policies impact housing;
3. Describe the factors that impact housing affordability;
4. Describe the factors that impact housing sustainability;
5. Assess the impact of housing on the US and global economy; and
6. Appraise the opportunities for diverse populations in housing industry.

E. INSTRUCTOR INFORMATION
Name: Dr. Ben F. Bigelow
Phone Number: 979-458-4457
Office Hours: T 2:30 – 3:30, W 1:00 – 2:30.
Office Location: Francis Hall – 208B

F. TEXTBOOKS
Required
**G. GRADING POLICIES**

Final Grades will be awarded based on the following:

- 90.0 – 100.0: A
- 80.0 – 89.9: B
- 70.0 – 79.9: C
- 60.0 – 69.9: D
- 0.0 – 59.9: F

Grades will be rounded to the nearest whole number:
- 0.5 and higher, rounded up
- Lower than 0.5, rounded down

**Grade Weights:**
- Tests 1, 2, & 3: 75%
- Housing Experience: 10%
- Quizzes & Assignments: 15%

**H. CALENDAR OF ACTIVITIES AND MAJOR ASSIGNMENTS**

*(This is a tentative schedule and is subject to change at the discretion of the instructor.)*

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Assignments/Readings Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction, Syllabus, Current Trends in Housing</td>
<td>Chapter 1</td>
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<tr>
<td>Week 2</td>
<td>Influence on Housing Choices and Behavior</td>
<td>Chapter 2</td>
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<tr>
<td>Week 3</td>
<td>Housing, Community, and neighborhoods</td>
<td>Chapters 3 &amp; 4</td>
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<td>Week 4</td>
<td>Homebuilding, Test #1</td>
<td>Chapter 5</td>
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<td>Week 5</td>
<td>Housing Finance and Governmental Policies</td>
<td>Chapters 6 &amp; 7</td>
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<td>Week 6</td>
<td>The Great Recession</td>
<td>Chapter 8</td>
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<tr>
<td>Week 7</td>
<td>Homeownership &amp; Renting</td>
<td>Chapters 9 &amp; 10</td>
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<tr>
<td>Week 8</td>
<td>Housing Affordability &amp; Homelessness</td>
<td>Chapters 11 &amp; 12</td>
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<tr>
<td>Week 9</td>
<td>Diversity and Aging in Housing Test #2</td>
<td>Chapters 13 &amp; 14</td>
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<td>Week 10</td>
<td>Housing Design, Universal Design</td>
<td>Chapters 15, 16, 17, 18</td>
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<tr>
<td>Week 11</td>
<td>Health and Sustainability</td>
<td>Chapters 19 &amp; 20</td>
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<td>Week 12</td>
<td>Disasters</td>
<td>Chapter 21</td>
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<td>Week 13</td>
<td>International Housing</td>
<td>Chapters 22, 23, 24, 25</td>
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<td>Week 14</td>
<td>Challenges in the Twenty-First Century</td>
<td>Chapter 26</td>
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</table>

**I. SPECIAL PROVISIONS**

1. **Tests**

This course has three tests. These tests include multiple choice and true/false questions and will cover materials from the textbook as well as lecture and related materials. Students are required to provide a Scantron (882-E) and a pencil for the tests.

2. **Housing Experience**

Each student is required during the course of the semester to spend at least 3 hours volunteering for a community housing organization. This can be done in the Bryan College Station area or in the community where the student is from. An appropriate organization could be Habitat for Humanity, however many other organizations are appropriate and can be used with instructor approval. Work to be performed is flexible and may include any task(s) the organization is in need of. Students will be required to submit a report detailing the organization and the work they do in regard to housing, What the student did for the organization and how it contributed to the organization’s mission and goals. The report should also
include an analysis by the student of the organization and if it is effective in achieving its mission and goal, and photographic documentation of the student working.

3. **Quizzes & Assignments**

At various times throughout the semester students will have unannounced quizzes in class, as well as reading assignments in addition to the text that require student responses and comment.

4. **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](http://disability.tamu.edu).

5. **Academic Integrity**

Misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research. It does not include honest error or honest differences in interpretations or judgments of data.

Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case. For additional information please visit: [http://aggiehonor.tamu.edu/](http://aggiehonor.tamu.edu/).

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6. **Absences**

Rules concerning excused absences may be found at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07). In particular, except for absences due to religious obligations, the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. By state law, if a student misses class due to an obligation of his or her religion, the absence is excused. A list of days of religious obligation for the coming semester may be found at [http://student-rules.tamu.edu/append4](http://student-rules.tamu.edu/append4).

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8. **Copyright**

Instructor reserves copyright to all materials used in this course. This means 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 any material, unless expressly granted written permission.

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Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Course request type:  ☒ Undergraduate  ☐ Graduate  ☐ First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):  Construction Science

3. Course prefix, number and complete title of course:  COSC 310 - Design and Construction Leadership Education I

4. Catalog course description (not to exceed 50 words): Promotion of personal leadership skills utilized within the Design and Construction professions; primary understanding and developing management skills with specific attention to developing personal attributes and skills necessary for achieving organizational goals.

5. Prerequisite(s): College of Architecture Majors only pursuing the Leadership in the Design & Construction Professions Minor; Junior or senior classification or approval of the professor

   Cross-listed with:  n/a  Stacked with:  n/a

   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course?  ☐ Yes  ☒ No  If yes, from _________ to _________

7. Is this a repeatable course?  ☐ Yes  ☒ No  If yes, this course may be taken _________ times.

   Will this course be repeated within the same semester?  ☐ Yes  ☒ No

8. Will this course be submitted to the Core Curriculum Council?  ☐ Yes  ☒ No

9. How will this course be graded:  ☒ Grade  ☐ S/U  ☐ P/F (CLMD)

10. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

       BS - COSC, BS - VIST, BS-USAR, BS - URPN, BED & BLA

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. ☒ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vps.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix  Course #  Title (excluding punctuation)

<table>
<thead>
<tr>
<th>COSC</th>
<th>310</th>
<th>DESIGN &amp; CONST LEADERSHIP I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect.</td>
<td>Lab</td>
<td>Other</td>
</tr>
<tr>
<td>1.00</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Approval recommended by:

Joe Horton
Department Head or Program Chair (Type Name & Sign)  Date

Leslie Feigenbaum  Date
Chair, College Review Committee

Jorge Vanegas  Date
Dean of College

Submitted to Coordinating Board by:

Chair, GC or UCC  Date

Associate Director, Curricular Services

Date  Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
A. COURSE
Title and Number: COSC 310 Design & Construction Leadership Education I CRN XXXXX
Term: Fall 2016
Meeting Times and Locations: Lecture
XXX XX:XX-XX:XX

Instructional Type and Method: Lecture, Face-to-Face

B. DESCRIPTION AND PREREQUISITES
Promotion of personal leadership skills utilized within the Design and Construction professions; primary understanding and developing management skills with specific attention to developing personal attributes and skills necessary for achieving organizational goals.

This course will also emphasize developing essential workplace competences, especially communication and problem solving skills. Student must be a junior in the College of Architecture who is pursuing a Minor in Leadership in the Design and Construction Professions. (1-0). Credit 1;

C. MINIMUM REQUIRED LEARNING OUTCOMES
University Student Learning Outcomes:
• Work collaboratively
• Communicate effectively
• Practice personal and social responsibility
Rubrics:
• Leadership Development Plan

D. ADDITIONAL LEARNING OUTCOMES
Upon satisfactory completion of this course, students will be able to:
1. Analyze and evaluate the basic dimensions of management;
2. Compare and contrast the major similarities and differences between leaders and followers;
3. Apply principles of team building and strategic thinking; and
4. Build written, oral, and interpersonal communication skills.”
E. INSTRUCTOR INFORMATION

Name: TBD
Phone Number: TBD
Office Hours: XXX XX:XX XX to XX:XX XX
Office Location: TBD

F. TEXTBOOKS

Required


StrengthsQuest, 2nd edition, Clifton, Anderson, & Schreiner; Gallup Press, 2006

G. GRADING POLICIES

Your grade will be based on your mastery of the subject matter. Grades will be based on the number of points you receive for each of the graded areas. The total number of points possible is 100.

Final Grades will be awarded based on the following:

- A = 89.5 – 100%
- B = 79.5 – 89.4%
- C = 69.5 – 79.4%
- D = 59.5 – 69.4%
- F = < 59.4%

Major Assignments and Values

- Development Plan – 25 points
- Participation – 5 points
- Quizzes and Daily Assignments – 50 points
- Exam 1 – 10 points
- Exam 2 – 10 points

Participation/Attendance

A daily record of class attendance is kept by using daily sign-in sheets. If you miss signing the roll sheet, it is your responsibility to see that your signature is added before leaving the classroom. Absences are determined through the roll sheets. If your name is not on the roll sheet you are counted absent for that day.

Laptop/iPad Usage – Laptops/iPads can be used in and during class only as follows: Taking notes, working on COSC 310 assignment. No internet browsing, games, or work on non COSC 310 related assignment is permitted. No laptop/iPad usage during Quizzes on Exams is permitted.

H. CALENDAR OF ACTIVITIES AND MAJOR ASSIGNMENTS

* The instructor reserves the right to make changes to the above schedule, as necessary.

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<th>Reading Assignment</th>
<th>Assignment due</th>
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<tbody>
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<td>Developing as a staff member</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Determining your role</td>
<td></td>
<td></td>
</tr>
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</table>
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6. Defacement of University Property
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7. Plagiarism
It is very important to read other people's work and to use their ideas in developing theses, professional papers, or otherwise completing academic requirements. This is called scholarship and is highly rewarded because it builds a cumulative body of knowledge. When other scholars share their ideas, they expect that others will give them credit when making use of their ideas. It is critically important for students to understand the rules for properly crediting other people's ideas when writing a thesis or professional paper or otherwise completing academic requirements.

If you use someone else's idea without using his or her specific words, this is called paraphrasing. When you paraphrase, you are expected to indicate the source of the idea (the author and publication date, but not a page number). This allows a reader to find the source of the ideas, verify that you have accurately represented them, and obtain additional information about those ideas if necessary.

If you use someone else's exact words, this is called quoting. When you quote, you are expected to enclose the words in quotation marks, and indicate the source of the quote (the author, publication date, and page number).

Plagiarism also applies to information found on the web: it is equally important to cite a web source and the rules above pertain. Consequently, if there are not quotation marks around the text and no source is cited, instructors will assume that you intend for them to conclude that any ideas, especially the specific words, that you presented in your work are your own.

Thus, if the idea or the exact words are taken from another source and you do not indicate the source of the idea, you are representing another person's ideas as if they were your own. This is called plagiarism and is a very serious offense.

All paper submittals need to have a cover sheet with turnitin.com report showing a score less than 10%. See the Evans library for more information since it is at no cost for our students.

8. Personal Laptop Requirement
"The College of Architecture requires all students to have a personal laptop. This laptop is required to perform classroom activities. You will need your laptop in this course and you are required to bring an operational laptop to class every day. See http://www.arch.tamu.edu/inside/services/information-technology-services/recommended-laptop-enrolled-students/ for additional information."
Texas A&M University
Department Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Course request type:  ☑ Undergraduate  ☐ Graduate  ☐ First Professional (DDS, MD, JD, PharmD, D/V/A)

2. Request submitted by (Department or Program Name):  Construction Science

3. Course prefix, number and complete title of course:  COSC 333 - Project Management for Facility Managers

4. Catalog course description (not to exceed 50 words):  Overview of project management for facility managers covering concepts and components of project management and their interrelationships in construction practice.

5. Prerequisite(s):  Facility Management Minor; Junior or Senior classification or approval of the instructor

6. Is this a variable credit course?  ☐ Yes  ☑ No  If yes, from ______ to ______

7. Is this a repeatable course?  ☐ Yes  ☑ No  If yes, this course may be taken ______ times.

Will this course be repeated within the same semester?  ☐ Yes  ☑ No

8. Will this course be submitted to the Core Curriculum Council?  ☐ Yes  ☑ No

9. How will this course be graded:  ☑ Grade  ☐ S/U  ☐ P/F (CLMD)

10. This course will be:

   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   pursuing a Minor in Facility Management or B.S. in USAR

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix  Course #  Title (excluding punctuation)

<table>
<thead>
<tr>
<th>COSC</th>
<th>333</th>
<th>PROJ MGMT FOR FACILITY MANAGER</th>
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<th>Lab</th>
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<th>Admin. Unit</th>
<th>Acad. Year</th>
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<td>0717</td>
<td>16 - 17</td>
<td>0 0 3 6 3 2</td>
</tr>
</tbody>
</table>

Approval recommended by:

Joe Horlen  Leslie Feigenbaum
Department Head or Program Chair (Type Name & Sign)  Chair, College Review Committee  Date

Department Head or Program Chair (Type Name & Sign)
Date
(jif cross-listed course)

Jorge Vanegas  Dean of College  Date

Submitted to Coordinating Board by:

Chair, GC or UCC  Date

Associate Director, Curricular Services

Level 3

Questions regarding this form should be directed to Sandra Williams at 845 8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
A. COURSE
Title and Number: COSC 333 Project Management for Facility Managers CRN XXXXX
Term: Fall 2016
Meeting Times and Locations:
Lecture XXX XX:XX-XX:XX
Instructional Type and Method: Lecture, Face-to-Face

B. DESCRIPTION AND PREREQUISITES
Overview of project management for facility managers covering concepts and components of project management and their interrelationships in construction practice.

Prerequisites: Facility Management Minor and Jr or Sr. classification

C. MINIMUM REQUIRED LEARNING OUTCOMES
University Student Learning Outcomes:
• Use a variety of sources and evaluate multiple points of view
ACCE Student Learning Outcomes:
• Analyze construction documents for planning and management of facility management processes
Rubrics:
• Critical Thinking

D. ADDITIONAL LEARNING OUTCOMES
1. Develop an understanding of the components of project management for facility managers and their interrelationships in construction practice. [Assessments]
2. Develop professional communication skills, Interaction with industry, Teamwork and group skills, through the presentation process. [Assessments and Assignments]
3. Analyze buildings to determine the space utilization and relative efficiency
4. Develop an effective jobsite organization
5. Demonstrate the ability to effectively estimate and schedule a construction project
E. INSTRUCTOR INFORMATION

Name: Dr. Edelmiro F. Escamilla
Phone Number: 979.845.4226
eescamilla@arch.tamu.edu
Office Hours: XXX XX:XX XX to XX:XX XX
Office Location: Francis Hall 329A

Dr. Edelmiro F. Escamilla has been an Assistant Professor of Construction Science joined the Construction Science program at Texas A&M University in 2010. He teaches construction project management, construction operations, and materials and methods. Dr. Escamilla founder of the Mobilization 2 Completion initiative is a research driven effort for transformative capacity building for the construction industry. He is currently a member and previously served as the president of the Hispanic Professional Network (PHN). He is also a fellow of the Center for Heritage Conservation and a fellow of the Center for Housing and Urban Development. Dr. Escamilla’s research interests include workforce development, construction educational attainment, project management, facility management, and historic preservation.

F. TEXTBOOKS

Required


G. GRADING POLICIES

Attendance is Mandatory. A daily record of class attendance is kept by using daily sign-in sheets. If you miss signing the roll sheet, it is your responsibility to see that your signature is added before leaving the classroom. Absences are determined through the roll sheets. If your name is not on the roll sheet you are counted absent for that day. Unexcused absences will impact your grade as follows: 4 - 5 absences – 1 letter grade deduction; 6 and more – 2 letter grades. Missing class for illness will be “Excused” with a doctor’s note from your health care provider. Rules concerning excused absences may be found at http://student-rules.tamu.edu/rule07.

Final Grades will be awarded based on the following:

- A = 89.5 – 100.0%
- B = 79.5 – 89.4%
- C = 69.5 – 79.4%
- D = ≥59.5 – <69.4%
- F = < 59.5%

Major Assignments and Values

1. Average of Exams 1,2 = 60%
2. Daily Assignments = 40%

Exams – All Exams cover assigned reading materials and content from lectures. Students are to bring Scantron (half sheet forms- 882 E) for each scheduled Exam.

Team Presentation – As indicated on the syllabus, the Assignments and the Team Project will require the majority of your time spent on outside work for COSC 333. It comprises 50% of your final grade for the semester.

Daily Assignments – Daily assignments are often Team assignments related to the development of your Team Project.

Laptop Usage – Laptops can be used in and during class only as follows: Taking notes, working on COSC 333 assignment. No internet browsing, games, or work on non COSC 333 related assignment is permitted. Notes on your laptop must be printed for use on Daily Quizzes. No laptop usage during Quizzes on Exams is permitted.
**Grading Policies:** Graded activities and points (highlight indicates SLO Assessment)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number</th>
<th>Value Each</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>Exam I – Critical Thinking</td>
<td>1</td>
<td>100</td>
<td>30%</td>
</tr>
<tr>
<td>Exam II – Critical Thinking</td>
<td>1</td>
<td>100</td>
<td>30%</td>
</tr>
<tr>
<td>Daily Assignments</td>
<td>4</td>
<td>100</td>
<td>40%</td>
</tr>
</tbody>
</table>

**H. CALENDAR OF ACTIVITIES AND MAJOR ASSIGNMENTS**

**Typical Exam topics:**
- **Exam 1** – Defining Project Management and Facility Management; Project Participants; Role of the Facility Manager in the Organization; Principles of Project Management; Facility Managers in Action; Working with management and employees; Core Competence in Facility Management; Space Utilization and Efficiency; Starting Document Controls; Project Scheduling for the Facility Manager; Diagramming vs. Precedence Diagramming; CPM - Forward and Backwards Passes; Introduction to Estimating for the PM; Conceptual Estimating; Detailed Estimating;

- **Exam 2** – Jobsite Organization; Project Changes; Change Orders vs. Change Directives; Payment Process - Requests for Periodic Payments; Managing the Punch List; Project Close Out; Owner Occupancy and Start-Up; Operations & Maintenance Practices; Maintaining a Safe Working Environment

**Team Presentation-Oral Communication / Assignment topics:**
- **Team Presentation and Topical Report** – Team presentation to class with a topical report due at time of presentation;
- **Assignment 1** – Critical Path Method for Maintenance Exercise.
- **Assignment 2** – Conditional Assessment and Preventative and Predictive Maintenance Exercise.
- **Assignment 3** – Topical Report
- **Assignment 4** - Resume and Cover Letter Exercise.

**CALENDAR of ACTIVITIES and MAJOR ASSIGNMENTS**

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<table>
<thead>
<tr>
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</thead>
<tbody>
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<td>1</td>
<td><strong>Defining Project Management and Facility Management;</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><strong>Project Participants; Role of the Facility Manager in the Organization;</strong></td>
<td><strong>Topical Report;</strong></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td><strong>Principles of Project Management; Facility Managers in Action</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td><strong>Working with management and employees;</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td><strong>Core Competence in Facility Management; Space Utilization and Efficiency;</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td><strong>Starting Document Controls; Project Scheduling for the Facility Manager;</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td><strong>Diagramming vs. Precedence Diagramming; CPM - Forward and Backwards Passes;</strong></td>
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<td></td>
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"It is unlawful for any person to damage or deface any of the buildings, statues, monuments, trees, shrubs, grasses, or flowers on the grounds of any state institutions of higher education (Texas Education Code Section 51.204)" The words damage or deface refer specifically to any and all actions, whether direct or indirect, that either diminish the value or mar the appearance of the physical environment.

7. Plagiarism
It is very important to read other people's work and to use their ideas in developing theses, professional papers, or otherwise completing academic requirements. This is called scholarship and is highly rewarded because it builds a cumulative body of knowledge. When other scholars share their ideas, they expect that others will give them credit when making use of their ideas. It is critically important for students to understand the rules for properly crediting other people's ideas when writing a thesis or professional paper or otherwise completing academic requirements.

If you use someone else's idea without using his or her specific words, this is called paraphrasing. When you paraphrase, you are expected to indicate the source of the idea (the author and publication date, but not a page number). This allows a reader to find the source of the ideas, verify that you have accurately represented them, and obtain additional information about those ideas if necessary.

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Plagiarism also applies to information found on the web; it is equally important to cite a web source and the rules above pertain. Consequently, if there are not quotation marks around the text and no source is cited, instructors will assume that you intend for them to conclude that any ideas, especially the specific words, that you presented in your work are your own.

Thus, if the idea or the exact words are taken from another source and you do not indicate the source of the idea, you are representing another person's ideas as if they were your own. This is called plagiarism and is a very serious offense.

All paper submittals need to have a cover sheet with turnitin.com report showing a score less than 10%. See the Evans library for more information since it is at no cost for our students.

8. Cell Phones
All cell phones must be on silent and out of sight in the classroom. Failure to comply can result in your removal from class and receive an unexcused absence.

9. Personal Laptop Requirement
"The College of Architecture requires all students to have a personal laptop. This laptop is required to perform classroom activities. You will need your laptop in this course and you are required to bring an operational laptop to class every day. See http://www.arch.tamu.edu/inside/services/information-technology-services/recommended-laptop-enrolled-students/ for additional information.

J. OTHER COURSE SPECIFIC REQUIREMENTS:
1. **Student Performance Expectations**

Our industry is based on responsive, responsible, timely and unambiguous performance.

- **Responsiveness** means that you comply with the scope of the work, that is: It is your responsibility to assure that your assignments and projects are complete regarding requirements; Regarding class, it means that your readings are completed before class and you are prepared to participate according to the expectations on this syllabus.

- **Responsible** performance means that you are responsible for reading and participating to the best of your abilities in a team learning effort.

- **Timely** means that: LATE ASSIGNMENTS WILL NOT BE ACCEPTED; except in cases of excused absences. Regarding class, it means that you are present and on time.

- **Unambiguous** means that: You will strive for clarity in your writing and words so that there is no misinterpretation of what is intended and what is communicated.
Texas A&M University
Departmental Request for a New Course
Undergraduate ✦ Graduate ✦ Professional
- Submit original form and attach a course syllabus.

Form Instructions

1. Course request type: ☒ Undergraduate ☐ Graduate ☐ First Professional (D.D.S., M.D., J.D., PharmD., D.V.M.)
2. Request submitted by (Department or Program Name): Construction Science
3. Course prefix, number and complete title of course: COSC 410 - Design and Construction Leadership Education II
4. Catalog course description (not to exceed 50 words): Development of competencies in various leadership and management practices that are useful in an array of situations; emphasis on organizational leadership and management development with specific attention to intragroup relationships and techniques for achieving group goals.

5. Prerequisite(s): COSC 310, CARC Majors only pursuing the Leadership in the Design & Construction Professions Minor, CARC Junior or Senior classification or approval of the instructor

Cross-listed with: n/a
Stacked with: n/a

Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? ☐ Yes ☒ No
If yes, from _____ to _____

7. Is this a repeatable course? ☐ Yes ☒ No
If yes, this course may be taken _____ times.

8. Will this course be repeated within the same semester? ☐ Yes ☒ No

9. Will this course be submitted to the Core Curriculum Council? ☐ Yes ☒ No

10. How will this course be graded: ☒ Grade ☐ S/U ☐ P/F (CLMD)

11. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   BS - COSC, BS - VIST, BS-USAR, BS - URPN, BED & BLA

12. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

13. Prefix: COSC
    Course #: 410
    Title (excluding punctuation): DESIGN & CONST LEADERSHIP II

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
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<td>0717</td>
<td>16</td>
<td>0 0 3 6 3 2</td>
</tr>
</tbody>
</table>

Approval recommended by:

Joe Horlen
Department Head or Program Chair (Type Name & Sign) Date

Leslie Feigenbaum
Chair, College Review Committee Date

Jorge Vanegas
Dean of College Date

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
A. COURSE

Title and Number: COSC 410 Design and Construction Leadership Education I; CRN XXXXX
Term: Fall 2016
Meeting Times and Locations: Lecture XXX XX:XX-XX:XX

Instructional Type and Method: Lecture, Face-to-Face

B. DESCRIPTION AND PREREQUISITES

Development of competencies in various leadership and management practices that are useful in an array of situations; emphasis on organizational leadership and management development with specific attention to intragroup relationships and techniques for achieving group goals.

Student must be a junior or senior in the College of Architecture who is pursuing the Leadership in the Design and Construction Professions Minor Pre-Requisite: COSC 316 (1-0). Credit 1;

C. MINIMUM REQUIRED LEARNING OUTCOMES

University Student Learning Outcomes:
• Critical Thinking
• Work Collaboratively
• Practice personal and social responsibility

D. ADDITIONAL LEARNING OUTCOMES

Upon satisfactory completion of this course students will be able to:

1. Analyze and describe the responsibilities of executive leaders;
2. Articulate strategies for establishing a positive work environment;
3. Apply strategies to develop trust and accountability among co-workers
4. Demonstrate strategies for assessing performance and implementing professional development within an organization; and
5. Demonstrate multiple problem solving techniques

E. INSTRUCTOR INFORMATION
F. TEXTBOOKS
Required

G. GRADING POLICIES
Your grade will be based on your mastery of the subject matter. Grades will be based on the number of points you receive for each of the graded areas. The total number of points possible is 100.

Final Grades will be awarded based on the following:
- **A** = 89.5 – 100%
- **B** = 79.5 – 89.4%
- **C** = 69.5 – 79.4%
- **D** = 59.5 – 64.9%
- **F** = < 59.4%

Major Assignments and Values
- Participation – 5 points
- Quizzes and Daily Assignments – 55 points
- Exam 1 – 20 points
- Exam 2 – 20 points

Participation/Attendance
A daily record of class attendance is kept by using daily sign-in sheets. If you miss signing the roll sheet, it is your responsibility to see that your signature is added before leaving the classroom. Absences are determined through the roll sheets. If your name is not on the roll sheet you are counted absent for that day.

Laptop/iPad Usage – Laptops/iPads can be used in and during class only as follows: Taking notes, working on COSC 311 assignment. No internet browsing, games, or work on non COSC 311 related assignment is permitted. No laptop/iPad usage during Quizzes on Exams is permitted.

H. CALENDAR OF ACTIVITIES AND MAJOR ASSIGNMENTS
* The instructor reserves the right to make changes to the above schedule, as necessary.

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<thead>
<tr>
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<th>Reading Assignment</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td><em>Introduction/Overview of Executive Leadership</em></td>
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<td>2</td>
<td><em>Making the Transition to Upper Management</em></td>
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<td>3</td>
<td><em>Preparing for the Job/Practices of Exemplary Executives</em></td>
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<td>4</td>
<td><em>Responsibilities of the Executive Leader</em></td>
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<td></td>
<td>Preparing for the Role</td>
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<tr>
<td>6</td>
<td>Fundamentals of Assessment</td>
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<td>7</td>
<td>Data Analysis</td>
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<td>8</td>
<td>Midterm</td>
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<td>9</td>
<td>Data and Effective Decisions</td>
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<td>10</td>
<td>Developing and Leading Followers</td>
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<td>11</td>
<td>Developing Standards</td>
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<td>12</td>
<td>Evaluating the Situation/Leading a Team</td>
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<tr>
<td>13</td>
<td>What Makes an Effective Executive</td>
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<td>14</td>
<td>Exam 2</td>
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</table>

I. SPECIAL PROVISIONS

1. 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.

2. Academic Integrity
Misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research. It does not include honest error or honest differences in interpretations or judgments of data.

Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case. For additional information please visit: http://aggiehonor.tamu.edu.

"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 excuse any member of the TAMU community from the requirements or the processes of the Honor System.

3. Absences
Rules concerning excused absences may be found at http://student_rules.tamu.edu/rule07. In particular, except for absences due to religious obligations, the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. By state law, if a student misses class
due to an obligation of his or her religion, the absence is excused. A list of days of religious obligation for the coming semester may be found at [http://student-rules.tamu.edu/append4](http://student-rules.tamu.edu/append4). Missing class for an illness will only be “Excused” with a doctor’s note from your health care provider.

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If a student's behavior in class is sufficiently disruptive to warrant immediate action, the instructor is entitled to remove a student on an interim basis, pending an informal hearing with the Head of the Department offering the course. This hearing must take place within three working days of the student's removal. This rule and supporting information may be found at [http://student-rules.tamu.edu/rule21](http://student-rules.tamu.edu/rule21).

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Texas A&M University

Departmental Request for a New Course
Undergraduate • Graduate • Professional
*Submit original form and attach a course syllabus.*

Form Instructions

1. Course request type: □ Undergraduate □ Graduate □ First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name): Construction Science

3. Course prefix, number and complete title of course: COSC 411 - Seminar in Design and Construction Executive Leadership

4. Catalog course description (not to exceed 50 words): Promotes an understanding of leadership, and builds the capacity to understand and meet the challenges involved in developing and leading ethical and sustainable organizations in today’s economy; examination of theory, conceptualizing, reflection, and application; will share their experiences in everyday life and learn how to predict outcomes based on theoretical models.

5. Prerequisite(s): COSC 410; CARC Majors only pursuing the Leadership in the Design & Construction Professions Minor; Junior or Senior classification or approval of the instructor

Cross-listed with: ;

Stacked with: n/a

Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? □ Yes □ No If yes, from ________ to ________

7. Is this a repeatable course? □ Yes □ No If yes, this course may be taken ________ times.

Will this course be repeated within the same semester? □ Yes □ No

8. Will this course be submitted to the Core Curriculum Council? □ Yes □ No

9. How will this course be graded? □ Grade □ S/U □ P/F (CLMD)

10. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. □ an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   BS - COSC, BS - VIST, BS-USAR, BS - URPN, BED & BLA

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix | Course # | Title (excluding punctuation) | Lec. | Lab | Other | SCH | CIIP and Fund Code | Admin. Unit | Acad. Year | HIC Code | Level | 4

   COSC | 411 | SEMINAR IN EXEC LEADERSHIP | 1.00 | 0.00 | 0.00 | 1.00 | 15010100 | 0717 | 16 | - | 17 | 0 | 0 | 3 | 6 | 3 | 2

Approval recommended by:

Joe Horlen
Department Head or Program Chair (Type Name & Sign) Date

Leslie Feigenbaum
Chair, College Review Committee Date

Jorge Vasquez
Dean of College Date

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Effective Date Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
A. COURSE

Title and Number:  COSC 411 Seminar in Design and Construction Executive Leadership
CRN XXXXXX

Term:  Fall 2016

Meeting Times and Locations:  Lecture
XXX XX:XX-XX:XX

Instructional Type and Method:  Lecture, Face-to-Face

B. DESCRIPTION AND PREREQUISITES

This course is designed to promote an understanding of leadership, which is a study of human relationships, and to build a students' capacity to understand and meet the challenges involved in developing and leading ethical and sustainable organizations in today's economy. The focus will include an examination of theory, conceptualizing, reflection, and application. Students will share their experiences in everyday life and will learn how to predict outcomes based on theoretical models.

Student must be a junior or senior in the College of Architecture who is pursuing the Minor in Leadership in the Design & Construction Professions. Pre-Requisite: COSC 410 (1-0). Credit 1;

C. MINIMUM REQUIRED LEARNING OUTCOMES

University Student Learning Outcomes:
- Demonstrate social, cultural, and global competence
- Prepare to engage in lifelong learning
- Practice personal and social responsibility

D. ADDITIONAL LEARNING OUTCOMES

Upon satisfactory completion of this course students will be able to:

1. Develop, articulate and communicate their personal philosophy as an executive level leader;
2. Formulate strategies for improving individual and team motivation;
3. Develop effective leadership strategies;
4. Assess an individual's leadership skills and develop a professional development plan.

E. INSTRUCTOR INFORMATION
F. TEXTBOOKS

Required


G. GRADING POLICIES

Your grade will be based on your mastery of the subject matter. Grades will be based on the number of points you receive for each of the graded areas. The total number of points possible is 100.

**Final Grades** will be awarded based on the following:

- **A** = 89.5 – 100%
- **B** = 79.5 – 89.4%
- **C** = 69.5 – 79.4%
- **D** = 59.5 – 6.49%
- **F** = < 59.4%

**Major Assignments and Values**

- Participation – 5 points
- Quizzes and Daily Assignments – 50 points
- Individual Leadership Development Plan – 15 points
- Exam 1 – 15 points
- Exam 2 – 15 points

**Participation/Attendance**

A daily record of class attendance is kept by using daily sign-in sheets. If you miss signing the roll sheet, it is your responsibility to see that your signature is added before leaving the classroom. Absences are determined through the roll sheets. If your name is not on the roll sheet you are counted absent for that day.

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H. CALENDAR OF ACTIVITIES AND MAJOR ASSIGNMENTS

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<td>2</td>
<td>Becoming/Being a Triple Crown Leader</td>
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<tr>
<td>3</td>
<td>Comprehending Organizational Culture &amp; Influencing Organizational Norms</td>
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<td></td>
</tr>
<tr>
<td>4</td>
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A. COURSE
Title and Number: COSC 411 Seminar in Executive Leadership CRN XXXXX
Term: Fall 2016
Meeting Times and Locations: Lecture
XXX XX:XX-XX:XX

Instructional Type and Method: Lecture, Face-to-Face

B. DESCRIPTION AND PREREQUISITES
This course is designed to promote an understanding of leadership, which is a study of human relationships, and to build a students’ capacity to understand and meet the challenges involved in developing and leading ethical and sustainable organizations in today’s economy. The focus will include an examination of theory, conceptualizing, reflection, and application. Students will share their experiences in everyday life and will learn how to predict outcomes based on theoretical models.

Student must be a junior or senior in the College of Architecture who is pursuing the Minor in Leadership in the Design & Construction Professions. Pre-Requisite: COSC 410 (1-0). Credit 1;

C. MINIMUM REQUIRED LEARNING OUTCOMES
University Student Learning Outcomes:
- Demonstrate social, cultural, and global competence
- Prepare to engage in lifelong learning
- Practice personal and social responsibility

D. ADDITIONAL LEARNING OUTCOMES
1. Articulate a personal philosophy of executive-level leadership.
2. Discuss and develop effective leadership strategies.
3. Assess individual leadership skills and develop a personal leadership development plan.

E. INSTRUCTOR INFORMATION
Name: TBD
Phone Number: TBD
Office Hours: XXX XX:XX XX to XX:XX XX
Office Location: TBD
F. TEXTBOOKS
Required
Triple Crown Leadership: Building Excellent, Ethical, and Enduring Organizations; Bob Vanourek and Gregg Vanourek, McGraw Hill, 2012

G. GRADING POLICIES

Your grade will be based on your mastery of the subject matter. Grades will be based on the number of points you receive for each of the graded areas. The total number of points possible is 100.

Final Grades will be awarded based on the following:
- A = 89.5 – 100%
- B = 79.5 – 89.4%
- C = 69.5 – 79.4%
- D = 59.5 – 69.4%
- F = < 59.4%

Major Assignments and Values
- Participation – 5 points
- Quizzes and Daily Assignments – 50 points
- Individual Leadership Development Plan – 15 points
- Exam 1 – 15 points
- Exam 2 – 15 points

Participation/Attendance
A daily record of class attendance is kept by using daily sign-in sheets. If you miss signing the roll sheet, it is your responsibility to see that your signature is added before leaving the classroom. Absences are determined through the roll sheets. If your name is not on the roll sheet you are counted absent for that day.

Laptop/iPad Usage – Laptops/iPads can be used in and during class only as follows: Taking notes, working on COSC 311 assignment. No internet browsing, games, or work on non COSC 311 related assignment is permitted. No laptop/iPad usage during Quizzes on Exams is permitted.

H. CALENDAR OF ACTIVITIES AND MAJOR ASSIGNMENTS

* The instructor reserves the right to make changes to the above schedule, as necessary.

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture topic</th>
<th>Reading Assignment</th>
<th>Assignment due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction/Overview of Executive Leadership</td>
<td></td>
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<tr>
<td>2</td>
<td>Becoming/Being a Triple Crown Leader</td>
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<td>3</td>
<td>Comprehending Organizational Culture &amp; Influencing Organizational Norms</td>
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<td>4</td>
<td>Motivation</td>
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<td>5</td>
<td>Exercising Authority</td>
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<td>6</td>
<td>Organizational Alignment</td>
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<td>7</td>
<td>Communicating Vision and Purpose</td>
<td></td>
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</tr>
</tbody>
</table>
I. SPECIAL PROVISIONS

1. 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.

2. Academic Integrity
Misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research. It does not include honest error or honest differences in interpretations or judgments of data.

Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case. For additional information please visit: http://aggiehonor.tamu.edu/

"An Aggie does not lie, cheat, or steal, or tolerate those who do."
Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

3. Absences
Rules concerning excused absences may be found at http://student-rules.tamu.edu/rule07. In particular, except for absences due to religious obligations, the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. By state law, if a student misses class due to an obligation of his or her religion, the absence is excused. A list of days of religious obligation for the coming semester may be found at http://student-rules.tamu.edu/append4. Missing class for an illness will only be “Excused” with a doctor’s note from your health care provider.

4. Disruptive Behavior
If a student’s behavior in class is sufficiently disruptive to warrant immediate action, the instructor is entitled to remove a student on an interim basis, penciling an informal hearing with the Head of the Department offering the course. This hearing must take place within three working days of the student’s removal. This rule and supporting information may be
5. Copyright
The Department of Construction Science reserves copyright to all materials used in this course. This means all materials generated for this class, which includes but is not limited to syllabi, 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 any material, unless expressly granted written permission.

6. Defacement of University Property
"It is unlawful for any person to damage or deface any of the buildings, statues, monuments, trees, shrubs, grasses, or flowers on the grounds of any state institutions of higher education (Texas Education Code Section 51.204)" The words damage or deface refer specifically to any and all actions, whether direct or indirect, that either diminish the value or mar the appearance of the physical environment.

7. Plagiarism
It is very important to read other people's work and to use their ideas in developing theses, professional papers, or otherwise completing academic requirements. This is called scholarship and is highly rewarded because it builds a cumulative body of knowledge. When other scholars share their ideas, they expect that others will give them credit when making use of their ideas. It is critically important for students to understand the rules for properly crediting other people's ideas when writing a thesis or professional paper or otherwise completing academic requirements.

If you use someone else's idea without using his or her specific words, this is called paraphrasing. When you paraphrase, you are expected to indicate the source of the idea (the author and publication date, but not a page number). This allows a reader to find the source of the ideas, verify that you have accurately represented them, and obtain additional information about those ideas if necessary.

If you use someone else's exact words, this is called quoting. When you quote, you are expected to enclose the words in quotation marks, and indicate the source of the quote (the author, publication date, and page number).

Plagiarism also applies to information found on the web; it is equally important to cite a web source and the rules above pertain. Consequently, if there are not quotation marks around the text and no source is cited, instructors will assume that you intend for them to conclude that any ideas, especially the specific words, that you presented in your work are your own.

Thus, if the idea or the exact words are taken from another source and you do not indicate the source of the idea, you are representing another person's ideas as if they were your own. This is called plagiarism and is a very serious offense.

All paper submittals need to have a cover sheet with turnitin.com report showing a score less than 10%. See the Evans library for more information since it is at no cost for our students.

8. Personal Laptop Requirement
"The College of Architecture requires all students to have a personal laptop. This laptop is required to perform classroom activities. You will need your laptop in this course and you are required to bring an operational laptop to class every day. See http://www.arch.tamu.edu/inside/services/information-technology-services/recommended-laptop-enrolled-students/ for additional information.
Departmental Request for a New Course
Undergraduate • Graduate • Professional

1. Request submitted by (Department or Program Name): Zachry Department of Civil Engineering

2. Course prefix, number and complete title of course: CVEN 399 Mid-Curriculum Professional Development

3. Catalog course description (not to exceed 50 words): Participation in an approved high-impact learning practice; reflection on professional outcomes from civil engineering body of knowledge; documentation of experience appropriate to eventual professional licensure; self-assessment of learning at mid-curriculum point.

4. Prerequisite(s): CVEN 207; CVEN 250; CVEN 303; CVEN 306; CVEN 311; CVEN 322; CVEN 345; CVEN 363

Cross-listed with: N/A
Stacked with: N/A

Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course? ☐ Yes ☒ No If yes, from _____ to _____

6. Is this a repeatable course? ☐ Yes ☒ No If yes, this course may be taken _____ times.

Will this course be repeated within the same semester? ☐ Yes ☐ No

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      B.S. in Civil Engineering
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      N/A

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefix Course # Title (excluding punctuation)
   CVEN 399 MID-CURRICULUM PROF DEVT

   Lect. Lab SCH CIP and Fund Code Admin. Unit Acad. Year HIC Code
   0 0 0 0 1 4 0 8 0 1 0 0 6 0 6 3 0 1 6 - 1 7 0 0 3 6 3 2

Approval recommended by:

Robin Austenrieth
Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 02/14
Course title and number  CVEN 399: Mid-Curriculum Professional Development
Term  Fall 2016
Meeting times and location  TBA

Course Description and Prerequisites
CVEN 399. Mid-Curriculum Professional Development. (0-0). Credit 0. Participation in an approved high-impact learning practice; reflection on professional outcomes from civil engineering body of knowledge; documentation of experience appropriate to eventual professional licensure; self-assessment of learning at mid-curriculum point. Prerequisites: CVEN 207; CVEN 250; CVEN 303; CVEN 308; CVEN 311; CVEN 322; CVEN 345; CVEN 363; or approval of instructor.

Learning Outcomes
The Civil Engineering Department expects graduates of our program to have achieved certain educational outcomes as part of the ABET accreditation process, which are listed below. Depending on the specific high-impact learning practice experienced by the student, they will be able to:
- Apply knowledge of mathematics, science, and engineering
- Design and conduct experiments, as well as analyze and interpret data
- Design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
- Function on multidisciplinary teams
- Identify, formulate, and solve engineering problems
- Understand professional and ethical responsibility
- Communicate effectively
- Understand the impact of engineering solutions in a global, economic, environmental, and societal context
- Recognize the need for and have an ability to engage in life-long learning
- Obtain a knowledge of contemporary issues
- Use the techniques, skills, and modern engineering tools necessary for engineering practice.

The Civil Engineering Department has also aligned its curriculum with the American Society of Civil Engineers (ASCE) Body of Knowledge, version 2 (BOK2). This course will specifically have students consider a sub-set of the following BOK2 outcomes and their role in the student’s professional development:
- Social Science
- Problem Recognition and Solving
- Contemporary Issues and Historical Perspectives
- Business and Public Administration
- Lifelong/Self-directed Learning
- Risk and/or Uncertainty
- Attitudes
- Project Management
- Globalization
Instructor Information

Name: Dr. Kelly Brumbelow
Telephone number: 979-845-7436
Email address: kbrumbelow@civil.tamu.edu
Office hours: TBA
Office location: CE 139-B

Textbook and Resource Material

There is no textbook for this course.

Class resources will be posted on the course website at http://ecampus.tamu.edu to include the following:
- Survey of ASCE BOK2 outcomes self-assessment
- Reflection/Critical Thinking writing assignment
- Texas Board of Professional Engineers (TBPE) Supplementary Experience Record (SER) form for documentation of high-impact learning experience
- Evaluation rubric

Grading Policies

This course will be graded on a pass/fail (S/U) basis only.

Criteria for achieving a passing grade are successful completion of all of the following assignments listed below by due date. The course instructor will determine whether any submission will count as "successful completion" or "incomplete." Submissions deemed "incomplete" will be returned to the student for revision and re-submission within 7 days; only 1 opportunity for revision will be given for any assignment. A second submission deemed "incomplete" will result in a failing grade of "U," and the student will be required to repeat the course.

Due on 1st Class Day
- Pre-approval of CVEN 399 High-Impact Learning Experience and Nomination of Mentor

Due 1 week before 1st Final Exam Day
- Documentation of activities performed in high-impact learning experience using TBPE SER form
- Survey of student self-assessment of ASCE BOK2 outcomes
- Reflection/Critical Thinking writing assignment

Attendance and Make-up Policies

All absences will be handled according to TAMU Student Rule 7 (http://student-rules.tamu.edu/rule07), which states: "The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to give adequate notice of the dates on which major tests will be given and assignments will be due [i.e. this syllabus]." Homework assignments will have due dates extended by the number of days of excused absence. Individual arrangements will be made for exams and quizzes missed due to an excused absence. All excused absences must have appropriate documentation submitted to the instructor. For illnesses or injuries resulting in absences of less than 3 days, the "Explanatory Statement for Absence from Class" is sufficient. For longer periods, a doctor's note will be required. Please contact the instructor as soon as you know that you will miss a quiz or exam date, or if due to an emergency, as soon as possible afterwards. Students are not required to notify the instructor or provide an excuse for a class day on which no graded assignment or activity takes place.
Course Topics, Calendar of Activities, Major Assignment Dates

This course requires you to participate in an approved high-impact learning practice (HILP) in support of your B.S. in Civil Engineering degree. Your HILP should be one of the following:

- Internship
- Co-op work semester
- Study abroad
- Service learning experience (e.g., Engineers Without Borders, Just4Water)
- Undergraduate research
- Co-curricular leadership (e.g., senior-level officer position in ASCE, Concrete Canoe Team, or other engineering student organization)
- Directed Studies (e.g., CVEN 485)
- Other HILP as approved by the instructor

You should register for the section appropriate to your pre-approved HILP — e.g., section 501 = Internship, section 502 = Study Abroad, etc.

You must have pre-approval for your specific HILP from the course instructor by the first class day of the term in which you take this course. Your pre-approval submission must include a professional supervisor/mentor who will oversee your work, certify hours worked, and aid in assessment of your final deliverables (see “Grading Policies” below).

As you near completion of your HILP, you will prepare your final deliverables (see “Grading Policies” below). These ask you to reflect deeply on what you have learned in your HILP as well as your BS-CVEN curriculum to-date. These items will be shared with your supervisor/mentor to help her/him better understand how to provide a good learning experience.

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."

As engineers, we have a strong code of ethics that we must follow, in order to ensure the safety of the public. Texas A&M students, as part of their professional training, are expected to understand and follow the Aggie honor code, which may be found at www.tamu.edu/aggiehonor. The Dean of Faculties asks us to remind you that, "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 all work submitted in this course. Ignorance of the rules does not exclude any member of the TAMU community from the requirements of the processes of the Honor System."

Violation of this rule will result in a severe penalty that can include a grade of zero on the quiz or exam, reduction of semester grade, and/or report to the Aggie Honor Council, as appropriate.
Texas A&M University
Departmental Request for a New Course
Undergraduate □ Graduate □ Professional
Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: □ Undergraduate □ Graduate □ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Electrical and Computer Engineering
3. Course prefix, number and complete title of course: ECEN 423 Computer and Wireless Networks

5. Prerequisite(s): Grade of C or better in MATH 311; junior or senior classification.
Cross-listed with: □ Yes □ No
Stacked with: □ Yes □ No

6. Is this a variable credit course? □ Yes □ No If yes, from _____ to _____
7. Is this a repeatable course? □ Yes □ No If yes, this course may be taken _____ times.
   Will this course be repeated within the same semester? □ Yes □ No
8. Will this course be submitted to the Core Curriculum Council? □ Yes □ No
9. How will this course be graded? □ Grade □ S/U □ P/F (CLMD)
10. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   B.S. in ELEN or CEEN

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. ❌ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix Course # Title (excluding punctuation)

   ECEN 423 COMPUTER AND WIRELESS NETWORKS

   Lect. Lab Other SCI Lab Core and Fund Code Admin. Unit Acul. Year EICE Code
   3.00 0.00 3.00 1410010006 0936 16 - 17 0 0 3 6 3 2

   Approval recommended by:
   Aydin I. Karsilayan
   Department Head or Program Chair (Type Name & Sign) Date 11/16/2015
   Chair, College Review Committee Date
   Dean of College Date 11/19/2015

   Submitted to Coordinating Board by:
   Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 07/14
Course title and number: ECEN 423 Computer and Wireless Networks
Term (e.g., Fall 200X): Fall 2016
Meeting times and location: TBA

Course Description and Prerequisites
Fundamentals of wired and wireless computer networks, design, and performance evaluations of wired and wireless networks, various unguided media characterizations and classifications/comparisons, digital-data representations/transmissions, error control, MAC protocols, routing, TCP/UDP/IP, wireless TCP, queuing-delay/loss modeling, IEEE 802.11 and its interconnections with Internet, and QoS-provisioning over wired/wireless networks. Grade of C or better in MATH 311; junior or senior classification.

Learning Outcomes or Course Objectives
Upon completion of the course, the students will be able to:
- Perform analytical and simulation analyses for typical wireless/wired networks
- Design wired/wireless network protocols for some simple scenarios, which are often must-to-know knowledge and skills required for electrical/computer engineering students before they graduate and join job markets.
- Describe the fundamentals of wired and wireless computer networks, including both of the basic networks modeling principles and some popular wired and wireless protocols.
- Simulate wireless/wired networks by using NS-2 software and C/C++ Language.

Instructor Information
Name: Xi Zhang
Telephone number: 979-458-1416
Email address: xizhang@ece.tamu.edu
Office hours: TBA
Office location: 331D WERC

Textbook and/or Resource Material
Multiple books will be used as references for this course. A partial list of references is listed below. Handouts and research papers will also be distributed to serve as course references.

Grading Policies

Midterm Exam (30%)
Final Exam (30%)
Homework and Quizzes (20%)
Project (20%)

The course project consists of the following two parts in details during the semester:

(1) The students are required to use NS-2 simulation software/package and C/C++ language to implement and simulate a transport-layer connection under the specified protocols (including TCP and rate-based ATM Transport Protocol) and their parameters. The goal is to show how the connection round-trip time, bottleneck bandwidth, and bottleneck-router buffer-size affect the throughput performance, retransmission rates, normalize buffer-size condition for no-packet-loss during slow start phase. The first part of project need to be performed and finished by each student independently and the project reports need include the simulation schemes design, tests analyses, and performance evaluations using plots/tables.

(2) The students are required to use NS-2 simulation software/package and C/C++ language to implement and simulate the IEEE 802.11 Wireless LAN (WLAN) protocols (for both Pure-Aloha and Time-Slotted Aloha based MAC protocols) to cover a given Wi-Fi cell. The goal is to quantitatively validate IEEE 802.11 WLAN and analyze, evaluate, and compare the throughput performances between the Pure-Aloha and Time-Slotted Aloha based MAC protocols. The second part of this project will be performed and finished each in the small group of students and the independent project reports need include the simulation schemes design, tests analyses, and performance evaluations/comparisons using plots/tables.

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

Attendance and Make-up Policies

Students who miss more than 3 classes without excuse are not allowed to take the final exam and will receive a Final Grade F. For the Excused Absences, please refer to Academic Rule 07 (http://studentrules.tamu.edu/rule07).

Late submission of assignments will be accepted only in the case of university excused absences.

If an absence is excused, the instructor will either provide the student an opportunity to make up any quiz exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence.

The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for the absence. Among the reasons absences are considered excused by the university are the following (see Student Rule 7 for details http://studentrules.tamu.edu/rule07). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

1) Participation in an activity that is required for a class and appears on the university authorized activity list at https://studentactivities.tamu.edu/app/sponsauth/index
2) Death or major illness in a student's immediate family.
3) Illness of a dependent family member.
4) Participation in legal proceedings or administrative procedures that require a student's presence.
5) Religious holy day. NOTE: Prior notification is NOT required.
6) Injury or illness that is too severe or contagious for the student to attend class.
a) Injury or illness of three or more class days:
    Student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1)

b) Injury or illness of less than three class days:
    Student will provide one or both of these (at instructor's discretion), within one week of the last date of the absence:
    (i) Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu
    (ii) Confirmation of visit to a health care professional affirming date and time of visit.

c) An absence for a non-acute medical service does not constitute an excused absence.

7) Required participation in military duties.
8) Mandatory admission interviews for professional or graduate school that cannot be rescheduled.
9) Mandatory participation as a student-athlete in NCAA-sanctioned competition.

10) In accordance with Title IX of the Educational Amendments of 1972, Texas A&M University shall treat pregnancy (childbirth, false pregnancy, termination of pregnancy and recovery therefrom) and related conditions as a justification for an excused absence for so long a period of time as is deemed medically necessary by the student's physician. Requests for excused absence related to pregnancy should be directed to the instructor.

Other absences may be excused at the discretion of the instructor with prior notification and proper documentation.

In cases where prior notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class.

Accommodations sought for absences due to the observance of a religious holiday can be sought either prior or after the absence, but not later than two working days after the absence.

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<tr>
<th>Week</th>
<th>Course Topics, Calendar of Activities, Major Assignment Dates</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to Computer and Wireless Communications Networks</td>
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<tr>
<td>2</td>
<td>Unguided Media Classifications: Water, Ocean, Air, and Deep-Space</td>
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<tr>
<td>3</td>
<td>Transmission Modalities Comparisons: Acoustic, Optical, and RF/Magnetic</td>
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<tr>
<td>4</td>
<td>The Fundamentals of Communications Networks: WAN, LAN; Packet Switching vs. Circuit Switching</td>
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<tr>
<td>5</td>
<td>TCP/IP, UDP, and Routing</td>
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<td>6</td>
<td>Asynchronous Transfer Mode (ATM)</td>
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<td>7</td>
<td>Analysis of the Increase and Decrease Algorithms for Congestion Avoidance in Computer Networks</td>
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<td>7</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>8</td>
<td>Time-Sensitive and Bandwidth-Extensive Multimedia Transmissions Over Mobile Wireless Networks</td>
</tr>
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<td>9</td>
<td>Energy-Efficiency in Wireless Sensor-Networks vs. Mobility in VANETs</td>
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<td>10</td>
<td>Multi-Hop 3D Clustered Wireless Camera-Sensor Networks</td>
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<td>11</td>
<td>Wireless Signal Encoding Techniques</td>
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<td>12</td>
<td>Medium Access Control Protocols (Aloha vs. Time-Slotted Aloha Protocols Families)</td>
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<tr>
<td>13</td>
<td>Local Area Networks and Architectures, Wireless Local Area Networks, and 802.11 Wireless LAN</td>
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<td>14</td>
<td>Rate-Based Decoupled Flow and Error Control for Wireless Transport Layer Protocols</td>
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<tr>
<td>15</td>
<td>Final Exam and Project Submission</td>
</tr>
</tbody>
</table>
Americans with Disabilities Act (ADA)

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Academic Integrity

For additional information please visit: http://www.tamu.edu/agghonor

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

TO:        Steven M. Wright
            Associate Department Head
            Department of Electrical and Computer Engineering

FROM:      John Keyser
            Associate Department Head
            Department of Computer Science and Engineering

DATE:      November 19, 2015

SUBJECT:   Support for ECEN 423

The Department of Computer Science and Engineering supports the creation of the “Computer and Wireless Networks” class being proposed by the Department of Electrical and Computer Engineering as a permanent course, ECEN 423. We believe the content addresses a different need than existing courses, and have no objection to it being created as a permanent course.

We will plan to discuss in our joint Computer Engineering Coordinating Committee how the course might apply to the Computer Engineering degree (for CEEN and CECN majors).
Texas A&M University
Departmental Request for a New Course
Undergraduate  Graduate  Professional
"Submit original form and attach a course syllabus."

Form Instructions
1. Course request type:
   - Undergraduate  [x]
   - Graduate  [ ]
   - First Professional (DDS, MD, JD, PharmD, DPA)  [ ]

2. Request submitted by (Department or Program Name): Department of Electrical and Computer Engineering

3. Course prefix, number and complete title of course: ECEN 484 Professional Internship

4. Catalog course description (not to exceed 50 words): Professional internship in a private company, government agency or laboratory, university, or organization to provide work and/or research experience related to the student's major and career objectives.

5. Prerequisite(s):
   Grade of C or better in ECEN 214 or ECEN 248; junior or senior classification; approval of internship agency and instructor.

6. Cross-listed with:
   Stacked with:

   Cross-listed courses require the signature of both department heads.

7. Is this a variable credit course?
   [x] Yes  [ ] No
   If yes, from _____ to ______

8. Is this a repeatable course?
   [x] Yes  [ ] No
   If yes, this course may be taken _____ times.

9. Will this course be repeated within the same semester?
   [ ] Yes  [x] No

10. Will this course be submitted to the Core Curriculum Council?
    [ ] Yes  [x] No

11. How will this course be graded?
    [x] Grade  [ ] S/U  [ ] P/F (CLMD)

12. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

13. B.S. in ELEN or CEEN

14. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

15. [x] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

16. Prefix  Course #  Title (excluding punctuation)
    ECEN  484  PROFESSIONAL INTERNSHIP

    Lect  Lab  Other  SCIL  CLIP and Rand Code  Admin. Unit  Acad. Year  HICE Code
    1.00  0.00  1.00  1410010006  0936  16  -  17  0 0 3 6 3 2

17. Approval recommended by:
    Aydin L. Karsilayan
    Department Head or Program Chair (Type Name & Sign)  Date: 10/19/2015

18. Chair, College Review Committee

19. Dean of College

20. Chair, GC or UCC

21. Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@ex.tamu.edu
Curricular Services – 07/14
Course title and number  ECEN 484 Professional Internship
Term (e.g., Fall 200X)  Summer 2017
Meeting times and location  TBA

Course Description and Prerequisites

Professional internship in a private company, government agency or laboratory, university, or organization to provide work and/or research experience related to the student's major and career objectives. Prerequisites: Grade of C or better in ECEN 214 or ECEN 248; junior or senior classification; approval of internship agency and instructor.

Learning Outcomes

Upon successful completion of this course, students will be able to
• Relate electrical and computer engineering concepts to real-world environments.
• Apply knowledge gained in electrical and computer engineering to solve engineering problems in a workplace.
• Demonstrate professionalism, competency and skills in a workplace.
• Document and present technical results.

Instructor Information

Name  Aydin I. Karsilayan
Telephone number  (979) 458-3555
Email address  karsilay@ece.tamu.edu
Office hours  By appointment
Office location  WEB 318-C

Textbook and/or Resource Material

No textbook. Resources are available on e-campus.

Grading Policies

Grading is based on evaluation forms and the technical report. Full-time attendance (40 hrs/week) of internship, technical report and all evaluation forms are required for a passing grade.

Evaluation forms  30%
Technical report  70%

Grade scale: A:90-100, B:80-89, C:70-79, D:60-69, F:<60
Attendance and Make-up Policies

Full-time attendance is required and will be verified by your immediate supervisor through the evaluation forms. Late reports will not be accepted. For more information about university attendance policies, see student rule 7: http://student-rules.tamu.edu/rule07.

Major Assignment Dates

The following assignments are due on the last day of classes in the internship semester. They must be submitted as a pdf file on http://ecampus.tamu.edu.

- **Technical report** (MS-Word template provided on e-campus)
  - Describe accomplishments, projects worked on, new topics learned or experienced, applied knowledge in the major area, etc. Focus on the tasks related to electrical and computer engineering.
  - Maximum 15 pages (excluding the appendices and the references).
  - Reports should not include any company confidential information.
  - The title page of the report must have the supervisor's signature, indicating that it is approved for release.
  - Reports that are not signed will not be accepted.

- **Evaluation forms** (available on e-campus)
  - Employer’s Evaluation of Co-op Student (completed by the supervisor)
  - Employer’s Assessment of Student’s Academic Preparation (completed by the supervisor)
  - Student’s Evaluation of Work Experience (completed by the student)

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."
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Course request type:  ☑ Undergraduate  ☐ Graduate  ☐ First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name): Department of Architecture
ENVS 108 - Design and Visual Communication Foundations II

4. Catalog course description (not to exceed 50 words):
Approaches to problem identification and problem solving emphasizing human, physical and cultural factors influencing architectural design, understanding of space, materiality, and tectonics in a human body scale. Further development of drawing methods with emphasis on analytical drawing. Reinforcement of visual and verbal communication as applied to design processes.

5. Prerequisite(s): ENVS 105 and ENVS 115
Cross-listed with:
Stacked with:

6. Is this a variable credit course?  ☑ Yes  ☐ No  If yes, from _____ to _____

7. Is this a repeatable course?  ☑ Yes  ☐ No  If yes, this course may be taken _____ times.
Will this course be repeated within the same semester?  ☑ Yes  ☐ No

8. Will this course be submitted to the Core Curriculum Council?  ☑ Yes  ☐ No

9. How will this course be graded:  ☑ Grade  ☐ S/U  ☐ P/F (CLMD)

10. This course will be:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
      Environmental Design and Architectural Studies (EDAS, BED)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S. Ph.D. in geography)

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vcr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education)

13. Prefix | Course # | Title (excluding punctuation)
--- | --- | ---
ENVS | 108 | Des & Vis Comm Found II

<table>
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<th>Lab</th>
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<th>SCH</th>
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<th>Admin. Unit</th>
<th>Acad. Year</th>
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Approval recommended by:
Ward V. Wells
Department Head or Program Chair (Type Name & Sign)  Date

Leslie Feigenbaum
Chair, College Review Committee  Date

Leslie Feigenbaum
Dean of College  Date

Department Head or Program Chair (Type Name & Sign)  Date
(if cross-listed course)

Submitted to Coordinating Board by:
Chair, GC or UCC  Date

Associate Director, Curricular Services  Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
Course title and number  | ENDS 108 Design and Visual Communication Foundations II
Term (e.g., Fall 200X)  | Fall 2016
Meeting times and location  | TBA

Course Description and Prerequisites

Design and Visual Communication Foundations II. (1-12). Credit 5. Approaches to problem identification and problem solving emphasizing human, physical and cultural factors influencing architectural design. Understanding of space, materiality, and tectonics in a human body scale. Further development of drawing methods with emphasis on analytical drawing. Reinforcement of visual and verbal communication as applied to design processes. Prerequisites: ENDS 105 and ENDS 115.

Learning Outcomes

Knowledge:
1. Students will develop an awareness of the contexts in which designers operate: natural, social, and cultural.
2. Students will obtain knowledge of basic construction and fabrication materials and methods.
3. Students will demonstrate an articulated vocabulary of basic architectural concepts in a variety of settings: desk critiques, small group presentations and formal project presentations, student will develop basic vocabularies to start an architectural discourse.

Discovery:
1. Students will be able to identify sources and tools to facilitate formulation and development of clear design intentions and language.
2. Students will develop the ability to use both drawings and models at various scales to facilitate design thinking.
3. Students will be able to analyze, evaluate, and self-evaluate design work.

Communication:
1. Students will be able to visually think, describe, and analyze form and space.
2. Students will learn collaborative skills in team communication projects.
3. Students will demonstrate articulated vocabulary of visual communication concepts in a variety of settings: desk critiques, small group presentations, and formal project presentations.

Making:
1. Students will understand the "craft" of making in various forms, such as text, drawing, model, and full-scale construction.

Instructor Information

Name  | Dr. Weiling He
Telephone number  | 979.845.0129
Email address  | whe@arch.tamu.edu
Office hours  | TBA
Office location  | ARCH A414
Textbook and/or Resource Material

Recommended Textbooks

Additional readings will be assigned as class progresses.

Grading Policies

Students should refer to the Academic section in Student Rules and Regulations

Other Pertinent Grading Information (Rubric Included)

Design may be spoken about as a composition of two major parts, process and product. Process is about means or methods relating to how the activity of design occurs. Product is about the end result of designing or what is designed. Together process and product are inseparable aspects that form a typical understanding of architectural design.

Process - The process grade is given for the student’s initiative in the elaboration of design goals, the exploration of alternative solutions to the given problem and for sustained effort during the course of the design project. The design process should be documented in sketches, models and written notes, all of which facilitate daily discussion.

Product - The product grade is given for a coherent final project, presented both graphically and verbally at final reviews. Models will be graded on craftsmanship, completion and support to the drawings. Drawings will be graded on craftsmanship, depth of inquiry, resolution and support to the model.

Your grade will be based upon the following assignments and projects:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 1</td>
<td>10% of the final grade</td>
</tr>
<tr>
<td>Phase 2</td>
<td>30% of the final grade</td>
</tr>
<tr>
<td>Phase 3</td>
<td>40% of the final grade</td>
</tr>
<tr>
<td>Competition</td>
<td>10% of the final grade</td>
</tr>
<tr>
<td>Class participation</td>
<td>10% of the final grade</td>
</tr>
</tbody>
</table>

Specific evaluation criteria can be found on assignment handouts available at the beginning of each project. Each assignment will receive numeric grade and its equivalent letter grade based on the following.

A = 100 - 90: The student work has imagination, shows understanding and thought; Presentation and visual content is excellent; The response to brief is highly developed and well presented; The assignment shows depth and breadth; The potential has been achieved. The student showed maximum initiative in the elaboration of the assigned goal, explored alternative solutions to the given problem and sustained effort during the course of the project.

B = 89 - 80: The student work shows imagination and potential; Presentation and visual content is good, but in need of more refinement or development; The craftsmanship is good. The assignment is complete. There are no major issues that would require a total reworking. The student showed maximum initiative in the elaboration of the assigned goal, explored some alternative solutions to the given brief and sustained effort during the course of the project.

C = 79 - 70: The student has solved the assigned project, but the solution lacks depth of understanding; Presentation and visual content is good, but in need of more refinement or development; The craftsmanship shows lack of effort or lack of time. The student showed initiative in the elaboration of the
assigned goal, explored some alternative solutions to the given brief and sustained effort during the course of the project.

D = 69 - 60: The student work lacks imagination and potential; Presentation and visual content lacks clarity, craftsmanship; Skill and response to the brief is marginal or incomplete; The student did not show maximum initiative in the elaboration of the assigned goal, did not explore alternative solutions to the given brief and did not sustain effort during the course of the project.

F = 59 and below: The student work is unresolved; the intentions are unclear and major criteria or goals lack resolution; Presentation and visual content is incomplete and/or of poor quality; There is a lack of problem solving intent and visual merit. The student did not show maximum initiative in the elaboration of the assigned goal, did not explore alternative solutions to the given brief and did not sustain effort during the course of the project.

The use of social networking sites and cell phone use during scheduled studio class times is prohibited and will result in a 5 point deduction from the project grade for each noted occurrence.

See the section on Attendance for possible deductions from project and final grades due to excessive unexcused absences in class and unexcused absences from final project reviews.

Once a project has begun, due dates are final, as extensions often prove less beneficial to students who have managed their time wisely.

Attendance and Make-up Policies

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

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

Other Pertinent Attendance Information

On time attendance is essential to complete the course successfully. The design studio is a long duration class and you are expected to be in attendance for the entire session.

Unexcused Late Arrivals and/or Early Departures will be accounted as (1) Absence.

The third unexcused absence will receive a 5-point deduction from the final course grade. Each subsequent unexcused absence thereafter will result in a 5-point deduction from the final grade.

Unexcused absences during scheduled final project reviews will result in a 20 point deduction from the project grade.
### 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>Composition (Phase 1)</td>
<td>Textbook 1: Chp 1; Textbook 2: Chp 1</td>
</tr>
<tr>
<td>2</td>
<td>Depth, Volume</td>
<td>Textbook 2: Chp 2</td>
</tr>
<tr>
<td>3</td>
<td>Space (Phase 2)</td>
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</tr>
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<td>4</td>
<td>Sectional Quality</td>
<td>Textbook 2: Chp 4</td>
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<tr>
<td>5</td>
<td>Materiality</td>
<td>Textbook 1: Chp 3; Textbook 2: Chp 5</td>
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<tr>
<td>6</td>
<td>Shades and Shadow</td>
<td>Textbook 2: Chp 6</td>
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<td>7</td>
<td>Spatial Rhythm (Phase 3)</td>
<td>Textbook 1: Chp 4; Textbook 2: Chp 7</td>
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<tr>
<td>8</td>
<td>Architectural Condition</td>
<td>Textbook 2: Chp 8</td>
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<td>9</td>
<td>Site Relation</td>
<td>Textbook 1: Chp 5; Textbook 2: Chp 9</td>
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<tr>
<td>10</td>
<td>Material and Space</td>
<td>Textbook 2: Chp 10</td>
</tr>
<tr>
<td>11</td>
<td>Making</td>
<td>Textbook 1: Chp 6; Textbook 2: Chp 11</td>
</tr>
<tr>
<td>12</td>
<td>Time</td>
<td>Textbook 2: Chp 12</td>
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<td>13</td>
<td>Context</td>
<td>Textbook 1: Chp 7</td>
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<td>14</td>
<td>Architectural Concept</td>
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### Americans with Disabilities Act (ADA)

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### Academic Integrity

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

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

### Care of Facilities

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

No power tools may be used in the design studio, no dust or odor producing processes may be conducted in the studio, no wet casting processes may be conducted in the studio, the college shop and spray booth facilities must be used for the above mentioned processes. Professional behavior and conduct is expected of each student.

All studio desks must be covered. In addition students must have at minimum an 18" x 24" cutting mat at their desk.
Studio Policy (required of all studios)

All students, faculty, administration and staff of the Department of Architecture at Texas A&M University are dedicated to the principle that the Design Studio is the central component of an effective education in architecture. They are equally dedicated to the belief that students and faculty must lead balanced lives and use time wisely, including time outside the design studio, to gain from all aspects of a university education and world experiences. They also believe that design is the integration of many parts, that process is as important as product, and that the act of design and of professional practice is inherently interdisciplinary, requiring active and respectful collaboration with others.

Students and faculty in every design studio will embody the fundamental values of optimism, respect, sharing, engagement, and innovation. Every design studio will therefore encourage the rigorous exploration of ideas, diverse viewpoints, and the integration of all aspects of architecture (practical, theoretical, scientific, spiritual, and artistic), by providing a safe and supportive environment for thoughtful innovation. Every design studio will increase skills in professional communication, through drawing, modeling, writing and speaking.

Every design studio will, as part of the syllabus introduced at the start of each class, include a clear statement on time management, and recognition of the critical importance of academic and personal growth, inside and outside the studio environment. As such it will be expected that faculty members and students devote quality time to studio activities, while respecting the need to attend to the broad spectrum of the academic life. Every design studio will establish opportunities for timely and effective review of both process and products. Studio reviews will include student and faculty peer review. Where external reviewers are introduced, the design studio instructor will ensure that the visitors are aware of the Studio Culture Statement and recognize that the design critique is an integral part of the learning experience. The design studio will be recognized as place for open communication and movement, while respecting the needs of others, and of the facilities.

Important Links Below

- Department of Architecture Website: http://dept.arch.tamu.edu/
- Department Financial Assistance: http://dept.arch.tamu.edu/financial-assistance/
- Academic Calendar: http://registrar.tamu.edu/general/calendar.aspx
- Final Exam Schedule Online: http://registrar.tamu.edu/Courses-Registration-Scheduling/Final-Exam-Schedule
- On-Line Catalog: http://catalog.tamu.edu
- Student Rules: http://student-rules.tamu.edu/
- Aggie Honor System Office: http://aggiehonor.tamu.edu/
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: ☑ Undergraduate □ Graduate □ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of English
3. Course prefix, number and complete title of course: ENGL 305 Texas Literature
4. Catalog course description (not to exceed 50 words):

Examination of Texas Literature, Culture and Multimedia. Exploration of the development of Texas identities and responses to the rich cultural diversity within the state; topics vary from each section.

5. Prerequisite(s): junior or senior classification
   Cross-listed with:  
   Stack with:
   Cross-listed courses require the signatures of both department heads.

6. Is this a variable credit course? □ Yes ☑ No If yes, from ________ to ________
7. Is this a repeatable course? □ Yes ☑ No If yes, this course may be taken ________ times.
   Will this course be repeated within the same semester? □ Yes ☑ No
8. Will this course be submitted to the Core Curriculum Council? □ Yes ☑ No
9. How will this course be graded? □ Grade ☑ S/U □ P/F (CLMD)
10. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

B.A. in English; undergraduate general academics

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
12. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix Course # Title (excluding punctuation)
    ENGL 305 Texas Literature

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Approval recommended by:

Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14

Received:

A Nov 20 2015
CURRICULAR SERVICES
Course title and number: ENGL 305 Texas Literature
Term (e.g., Fall 200X): Fall 2014
Meeting times and location: TR 8:00am-9:15am LAAH 372

Course Description and Prerequisites

Examination of Texas literature, Culture, and Multi-Media. Exploration of the development of Texas identities and responses to the rich cultural diversity within the state; topics vary from each section. Junior or Senior Classification.

This course provides an introduction to Texas Literature and Media. We will read fiction and non-fiction written by and about Texas and engage with non-textual materials including film and song. The course will explore the development of Texas identities and responses to the rich cultural diversity within the state. The class reading will be drawn from Lone Star Literature: A Texas Anthology, ed. Don Graham. Movies include Friday Night Lights, Lone Star, and Tender Mercies.

Learning Outcomes

Students should be able to:

- Outline and describe major issues in "Texas Literature,"
- Analyze and interpret literary texts,
- Communicate critical ideas in formal and informal writing,
- Explain the history and cultural milieu of textual production.

Instructor Information

Name: Dr. Amy Earhart
Telephone number: (979) 862-3038
Email address: aearhart@tamu.edu
Office hours: MWF 9:00am-10:00am
Office location: 436 LAAH

Textbook and/or Resource Material


Grading Policies

Grading Scales:

A = 89.5-100  B = 79.5-89  C = 69.5-79  D = 59.5-69  F = <59.5
No curves will be given in the class.

Assignments:

- Texas presentation (5% of course grade)
- Archive Assignment (20% of course grade)
- Texas Project (25% of class grade)
- Oral Report (10% of course grade)
- 2 Exams (20% each - 40% total)

Texas Presentation: During the semester each student will select and present an item that gives one view of Texas. On the assigned day, students will share their item with the class in a 5 minute oral presentation. Sign up for appointments at timetrade.com The Texas Project will be evaluated on the following criteria: quality of oral presentation, powerpoint slides, and information in presentation.

Archive Assignment: Archives are created to preserve materials related to particular topics. For this class we will be exploring the archiving of Texas A&M University to learn about how conceptions of identity and place are created. We will meet with the University, and each student will blog in response to this meeting. Each student will select one piece of the Texas A&M University archive to explore. Students will complete an archive survey form. In addition, each student will select one individual artifact for which he or she will write a short research paper.

The Archive Assignment Grade is composed of:

- University Archives blog (10%)
- Archive Survey Form (20 %)
- Omeka entry (20%)  
- Short Research Paper, 3-5 pages (50%)

Texas Project: The Texas project is designed to allow students to produce their own archive of Texas materials. Students will select and archive an item of Texas history and/or culture. Students might conduct oral interviews, produce a film of a particular location, develop a historical tour, or any other such project that explores the idea of Texas. Students will submit an artifact and a short paper.

Oral Report: After Thanksgiving break you will be present your Texas Project to the class. Presentations are to last 3-5 minutes. You are expected to use multimedia presentation tools to enhance your report. All presentations will be uploaded to Omeka prior to your delivery. Sign up for appointments at timetrade.com

Exams:

You will be required to take a midterm and final exam. Both will be cumulative to the date that they are given. The exam format will be a combination of short answer, identification, and essay. All exams will be taken online. Exams will open at 8 am and close at 11:55 pm on the assigned day.
### Attendance and Make-up Policies

Please see student rule 7: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07). There are firm due dates for all assignments and tests. I will accept late assignments, but one letter grade will be docked for each calendar day it is late (this includes weekends). You will not be allowed to make up an exam or quiz without a university-approved, verified excuse. See above student rule 7 for defined excused absences.

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, September 2</td>
<td>Introduction to Course</td>
<td></td>
</tr>
<tr>
<td>Thursday, September 4</td>
<td>Reading:</td>
<td>Lone Star Literature, 15-20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lone Star Literature, 692-708</td>
</tr>
<tr>
<td>Tuesday, September 9</td>
<td>Introduce Texas Presentation</td>
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<tr>
<td></td>
<td>Reading:</td>
<td>Lone Star Literature, 676-691</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://yestotexas.com/20-signs-that-youre-definitely-a-texan/">http://yestotexas.com/20-signs-that-youre-definitely-a-texan/</a></td>
</tr>
<tr>
<td>Thursday, September 11</td>
<td>Reading:</td>
<td>McCarthy, 1-100</td>
</tr>
<tr>
<td>Tuesday, September 16</td>
<td>Reading:</td>
<td>McCarthy, 101-200</td>
</tr>
<tr>
<td>Thursday, September 18</td>
<td>Non Class Activity:</td>
<td>View All the Pretty Horses, Mediamatrix.tamu.edu</td>
</tr>
<tr>
<td>Tuesday, September 23</td>
<td>Visit TAMU Archives</td>
<td></td>
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<tr>
<td>Thursday, September 25</td>
<td>Reading:</td>
<td>McCarthy, 201-302</td>
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<td></td>
<td></td>
<td>Lone Star Literature, 77-89</td>
</tr>
<tr>
<td>Tuesday, September 30</td>
<td>Computer classroom:</td>
<td>Introduce Omeka; Blocker 129 (end at 9:15)</td>
</tr>
<tr>
<td></td>
<td>Assignment:</td>
<td>University Archives Blog Due by 11:55 pm</td>
</tr>
<tr>
<td>Thursday, October 2</td>
<td>Reading:</td>
<td>Lone Star Literature, 104-114, 126-131, 160-74</td>
</tr>
<tr>
<td>Tuesday, October 7</td>
<td>Watch Friday Night Lights, Mediamatrix.tamu.edu</td>
<td>Discuss TV show</td>
</tr>
<tr>
<td>Thursday, October 9</td>
<td>Reading:</td>
<td>Lone Star Literature, 631-66</td>
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<tr>
<td>Date</td>
<td>Activity</td>
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<tr>
<td>Tuesday, October 14</td>
<td>Reading:</td>
<td></td>
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<tr>
<td></td>
<td>- Lone Star Literature, 527-46</td>
<td></td>
</tr>
<tr>
<td>Thursday, October 16</td>
<td>No class meeting. Take exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assignment:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Mid Term Exam</td>
<td></td>
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<tr>
<td>Tuesday, October 21</td>
<td>Reading:</td>
<td></td>
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<tr>
<td></td>
<td>- Lone Star Literature, 177-95; 505-26</td>
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<tr>
<td></td>
<td>Introduce Texas Project</td>
<td></td>
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<tr>
<td>Thursday, October 23</td>
<td>Meet in Cushing Archives; Students with last names A-Hooker</td>
<td></td>
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<tr>
<td></td>
<td>Alternative names should Watch Lone Star, Mediamatrix.tamu.edu</td>
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<tr>
<td>Tuesday, October 28</td>
<td>Meet in Cushing Archives; Students with last names J-Z</td>
<td></td>
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<tr>
<td></td>
<td>Alternative names should Watch Lone Star, Mediamatrix.tamu.edu</td>
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<tr>
<td>Thursday, October 20</td>
<td>Discuss Lone Star, Mediamatrix.tamu.edu</td>
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<tr>
<td></td>
<td>Discuss Movie</td>
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<td></td>
<td>Assignment:</td>
<td></td>
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<tr>
<td></td>
<td>Archive Survey Form Due by 11:55 pm</td>
<td></td>
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<tr>
<td>Tuesday, November 4</td>
<td>Meet in Blocker 129</td>
<td></td>
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<tr>
<td></td>
<td>Work on Omeka and introduce Archive paper</td>
<td></td>
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<td></td>
<td>Assignment:</td>
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<td></td>
<td>- Omeka Entry Due by 11:55 pm</td>
<td></td>
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<tr>
<td>Thursday, November 6</td>
<td>Reading:</td>
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<tr>
<td></td>
<td>- Lone Star Literature, 196-218; 486-504</td>
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<tr>
<td>Tuesday, November 11</td>
<td>Reading:</td>
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<tr>
<td></td>
<td>- Lone Star Literature, 278-307</td>
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<tr>
<td>Thursday, November 13</td>
<td>Reading:</td>
<td></td>
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<tr>
<td></td>
<td>- Cisneros, 1-83</td>
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<tr>
<td>Tuesday, November 18</td>
<td>Final Work in Cushing Library</td>
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<tr>
<td>Thursday, November 20</td>
<td>Texas Project Day</td>
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<tr>
<td></td>
<td>Assignment:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Archive Paper Due by 11:55 pm</td>
<td></td>
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<tr>
<td>Tuesday, November 25</td>
<td>Reading:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Cisneros, 84 -165</td>
<td></td>
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<tr>
<td>Thursday, November 27</td>
<td>Thanksgiving</td>
<td></td>
</tr>
<tr>
<td>Tuesday, December 2</td>
<td>Assignment:</td>
<td></td>
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<tr>
<td></td>
<td>Texas Project Due by 11:55 pm (upload artifact and paper)</td>
<td></td>
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<tr>
<td></td>
<td>Oral Reports</td>
<td></td>
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<tr>
<td>Thursday, December 4</td>
<td>Oral Reports</td>
<td></td>
</tr>
<tr>
<td>Tuesday, December 9</td>
<td>Oral Reports</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>As scheduled by TAMU</td>
<td></td>
</tr>
</tbody>
</table>
Other Pertinent Course Information

To join eCampus: The course will be available the first day of the fall semester

1. Our course is located at http://ecampus.tamu.edu
2. Log in with your netid and password
3. Select ENGL 305: 500

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."
Texas A&M University
Department Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Course request type: ☑️ Undergraduate ☐ Graduate ☐ First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name): Dwight Look College of Engineering
ENGR 390 - Seminar Series in Engineering Project Management

3. Course prefix, number and complete title of course:

4. Catalog course description (not to exceed 50 words):
Presentations by practicing engineers and professionals addressing engineering project management process and practice; discussion forum to better understand the opportunities and challenges of engineering project management, and the analytical tools and skills required to be successful.

5. Prerequisite(s): ENGR 333 or approval of instructor; junior or senior level classification in the Dwight Look College of Engineering or Biological and Agricultural Engineering (BAEN)

6. Cross-listed with: ☐

7. Stacked with: ☐

8. Cross-listed courses require the signature of both department heads.

9. Is this a variable credit course? ☐ Yes ☑️ No
If yes, from ________ to ________

10. Is this a repeatable course? ☐ Yes ☑️ No
If yes, this course may be taken ________ times.

11. Will this course be repeated within the same semester? ☐ Yes ☐ No

12. Will this course be submitted to the Core Curriculum Council? ☐ Yes ☑️ No

13. How will this course be graded? ☐ Grade ☑️ S/U ☐ P/F (CLMD)

14. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      Minor in Engineering Project Management
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

15. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

16. ☑️ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

17. Prefix: ☑️ ENGR

18. Course #:

19. Title (excluding punctuation):
ENGR 380 ENGR Project MGMT Seminar

20. Lect. Lab Other SCH CIP and Fund Code Admin. Unit Acad. Year FICE Code
1.00 0.00 1.00 1.00 1401010006 0965 16 - 17 0 0 3 6 3 2

21. Approval recommended by:

22. Department Head or Program Chair (Type Name & Sign) Date

23. Clair, College Review Committee Date

24. Dean of College Date

25. Submitted to Coordinating Board by:

26. Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu Curricular Services – 07/14

[RECEIVED D CURRICULAR SERVICES]
COURSE DESCRIPTION

Presentations by practicing engineers and professionals addressing engineering project management process and practice. The course provides a discussion forum for students to better understand the opportunities and challenges of engineering project management, and the analytical tools and skills required to be successful.

COURSE OBJECTIVES

This course is primarily intended to:

- Provide an opportunity to demonstrate both written and oral technical communication skills
- Demonstrate real-world application of project management principles and practices
- Prepare graduates to work effectively in project organizations.
- Encourage students to pursue careers in project management.

LEARNING OUTCOMES

Students completing this course are expected to be able to:

- Define and assess the nature of projects and the goals of project management.
- Function effectively as engineers in project organizations.
- Define and assess project-driven industry segments

COURSE PREREQUISITES

ENGR 333 – Engineering Project Management or Permission of the Instructor.

INSTRUCTOR

TBD

CLASS MEETINGS

TBD

TEXT

None. Specific readings will be assigned by the instructor.

COURSE REQUIREMENTS

Students are expected to actively participate in class discussions with industry presenters. All students will make both oral and written presentations. Extensive reading assignments are made from the assigned texts, from class handouts, and from other sources.
GRADING

Grades will be based on the following:

- In-class exercises: 20%
- Class participation and discussion: 20%
- Group presentations: 20%
- Reading assignment questions: 20%
- Final term paper: 20%

Letter Grades:

- A - from 90 and above
- B - from 80 to 89
- C - from 70 to 79
- D - from 60 to 69
- F - less than 60

CLASS SCHEDULE (Preliminary – subject to change and availability of presenters)

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overview. Project organizations</td>
</tr>
<tr>
<td>2</td>
<td>Industry Presentation</td>
</tr>
<tr>
<td>3</td>
<td>Industry Presentation</td>
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<td>4</td>
<td>Industry Presentation</td>
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<td>5</td>
<td>Industry Presentation</td>
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<td>6</td>
<td>Industry Presentation</td>
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<tr>
<td>7</td>
<td>Student Presentation</td>
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<td>8</td>
<td>Student Presentation</td>
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<tr>
<td>9</td>
<td>Industry Presentation</td>
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<td>10</td>
<td>Industry Presentation</td>
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<td>12</td>
<td>Industry Presentation</td>
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<tr>
<td>13</td>
<td>Student Presentation</td>
</tr>
<tr>
<td>14</td>
<td>Student Presentation</td>
</tr>
<tr>
<td>15</td>
<td>Final Paper Due</td>
</tr>
</tbody>
</table>

GUIDELINES FOR SUBMISSION OF ASSIGNMENTS AND PROJECTS

All assignments and term papers should conform to the following guidelines unless specifically advised otherwise. If these guidelines are unclear, ask the instructor for clarification. Nothing in these guidelines should be construed to be contrary to official Texas A&M policies or to supersede official Texas A&M policies.

Assignments and term papers are due at the beginning of class on the due date specified. Late assignments will be accepted only by prior arrangement with the instructor. University rules on excused absences will be followed. Late term projects will be marked down one letter grade unless prior arrangement with the instructor has been made. Submittals are like bids, in that they are due on the date and time specified, and extensions are rarely given. Extensions will be granted only for circumstances beyond the student's control. E-mail submittals will not be accepted except by prior arrangement and extenuating circumstances.
It is your responsibility to understand the assignment (what is expected, due date, objectives, criteria for evaluation, etc.) before you hand in the finished product and in time to prepare your submittal by the deadline. Read and start on assignments early enough to provide adequate time for questions to the instructor and to your teammates.

Submittals are like engineering reports: they must be in hard copy, printed, spell-checked, and checked for accuracy by all team members. Neatness, grammar, and spelling do count in all engineering work.

Questions about the grading of assignments should be addressed to the instructor within one week of receiving the grade, or before the last class meeting, whichever comes first. If, after understanding the basis for the grade assigned, you feel that you have provided what is asked for but have not received appropriate credit, write a letter to the instructor specifically pointing out these occurrences and documenting your position, and submit it with the unchanged submittal to the instructor. The instructor will then review the grading and contact you.

Teamwork. Homework assignments and term projects may be prepared by teams of 333 students. In such a case, all team members must contribute equally to the preparation of team assignments. Submittals must contain the names of all team members contributing to the product. All team members will be equally responsible for the material contained in the submittals, and all team members will receive the same grade. Any other materials, information, or advice used in the preparation of any submittal must be cited in the submittal. It is essential that each submittal identify and give credit for the work of others when it is used. It is never wrong to use information obtained from other (reliable) sources; it is always wrong not to identify those sources.

Format Submittals should be organized like (brief) engineering studies or reports. Identify all assumptions made and the sources of all technical information. Identify the answers clearly. Text must be printed or typed, not handwritten, in 12 point type and 1 1/2-line spacing. Necessary handwritten material such as graphs and drawings should be large and printed legibly. Provide all team members' names, assignment title, and date at the top of the first page. Number the pages.

Diagrams: Insert diagrams, equations, graphs, etc. into the text near where they are referenced. Cite any supporting material in the text and collect it in appendices.

Summary: Effective communication is essential for success in engineering and construction. Developing that skill requires practice. Be brief, concise, and to the point. Use the spell-checker on the word processor. In the case of team work, every team member should proofread and approve the final document before submittal.

ACADEMIC HONESTY

“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 may be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information, visit the web at: http://aggiehonor.tamu.edu/.

Students are expected to understand and abide by the Aggie Honor Code presented on the web at: http://aggiehonor.tamu.edu/. No form of scholastic misconduct will be tolerated. Academic misconduct includes cheating, fabrication, falsification, multiple submissions, plagiarism, complicity, etc. These are more fully defined in the above web site. Violations will be handled in accordance with the Aggie Honor System Process described on the web site.

The handouts used in this course are copyrighted. By “handouts,” is meant all materials generated for this class, which include but are not limited to syllabi, notes, quizzes, exams, 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 you are expressly granted permission in writing.
No form of scholastic dishonesty (cheating, plagiarism, etc.) will be tolerated. As commonly defined, plagiarism consists of passing off as one's own the ideas, word, 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 permission of that person. This includes copying material from books, reports, journals, pamphlets, handouts, other publications, web sites, etc., without giving appropriate credit for those ideas or without identifying material as quotations when taken directly from another source. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

Cheating on quizzes and exams will not be tolerated. Cheating will be reported and handled in accordance with the Aggie Honor System Process. Some or all examinations may be closed book; looking at another student's examination or using external aids (for example, books, notes, calculators, conversation with others, or electronic devices) during these examinations is a violation of Texas A&M Aggie Honor Code, Cheating, unless specifically allowed in advance by the instructor.

Unless specifically allowed in advance by the instructor, all assignments and homework in this class are expected to be completed based on individual effort. Copying the work of others, including homework, is a violation of Texas A&M Aggie Honor Code, Cheating.

Violation of a student rule can result in disciplinary action including a grade penalty, up to and including an F in the course, suspension, dismissal, and expulsion from Texas A&M University. If you have any questions regarding plagiarism or other forms of scholastic dishonesty, consult the latest issue of the Texas A&M University Student Rules, under Section 20, which can also be found at: http://student-rules.tamu.edu/

ATTENDANCE

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to give adequate notice of the dates on which major tests will be given and assignments will be due. Refer to the Student Rules Part 7 at http://student-rules.tamu.edu for further information on attendance, etc.

ADA 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.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: Undergraduate  Graduate  First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Dwight Look College of Engineering
3. Course prefix, number and complete title of course: ENGR 430 - Fundamentals of Subsea Engineering
4. Catalog course description (not to exceed 50 words):
Orientation to subsea engineering fundamentals, including SURF (Subsea, Umbilicals/Controls, Risers, Flowlines)
equipment and configurations; exposure to practical, industry focused problems; subsea equipment components;
design considerations and design drivers; subsea production operations; integrity critical maintenance activities.

5. Prerequisite(s): Enrolled in Dwight Look College of Engineering or approval of instructor
Cross-listed with: SUBS 601

6. Is this a variable credit course? No
7. Is this a repeatable course? No
   If yes, from _______ to _______
8. Will this course be repeated within the same semester? No
9. Will this course be submitted to the Core Curriculum Council? Yes
10. How will this course be graded? Grade

This course will be:

a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

b. elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

BS in Engineering

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
12. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix  Course #  Title (excluding punctuation)
    SUBS  ENGR  430  FUND SUBSEA ENGR
    Lect.  Lab  Other  SChL  CP and Fund Code  Admin. Unit  Acad. Year  HCE Code
    3.00  0.00  0.00  3.00  1424010006  0965  16 - 17  0 0 3 6 3 2

Approval recommended by:

Dr. John Hurtado

Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee Date

Department Head or Program Chair (Type Name & Sign) Date

Dean of College Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Chair, GC or UCC Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
ENGR 430: Fundamentals of Subsea Engineering

Instructor: Mr. Grayum L. Davis  
Telephone: (832) 368-7113  
Email: g13@tamu.edu  
Location: Engineering Activities BuildingC  
Hours: TBA

Course Description:  
This course provides a thorough orientation to subsea engineering fundamentals, covering the full suite of SURF (Subsea, Umbilicals/Controls, Risers, Flowlines) equipment and configurations. The course is targeted toward students that desire to further their subsea engineering education or are interested in broadening their skills into the multidisciplinary subsea engineering field. The course is intended to provide exposure to practical, industry focused problems, and will be taught by industry experienced experts. Topics covered will include subsea equipment components, design considerations and design drivers, subsea production operations, and integrity critical maintenance activities.

The undergraduate level course will be a series of lectures and grades will be based on exams and homework materials. The graduate level course will be a series of lectures and grades will be based on exams, homework materials, and on their solutions to weekly practical, industry-focused problems. Moreover, undergraduate students will complete lengthy assignments in teams whereas graduate students will complete these assignments individually.

Prerequisites:  
A high level of familiarity and competence in the following areas is strongly recommended: 1) materials, 2) Fluid mechanics, 3) Heat transfer, 4) Structures, 5) Electrical circuits/controls.

Overall Course Learning Outcomes  
Upon completion of this course, students will be able to:
1. Describe functional requirements of common SURF (Subsea, Umbilicals, Risers, Flowlines) hardware components and configurations.
2. Describe design considerations, troubleshoot subsea control system components.
3. Demonstrate a basic understanding of the types of reservoirs, and how reservoir modelling uncertainties impact subsea field architecture.
4. Demonstrate understanding of design drivers for subsea equipment, subsea systems, and interfaces using actual subsea field design data.
5. Demonstrate familiarity with the scope of the various API SC 17 Recommended Practices.
6. Apply design philosophies to new subsea configurations, evaluate options and summarize design considerations for recommended configuration.
7. Demonstrate familiarity with typical subsea materials, corrosion management, seals, and requirements per industry standards.
8. Exercise and demonstrate sound and practical engineering judgments involving complex design tradeoffs presented in reality based scenarios, also demonstrate communication skills.
9. Describe and evaluate typical subsea production operations, maintenance activities, and integrity-critical testing and surveillance.
Getting Started
To get started within this course, you will need to:

- Review the syllabus in its entirety
- Login to the course website, eCampus (see directions below), to:
  - ensure that you have access and the correct plug-ins installed (ie. Blackboard Collaborate Plug-In),
  - update your user profile,
  - spend some time becoming familiar with the course layout, and
  - complete the introductory forum.

Note: Additional details to complete these activities can be found within the eCampus.

Resource Materials & Course Technology

Required Textbook and Resource Materials:
The required materials for ENGR 689 can be accessed on the TAMU Course Reserves via eCampus. You will be able to access the readings and save the documents associated with the course from the TAMU Course Reserves.

- Dataset from an existing subsea producing field.
- Additional lecture materials and readings will be provided within the course modules on eCampus.

eCampus:
This course will use the TAMU eCampus, powered by Blackboard Learn, as the virtual classroom. Within eCampus, you can find all course related content and assessments (including but not limited to course materials, content, videos, activities, assessments, etc.). The recommended browsers for eCampus access are Mozilla Firefox or Google Chrome (Internet Explorer is not recommended). For additional information on support browsers for eCampus, please visit [http://tx.ag/eCampusBrowserSupport](http://tx.ag/eCampusBrowserSupport).

To login to eCampus:

- Go to [http://ecampus.tamu.edu](http://ecampus.tamu.edu)
- Click the Login button
- Use your TAMU NetID and password to login

Once logged into eCampus, you will see a list of all courses for which you are enrolled in for the semester. To navigate to this course, click on the name of the course. If you have any problems logging into the course, please see the technology support section below.

To navigate the course with eCampus, use the menu on the left side of the browser window. The syllabus and course introductory materials can be found within the “Getting Started & Syllabus” section of the course menu. The weekly modules will be available live and recorded within the “Module Materials” section of the course website. All assessments (ie. assignments and discussions) to be completed as part of the course can be found with the course menu on the left. Each assessment contains a description of the content that you should have learned prior to completing the assessment. Grades for the course can be access by clicking on “My Grades”. The link to the weekly Tuesday 7-8pm sessions, can be found in “Module Materials” folder. If you have any questions about navigating eCampus, please contact the instructor.

Technology Requirements & Recommendations:

Technology Requirements:

- Reliable and frequent access to a computer and to the high-speed Internet. If you do not have frequent and reliable access to a computer with Internet connection, please contact the instructor to discuss your situation and determine an appropriate solution.
- To attend virtual office hours, students will need to make sure they have setup Blackboard Collaborate to run on their computer(s) and mobile devices. Please visit [http://blackboard.force.com/publicbarticleview?id=kA770000000CblW](http://blackboard.force.com/publicbarticleview?id=kA770000000CblW) to check your system requirements and test your connection.
  - It is required to have a microphone and webcam when using Bb Collaborate. While many students use a built-in webcam, it is recommended to have a headset with a microphone, such as a smart phone headset, for the virtual office hours and group collaboration.
Course Support
In addition to contacting the instructor or graduate assistant for course content related questions, there are a variety of campus resources for course support.

Technology Support:
For technological issues related to eCampus and software, contact the TAMU HelpDesk:

- TAMU IT Help Desk:
  - Website: [http://hdc.tamu.edu/index.php](http://hdc.tamu.edu/index.php) (Online Chat is available)
  - Phone: (979) 845-8300
  - Email: helpdesk@tamu.edu

The TAMU Help Desk is open 24 hours a day 7 days a week. If your technical problems are unable to be resolved within 48 hours, please contact the instructor for additional assistance.

*Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of deadlines.*

Course Assignments
This course is designed to provide an interactive and collaborative environment that fosters the development of engineering. Participation in all activities is considered essential to this development. All specific instructions for each assessment are provided in eCampus.

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Weekly Scenarios Assignments</td>
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<tr>
<td>2 Quizzes</td>
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<tr>
<td>Midterm Exam</td>
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<td>Final Exam</td>
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<tr>
<td>Final Project</td>
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Determination of Final Grades within the Course

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<tr>
<th>Letter Grade</th>
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<tr>
<td>B</td>
<td>89.99%-80.00%</td>
</tr>
<tr>
<td>C</td>
<td>79.99%-70.00%</td>
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<tr>
<td>D</td>
<td>69.99%-60.00%</td>
</tr>
<tr>
<td>F</td>
<td>Less than 60.00%</td>
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</tbody>
</table>
## Course Outline

### Module 1: Introduction and Overview

**Module 1.1: Subsea Engineering Overview; Geology Overview; Reservoir Overview**
- Watch: Introduction to Subsea Engineering Part 1, 2 and 3 Videos
- Watch: Geology Overview Video
- Participate: Synchronous Weekly Class Meeting
- Post: Introduce Yourselves Forum
- Solve: Scenario 1

**Module 1.2: Subsea Well Construction Overview**
- Watch: Drilling Basics Part 1 Video
- Interact: Basic Drilling Process / Prepared by Cameron & OneSubsea
- Watch: Drilling Basics Part 2 Video
- Interact: Well Heads / Prepared by Cameron & One Subsea
- Watch: Drilling Basics Part 3 & 4 Videos
- Participate: Synchronous Weekly Class Meeting
- Solve: Scenario 2

### Module 2: Subsea Field Architecture

- Read: Subsea Field Architecture
- Read: API 17A - Design and Operation of Subsea Production Systems
- Read: API 17TR13 - General Overview of Subsea Production Systems
- Supplemental: Subsea Engineering Handbook - Part I Subsea Production Systems, Chapters 1 & 2
- Interact: Introduction to Subsea Production Systems / Prepared by Cameron & One Subsea
- Watch: Subsea Field Development Planning Parts 1 - 4 Videos
- Participate: Synchronous Weekly Class Meeting
- Solve: Scenario 3
- Answer: Quiz 1

### Module 3: Deepwater Riser Design

- Read: OMAE2014-24240 from the Proceedings of the ASME 2014 33rd International Conference on...
- Read: Deepwater Riser Design, Fatigue Life and Standards Study Report; TA&R Project Number 572...
- Read: Drilling Riser Management In Deepwater Environments, Madhu Hariharan, Ricky Thethi, 2H...
- Supplemental: API 17A Annex A A.10, A.11
- Supplemental: SHE - Part IV Subsea Umbilicals, Risers, and Flow lines Chapters 25, 26
- Supplemental: OTC 23161 - Subsea Well Intervention Vessel and Systems
- Watch: Risers Part 1-5 Videos
- Watch: Subsea E&A Subsea Landing String Assembly Video
- Participate: Synchronous Weekly Class Meeting
- Solve: Scenario 4

### Module 4: Flow Assurance and Operability

- Read: Flow Assurance Considerations in Subsea Production Systems
- Read: World Oil Recommended Practices for Hydrate Control and Remediation, Steven Cochran
- Supplemental: Subsea Engineering Handbook – Part II Flow Assurance and Sys Eng, Chapters 12-18
- Watch: Flow Assurance Parts 1 - 9 Videos
- Participate: Synchronous Weekly Class Meeting
- Solve: Scenario 5
<table>
<thead>
<tr>
<th>Module 5: Deepwater Pipeline Design</th>
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<tbody>
<tr>
<td>Watch: Pipeline Design Parts 1 - 4 Videos</td>
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<tr>
<td>Read: SEH – Part IV Subsea Umbilicals, Risers, and Flowlines Chapter 27 Subsea Pipelines</td>
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<tr>
<td>Watch: SAGE Profile 3D - Subsea Pipeline Analysis Software Video</td>
</tr>
<tr>
<td>Watch: J Lay Virtual Tour Video</td>
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<tr>
<td>Supplemental: Popular Videos - Ormen Lange</td>
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<tr>
<td>Watch: Ultimate Engineering: Super Pipeline Construction of Ormen Lange Natural Gas Pipeline Video</td>
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<td>Participate: Synchronous Weekly Class Meeting</td>
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<td>Solve: Scenario 6</td>
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<thead>
<tr>
<th>Module 6: Subsea Equipment: Components and Design Considerations I</th>
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<tbody>
<tr>
<td>Read: API 17TR13 Sections 1 – 7, 14</td>
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<tr>
<td>Read: RP 17A Annex A A.4</td>
</tr>
<tr>
<td>Read: Subsea Solutions Oilfield Review Article, Winter 2000, Schlumberger</td>
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<tr>
<td>Supplemental: SEH – Pt. I Subsea Prod Sys, Ch. 11 Subsea Equip RBI; Pt. III Subsea Struct and Equip, Ch. 19 - 23</td>
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<tr>
<td>Interact: Subsea Trees 1 &amp; 2 / Prepared by Cameron &amp; OneSubsea</td>
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<td>Participate: Synchronous Weekly Class Meeting</td>
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<table>
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<tr>
<th>Module 7: Subsea Equipment: Components and Design Considerations II</th>
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<tr>
<td>Read: API 17TR13 Section 11</td>
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<td>Supplemental: SEH - Part I Subsea Production Systems, Chapter 11 Subsea Equipment RBI; Part III</td>
</tr>
<tr>
<td>Supplemental: Subsea Structures and Equipment, Chapters 19 - 23</td>
</tr>
<tr>
<td>Interact: Subsea Mainfolds / Prepared by Cameron &amp; OneSubsea</td>
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<tr>
<td>Interact: Connectors and Well/Flowline Tie-in Jumpers / Prepared by Cameron &amp; One Subsea</td>
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<tr>
<td>Watch: ROV Orientation Video</td>
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<td>Participate: Synchronous Weekly Class Meeting</td>
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| Assessment: Mid-term Exam |

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<th>Module 8: Subsea Materials</th>
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<tbody>
<tr>
<td>Read: API 17TR13 Section 11</td>
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<td>Supplemental: SEH - Part I Subsea Production Systems, Chapter 11 Subsea Equipment RBI; Part III</td>
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<td>Supplemental: Subsea Structures and Equipment, Chapters 19 - 23</td>
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<tr>
<td>Interact: Subsea Mainfolds / Prepared by Cameron &amp; OneSubsea</td>
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<tr>
<td>Interact: Connectors and Well/Flowline Tie-in Jumpers / Prepared by Cameron &amp; One Subsea</td>
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<tr>
<td>Watch: Subsea Materials Parts 1 &amp; 2 Video</td>
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<tr>
<td>Participate: Synchronous Weekly Class Meeting</td>
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<td>Solve: Scenario 9</td>
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<thead>
<tr>
<th>Module 9: Subsea Controls, Umbilicals, Distribution System Part I</th>
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<tbody>
<tr>
<td>Read: API 17A A.8, A.9 &amp; ISO 1219-1:2012</td>
</tr>
<tr>
<td>Supplemental: API 17 E Umbilicals, API 17 F Controls &amp; API 17 V Safety Systems</td>
</tr>
<tr>
<td>Watch: Subsea Controls Parts 1, 2 and 3 Videos</td>
</tr>
</tbody>
</table>
**Module 10: Subsea Controls, Umbilicals, Distribution System Part II**

- **Read:** API 17A A.8, A.9 & ISO 1219-1:2012
- **Supplemental:** API 17 E Umbilicals, API 17 F Controls, API 17 V Safety Systems
- SHE - Pt. I Subsea Prod Systems, Ch. 3,7,8; Pt. IV Umbilicals, Risers, and Flowlines, Ch. 24 Subsea Umbilical Systems
- **Interact:** Subsea Distribution Assemblies / Prepared by Cameron & One Subsea
- **Interact:** Hydraulic Flying Leads / Prepared by Cameron & One Subsea
- **Interact:** Stab Plates / Prepared by Cameron & One Subsea
- **Interact:** Topside Umbilical Termination Assembly / Prepared by Cameron & One Subsea
- **Watch:** Subsea Controls Parts 1, 2 and 3 Videos
- **Participate:** Synchronous Weekly Class Meeting
- **Solve:** Scenario 10

**Module 11: Subsea Operations**

- **Read:** SEH – Pt. I Subsea Production Systems, Chapters 5, 9, 10
- **Watch:** Subsea Control System Operations Modules (Lucas)
- **Watch:** Subsea Modes of Operation
- **Watch:** Subsea Maintenance Operations
- **Watch:** Subsea operations – Third Party Devices
- **Watch:** Subsea Control System Diagnostics
- **Watch:** Subsea Production Surveillance
- **Interact:** Master Control / Prepared by Cameron & One Subsea
- **Interact:** Hydraulic Power Unit / Prepared by Cameron & One Subsea
- **Supplemental Interaction:** Electrical Power Unit / Prepared by Cameron & One Subsea
- **Participate:** Synchronous Weekly Class Meeting
- **Solve:** Scenario 11
- **Answer:** Quiz 2

**Module 12: Overview of the Class Project and Final Exam**

- **Participate:** Project Overview and Final Exam Review

**Module 13: Class Project and Final Exam**

- **Read:** Final Project Instructions and Supporting Files
- **Submit:** Final Project

**Assessment:** Final Exam
Course Policies

Attendance Policy:
The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused or unexcused absences are located online on the TAMU website. All students are required to attend the Tuesday Blackboard Collaborate sessions from 7-8pm online. http://student-rules.tamu.edu/rule07

Late Work Policy:
LATE WORK is not accepted unless student has university approved excuse. This course relies on discussion, interaction, and group work among class members. Therefore, it is essential that work be completed on schedule. At the beginning of every module, you should spend time planning. Read the learning modules in eCampus very carefully. Please do not wait until the last day to do the work. Punctuality is especially important when assignments impact your classmates. If your schedule impacts others, notify them and me and make alternative arrangements.

Obviously unforeseen events arise and may prevent you from accomplishing a task on time. This may result in the deduction of a point or two from your grade, but if this is a rare occurrence and your work for this class is otherwise excellent, it should make no difference in your final grade for the course. It is only when work is frequently late and/or quality of the work is consistently below standard that your final grade will suffer. In those rare circumstances where an emergency takes you away from the course for an extended period of time, contact your instructor right away to make arrangements. http://student-rules.tamu.edu/rule07

Grades of "INCOMPLETE" will be given only for certifiable medical reasons or in other extraordinary circumstances arranged in advance. If you are planning to be away from your usual location (travel, vacation, etc.) during this course, consider dropping the course or discuss your situation with me and we can see if you will be disadvantaged by your mobility or impacting others’ work.

Course Copyright Statement:
The materials used within this course are copyrighted. These materials include, but are not limited to, the syllabi, quizzes, exams, lab problems, online handouts, course videos, etc. Because these materials are copyrights, you do not have the right to copy or distribute these materials, unless permission is expressly granted.

Incomplete Grade:
Grades of "INCOMPLETE" will be given only for certifiable medical reasons or in other extraordinary circumstances arranged in advance. If you are planning to be away from your usual location (travel, vacation, etc.) during this course, consider dropping the course or discuss your situation with me and we can see if you will be disadvantaged by your mobility or impacting others’ work.

Communication Expectations:
The best way to contact the instructor and graduate assistant for this course is via email (see contact information at the top of the syllabus). Students should expect a response from the instructor or graduate assistant no later than 48 hours after an email is sent or voicemail is left.

Course assignments, projects, and other assessments will be graded no later than 7 days after the due dates posted within the syllabus and eCampus calendar. If dates need to be adjusted based on unforeseen circumstances, an announcement will be sent from eCampus.

Netiquette Expectations:
Netiquette is network etiquette. Netiquette covers both common courtesy online and the informal when communication with other online. TAMU Instructional Technology Services provides some general netiquette rules that students and faculty are expected to follow within this course. For more information on netiquette, please visit http://its.tamu.edu/Distance_Education/Netiquette_Aggie_Honor_Code.php
Institutional Policies

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

This course uses Blackboard Learn as its online platform. To know more about its accessibility standards please to their website. http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx

If you find that course content or software are not accessible, please contact your course instructor or disability services so that appropriate accommodations to the learning environment can be made.

Academic Integrity Statement and Policy:
For many years Aggies have followed a Code of Honor, which is stated in this very simple verse:

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

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

For more information, please visit, http://student-rules.tamu.edu/aggiecode and http://aggiehonor.tamu.edu/

Statement of Plagiarism:
All materials generated for this class (which may include but are not limited to syllabi and in-class materials) are copyrighted. You do not have the right to copy such materials unless the instructor expressly grants permission. 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 permission of that person. Plagiarism is one of the worst academic violations, for the plagiarist destroys trust among others. 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.”

Export Control Statement:
United States export control laws regulate the release of goods and technologies that affect U.S. national security or foreign policy interests. Distance education students and course content MUST comply with these U.S. export control laws. If TAMU indicates that you are attempting to access course content from an IP address associated with a country currently subject to economic and trade sanction, your TAMU NetID account will be terminated and you will be contacted by the TAMU Export Control Office and the Office of Identity Management. For additional visit, https://vpr.tamu.edu/resources/export-controls/resources.
Texas A&M University
Departmental Request for a New Course
 Undergraduate □ Graduate □ Professional
□ Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: □ Undergraduate □ Graduate □ First Professional (DDS, MD, JD, PharmD, D/V/AM)
2. Request submitted by (Department or Program Name): Department of Entomology
3. Course prefix, number and complete title of course: ENTO 209 Veterinary Entomology Laboratory

4. Catalog course description (not to exceed 50 words):
Insects and their relatives causation of economic loss, impacts to well-being and transmission of disease pathogens to domestic and companion animals, and wildlife, as well as health and well-being of humans through occupational or recreational exposure; laboratory emphasizes identification of major arthropod pests, use of microscopy and dissection equipment.

5. Prerequisite(s): Concurrent registration with ENTO 208

6. Is this a variable credit course? □ Yes □ No If yes, from _____ to _____
7. Is this a repeatable course? □ Yes □ No If yes, this course may be taken _____ times.
   Will this course be repeated within the same semester? □ Yes □ No
8. Will this course be submitted to the Core Curriculum Council? □ Yes □ No
9. How will this course be graded? □ Grade □ S/U □ P/F (CLMD)
10. This course will be:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
   B.S. Entomology,

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
12. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix Course # Title (excluding punctuation)
   ENTO 209 Veterinary Entomology Laboratory

   Lect. Lab Other SCH CIP and Fund Code Admin. Unit Acad. Year FICE Code
   0.00 2.00 1.00 260702 1050 16 - 17 0 0 3 6 3 2

   Approval recommended by:
   David Ragland
   Department Head or Program Chair (Type Name & Sign) Date

   Robert Knight
   Chair, College Review Committee Date
   Kim Dooley
   Dean of College Date

   Department Head or Program Chair (Type Name & Sign) Date
   (if cross-listed course)

   Submitted to Coordinating Board by:
   Associate Director, Curricular Services

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
   Curricular Services – 07/14

   RECEIVED Nov 11 2015
   CURRICULAR SERVICES
Course title and number  ENTO 209 Veterinary Entomology Laboratory

Meeting times and location  Two-hour class periods as assigned, Heep Center, Room 108

Course Description and Prerequisites

Prerequisite(s): Co-Enrollment in ENTO 208 Veterinary Entomology

ENTO 208, Lab (1 credit hour) Insects and their relatives causation of economic loss, impacts to well-being and transmission of disease pathogens to domestic and companion animals, and wildlife, as well as health and well-being of humans through occupational or recreational exposure. Laboratory emphasizes identification of major arthropod pests, use of microscopy and dissection equipment.

Student Learning Outcomes

At the end of this course, you should be able to:
(1) Define and correctly use anatomical terminology in regards to entomological organisms of veterinary importance,
(2) Identify and correctly use basic laboratory equipment including dissection microscopes, compound microscopes, and dissection tools,
(3) Recognize major anatomical features of insect pests, and compare and contrast anatomical features among pests with differing life histories,
(4) Identify the major arthropod pests of livestock, poultry, companion animals, and wildlife,
(5) Apply written dichotomous keys and other published information to identify unknown insects to order, family, genus and species, and
(6) Evaluate the importance of major arthropod pests and associated diseases

Instructor Information

Name  Dr. Adrienne Brundage
Telephone number  979-845-9731
Email address  adrienne.brundage@agnet.tamu.edu
Office hours  M 10:00 AM – 12:00 PM, R 9:00 AM – 12:00 PM; By appointment
Office location  Heep Center, 404A

Textbook and Resource Material

ENTO 209 Veterinary Entomology Laboratory Course Packet. 2015. 77 pp. (Available at Copy Corner)

Additional Reading

Occasionally I will assign additional reading material and resources for use in the laboratory. These will be available under the “Additional Reading” link on eCampus.

eCampus

This course has a companion website hosted through eCampus. It is important for you to access
eCampus on a regular basis because it will be the place where you will:

- See the class assignment calendar to keep up with your assignments
- Download additional course materials, like handouts, power points, and notes
- Check your grades using the online grade book
- Check the FAQs, ask questions, or email your instructor

If you cannot access eCampus, please contact your instructor or TA this week to get this resolved.

Laboratory Safety

Necessary materials for completion of labs are available within the required lab course packet. Proper laboratory attire must be worn to each lab session, and proper laboratory etiquette must be followed as outlined by lab instructors. Failure to do so will result in dismissal from lab and an unexcused absence.

The Department of Entomology is committed to the safety of all students and employees participating in teaching laboratories. To ensure that a safe environment is maintained in our teaching laboratories, it is expected that all students will adhere to general safety guidelines and emergency procedures, as well as course-specific and activity-specific safety instructions provided by faculty and teaching assistants. The only chemical solvent used in the laboratory is 80% ethanol for specimen preservation. Laboratory safety and emergency procedures will be reviewed during the first class period.

Attendance

Policies set forth in student rule 7 for attendance and make-up will be followed (http://student-rules.tamu.edu/rule07). You are expected to attend your assigned lab section and complete all assignments.

Grading Policies

Grades may be earned through practical examinations. Laboratory examinations will consist of the identification of specimens (lice, fleas, flies, ticks, and mites) and anatomical features of these specimens using taxonomic keys made available to you in the laboratory, and the biological context of arthropod development and host interactions. Practical exams will be administered during assigned lab time, and be over the lectures and assigned readings covered since the last exam. You have 90 minutes to complete the questions on each practical.

Laboratory Examination 1.............100 points
Laboratory Examination 2.............100 points
Laboratory Examination 3.............100 points
Laboratory Examination 4.............100 points

Total Points 400

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, D = 60 - 69%, F = Below 60%

Grades are not negotiable. You earn your final course grade based on your work in the course. If you are concerned about a grade, please see your instructors during office hours.

MAKE UP EXAMS: If you miss a lab exam, you must make arrangements with your TA within one week of the missed exam. Due to the nature of the lab exam set up, make up lab exams are only available on Fridays, and only at the discretion of the lab TA. If you know you will miss a lab exam in advance, you must work out an alternative with your TA in advance.
<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>Jan 19-22</td>
<td>Introductions, Course Overview, Laboratory Safety, Use of equipment</td>
</tr>
<tr>
<td>26-29</td>
<td>Lab 1. Classes of Arthropods</td>
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<tr>
<td>Feb 2-5</td>
<td>Lab 2. External and Internal Anatomy</td>
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<tr>
<td>9-12</td>
<td>Lab 3. Insect Orders</td>
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<td>16-19</td>
<td><strong>Lab Practical Exam 1: Insect orders and Anatomy</strong></td>
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<td>23-26</td>
<td>Lab 4. Lice and Fleas</td>
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<td>Mar 2-5</td>
<td><strong>Lab Practical Exam 2: Lice and fleas</strong></td>
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<td>Lab 5. Flies</td>
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<td>16-20</td>
<td>Spring Break</td>
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<td>23-26</td>
<td>Lab 6. Mosquitoes</td>
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<tr>
<td>Mar 30-31</td>
<td>Flies and Mosquitoes Review</td>
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<td>Apr 1-2</td>
<td><strong>Lab Practical Exam 3: Flies and Mosquitoes</strong></td>
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<td>6-9</td>
<td>Lab 7. Ticks, Mites, and Pathogens</td>
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<td>13-16</td>
<td>Ticks, Mites, and Pathogens review</td>
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<tr>
<td>20-23</td>
<td><strong>Lab Practical Exam 4: Ticks, Mites, and Pathogens</strong></td>
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</tbody>
</table>
Americans with Disabilities Act (ADA)

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

Disability Services has moved office locations to Student Services at White Creek. For additional details, please visit the Student Services @ White Creek website http://sswc.tamu.edu.

If you are already registered with Disability Services, please see me with your information. We can easily accommodate for quizzes and exams, but we need to set everything up before the first quiz, and at least two weeks before the first exam. If you need accommodations for the lab and lab exams, please see your TA.

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

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

The Texas A&M University Honor Code, based on the long-standing affirmation that “An Aggie does not lie, cheat, or steal or tolerate those who do” is fundamental to the value of the A&M learning experience and requires that Aggies will not involve themselves in any form of academic dishonesty. According to the Office of the Aggie Honor System, academic dishonesty consists of cheating, fabrication, falsification, multiple submission, plagiarism, and multiplicity. Clarification of each of actions may be found at the Aggie Honor System website at http://www.tamu.edu/aggiehonor. This list, however, is not exclusive of any other acts that may reasonably be termed academic dishonesty. The penalty for a violation of academic dishonesty in this class shall be an “F” in the course and filing of an Honor Code Violation Report with the Office of the Aggie Honor System. Less severe penalties may be imposed if the circumstances warrant.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:  ☑ Undergraduate  ☐ Graduate  ☐ First Professional (DE, MD, JD, PharmD, DMA)
2. Request submitted by (Department or Program Name): INTERNATIONAL STUDIES
3. Course prefix, number and complete title of course:
   FILM 465 CHINESE FILM

4. Catalog course description (not to exceed 50 words):
   Consideration and analysis of major works and directors of Chinese Film; interpretation of culture through film;
   relationship of film to history, literature, and other arts; taught in English. May be repeated for credit.

5. Prerequisite(s):  Junior or senior classification; or approval of instructor.

6. Is this a variable credit course?  ☐ Yes  ☑ No
   If yes, from ______ to ______

7. Is this a repeatable course?  ☑ Yes  ☐ No
   If yes, this course may be taken ______ times.
   Will this course be repeated within the same semester?  ☐ Yes  ☑ No

8. Will this course be submitted to the Core Curriculum Council?  ☐ Yes  ☑ No

9. How will this course be graded?  ☑ Grade  ☐ S/U  ☐ P/F (CLMD)

10. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      B.A. in International Studies; Minor in Chinese; Minor in Film Studies; Minor in Asian Studies; undergrad general academics

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://ypr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix  Course #  Title (excluding punctuation)

<table>
<thead>
<tr>
<th>FILM</th>
<th>465</th>
<th>CHINESE FILM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect.</td>
<td>Lab</td>
<td>Other</td>
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<td>3.00</td>
<td>0.00</td>
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</tbody>
</table>

Approval recommended by:

Steven M. Oberhalman  08/19/13
Department Head or Program Chair (Type Name & Sign) Date

Robert R. Shandley  10/28/13
Department Head or Program Chair (Type Name & Sign) Date

(If cross-listed course)

Chair, College Review Committee  11/13/15
Dean of College  11/13/15

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services - 07/14
Course description

Consideration and analysis of major works and directors of Chinese Film; interpretation of culture through film; relationship of film to history, literature, and other arts; taught in English. May be repeated for credit.

This course is a critical examination of select Chinese films produced as early as 1922 and as late as 2013. We will consider both the aesthetics of Chinese film art and the socio-historical context embedded in the film. Films studied in the course are mostly comprised of Chinese mainland productions. One question central to the course is how Chinese cinema reflects and at the same time impacts the Chinese way of pursuing modernity and national and individual identities in different historical periods in the past century. The course is mostly arranged in chronological order; each week’s readings, discussions and screenings are thematically related. Major themes include: gender and class, socialist aesthetics, trauma and Chinese national identity, globalization and commercialism, independent films as unofficial history, etc.

Critical pieces are in English and films will have English subtitles or printed scripts, thus knowledge of Chinese is a plus but not required.

Prerequisites

Junior or senior classification, or approval of instructor.

Learning outcomes

Upon successful completion of the course students will be able to:

- Identify major directors and film movements in Chinese cinema;
- Interpret and analyze thematic and formal aspects of visual communication in film form; and
- Formulate the relationship between Chinese cinema and the socio-political context of its production.

Required course materials


All other course readings will be available through eCampus.
All films will be available for digital streaming through: mediamatrix.tamu.edu.

Course requirements and evaluation

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
<tr>
<td>2 Response papers</td>
<td>30%</td>
</tr>
<tr>
<td>Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Final paper</td>
<td>20%</td>
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<tr>
<td>Midterm exam</td>
<td>15%</td>
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<tr>
<td>Final exam</td>
<td>15%</td>
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</tbody>
</table>

Grading scale: 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; 0-59 = F

Participation: Moderated participation in discussions helps you to focus on important questions, encourages you to grapple with key issues, and enhances intellectual exchange among peers. You are expected to come to each class having watched the required films, read the required textbook chapters and/or articles, and prepared to discuss them in detail. I prefer you NOT use your laptops in class. But if you need to, please be advised that your laptop ONLY be used for the purposes of presentation, reading required materials, and/or taking notes.
Response papers: Each response is a double-spaced, 2-3 page paper, in which students make an argument about one film and provide evidence to support their argument. The two response papers should address different films. Mere factual information, character profile, or plot summary WILL NOT suffice. If you have difficulty coming up with your own argument, simply identify an argument from one of the required readings (with direct quotations and page numbers) and discuss it in relation to the film. Grade will be based on presentation of argument (clarity and depth), detailed film analysis, and writing (coherence, transitions, grammar, style). Papers submitted more than two days late will not be graded, except in the case of university-approved excused absence.

Presentation: At the end of the second week, all students will sign up for presentations on films and readings scheduled during Weeks 3-14. Each individual presenter has 10 minutes including Q&A. You are expected to identify arguments of the reading and major evidences that support the argument. Presentation grade will be based on focus, coherence, clarity, timing, and effectiveness of your delivery.

Final paper: The final paper is on a topic of choice on Chinese films, preferably related to topics and readings on the syllabus. The final paper should analyze at least two films that are NOT discussed in response papers. The paper should be 5-8 pages (not including works cited pages), typed, and double-spaced. The paper will be graded on quality of argument, details of film analysis, incorporation of readings, and writing (style, clarity, structure, and grammar). Late papers will not be graded, except in the case of university-approved excused absence.

Midterm and Final exams: The exams are to provide an opportunity for you to apply your analytical skills and synthesize your knowledge accumulated during the course. Each exam consists of identification questions and essay questions. Exams cannot be made up except in the case of a university-approved excused absence.

Absences
Attendance in class is mandatory. For each unexcused absence, student’s final course grade will be reduced 5 full percentage points. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

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://aggiehonor.tamu.edu/.

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, 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.

***

Weekly Schedule

Section I: Chinese Films in the Republican Era (1912-1949)

Week 1
T. Course introduction + syllabus
   Reading: Zhang, Chinese National Cinema, 13-57
R. Films in the 1920s: From Chinese traditional opera to early Chinese cinema
   Reading: Zhen Zhang on Laborer’s Love, 27-50
   Film: Laborer’s Love (Zhang Shichuan, 1922), 22 m, screening in class
Week 2
T. National crisis and left-wing cinema in the 1930s
   Reading: Zhang, *Chinese National Cinema*, 58-83; Pang on the left-wing cinema movement, 37-69
R. *Sign-up for presentations*
   Reading: Berry on *Big Road*
   Film: *Big Road* (Sun Yu, 1934), streaming

Week 3
T. “New Women” on and off the leftist film screen
   Reading: Harris, “Fallen Woman of Shanghai,” in Berry, *Chinese Films*, 128-136
   Film: *The Goddess* (Wu Yonggang, 1934), streaming
R. Reading: Harris on *New Woman*, 277-302
   Film: *New Woman* (Cai Chusheng, 1935)
   Film available at: https://www.youtube.com/watch?v=fXupmp3sKKM
   Film script: http://u.osu.edu/mclc/online-series/new-woman/

Week 4
T. Disintegration of family in postwar cinema in the 1940s
   Reading: Zhang, *Chinese National Cinema*, 83-112; Pickowicz on postwar films, 121-156
   Film clips in class: *A Spring River Flows to the East* (Cai Chusheng, 1947); *Far Away Love* (Chen Liting, 1947)
R. Reading: Fitzgerald on *Spring in a Small Town*, in Berry, 205-211
   Film: *Spring in a Small Town* (Fei Mu, 1948), streaming
   Film Script: http://u.osu.edu/mclc/online-series/spring/

Section II: Chinese Films in the Socialist Era (1949-1978)

Week 5
T. Socialist cultural scenes in the first 17 years
   *First response paper due*
   Reading: Zhang, *Chinese National Cinema*, 189-224; Pickowicz on socialist cultural scene
   Film clips in class: *My Day Off* (Lu Ren, 1959); *Lin Zexu* (Zhen Junli, 1959)
R. Reading: Yau on politics of class in *White-Haired Girl*, 138-171
   Film: *White-Haired Girl* (Wang Bin and Shui Hua, 1950), streaming
   Film script: http://u.osu.edu/mclc/online-series/white/

Week 6
T. Reorientation of gender in socialist China
   Reading: Cui on socialist cinema, 52-64
R. Harry Kuoshu on *The White-Haired Girl* and *Li Shuangshuang*, 71-94
   Film: *Li Shuangshuang* (Li Zhun, 1962), streaming

Week 7
T. Mid-term review
R. Mid-term exam

Week 8
T. Towards a socialist aesthetics of Chinese characteristics
   Reading: Chi on *Red Detachment of Women*, in Berry, 189-196; Cui on *Red Detachment of Women*, 79-95
   Film: *Red Detachment of Women* (Xie Jin, 1961), streaming
Th. Reading: Cui on socialist cinema, 64-74
   Film clips in class: *Yang Banxi: 8 Model Works*
   Film available at: https://vimeo.com/114648184

Spring Break March 14-18
Section III: Chinese Films in the Post Socialist Era (1978-)

Week 9
T. Cultural critique from Xie Jin to the Fifth Generation
   Reading: Zhang, Chinese National Cinema, 226-240 and 285-289; Clark on the Fifth Generation, 121-136
R. Reading: Callahan, “Gender, ideology, nation”
   Film: Ju Dou (Zhang Yimou, 1991), streaming

Week 10
T. Trauma, memory and identity in the Fifth Generation films
   *Second response paper due*
   Reading: Xudong Zhang on The Blue Kite, 623-638
   Film: The Blue Kite (Tian Zhuangzhuang, 1993), streaming
R. Reading: Rey Chow on To Live, 1039-1064
   Film: To Live (Zhang Yimou, 1994), streaming

Week 11
T. Gender politics in the Fifth Generation films
   Reading: Braester on Farewell My Concubine, in Berry, 106-113; Lau on Farewell My Concubine, 16-27
   Film: Farewell My Concubine (Chen Kaige, 1993), streaming
R. Reading: Cui on Ju Dou, 127-148

Week 12
T. Commercialism and Feng Xiaogang phenomenon
   Reading: Macgrath on Feng Xiaogang’s films, 90-132
   Film clips in class: Party A, Party B (1997); Be There or Be Square (1998)
R. Reading: Yingjin Zhang on Big Shot’s Funeral, in Berry, 17-24
   Film: Big Shot’s Funeral (Feng Xiaogang, 2001), streaming

Week 13
T. The Sixth Generation: from underground to independent
   Reading: Pickowicz on independent filmmaking
R. Independent films as unofficial history and social protest
   Reading: Noble, “Blind Shaft,” in Berry, 17-26
   Film: Blind Shaft (Li Yang, 2004), streaming

Week 14
T. Chinese and Hollywood elements in Jia Zhangke’s films
   Reading: Xiao on A Touch of Sin, 24-35
   Film: A Touch of Sin (Jia Zhangke, 2013), streaming
R. *Final paper due*
   Final Review

Final exam: To be scheduled on day/time set by University Registrar.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Geography
   GEOG 391 Geodatabases
3. Course prefix, number and complete title of course:
4. Catalog course description (not to exceed 50 words):
   GIS data modeling; introductory and advanced spatial SQL (structured query language); spatial database
   management system (DBMS) server setup, management, and maintenance; spatial DBMS design, implementation,
   tuning, performance analysis, and indexing; connecting spatial data services and warehouses to GIS software.

5. Prerequisite(s):
   Cross-listed with: None
   Stacked with: GEOG 659

6. Is this a variable credit course? ☐ Yes ☑ No If yes, from _______ to _______
7. Is this a repeatable course? ☐ Yes ☑ No If yes, this course may be taken _______ times.
   Will this course be repeated within the same semester? ☐ Yes ☑ No
   Will this course be submitted to the Core Curriculum Council? ☐ Yes ☑ No
9. How will this course be graded: ☑ Grade ☐ S/U ☐ P/F (CLMD)
10. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
        BS Geographic Information Science & Technology
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S. Ph.D. in geography)

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
12. ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export- controls/export-controls-basics-for-distance-education)

13. Prefix Course # Title (excluding punctuation)
    GEOG 391 GIS Programming
    Lect. Lab Other SCH CIP and Fund Code Admin Unit Acad. Year HCE Code
    3.00 1.00 3.00 450702 06 1250 16 17 0 0 3 6 3 2

Approval recommended by:
Department Head or Program Chair (Type Name & Sign) Date
Chair, College Review Committee Date
Dean of College Date

Submitted to Coordinating Board by:
Chair, GC or UCC Date

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
Geodatabases
GEOG 391

Instructor
Dr. Daniel Goldberg
Office: O&M 707F
Tel: 979-845-7141
Email: daniel.goldberg@tamu.edu
Office Hours: By appointment

Teaching Assistants
TBD
Sections 500
Office: TBD
Email: TBD
Office Hours: TBD

Meeting Time and Locations

Lecture
Time: TBD
Room: TBD

Labs
Section: TBD
Room: TBD

Class web site
Updates to the lecture and lab syllabi as well as other course materials will be made available on the course website. It can be accessed on ELearning at http://ecampus.tamu.edu.

Course Description
This class is an introduction to spatial data models, spatial database design and management, and the use of spatial databases and models within Geographic Information Systems. This lab-oriented course covers basic data modeling, techniques and best practices for designing spatial databases, and the application in spatial databases in the GIS analysis and modeling. This course introduces students to database setup, management, and utilization in the development data-rich GIS applications and services.
Learning Outcomes

This course is designed to introduce students to the basics of data modeling within the context of industry-standard spatial database systems. Through hands-on experience, students will learn how to convert a real-world problem into components that can be represented within a spatial database. Students will learn to setup, administer, and utilize industry-standard database platforms such as Microsoft SQL Server in order to design, implement, operationalize, and deploy a Geographic Information System (GIS) data-driven solution to a real-world problem. This course will provide students with a solid foundation in design, population, and maintenance of spatial databases as well as a basic knowledge of how to utilize these data models in GIS applications.

The course will start with an introduction to fundamental data modeling techniques inside and outside a GIS including Entity-Relationship (ER) diagrams and the “Normal Forms” of well-designed databases. The course will next cover hands-on installation of industry-standard spatial database platforms such as SQL Server and the use of these systems within commercial GIS packages such as ArcGIS. Students will learn and employ introductory structure query language (SQL) to access and manipulate data from spatial databases as they obtain the skill necessary to integrate spatial data models and databases within GIS projects. The course will include a lecture component where theoretical issues are covered and lab-based exercises where students have the opportunity to practice setting up, managing, and implementing these techniques and technologies.

At the end of this class, each student will be able to:

1) Design well-formed simple database models, using appropriate design techniques, and be able to implement such designs using spatial relational database management systems (RDBMS);
2) Setup and administer industry-standard database servers;
3) Use SQL to establish, connect to, and interrogate spatial databases;
4) Use ArcGIS to create, connect to, populate, and utilize simple geodatabases;
5) Critically assess the limitations of conventional database structures as a means of storing spatial data;
6) Critically assess current advances in database design for geographical phenomena; and
7) Develop data models and accompanying spatial RDBMS implementations necessary for managing spatial data in real-world scenarios.

GIS Software

This course will utilize the ArcGIS™ suite of software developed by ESRI including ArcServer. Installable copies may be obtained from the instructor or teaching assistants.

Database Software

This course will utilize the Microsoft SQL Server™ suite of software. Installable copies may be downloaded from the Microsoft Dream Spark program available to TAMU students.
### Development Software
This course will utilize the SQL programming language which can be developed with basic text editing software as well as within Microsoft SQL Server.

### Lecture Texts

**Lecture Texts**


Additional readings and materials will be drawn from websites, handouts, and online resources.

### Class Attendance
The university views class attendance as the responsibility of the individual student. Information on University attendance rules can be found at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07). As described below, a portion of each student’s grade is based on in-class participation. This will be judged by the instructor as regular attendance and active engagement on a consistent basis that contributes to the class in some manner.

**Lab attendance** is required and considered essential for successful completion of the course.

### Makeups
Makeups for the Exam and other work will be allowed only for University excused absences and will be administered in compliance with university rules. Excused absences are covered in the Texas A&M University Student Rules ([http://student-rules.tamu.edu](http://student-rules.tamu.edu))

### Cellular Telephones
As a courtesy to the instructor and other students please turn off all cellular telephones before the class begins.
Grading

Your grade in this class will be based as described below:

A. Lecture 30%
   Midterm 1 10%
   Midterm 2 10%
   Final Exam 10%

B. Lab 35%
   Exercises 35%

C. Homework 10%
   Exercises 10%

D. Project 20%
   Project Proposal 5%
   Project Status Report 1 2.5%
   Project Status Report 2 2.5%
   Final Project 10%

E. Participation 5%
   Class Participation 5%

The grading scale for this course is as follows:
   ≥90% A, 80-89% B, 70-79% C, 60-69% D, <60% F

Labs

Labs are an important and integral portion of the course. There is simply no way to learn about spatial database setup, programming, or maintenance without spending considerable time in lab working on with these data and services. The labs will typically require time outside of the scheduled lab hours to complete.

Labs will be due at the beginning of the following lab unless otherwise indicated. Scores for late labs will be deducted 10% per day until they are turned in, up to one week. After one week late, labs will not be accepted for credit. It is your responsibility for keeping up with lab assignments. You should talk to your Teaching Assistant and or the instructor BEFORE late labs become a problem.
Final Project

Throughout the semester, undergraduate students will work in teams of up to 4 to apply the spatial database concepts learned in lectures with the hands-on experience gained in labs to develop a data model and database implementation for a “real-world” problem using spatial databases.

Project Proposal

Each student group will submit a 1-page synopsis of the proposed topic and present a 5 minute description. This synopsis will include the problem the group will attempt to address including a set of requirements, the methods and data that will be used to accomplish their goals, and a development roadmap for implementing the project.

Project Status Reports

Each student group will present two short presentations during the semester that outline project progress. Students will be graded based on progress toward project completion.

Project Deliverables

Each student group will: a) design a data model sufficient for implementing a spatial database for their real-world problem; b) implement the data model within a spatial database system; c) populate the spatial data model and utilize it within ArcGIS or another GIS; c) deliver a report summarizing the problem they were trying to address, the tools, methods, and data used to accomplish their goals, and reflections on how well their implementation meets the requirements set forth; and d) demonstrate a hands-on working version of their prototype implementation to the class during a project presentation.

Grading

Each student will be graded on the quality of the team project. In addition, each student’s grade will be based in part on a score they receive from their teammates evaluating their contribution to the overall project. Students are advised to consult with the teaching assistant and/or professor in advance if issues of team member performance becomes an issue.

Email

All Texas A&M students should use their Texas A&M University email accounts when emailing the instructor and teaching assistants. I may also send out class announcements via the University email system as well. It is your responsibility to check your official TAMU email account regularly.
Student Support

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 Room B118 of Cain Hall. The phone number is 845-1637.

Services for Students with Disabilities
Room B118 of Cain Hall, 845-1637 or on the web at http://disability.tamu.edu/

There are numerous other student support organizations on campus including

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

University Writing Center

Scholastic Dishonesty

It is our hope that academic dishonesty will not be a problem in this class. Texas A&M does, however, have a Scholastic Dishonesty policy to which both students and faculty must comply. If you have any questions about the University’s Scholastic Dishonesty policy please review the Student Rules or see me. The Aggie Honor program is the new program that will handle all cases of academic dishonesty. http://aggiehonor.tamu.edu.

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

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, http://student-rules.tamu.edu, under the section “Scholastic Dishonesty.”

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

A tentative course schedule follows on the next page.
# Course Schedule

<table>
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<th>Week</th>
<th>Lecture Topics</th>
<th>Exams</th>
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<td>1</td>
<td>Introduction to the Class &amp; Spatial Databases</td>
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<td>2</td>
<td>Data Modeling</td>
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<td>Data Modeling &amp; Geodatabases</td>
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<td>Structured Query Language (SQL)</td>
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<td>PROPOSAL STATUS REPORT I</td>
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<td>Indexing &amp; Performance</td>
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<td>9</td>
<td>Enterprise Spatial Databases</td>
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<td>Service Oriented Architectures</td>
<td>MIDTERM 2</td>
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<td>11</td>
<td>Publishing &amp; Consuming Spatial Data</td>
<td>PROPOSAL STATUS REPORT II</td>
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<td>12</td>
<td>Standards and Metadata Versioning &amp; Maintenance</td>
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<tr>
<td>13</td>
<td>Legal Issues, Trends, and the Future of Spatial Databases</td>
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<tr>
<td>14</td>
<td>Class Wrap-up /Review</td>
<td>PROJECT PRESENTATIONS &amp; REPORT</td>
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<tr>
<td>TBD</td>
<td>Wrap-up /Review</td>
<td>FINAL EXAM</td>
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*I reserve the right to make changes to the course schedule*

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# Copyright Policy

All materials used in this class are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:  [✓] Undergraduate  [ ] Graduate  [ ] First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Select or Type Department/Program Name
   GEOL 102 Principles of Geology Laboratory
3. Course prefix, number and complete title of course:
   GEOL 102 Principles of Geology Laboratory
4. Catalog course description (no to exceed 50 words):
   Laboratory exercise-based introduction to the physical and chemical nature of the Earth and dynamic process that shape it; rock and mineral types; topographic and geologic maps; a complement to the lecture course GEOL 101, but may be taken independently.
5. Prerequisite(s):
   Cross-listed with:  [ ]
   Stacked with:  [ ]
   Cross-listed courses require the signature of both department heads.
6. Is this a variable credit course?  [ ] Yes  [✓] No
   If yes, from ______ to ______
7. Is this a repeatable course?  [✓] Yes  [ ] No
   If yes, this course may be taken ______ times.
   Will this course be repeated within the same semester?  [ ] Yes  [✓] No
8. Will this course be submitted to the Core Curriculum Council?  [✓] Yes  [ ] No
9. How will this course be graded?  [✓] Grade  [ ] S/U
   [ ] P/F (Credit/No Credit)
10. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in History)
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in Geography)
       all undergraduates
11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
12. [✓] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).
13. Prefix  Course #  Title (excluding punctuation)
    GEOL 102  Principles of Geology Laboratory
    Lecture  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  FICE Code
    0  2  0  1  40.0801  [ ] 10  -  16  0  0  3  3  3  2
    Approval recommended by:
    [Signature]  [Signature]  [Date]  [Date]
    Department Head or Program Chair (Type Name & Sign)
    Chair, College Review Committee  [Date]
    Dean of College  [Date]
    Department Head or Program Chair (Type Name & Sign)
    (if cross-listed course)
    Submitted to Coordinating Board by:
    [Signature]  [Date]  [Effective Date]
    Chair, GC or UCC

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 07/14
Course title and number: GEOL 102: Principles of Geology Laboratory
Term: Fall 2016
Meeting times and location:

Course Description and Prerequisites

This is a laboratory exercise-based introduction to the physical and chemical nature of the Earth and dynamic processes that shape it. This class complements the lecture course GEOL 101, but may be taken as a standalone course.

Prerequisites: none

Learning Outcomes

Students will learn how to use and express geological knowledge through individual and group lab exercises that will also develop the following core skills. Students will be assessed on both knowledge and skills in exercises and tests in lab. (For instance, students may be asked to work in groups to identify specific rocks that would record information about the tectonic history of a region, analyze a map showing the distribution of their selected rocks, and then report their findings in writing.)

- Think critically about geological problems by 1) identifying data and areas of uncertainty, 2) distinguishing between data that are relevant and irrelevant to specific problems, and 3) logically testing hypotheses.
- Communicate about geological problems by 1) organizing written and oral discussions in order to emphasize relevant data and provide a logical flow to a well-supported conclusion, and 2) supporting written text with well-chosen diagrams or illustrations.
- Use empirical and quantitative skills to solve geological problems by 1) constructing and analyzing graphs, 2) describing three-dimensional structures or surfaces from two-dimensional representations (e.g. maps or projections), and 3) identifying patterns or trends from historical data.
- Work in teams to solve geological problems by 1) recognizing different points of view, 2) designing and executing plans to test or reconcile opposing hypotheses, and 3) identifying and reporting areas of uncertainty that prevent consensus.

Textbook and/or Resource Material

Busch, Physical Geology Laboratory Manual, Custom edition for Texas A&M

Grading Policies

Grades will be assigned based on the following assessments:

- Quizzes: 30%
- Project: 10%
- Exercises: 20%
- Midterm: 20%
- Final: 20%

Numerical grades will be converted to a letter grade as follows: 90.0–100.0 = A, 80.0–89.9 = B, 70.0–79.9 = C, 60.0–69.9 = D, <60.0 = F.
Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug. 31-Sept. 4</td>
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<tr>
<td>2</td>
<td>Sept. 7-Sept. 11</td>
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<td>Sept. 14-Sept. 18</td>
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<td>Sept. 21-Sept. 25</td>
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<td>Nov. 23-Nov. 27</td>
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<td>14</td>
<td>Nov. 30-Dec. 4</td>
</tr>
</tbody>
</table>

Aggie Honor Code

"An Aggie does not lie, cheat, or steal or tolerate those who do." For more information, see Honor Council Rules and Procedures. http://www.tamu.edu/aggiehonor Academic integrity is an essential force in the academic life of a university. It enhances the quality of education and celebrates the genuine achievements of others. It is, without reservation, a responsibility of all members of the Texas A&M University Community to actively promote academic integrity. Apathy or acquiescence in the presence of academic dishonesty is not a neutral act -- failure to confront and deter it will reinforce, perpetuate, and enlarge the scope of such misconduct. http://aggiehonor.tamu.edu

Plagiarism

All materials used in this class are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.

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 it destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, http://student-rules.tamu.edu/, under the section "Scholastic Dishonesty."

Disability Statement

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

Absence Policy
This class will follow the University's policy for excused absences. For more information, please see Section 7 of the student rules: http://student-rules.tamu.edu
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2015 Core Curriculum

1. This request is submitted by (department name): Geology and Geophysics

2. Course prefix and number: GEOL 102

3. Texas Common Course Number: GEOL 1103

4. Complete course title: Principles of Geology Laboratory

5. Semester credit hours: 1

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

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

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

9. Number of class sections per semester: 4 to 6

10. Number of students per semester: 600 to 1000

11. Historic annual enrollment for the last three years: 1675 1540 1152

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

12. Submitted by:
   
   [Signature] 11/12/15

   Course Instructor

   Date

   Approvals:
   
   [Signature] 11/12/15

   Department Head

   Date

   15. College Dean/Designee

   [Signature] 11/16/15

   Date

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

See form instructions for submission/approval process.
Texas A&M University  
Core Curriculum  
Initial Request for a Course Addition to the Fall 2016 Core Curriculum

Foundational Component Area: Life and Physical Sciences

In the box below, describe how this course meets the Foundational Component Area description for Life and Physical Sciences. Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

Since geology is a science that is particularly dependent on understanding the evolution of three-dimensional structures and on the physical nature of natural samples (rocks, minerals, fossils), Geology 102 is a hands-on laboratory course designed to introduce students to the scientific method and the physical and chemical nature of the Earth using teaching aids, real-world data sets and quantitative exercises.

---

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

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

Students will think critically about geological problems by 1) distinguishing relevant data for a specific problem 2) identifying areas of uncertainty, and 3) logically testing hypotheses. Exercises require students to apply fundamental principles to solve real world problems through observation of natural Earth materials and interpretation of data sets, geologic maps and three-dimensional drawings of the subsurface.

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

Students communicate about geological problems by 1) organizing written and oral discussions in order to emphasize relevant data and provide a logical flow to a well-supported conclusion, and 2) supporting written text with well-chosen diagrams or illustrations. Visual communication is a critical part of the geologic sciences. Exercises require students to visualize Earth structures and materials in two and three dimensions, as well as how they move and deform through time. Students will visually communicate three-dimensional objects in two-dimensional planes (maps).

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

Students will solve quantitative geological problems by 1) constructing and analyzing graphs (e.g., phase diagrams or stream profiles), 2) describing three-dimensional structures or surfaces from two-dimensional representations (e.g., maps or projections), and 3) identifying patterns or trends from data.
Texas A&M University
Core Curriculum

Initial Request for a Course Addition to the Fall 2016 Core Curriculum

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

Students will collaborate in small groups to synthesize real world data to solve geological problems (e.g., development of theory of plate tectonics; strategies for hazard mitigation and sustainable resource use). Group work requires them to communicate (oral, written and visually), learn from each other’s knowledge and consider different perspectives in order to reach consensus on conclusions.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (DGS, JD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Mathematics
3. Course prefix, number and complete title of course:
   Math 140, Mathematics for Business & Social Sciences
4. Catalog course description (not to exceed 50 words):
   The application of common algebraic functions, including polynomial, exponential, logarithmic, and rational, to problems in business, economics, and the social sciences is addressed. The applications include mathematics of finance, including simple and compound interest and annuities; systems of linear equations; matrices; linear programming; and probability, including expected value. No credit will be given for more than one of MATH 140, MATH 141 and MATH 106.

5. Prerequisite(s):
   High school algebra I and II and geometry.

6. Is this a variable credit course? ☐ Yes ☑ No
   If yes, from ______ to ______
7. Is this a repeatable course? ☐ Yes ☑ No
   If yes, this course may be taken ______ times.
8. Will this course be repeated within the same semester? ☐ Yes ☑ No
9. Will this course be submitted to the Core Curriculum Council? ☑ Yes ☐ No
10. How will this course be graded? ☑ Grade ☐ S/U ☑ P/F (CLMO)

This course will be:
  a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
  b. an elective for students enrolled in the following degree program(s) (e.g., M.S. Ph.D. in geography)

If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix  Course #  Title (excluding punctuation)
    MATH  140  MATH FOR BUSINESS & SOCIAL SCI

<table>
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<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
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<td>0 0 3 6 3 2</td>
</tr>
</tbody>
</table>

Approval recommended by:
Dr. Paulo Lima-Filho

Department Head or Program Chair (Type Name & Sign) Date
Chair, College Review Committee

Department Head or Program Chair (Type Name & Sign) Date
Dean of College

Submitted to Coordinating Board by:
Chair, cur or UCC Date

Associate Director, Curricular Services Date Effective Date
Math 140 - Mathematics for Business & Social Sciences
Fall 2016

Instructor:  Dr. Staff

Office Hours:  TBA

Email:  unknown_yet@tamu.edu. Include your full name and class/section number in any email

Webpage:  TBA

Catalog Description:
Math 140: Mathematics for Business & Social Sciences (Credit 3)
(MATH 1324) The application of common algebraic functions, including polynomial, exponential, logarithmic, and rational, to problems in business, economics, and the social sciences are addressed. The applications include mathematics of finance, including simple and compound interest and annuities; systems of linear equations; matrices; linear programming; and probability, including expected value. No credit will not be given for more than one of MATH 140, MATH 141 and MATH 166.
Prerequisites:  High school algebra I and II and geometry.

Learning Outcomes:

Upon successful completion of this course, students will:
1.  Apply elementary functions, including linear, quadratic, polynomial, rational, logarithmic, and exponential functions to solving real-world problems.
2.  Solve mathematics of finance problems, including the computation of interest, annuities, and amortization of loans.
3.  Apply basic matrix operations, including linear programming methods, to solve application problems.
4.  Demonstrate fundamental probability techniques and application of those techniques, including expected value, to solve problems.
5.  Apply matrix skills and probability analyses to model applications to solve real-world problems.

Core Objectives

Critical Thinking
•  Students will carefully examine and interpret statements to determine equivalent mathematical notation and/or equations.
•  Students will think logically in order to set up a system of equations and solve a word problem.
•  Students will analyze given information to set up a linear programming problem, including a system of linear inequalities.
•  Students will use inquiry to determine if a solution exists to a linear programming problem.
•  Students will understand the difference between odds and the probability of an event, and be able to determine one given the other.
•  Students will understand the difference between simple and compound interest and when to use each.
Communication Skills

- Students will express mathematical concepts both abstractly with equations and in writing.
- Students will exhibit functions, as well as solutions to linear inequalities, graphically.
- Students will explain why a matrix operation is possible or not, and interpret the meaning of the entries of the resulting matrix when the operation makes sense.
- Students will solve linear programming problems graphically and with matrices.
- Students will answer questions during lecture concerning topics discussed in class.

Empirical and Quantitative Skills

- Students will develop business-related mathematical models from given data, such as cost, revenue, profit, supply, demand, or depreciation.
- Students will create empirical probability distributions based on a given set of data.
- Students will use statistics to make informed conclusions about real-world problems, such as determining the premium for an insurance policy.
- Students will use effective interest rates to select the best loan or savings option.
- Students will analyze financial information to make decisions regarding everyday applications, such as loan payments, annuities, amortizations, or sinking funds.

Required Materials:

- **Textbook**: *Finite Mathematics and Calculus with Applications, 9th ed.* by Lial, Greenwell and Ritchey

- **Calculator**: A TI-83, TI-84 (Regular, Plus or Silver edition) or the TI-Nspire (non-CAS version) calculator is **REQUIRED** and you must bring your calculator to each class. If you want to use a calculator other than those listed, it may not perform symbolic mathematics and you must have my permission to do so.

- **Texas A&M Student ID**: You must bring your student ID to class with you.

- **WebAssign Account Access Code**: We will be using the online system WebAssign in this class. In order to have a WebAssign account, you must purchase an access code. Access codes will be purchased directly from WebAssign online. For access code purchasing information, please visit [http://www.math.tamu.edu/courses/eHomework/](http://www.math.tamu.edu/courses/eHomework/)

Grading:

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<th>Component</th>
<th>Weight</th>
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<tr>
<td>Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Daily Grades (may include homework and class activities)</td>
<td>15%</td>
</tr>
<tr>
<td>Three In-Class Exams</td>
<td>15% each</td>
</tr>
<tr>
<td>Cumulative Final Exam</td>
<td>25%</td>
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</tbody>
</table>

**Required Averages:** A 90–100%  B 80–89%  C 70–79%  D 60–69%  F 0–59%

Tentative Exam Schedule:

<table>
<thead>
<tr>
<th>Exam</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam I</td>
<td>End of week 5</td>
</tr>
<tr>
<td>Exam II</td>
<td>End of week 9</td>
</tr>
<tr>
<td>Exam III</td>
<td>End of week 13</td>
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</tbody>
</table>
Final Exams: Time TBA (see the academic calendar when posted)

Attendance & Make-up Policy: Attendance is required in this class.

No make-up exams or late assignments are possible /accepted without a University-approved excused absence (see the Texas A&M University Student Rules).

An absence for a non-acute medical service or regular check-up does not constitute an excused absence.

To be excused, you must notify me in writing prior to the date of absence if possible. Consistent with Texas A&M Student Rules, in cases where advance notification is not feasible (e.g. accident, or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class.

For injury or illness too severe or contagious to attend class, you must provide confirmation of a visit to a health care professional affirming date and time of visit. The Texas A&M University Explanatory Statement for Absence from Class form will not be accepted. It is the student's responsibility to schedule a make-up in a timely manner.

Homework: Homework will be both online and written assignments.

Quizzes: In-class quizzes will typically occur once per week.

Extra Help & Preparing for Exams

Office Hours: Please attend office hours for additional one-on-one help.

Week-in-Review: The Week-in-Review is a review session for all Math 140 students once per week to review the topics of the previous week and to provide additional examples. Time, location, and notes will be announced.

Practice: In addition to the WIR problems, I strongly recommend that you practice extra problems on your own from the book. See the suggested homework list on my webpage.

Help Sessions: Help sessions are an opportunity for you to ask questions and get help with your homework. The schedule is at

http://www.math.tamu.edu/teaching/helpsession/helpsessions.html

Copyright:
All exams, printed handouts and/or assignments, and web-materials are protected by U.S. Copyright Laws. No multiple copies can be made without my written permission. No exams or assignments may be shared with anyone outside of the class.
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 TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: http://aggichonor.tamu.edu

American with Disabilities Act (ADA) 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 845-1637. For additional information visit http://disability.tamu.edu

Tentative Schedule: All changes will be announced in class or on the web or via e-mail.

Week 1 – Lines, Basic Matrices, Matrix Operations
Week 2 – Matrix Multiplication, Applications and Interpretation, Linear Functions and Applications (Cost, Revenue, Profit, Supply, Demand, Regression)
Week 3 – Solving Systems of Equations Graphically and by Substitution, Augmented Matrices, Gauss-Jordan
Week 4 – RREF, Writing Infinite Solutions, Word Problems, Inverse Matrices, Leontief
Week 5 – Review, Exam 1
Week 6 – Graphing Inequalities, Setting up Linear Programming Word Problems, Method of Corners
Week 7 – Simplex Method (Max, Min), Sample Spaces, Events
Week 8 – Basic Probability, Random Variables, Probability Distributions, Expected Value, Decision Analysis, Fair Games
Week 9 – Review, Exam 2
Week 10 – Domain, Function Notation, Basic Functions, Shifts of Basic Functions, Quadratics, Applications of Quadratics
Week 11 – Polynomial Functions, Rational Functions, Asymptotes, Exponential Functions
Week 12 – Log Functions, Applications, Review
Week 13 – Exam 3 (Note: Thanksgiving falls during this week.)
Week 14 – Finance
Week 15 – Finance, Review for Final Exam
Supporting statement for the creation of Math 140:

All but three departments at our University will accept Texas common course Math 1324 as satisfying three hours of core curriculum math for their degree plans. Since we do not have a course equivalent to Math 1324, we felt the creation of such a course was necessary for our transfer students. We have created Math 140 as this equivalent.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus. •

Form Instructions:

1. Course request type:
   - [ ] Undergraduate
   - [ ] Graduate
   - [ ] First Professional (DDS, MD, JD, Ph.D., DVM)

2. Request submitted by (Department or Program Name):
   Texas A&M Institute for Neuroscience
   NRSC 350 Science of Mind & Brain

3. Course prefix, number and complete title of course:

4. Catalog course description (not to exceed 50 words):
   Research in cognitive neuroscience: methodological advances that enable the study of the human brain safely in the laboratory; complex aspects of the mind like emotion, social behavior, and consciousness.

5. Prerequisite(s):
   - Junior or senior classification
   - Cross-listed with:
     | Junior or senior classification | Stacked with: |
     |---------------------------------|--------------|
     | PSYC 350                       |              |

   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course?
   - [ ] Yes
   - [ ] No

   If yes, from _____ to _____

7. Is this a repeatable course?
   - [ ] Yes
   - [ ] No

   If yes, this course may be taken _____ times.

   Will this course be repeated within the same semester?
   - [ ] Yes
   - [ ] No

8. Will this course be submitted to the Core Curriculum Council?
   - [ ] Yes
   - [ ] No

9. How will this course be graded?
   - [ ] Grade
   - [ ] S/U
   - [ ] P/F (CLMD)

10. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

B.A., B.S. in Psychology; Minor in Neuroscience

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix | Course # | Title (excluding punctuation)
           |          | NRSC 350 Science of Mind & Brain

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<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
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Approval recommended by:

Dr. Jane Welsh
Department Head or Program Chair (Type Name & Sign) Date

Chair, Dean of College Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8320 or sandra.williams@tamu.edu.
Curricular Services – 07/14

Received Nov 17, 2015 Curricular Services
PSYC/NRSC 350 Science of Mind & Brain
Spring 2017 MWF 3-3:50PM
Room: Psychology Building 336

Course description
Research in cognitive neuroscience; methodological advances that enable the study of the human brain safely in the laboratory; complex aspects of the mind like emotion, social behavior, and consciousness.
Prerequisites: Junior or senior standing

Course overview
This course is an introduction to the field of cognitive neuroscience. Cognitive neuroscience combines cognitive psychology and cognitive science with biology and neuroscience. It has emerged as a distinct enterprise only recently and has been driven by methodological advances that enable the study of the human brain safely in the laboratory. Early on, cognitive neuroscience sought to understand well understood aspects of cognition like memory and attention. More recently, cognitive neuroscience has sought to understand complex aspects of the mind like emotion, social behavior, and consciousness.

Learning outcomes
By the end of this course, students should be able to:
- Analyze the major methods used for imaging the brain.
- Critically evaluate the use of brain imaging in popular science.
- Describe how the mind and brain control behavior, from actions, emotion, and complex decisions.
- Describe how damage to even small parts of the brain can lead to complex and damaging changes to behavior.

Instructor information
Joseph M. Orr, Ph.D.
Assistant Professor of Psychology
Psychology Building Room 291
Office Hours: Tues 12-1p and Thurs 11-12p or by appointment.
Email: joseph.orr@tamu.edu
Phone: tbd (email greatly preferred)

Textbook and/or resource materials
Other papers and videos will be posted to the course website on ecampus.

Course website
The syllabus, study guides, readings, and test grades will be posted on ecampus (http://ecampus.tamu.edu).

Course Requirements
1) Exams: (95 points) There will be three exams throughout the semester, two mid-term exams and a comprehensive final exam. The two mid-term exams are each worth 25% of your final grade. The final exam is worth 45% of your final grade. The final exam will cover material presented in the whole semester, but will contain more material from the final ½ of the course. The final exam will occur on the scheduled final exam date (Monday May 9th, 10:30am - 12:30pm). If you have three final exam scheduled in the same day you must request rescheduling through the dean, but you should let me know ASAP (see
http://student-rules.tamu.edu/rule08). Exams will be multiple-choice and short answer/free response and will cover material presented in class and in required readings listed below. All exams will start promptly at the beginning of class and you will not be allowed to take the exam if you arrive more than 20 minutes late or after the first person to finish leaves the classroom, whichever happens first. Make up exams require the appropriate documentation of a University-approved absence (see section on absences below) and will consist of multiple-choice and short-answer questions. Make up exams for the two midterms must occur within a week from the last day of the excused absence period. A make-up exam for the final must occur during office hours before the end of the semester. If you believe that an item on a test was incorrectly counted wrong, you have a week from the time that grades are posted to protest your grade. To protest a grade, you should send me a thoughtful written response regarding why you think your answer should be counted as correct.

For each exam, you will need to bring a gray scantron form (8 1/2 X 11”) and a #2 pencil. Grades will be posted as soon as possible on ecampus (http://ecampus.tamu.edu).

2) Participation: (5 points) You will learn the most by actively participating in class discussions and by asking questions when you do not understand something. In fact, many cognitive psychology studies demonstrate that actively engaging in discussion of to-be-learned material can dramatically improve your ability to remember the material. So, speak up and participate whenever you can! If you do not feel comfortable speaking in class I will also consider your participation via email, the course website, and office hours.

Grading scale
A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = below 60

Course Policies
Attendance: It will be very difficult for you to do well in this course if you do not attend class regularly. My lectures will often go into greater detail than that provided by the text, and will include applications of the topic. My expectation is that you will be reading the textbook prior to coming to class. In addition, your overall learning experience will be greatly enhanced if you keep up with the assigned readings. Please note that you will be tested on materials from class and from your readings. 5 percent of your grade will be based on discussion participation. You can’t participate if you are not in class!

Absences: “Except in the case of the observance of a religious holiday, to be excused [for an absence] the student must notify the instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g. accident, or emergency) the student must provide notification by the end of the second working day after the [final day of their] absence. This notification should include an explanation of why notice could not be sent prior to the class. Accommodations sought for absences due to the observance of a religious holiday can be sought either prior or after the absence, but not later than two working days after the absence. If needed, the student must provide additional documentation substantiating the reason for the absence that is satisfactory to the instructor, within one week of the last date of the absence.” See http://student-rules.tamu.edu/rule07

Classroom environment: 1. Please be on time; late-comers are frowned upon. This is a small class and late arrivals will be disruptive. 2. Don’t pack up your belongings early; I promise to end class promptly at 3:50p. Again, with the small class size, arrivals/departures will be disruptive. If you anticipate having to leave class early, as a courtesy to
me and your fellow classmates, please let me know before class begins. 3. Unless you are expecting an emergency phone call, please turn off cell phones and other devices that might disturb class. Any use of an electronic communication device without instructor permission during an exam could result in a failing grade for the course.

**Academic Integrity Statement and Policy:** “An Aggie does not lie, cheat or steal, or tolerate those who do.”
http://aggiehonor.tamu.edu/ Any suspected violations will be reported to the Aggie Honor System Office.

**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.

**Diversity Statement**
Respect for cultural and human biological diversity are core concepts of Psychology. In this course, each voice in the classroom has something of value to contribute to class discussion. Please respect the different experiences, beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. The Psychology Department supports the Texas A&M University commitment to Diversity, and welcomes individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences (See http://diversity.tamu.edu).

**Schedule of topics and assignments**

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topics &amp; Objectives</th>
<th>Reading/Activity</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Overview/Syllabus Review</td>
<td>Ch 1</td>
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<tr>
<td></td>
<td>What is cognitive neuroscience?</td>
<td></td>
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<td></td>
<td>Basic brain anatomy</td>
<td>Ch 2</td>
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<tr>
<td>2</td>
<td>How is the brain organized? Brain regions and systems</td>
<td>O'Reilly, TINS</td>
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<td></td>
<td>Evolution of the brain - What makes humans human?</td>
<td>Gazzaniga, Ch 1</td>
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<tr>
<td></td>
<td>Electrophysiology of the brain - Animal and human methods</td>
<td>Ch 3</td>
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<tr>
<td>3</td>
<td>Brain imaging - Animal and human methods</td>
<td>Ch 4</td>
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<tr>
<td></td>
<td>Brain imaging interactive session</td>
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<td>4</td>
<td>Neuropsychology: Lesions and brain stimulation</td>
<td>Ch 5</td>
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<td></td>
<td>The plastic brain</td>
<td>Gazzaniga, Ch 2</td>
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<tr>
<td></td>
<td>Cognitive neuroscience study design</td>
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<tr>
<td><strong>Exam 1</strong></td>
<td></td>
<td><strong>Exam</strong></td>
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<tr>
<td>5</td>
<td>Basic vision - How does the brain see?</td>
<td>Ch 6</td>
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<td></td>
<td>Ventral visual pathway - What do I see?</td>
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<td></td>
<td>Dorsal visual pathway - Understanding the where of the world</td>
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<td>6</td>
<td>The auditory system - Music to my ears brain</td>
<td>Ch 10</td>
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<td></td>
<td>The speaking brain</td>
<td>Ch 11</td>
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<td>The reading brain</td>
<td>Ch 12</td>
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<td>7</td>
<td>Bottom-up attention - How is our attention captured?</td>
<td>Ch 7</td>
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<td>Top-down attention - How do we pay attention?</td>
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<td></td>
<td>Spatial neglect - Examples from neuropsychology</td>
<td>Gazzaniga Ch 3 Excerpts</td>
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<td>8</td>
<td>ADHD and reading disorders</td>
<td>Numerical processing: $2+2=?$</td>
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<tr>
<td>9</td>
<td>Voluntary control of action</td>
<td>Motor system: Brain to Limb</td>
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<td></td>
<td><strong>Exam 2</strong></td>
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<td></td>
<td>Skill acquisition: T-ball to Pro Ball</td>
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<tr>
<td>10</td>
<td>Exam Review and Mid-term synopsis</td>
<td>The hippocampus remembers: Insights from neurosurgery</td>
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<td></td>
<td></td>
<td>Long-term memory: Storage and retrieval of memories</td>
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<td>11</td>
<td>Working-memory: RAM of the brain</td>
<td>The prefrontal cortex as the CPU of the brain</td>
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<td></td>
<td>Flexible control of behavior</td>
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<td>12</td>
<td>Multitasking: A myth?</td>
<td>Reasoning</td>
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<td></td>
<td>Decision Making</td>
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<tr>
<td>13</td>
<td>Reward processing: Sex, drugs, and rock n roll</td>
<td>Social processing - Who am I? Who are you?</td>
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<td>Emotion in the brain</td>
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<td>14</td>
<td>Consciousness</td>
<td>The developing and aging brain</td>
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<td>Student choice: Brain training, brain disorders, neuroscience in the media</td>
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<td></td>
<td><strong>FINAL EXAM</strong></td>
<td>See final exam schedule (<a href="http://registrar.tamu.edu/Courses,-Registration,-Scheduling/Final-Exam-Schedule">http://registrar.tamu.edu/Courses,-Registration,-Scheduling/Final-Exam-Schedule</a>)</td>
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</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
- Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:  ☑ Undergraduate  ☐ Graduate  ☐ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Public Health Studies
   PHLT 484 Public Health Studies Field Experience
3. Course prefix, number and complete title of course:

4. Catalog course description (not to exceed 50 words):
   On the job training in the area of public health studies industry; development of objectives and goals; evaluation by supervisor required.

5. Prerequisite(s):
   Approval of instructor; junior or senior classification; PBB major with a minimum overall 3.0 TAMU GPA.

6. Is this a variable credit course?  ☐ Yes  ☑ No  If yes, from _____ to _____
7. Is this a repeatable course?  ☐ Yes  ☑ No  If yes, this course may be taken _____ times.
   Will this course be repeated within the same semester?  ☐ Yes  ☑ No
    Will this course be submitted to the Core Curriculum Council?  ☐ Yes  ☑ No
9. How will this course be graded:  ☑ Grade  ☐ S/U  ☑ P/F (CLMD)

10. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
       B.S., Public Health
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls-basics-for-distance-education).

13. Prefix  Course #  Title (excluding punctuation)
    PHLT  484  Public Health Studies Field Ex

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>HCE Code</th>
</tr>
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<tbody>
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<td>2414</td>
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<td>003632</td>
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</table>

Level 4

Approval recommended by:

Gilbert Ramirez  11-13-15  
Department Head or Program Chair (Type Name & Sign)

Ranjan Mehta  11/19/15  
Chair, College Review Committee

Jay Maddock  11/19/15  
Dean of College

Submitted to Coordinating Board by:
Chair, GC or UCC  
Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 07/14
Instructor Information

Course title and number: PHLT 484 Public Health Studies Field Experience
Term: Spring 2016
Meeting times and location: TBD

Instructor Name(s)

Teaching Assistant(s)
Telephone number: 979.436.XXX
Email address: TAMU email
Office hours: At least 5 on at least 2 days
Office location: SPH AXXX

Course Description

This course provides opportunities for learning and training experiences in the field of Public Health which are appropriate to the student's career goals; professional supervision required. Payment for the training/field experience is optional. The following are typical examples of jobs for which credit may be granted: Shadowing a public health professional (this should involve some contact with clients in practice setting); Working as a public health professional (employment as a program assistant); Working in public health research (employment in a research laboratory). The student will receive 3 hours of PHLT directed elective credit upon completion of the course requirements (Letter grade). If the student is obtaining 485 credit for the field experience, then 484 credit will not be granted.

Prerequisites

Approval of instructor, junior or senior classification, PHS major with a minimum overall 3.0 TAMU GPA.

Learning Outcomes and Course Objectives

By completing the class assignments, through participation and by completing the readings, the student will be able to:

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Learning Objective</th>
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<tbody>
<tr>
<td><strong>Program Goal 1. Understand the history, ethics, and traditions of the field of public health.</strong></td>
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</tr>
<tr>
<td>Describe the history, ethics, and traditions of public health to include its core values, concepts and functions in society.</td>
<td>• Objectives will be specific to student experience.</td>
</tr>
<tr>
<td><strong>Program Goal 2. Value the scope and nature of problems and challenges addressed by the field of public health.</strong></td>
<td></td>
</tr>
<tr>
<td>Describe socioeconomic, behavioral, biological, environmental and other factors that impact population health and</td>
<td>• Objectives will be specific to student experience.</td>
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<tr>
<td>Program Goal 3. Appreciate the breadth, depth and variety of intellectual and practical skills employed in the field of public health.</td>
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<tr>
<td>Illustrate basic concepts related to data in public health including, collection tools and methods, analysis, and reporting with understanding of why evidence-based approaches are essential.</td>
<td>• Objectives will be specific to student experience.</td>
</tr>
<tr>
<td>Employ basic intervention processes and approaches to address public health concerns of populations.</td>
<td>• Objectives will be specific to student experience.</td>
</tr>
<tr>
<td>Apply fundamental concepts and features of project implementation, including planning, assessment and evaluation.</td>
<td>• Objectives will be specific to student experience.</td>
</tr>
<tr>
<td>Identify basic concepts of legal, ethical, economic and regulatory dimensions public health and the roles, influences and responsibilities of government, private sector and other stakeholders.</td>
<td>• Objectives will be specific to student experience.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Program Goal 4. Appreciate the variety of communication methods and cultural competence required in the field of public health.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate basic concepts of public health-related communication, including culturally competent technical and professional writing and the use of other communication tools.</td>
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</tbody>
</table>

Textbook and/or Resource Material

None
Course Topics, Calendar of Activities, Major Assignment Dates

Topics and Activities will be specific to student experience

Grading Policies

Your final grade will consist of the following assignments:

1. **Sixty (60) documented hours of work experiences.** The PHLT 484 Instructor must approve the work before enrolling in the course. The attached form can be used to document the hours. (36 points)

2. **Field experience completion letter.** The student's supervisor must provide a letter certifying that the student has satisfactorily completed all the requirements of the field experience. The completion letter should be addressed to the PHLT 484 Instructor and should be on letterhead and signed by the student's supervisor. Comments by the supervisor are welcome, but not required. (32 points)

3. **Final written report.** The student must provide a brief overview of their PHLT 484 activities and summarize their overall experiences and impressions. Areas for discussion may include ascertained strengths, weaknesses, ethical struggles and any unique or unusual experiences. This report should be approximately one page in length (12 pt font, 1.5 line spacing, 1" top/bottom margins, 1.25" left/right margins). (32 points)

The grading scale will be as follows:

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

Due Date:

All assignments (documentation of work hours, completion letter and final report) are due by 4pm last class day of semester (e.g. before reading days). All work not turned in by this date and time will receive a grade of zero for that assignment and a final grade for the course will be assigned accordingly.

Attendance and Make-up Policies

**Attendance:** Attendance is expected in this class. All students are expected to arrive on time and be ready to actively participate in lecture every day.

A university-excused absence is the only excuse acceptable for missing an assignment credit. For information regarding what constitutes an excused absence, please see http://student-rules.tamu.edu/rule07. For absences related to illness, confirmation of a visit to a health care professional will be required. For other university-excused absences, please see your advisor to ascertain the documents needed to confirm your absence.

Unexcused assignments will result in a grade of a 0, for missed assignments.

If an absence is excused, the instructor will either provide the student an opportunity to make up any work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details (http://student-rules.tamu.edu/rule07)

The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.
Other absences may be excused at the discretion of the instructor with prior notification and proper documentation. In cases where prior notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class.

**Other Pertinent Course Information**

Every effort will be made to ensure that power point lecture files, notes, articles and assignments are available online in a timely manner. Written assignments will be delivered thru the eCampus course website. Handouts, changes in assignments or the schedule of class modules will be announced on the eCampus course webpage. E-mail contact will be initiated with all students the first week of class.

**eCampus**

If this course uses eCampus: Within the course’s eCampus site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects.

In order to access the course material you will need to go to login into [Howdy](http://howdy.tamu.edu) and then click the eCampus button on the top right or look for Quick Links on the bottom of the School’s homepage or go to [http://ecampus.tamu.edu](http://ecampus.tamu.edu) Please do not contact your instructor with technical problems. If you are having a technical problem with the course, review the [Blackboard Learn Tutorials](http://www.blackboard.com) (at the top-right of School’s Office of Academic Assessment and Instructional Technology website), or contact John C. Lingsweiler in the School's Office of Academic Assessment and Instructional Technology. John may be reached at (979) 436-9409 or at [linosweiler@sph.tamhsc.edu](mailto:linosweiler@sph.tamhsc.edu). For login issues (password not working), please contact TAMU Help Desk at [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu) via E-mail, or phone to (979) 845-8300. Your eCampus login is the same as your Howdy login (NetID).

**Computer Requirements for Online Courses**

For this and all online courses we recommend the minimum technical requirements outlined on our "SPH Computer Requirements for Online Courses" web page, located at [http://www.sph.tamhsc.edu/assessment-instructional/com-requirement.html?distance-education/technical-specifications.html](http://www.sph.tamhsc.edu/assessment-instructional/com-requirement.html?distance-education/technical-specifications.html)

All computing problems or other technical issues not related to eCampus, please contact:

- TAMHSC related account: [helpdesk@tamhsc.edu](mailto:helpdesk@tamhsc.edu) via E-mail, or phone to (979) 862-8029
- TAMU related account: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu) via E-mail, or phone to (979) 845-8300

**Important!!!** Save your work as you go along. Nothing is more discouraging than to lose an assignment due to a computer hang ups! You may want to also make hard copies of your work to have "proof" and save yourself time and trouble.

**Plagiarism Virtual Course**

Plagiarism is the leading form of academic dishonesty that the School of Public Health has to address. As a SPH student, you are responsible for knowing what plagiarism is and how to avoid it. All SPH students are automatically enrolled in Plagiarism Virtual Course on eCampus. This virtual course provides you with information and examples related to plagiarism in an effort to reduce the number of reported incidents. Please find a tutorial and resources under "Content." In addition, please find Turnitin, a software package that allows you to check whether you may have plagiarized your document. Please see Phuong Huynh: [phuong@sph.tamhsc.edu](mailto:phuong@sph.tamhsc.edu) for additional information.

**Reference Formatting**
All PHLT course writing assignments require students to use the APA referencing format. Students are encouraged to become familiar with referencing software (e.g. RefWorks or EndNote) but are responsible in ensuring appropriate citation styles are used.

TAMU Library Website on Citations: http://guides.library.tamu.edu/CitingSources

Purdue OWL APA Format Website: https://owl.english.purdue.edu/owl/resource/560/01/

Additional details on appropriate citation and how to avoid plagiarism can be found in the Virtual Plagiarism Course section of the syllabus.

End of Course Evaluation

Constructive feedback from students on course evaluations is taken very seriously at the School of Public Health. I am asking for your assistance in helping the School in its assessment of courses and faculty through your participation in the evaluation of your courses. As public health professionals you will one day have the responsibility to evaluate colleagues and health initiatives. The School views providing feedback on the School's courses as part of your professional responsibility.

SPH Mission

Our mission is to create and apply knowledge acquired from the disciplines of public health to the education of public health leaders and practitioners through our research, practice, and service in the state of Texas, nationally, and globally.

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

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Students are expected to adhere to all TAMUS, TAMU, HSC, and School policies regarding academic integrity and classroom conduct. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student’s responsibility to have a clear understanding of how to reference other individuals’ work, as well as having a clear understanding in general as to the various aspects of academic dishonesty. A tutorial on this issue is available at: http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html.

Information on the Aggie Honor Code can be found at http://aggiehonor.tamu.edu.

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

Copyright Statement
The materials used in this course are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted by the instructor.

**FERPA**

The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their HSC assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy. By enrolling in this course you agree to the following statement: “I understand that as a result of registering for this course, my HSC/Blackboard assigned e-mail address will be revealed to classmates and the instructor.”

**Equal Opportunity Statement**

The Texas A&M Health Science Center is an Equal Opportunity/ Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Officer by phone at (979) 436-9208, email hr@tamhsc.edu, or by mail at 200 Technology Way, College Station, TX 77845.

**DISCLAIMER**

This syllabus is representative of materials that will be covered in this class; it is not a contract between the student and the institution. It is subject to change. These changes will be communicated via email or posted as announcements. If you have any problems related to this course, please feel free to discuss them with the instructor.

**Title IX**

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Texas A&M University and the Texas A&M Health Science Center are committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, the University does not discriminate on the basis of sex in its education programs and activities, and it encourages any student or non-student who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individuals persons or offices listed below.

WHERE TO REPORT:
James Nachlinger,
Executive Director, Payroll and HR Services
Title IX Coordinator
979-436-9207
nachlinger@tamhsc.edu

The University encourages students to immediately consult with or report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to the TAMHSC Title IX Coordinator. Students may also report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to any School of Public Health administrator, university administrator, official or unit supervisor, who is then responsible for promptly notifying any of the above Title IX coordinators of the reported incident.
Texas A&M University
Departmental Request for a New Course
Undergraduate □ Graduate □ Professional
* Submit original form and attach a course syllabus.

Form Instructions:

1. Course request type: □ Undergraduate □ Graduate □ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Physics and Astronomy
3. Course prefix, number and complete title of course: PHYS 328 Experimental Physics II

4. Catalog course description (not to exceed 50 words):
   Laboratory experiments in modern physics and physical optics with an introduction to current, state-of-the-art recording techniques

5. Prerequisite(s): PHYS 225, 309, 327
   Cross-listed with: 
   Stacked with: 
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? □ Yes □ No 
   If yes, from _____ to _____

7. Is this a repeatable course? □ Yes □ No 
   If yes, this course may be taken _____ times.
   Will this course be repeated within the same semester? □ Yes □ No

8. Will this course be submitted to the Core Curriculum Council? □ Yes □ No

9. How will this course be graded? □ Grade □ S/U □ P/F (CLMD)

10. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
       BS in physics, BA in physics
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix □ Course # □ Title (excluding punctuation)

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Approval recommended by: George R Welch
Date: 12/3/2015

Chair, College Review Committee
Date: 12-4-75

Dean of College
Date: 

Chair, GC or UCE
Date: 

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 07/14
Physics 328: Experimental Physics 2 — Spring 2015

Course description: Laboratory experiments in modern physics and physical optics with an introduction to current, state-of-the-art recording techniques.

Prerequisites: PHYS 225; PHYS 309; PHYS 327.

Learning outcomes: Students will be able apply tools and techniques learned in the advanced laboratory. Students will be able to perform statistical analysis. Students will be able to present their results in writing and oral formats. Each student will choose one of the experiments to produce a formal paper written in the style of a PRL paper, as well as a presentation in the style of an APS talk. Students will be provided with example papers and talks and given feedback on initial drafts.

Instructor: Dr. Rupak Mahapatra, MIST 417, Phone: 229-4196. Email: mahapatra@physics.tamu.edu

Office Hours: TBA

Text: Experiments in Modern Physics, by Melissinos and Napolitano (optional).

Laboratory Notebook: Computation Book, Ampad #22-157. This exact model is absolutely required. No substitutions.

Grade Assignment:

- A: 90% ≤ total < 100%
- B: 80% ≤ total < 90%
- C: 70% ≤ total < 80%
- D: 60% ≤ total < 70%
- F: total < 60%

Course Topics and Calendar:

There will be 4 labs to be completed. Students will rotate through the labs, doing one each week. Lab notebooks will be due two days after the lab. Monday labs will be due on Wednesday, and Wednesday labs will be due on Friday. Notebooks will be returned before the next lab, with written feedback and grades.

Poster presentations will be done, as a group, towards the end of the semester. The final draft of the formal written paper will be due the last week of the class.

Approximate schedule:

<table>
<thead>
<tr>
<th>Week of</th>
<th>Activity</th>
<th>Percent Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 30</td>
<td>Overview and Lab 1</td>
<td>3%</td>
</tr>
<tr>
<td>April 6</td>
<td>Lab 2</td>
<td>3%</td>
</tr>
<tr>
<td>April 13</td>
<td>Lab 3</td>
<td>3%</td>
</tr>
<tr>
<td>April 20</td>
<td>Lab 4</td>
<td>3%</td>
</tr>
<tr>
<td>April 27</td>
<td>Poster Presentation</td>
<td>33%</td>
</tr>
<tr>
<td>May 4</td>
<td>Final Paper Due</td>
<td>35%</td>
</tr>
<tr>
<td>May 4</td>
<td>Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>
Attendance and Make-up Policy Students will need to have an attendance of at least 70% of the classes to pass the course. Students will be allowed to make up labs, for university approved excuses (http://student-rules.tamu.edu/rule07).

ADA 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 Room B118 of Cain Hall, 979-845-1637.

Academic integrity statement:
The Aggie Honor Code is "An Aggie does not lie, cheat, or steal or tolerate those who do." For more information, refer to the Honor Council Rules and Procedures on the web at http://aggiehonor.tamu.edu/.

The Executive Committee of the Faculty Senate recommends that instructors, particularly of lectures and labs at the freshman and sophomore levels, should include the following paragraphs in their first-day handout materials:

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

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

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."
Texas A&M University  
Departmental Request for a New Course  
Undergraduate • Graduate • Professional

Form Instructions

1. Course request type:  
   - [X] Undergraduate  - [ ] Graduate  - [ ] First Professional (M.D., J.D., PharmD., DVM)

2. Request submitted by (Department or Program Name):  
   Department of Physics and Astronomy

3. Course prefix, number and complete title of course:  
   PHYS 416 Physics of the Solid State

4. Catalog course description (not to exceed 50 words):  
   A survey of solid state physics; an introduction to crystal structures and the physics of electrons, lattice vibrations and photons; applications to semiconductors; magnetism; superconductivity; physics of nanostructures; brief introduction to selected current topics in condensed matter physics

5. Prerequisite(s):  
   PHYS 412 (quantum mechanics) and PHYS 304 (electricity and magnetism)

6. Is this a variable credit course?  
   - [ ] Yes  - [X] No  
   If yes, from _____ to _____

7. Is this a repeatable course?  
   - [X] Yes  - [ ] No  
   If yes, this course may be taken _____ times.

8. Will this course be repeated within the same semester?  
   - [ ] Yes  - [X] No

9. Will this course be submitted to the Core Curriculum Council?  
   - [X] Yes  - [ ] No

10. How will this course be graded?  
    - [X] Grade  - [ ] S/U  - [ ] P/F (CLMD)

11. This course will be:  
    a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

BA physics, BS physics

12. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

13. Prefix  
    Course #  
    Title (excluding punctuation)

<table>
<thead>
<tr>
<th>PHYS</th>
<th>416</th>
<th>PHYSICS OF THE SOLID STATE</th>
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</thead>
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<td>Lab</td>
<td>Other</td>
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Approval recommended by:  
George R Welch  
Department Head or Program Chair (Type Name & Sign)  
Date

Chair, College Review Committee  
Date

Dean of College  
Date

Submitted to Coordinating Board by:  
Date

Associate Director, Curricular Services  
Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
PHYS 416, Physics of the Solid State  
Fall, 2015 Syllabus  
Texas A&M University

This course will include a survey of solid state physics, including an introduction to crystal structures and the physics of electrons, lattice vibrations and phonons, applications to semiconductors, magnetism, superconductivity, and the physics of nanostructures, as well as a brief introduction to selected current topics in condensed matter physics.

Learning Outcomes: Students in this course will
1. Explain the relationships between chemical bonding and crystal structure.
2. Describe basic crystal structures and explain how they are represented mathematically.
3. Explain reciprocal space descriptions of periodic structures and Brillouin Zones.
4. Describe and explain the basic physics behind electronic band structures and phonon dispersion curves in simple crystalline materials.
5. Identify the underlying physical principles of more sophisticated modern electronic structure methods and electronic transport phenomena.
6. Differentiate the properties of the most important semiconductor materials and explain how these properties apply to electronic applications.
7. Analyze the materials properties affecting superconductivity, magnetism, and other selected topics in current condensed matter physics and demonstrate fluency with the language encountered in condensed matter and materials physics research.

Classes: TR 2:20-3:35

Instructor: J. H. Ross, email: ross@physics.tamu.edu  
Office: 448 MPHY  
Lab: B03 ENPH (845-7823)  
Office hours: TBA

Additional materials will be provided in class to supplement the readings in the text.  

Prerequisites: PHYS 412 (Quantum Mechanics) and PHYS 304 (Electricity & Magnetism) or equivalents.

Grading:  
Homework (most weeks) 30%  
Exam 1 20%  
Final Exam 25%  
Final paper/presentation 25%

Assignment of final grades according to point totals calculated using the percentages above will follow the scale, 80-100 A, 70-80 B, 55-70 C, 45-55 D, <45 F.

See http://student-rules.tamu.edu/rule07 for information on University-excused absences.

Exams: Will be open book and open notes. First exam will be in class and similar to homework. Final exam on the standard scheduled date during finals time.
**Final paper/presentation**: You will be asked to pick a topic based on current research in or applications of solid state physics. I will provide suggestions and work with you to choose a topic by the beginning of November. A short paper on this topic (length 5-10 pages, single spaced) should include at least 3 references to different sources (not including your text!). 2 references should be from current scientific literature. Also you will be asked to give a short presentation (30 minutes) of this topic to your colleagues in class. Papers will be due on the last day of class, but note that you may be asked to present your results the week before that.

**Expected schedule of classes and sections covered in Kittel text:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Section</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>8-31 to 9-4 Overview; crystals, forces, symmetry.</td>
</tr>
<tr>
<td>2</td>
<td>9-7 to 9-11 Crystal classification and symmetry.</td>
</tr>
<tr>
<td>3</td>
<td>9-14 to 9-18 Crystal symmetry continued; reciprocal lattice, diffraction.</td>
</tr>
<tr>
<td>4</td>
<td>9-21 to 9-25 Lattice vibrations, classical normal modes.</td>
</tr>
<tr>
<td>5</td>
<td>9-28 to 10-2 Lattice vibrations, phonons, thermal properties.</td>
</tr>
<tr>
<td>6</td>
<td>10-5 to 10-9 Free-electron model of metals.</td>
</tr>
</tbody>
</table>

**Exam 1: crystals and phonons; date TBA.**

<table>
<thead>
<tr>
<th>Week</th>
<th>Section</th>
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<tbody>
<tr>
<td>7</td>
<td>10-12 to 10-16 Electrons in metals; resistivity and transport.</td>
</tr>
<tr>
<td>8</td>
<td>10-19 to 10-23 Electron bandstructures.</td>
</tr>
<tr>
<td>9</td>
<td>10-26 to 10-30 Semiconductors: overview and electronic properties.</td>
</tr>
<tr>
<td>10</td>
<td>11-2 to 11-6 Semiconductors: defects, donors and acceptors.</td>
</tr>
<tr>
<td>11</td>
<td>11-9 to 11-13 Semiconductor device physics.</td>
</tr>
<tr>
<td>12</td>
<td>11-16 to 11-20 Magnetism, superconductivity.</td>
</tr>
<tr>
<td>13</td>
<td>11-23 to 11-24 Superconductivity continued</td>
</tr>
<tr>
<td>14</td>
<td>11-30 to 12-4 Selected current topics + presentations.</td>
</tr>
<tr>
<td>15</td>
<td>12-7 to 12-9 Continuation and review</td>
</tr>
</tbody>
</table>

**Final Exam, time/date TBA.**

**ADA 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](http://disability.tamu.edu).

**Academic honesty**: You should also know the Aggie Honor Code: “An Aggie does not lie, cheat, or steal or tolerate those who do.” and consult the Honor Council Rules and Procedures on the web, [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).
Texas A&M University

Departmental Request for a New Course
Undergraduate □ Graduate □ Professional
Submit original form and attach a course syllabus.

Form Instructions:

1. Course request type: □ Undergraduate □ Graduate □ First Professional (EDS, MEd, JD, PhamD, DVM)
2. Request submitted by (Department or Program Name): Department of Psychology
3. Course prefix, number and complete title of course: PSYC 350 Science of Mind & Brain

4. Catalog course description (not to exceed 50 words):
Research in cognitive neuroscience; methodological advances that enable the study of the human brain safely in the laboratory; complex aspects of the mind like emotion, social behavior, and consciousness.

5. Prerequisite(s):
Junior or senior classification
Cross-listed with: NREC 350
Stacked with: Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? □ Yes □ No
If yes, from ________ to ________

7. Is this a repeatable course? □ Yes □ No
If yes, this course may be taken ________ times.
Will this course be repeated within the same semester? □ Yes □ No

8. Will this course be submitted to the Core Curriculum Council? □ Yes □ No

9. How will this course be graded? □ Grade □ S/U □ P/F (CLMS)

10. This course will be:
a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
   B.A., B.S. in Psychology, Minor in Neuroscience

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
12. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix: PSYC 350 Science of Mind & Brain

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Approval recommended by:
Doug Woods
Department Head or Program Chair (Type Name & Sign) Date 10-24-15

Nancy Driscoll
Chair, College Review Committee Date 11-16-15

Jane Welsh
Department Head or Program Chair (Type Name & Sign) Date 10-24-15
(If cross-listed course)

Dean of College Date 11-18-15

Submitted to Coordinating Board by:
Chair, GC or UCC Date

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14

RECEIVED CURRICULAR SERVICES NOV 20 2015
PSYC/NRSC 350 Science of Mind & Brain
Spring 2017 MWF 3-3:50PM
Room: Psychology Building 336

Course description
Research in cognitive neuroscience; methodological advances that enable the study of the human brain safely in the laboratory; complex aspects of the mind like emotion, social behavior, and consciousness.
Prerequisites: Junior or senior standing

Course overview
This course is an introduction to the field of cognitive neuroscience. Cognitive neuroscience combines cognitive psychology and cognitive science with biology and neuroscience. It has emerged as a distinct enterprise only recently and has been driven by methodological advances that enable the study of the human brain safely in the laboratory. Early on, cognitive neuroscience sought to understand well understood aspects of cognition like memory and attention. More recently, cognitive neuroscience has sought to understand complex aspects of the mind like emotion, social behavior, and consciousness.

Learning outcomes
By the end of this course, students should be able to:
- Analyze the major methods used for imaging the brain.
- Critically evaluate the use of brain imaging in popular science.
- Describe how the mind and brain control behavior, from actions, emotion, and complex decisions.
- Describe how damage to even small parts of the brain can lead to complex and damaging changes to behavior.

Instructor information
Joseph M. Orr, Ph.D.
Assistant Professor of Psychology
Psychology Building Room 291
Office Hours: Tues 12-1p and Thurs 11-12p or by appointment.
Email: joseph.orr@tamu.edu
Phone: tbd (email greatly preferred)

Textbook and/or resource materials
Other papers and videos will be posted to the course website on ecampus.

Course website
The syllabus, study guides, readings, and test grades will be posted on ecampus (http://ecampus.tamu.edu).

Course Requirements
1) Exams: (95 points) There will be three exams throughout the semester, two mid-term exams and a comprehensive final exam. The two mid-term exams are each worth 25% of your final grade. The final exam is worth 45% of your final grade. The final exam will cover material presented in the whole semester, but will contain more material from the final ½ of the course. The final exam will occur on the scheduled final exam date (Monday May 9th, 10:30am - 12:30pm). If you have three final exam scheduled in the same day you must request rescheduling through the dean, but you should let me know ASAP (see
http://student-rules.tamu.edu/rule08). Exams will be multiple-choice and short answer/ free response and will cover material presented in class and in required readings listed below. All exams will start promptly at the beginning of class and you will not be allowed to take the exam if you arrive more than 20 minutes late or after the first person to finish leaves the classroom, whichever happens first. Make up exams require the appropriate documentation of a University-approved absence (see section on absences below) and will consist of multiple-choice and short-answer questions. Make up exams for the two midterm exams must occur within a week from the last day of the excused absence period. A make-up exam for the final must occur during office hours before the end of the semester. If you believe that an item on a test was incorrectly counted wrong, you have a week from the time that grades are posted to protest your grade. To protest a grade, you should send me a thoughtful written response regarding why you think your answer should be counted as correct.

For each exam, you will need to bring a gray scantron form (8 ½ X 11”) and a #2 pencil. Grades will be posted as soon as possible on ecampus (http://ecampus.tamu.edu/).

2) **Participation:** (5 points) You will learn the most by actively participating in class discussions and by asking questions when you do not understand something. In fact, many cognitive psychology studies demonstrate that actively engaging in discussion of to-be-learned material can dramatically improve your ability to remember the material. So, speak up and participate whenever you can! If you do not feel comfortable speaking in class I will also consider your participation via email, the course website, and office hours.

**Grading scale**

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

**Course Policies**

**Attendance:** It will be very difficult for you to do well in this course if you do not attend class regularly. My lectures will often go into greater detail than that provided by the text, and will include applications of the topic. My expectation is that you will be reading the textbook prior to coming to class. In addition, your overall learning experience will be greatly enhanced if you keep up with the assigned readings. Please note that you will be tested on materials from class and from your readings. 5 percent of your grade will be based on discussion participation. You can’t participate if you are not in class!

**Absences:** “Except in the case of the observance of a religious holiday, to be excused [for an absence] the student must notify the instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g. accident, or emergency) the student must provide notification by the end of the second working day after the [final day of their] absence. This notification should include an explanation of why notice could not be sent prior to the class. Accommodations sought for absences due to the observance of a religious holiday can be sought either prior or after the absence, but not later than two working days after the absence. If needed, the student must provide additional documentation substantiating the reason for the absence that is satisfactory to the instructor, within one week of the last date of the absence.” See http://student-rules.tamu.edu/rule07

**Classroom environment:** 1. Please be on time; late-comers are frowned upon. This is a small class and late arrivals will be disruptive. 2. Don’t pack up your belongings early; I promise to end class promptly at 3:50p. Again, with the small class size, arrivals/ departures will be disruptive. If you anticipate having to leave class early, as a courtesy to
me and your fellow classmates, please let me know before class begins. 3. Unless you are expecting an emergency phone call, please turn off cell phones and other devices that might disturb class. Any use of an electronic communication device without instructor permission during an exam could result in a failing grade for the course.

**Academic Integrity Statement and Policy:** “An Aggie does not lie, cheat or steal, or tolerate those who do.” [http://aggiehonor.tamu.edu/](http://aggiehonor.tamu.edu/) Any suspected violations will be reported to the Aggie Honor System Office.

**Americans with Disabilities Act (ADA) Policy Statement**
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**Diversity Statement**
Respect for cultural and human biological diversity are core concepts of Psychology. In this course, each voice in the classroom has something of value to contribute to class discussion. Please respect the different experiences, beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. The Psychology Department supports the Texas A&M University commitment to Diversity, and welcomes individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences (See [http://diversity.tamu.edu](http://diversity.tamu.edu)).

**Schedule of topics and assignments**

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topics &amp; Objectives</th>
<th>Reading/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Overview/Syllabus Review</td>
<td>Ch 1</td>
</tr>
<tr>
<td></td>
<td>What is cognitive neuroscience?</td>
<td></td>
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<tr>
<td></td>
<td>Basic brain anatomy</td>
<td>Ch 2</td>
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<tr>
<td>2</td>
<td>How is the brain organized? Brain regions and systems</td>
<td>O'Reilly, TINS</td>
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<tr>
<td></td>
<td>Evolution of the brain - What makes humans human?</td>
<td>Gazzaniga, Ch 1</td>
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<tr>
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<td>Electrophysiology of the brain - Animal and human methods</td>
<td>Ch 3</td>
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<tr>
<td>3</td>
<td>Brain imaging - Animal and human methods</td>
<td>Ch 4</td>
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<tr>
<td></td>
<td>Brain imaging interactive session</td>
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<td>4</td>
<td>Neuropsychology: Lesions and brain stimulation</td>
<td>Ch 5</td>
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<td>The brain</td>
<td>Gazzaniga, Ch 2</td>
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<td>Cognitive neuroscience study design</td>
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<td><strong>Exam 1</strong></td>
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<td>5</td>
<td>Basic vision - How does the brain see?</td>
<td>Ch 6</td>
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<td></td>
<td>Ventral visual pathway - What do I see?</td>
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<td>Dorsal visual pathway - Understanding the where of the world</td>
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<td>6</td>
<td>The auditory system - Music to my ears brain</td>
<td>Ch 10</td>
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<td></td>
<td>The speaking brain</td>
<td>Ch 11</td>
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<td>The reading brain</td>
<td>Ch 12</td>
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<td>7</td>
<td>Bottom-up attention - How is our attention captured?</td>
<td>Ch 7</td>
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<td>Top-down attention - How do we pay attention?</td>
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<td>Spatial neglect - Examples from neuropsychology</td>
<td>Gazzaniga Ch 3 Excerpts</td>
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<td>8</td>
<td>ADHD and reading disorders: Numerical processing: $2 + 2 = ?$</td>
<td>Ch 13</td>
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<td>9</td>
<td>Voluntary control of action: Motor system: Brain to Limb</td>
<td>Ch 8</td>
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<td><strong>Exam 2</strong></td>
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<td>Skill acquisition: T-ball to Pro Ball</td>
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<td>10</td>
<td>Exam Review and Mid-term synopsis</td>
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<td>The hippocampus remembers: Insights from neurosurgery</td>
<td>Gazzaniga Ch 46</td>
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<td>Long-term memory: Storage and retrieval of memories</td>
<td>Ch 9</td>
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<td>11</td>
<td>Working-memory: RAM of the brain</td>
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<td></td>
<td>The prefrontal cortex as the CPU of the brain</td>
<td>Ch 14</td>
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<td>Flexible control of behavior</td>
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<td>12</td>
<td>Multitasking: A myth?</td>
<td>Monsell paper</td>
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<td>Reasoning</td>
<td>Gazzaniga Ch 69</td>
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<td></td>
<td>Decision Making</td>
<td>Gazzaniga Ch 70</td>
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<td>13</td>
<td>Reward processing: Sex, drugs, and rock n roll</td>
<td>Wallis paper</td>
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<td>Social processing - Who am I? Who are you?</td>
<td>Ch 15</td>
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<td>Emotion in the brain</td>
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<td>14</td>
<td>Consciousness</td>
<td>Gazzaniga Excerpts</td>
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<td>The developing and aging brain</td>
<td>Ch 16</td>
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<td>Student choice: Brain training, brain disorders, neuroscience in the media</td>
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<td><strong>FINAL EXAM</strong></td>
<td>See final exam schedule (<a href="http://registrar.tamu.edu/Courses,-Registration,-Scheduling/Final-Exam-Schedule">http://registrar.tamu.edu/Courses,-Registration,-Scheduling/Final-Exam-Schedule</a>)</td>
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<td>Final Exam</td>
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</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate □ Graduate □ Professional
□ Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: □ Undergraduate □ Graduate □ First Professional (DNS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Hispanic Studies
3. Course prefix, number and complete title of course: SPAN 208 Spanish for Health Professionals I
4. Catalog course description (not to exceed 50 words): First half of a two-semester course sequence for intermediate level Spanish students interested in careers in the health professions; presentation and practice of the most important basic communication functions in patient-provider interaction.

5. Prerequisite(s): SPAN 102, or placement by exam
Cross-listed with: □ Yes □ No
Stacked with: □ Yes □ No
Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? □ Yes □ No
If yes, from _______ to _______
7. Is this a repeatable course? □ Yes □ No
If yes, this course may be taken _______ times.
Will this course be repeated within the same semester? □ Yes □ No
8. Will this course be submitted to the Core Curriculum Council? □ Yes □ No
9. How will this course be graded? □ Grade □ S/U □ P/F (CLMD)
10. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   SPAN 208 may be used as part of all degree plans in our department (a course at this level is required for all Spanish majors and departmental minors).
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
   Spanish majors; liberal arts majors taking Spanish as part of their foreign language requirement.

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
12. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th>SPAN</th>
<th>208</th>
<th>SPAN FOR HEALTH I</th>
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<tbody>
<tr>
<td>Lect.</td>
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<td>Other</td>
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Approval recommended by:

<table>
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<tr>
<th>Maria Irene Moyna</th>
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<tbody>
<tr>
<td>Department Head or Program Chair (Type Name &amp; Sign) Date</td>
</tr>
</tbody>
</table>

Department Head or Program Chair (Type Name & Sign) Date
(if cross-listed course)

Submitted to Coordinating Board by:

| Associate Director, Curricular Services |

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14

(Handwritten notes and signatures present on the form.)
SPAN 208: Spanish for Health Professionals (I)
Spring 2016

Instructor: N. Arizpe
Class meetings: Tue/Thurs, 8:00am-9:15am, 228 Academic Bldg.
Office: 129 A Academic Bldg.
Office hours: 11:00am-12:00pm, TR., or by appt.
Email address: n-arizpe@tamu.edu

Course Description
Spanish for the Health Professionals I is the first half of a two-semester course sequence for intermediate level Spanish students interested in careers in the health professions that involves presentation and practice of the most important basic communication functions in patient-provider interaction. Students will practice the Spanish sound system, grammar, vocabulary, and cultural lessons necessary to communicate and interact well with the Hispanic patient. SPAN 208 is equivalent to SPAN 201. 3 credit hours.

Prerequisites
SPAN 102, or placement exam

Methodology
This course stresses communication skills in Spanish. Every effort will be made to make this class student-centered. To help students succeed in this course, the class will engage in a variety of activities and assignments, including but not limited to activities such as the following:

- Practice and communication using vocabulary and grammar learned in oral and written modes
- Sociolinguistic practice and functions through communicative activities
- Authentic reading activities and exercises, such as pre- and post-reading
- Writing activities ranging from charting the vocabulary of the anatomy to writing dialogues for role-playing
- Integration of skills in projects and tasks
- Video/audio/computer exercises, presentation, and discussions

Learning Outcomes
By the end of the semester, students will:
1. Communicate effectively in most general interactions in a medical setting.
2. Express their ideas effectively in Spanish using appropriate level vocabulary and grammar structures.
3. Demonstrate an understanding of basic medical terminology in context.
4. Articulate the health concerns of the Latino patient.
5. Recognize, discern and analyze cultural signs that distinguish the attitude, expectations and
points of view of Hispanic patients living in the United States regarding medical emergencies,
ilness, medical treatments and interpersonal interactions with the health professional.

Required texts
Lunsford, Ernest J. *Salud! Introductory Spanish for Health Professionals.* Upper Saddle River:

Optional and very useful
Spanish/English, English/Spanish online translator: [www.wordreference.com](http://www.wordreference.com)
Online medical terminology dictionary: [www.medicalspanish.com](http://www.medicalspanish.com)

Lab online: *MySpanishLab – optional.* You may use these exercises to help you if you feel you
need to use them. If you use this program:
1) You need an Access Code to get started.
2) On your PC check MySpanishLab tune-up for browser specifications.
3) Perform the MySpanishLab browser tune-up immediately, and any time you start to
experience problems. Any other technological problems with MySpanishLab should be
handled by contacting their tech support at the first sign of trouble. If you have any
questions or issues registering for your course, please go to:
[http://247pearsoned.custhelp.com](http://247pearsoned.custhelp.com). Click CHAT on the top toolbar. Fill in the form and
click, SUBMIT. An IM box will open and a technical support assistant will be able to help
you with your specific issue.

Need help once you are enrolled in your instructor’s course? Once you are logged into your
MySpanishLab course and have any questions or issues, please click on the SUPPORT link in
the upper right hand corner of your course. If you need extra practice with the grammar, set
aside specific times each week and work on the online activities.

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](http://disability.tamu.edu).

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 may be required to state their
commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information, please visit:
http://aggiehonor.tamu.edu/.

Grading Scale
Grades will be assigned on the basis of the following scale:

A  90-100%  B  80-89%  C  70-79%  D  60-69%  F  0-59%

Assessment
Pre-Assessment of Oral Skills (not graded) in my office (129 A Academic Bldg.).......... 0%
Active Participation................................................................. 10%
Exams (3)..................................................................................... 30%
Role-playing.............................................................................. 30%
Post-Assessment of Oral Skills in my office......................................... 10%
Final Oral Presentation............................................................... 20%

Pre-Assessment of Oral Skills
At the beginning of the semester, each student will have an appointment with the instructor to assess his/her Spanish oral skills. There will be no assigned grade for this activity.

Active Participation
Active Participation means not only your physical presence in the classroom, but also your active contribution to the class and interaction with the instructor and classmates. It is especially important to be consistently prepared for and actively involved in the class meetings. Your instructor will use these meetings to review important concepts and practice speaking in Spanish. For this reason, it is important that you read the assigned pages before coming to class meetings. Your instructor will grade your participation and preparedness for class.

Exams
There will be 3 exams, each worth 10% of the total course grade. Each exam will cover the grammar, vocabulary, and cultural lessons studied.

Role-playing
Because effective oral communication is one of the primary goals of the Spanish for Health Professionals course sequence, there will be six communicative speaking tasks to assess your progress. Six times during the semester you will prepare and present dialogues/conversations that will help you practice sentence structure and develop your thinking in Spanish. These role-playing activities re-create common health professional and patient situations. The topics will be varied, but always with the goal of learning to communicate well with the Hispanic patient. There will be one for each chapter and the one with the lowest grade will be dropped. Each speaking activity will be assessed on the thoroughness and effort evident in the completion of the task.
Post Oral Skills Assessment
At the end of the semester, each student will have an appointment with the instructor and will be asked questions regarding the structures, vocabulary, and cultural lessons studied. For example, one question will be to greet a patient and ask how s/he is, ask what symptoms s/he has, and then end the appointment. Another question might be: How do you instill trust with a Hispanic patient at the onset of the appointment?

Final Oral Presentation
At the end of the semester, the students are to make an oral presentation in Spanish. The topic will be chosen by the students and will be health-related, with a focus on the Hispanic patient/client. For example, it could be informative about a specific illness or culturally pertinent as it relates to Hispanic health issues, or it could be a group presentation such as an appointment with a patient that incorporates the lessons learned during the semester.

Attendance
Each university-authorized absence beyond three will result in a 3% reduction of your final grade PER ABSENCE. Also, without a university-authorized excuse, (1) tardiness or leaving class early will be counted as ½ of an absence, and (2) arriving more than 15 minutes late will be counted as an absence. Please familiarize yourself with TAMU attendance policies [See http://student-rules.tamu.edu/rule07].

Make-ups and late-work policy
No make-ups will be permitted for work missed due to unexcused absences. No late work will be accepted unless there is a university-approved excuse in writing.

Help
Instructor office hours are listed above and you are encouraged to seek help if you are having trouble with any assignment. Beyond consultation with your instructor, help is also available in the Language Support Office (LSO) in ACAD 124. You are encouraged to visit the LSO to consult language problems you may be having, to practice with material from ¡Salud!, or to practice with the LSO staff.

Additional information
- Arrive on time.
- Come prepared and ready to participate for every class meeting.
- Use only Spanish in class.
- Use a No. 2 pencil with a good eraser for all work done in class. All work should be neat and professional when turned in. Write legibly.
- Please turn-off your cell phone when you enter the classroom.
Overview of course outline

<table>
<thead>
<tr>
<th>Activities: on syllabus and given in class</th>
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<tbody>
<tr>
<td>Chapter 1 Greeting the Patient</td>
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<td>Chapter 2 Making Appointments</td>
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<td>Chapter 3 Discussing How Patients Feel</td>
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<tr>
<td>Chapter 4 The Daily Routine</td>
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<tr>
<td>Chapter 5 “Where Does it Hurt?”</td>
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<tr>
<td>Chapter 6 Talking about Doubts and Fears</td>
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Course Schedule

The following course schedule is tentative and may change according to the needs of the class. For example, a lesson may not end on the stated day, but continue to the next class meeting. Please be aware of any changes to the syllabus.

You are to read and prepare the assigned pages before each class meeting begins.

19 Jan.  Introducción + Capítulo 1: ¡Salud!: Greeting the Patient  
          Sección 1.1 Introducción: Getting Started, pp. 1-2  
          Sección 1.2 Estructura: Greetings, Introductions, and Farewells, pp. 2-5  
          Cultura: Names in Spanish-Speaking Countries, pp. 6-7  
          Cultura: People’s Titles, pp. 7-8

21 Jan.  Sección 1.3 Estructura: Nouns, Number, Gender, and Articles, pp. 8-13  
          Sección 1.4 Estructura: Numbers 1-100 and the Spanish Alphabet, pp. 13-1  
          Sección 1.5 Estructura: Subject Pronouns and the Verb Ser, pp. 16-20  
          Cultura: The Terms Latino, Hispanic, Latin American, and American, pp. 21-22

26 Jan.  Cultura: The Latino Patient, chapter 1- Who are the Latinos?  
          Cultura: The Latino Patient, chapter 2  
          Sección 1.6 Estructura: ¿Qué tiempo hace? Talking about the Weather, pp. 22-23;  
          Sección 1.7 Estructura: Three Important Verbs, How to Say “There is…” / “There are…”, pp. 23-25  
          Sección 1.7 Estructura: Three Important Verbs, How to Say, “I like…” in Spanish, pp. 25-27  
          ¿Cómo se siente?, pp. 28-29

28 Jan.  Sección 1.8 Nota lingüística: Cognates and False Cognates, pp. 29-30  
          Role-playing #1  
          Cap. 2: ¡Salud! Making appointments
Sección 2.1 Introducción, pp. 23-34
Sección 2.2 Vocabulario: La familia, pp. 34-35
Sección 2.3 Estructura: Expressing Possession in Spanish, pp. 36-40

2 Feb.  
Culture: *The Latino Patient – chapter 3*  
Sección 2.4 Estructura: Telling Time in Spanish, pp. 40-43  
Sección 2.5 Vocabulario: Numbers Above 100, pp. 43-44  
Cultura: *The Latino Patient, chapter 3*  
Sección 2.5 Vocabulario: Days of the Week, Months, and Years, pp. 44-46

4 Feb.  
Capítulo 2: ¡Salud!  
¿Cuál es la fecha?: How to Say Dates in Spanish, pp. 46-47  
Cultura: Nuestra Señora de Guadalupe, pp. 48-49  
¿Cuál es su fecha de nacimiento?: How to Say Years in Spanish, pp. 49-50  
Sección 2.6 Estructura: Regular Present-Tense Verbs, pp. 51-55  
Sección 2.7 Estructura: Register, pp. 56-57  
Sección 2.8 Estructura: Asking Questions in Spanish, pp. 57-61

9 Feb.  
Culture: *The Latino Patient – chapter 4*  
Sección 2.8 Estructura: How to Form Negatives, pp. 61-63  
Sección 2.8 Estructura: “Estar”: The Other Verb *To Be*, pp. 63-65  
Actividades comunicativas – Role-playing #2

11 Feb.  
Examen de capítulos 1 y 2 + *The Latino Patient*, capítulos 1, 2, 3, 4

16 Feb.  
Capítulo 3: ¡Salud! Discussing How Patients Feel  
Sección 3.1 Introducción, p. 67  
Sección 3.2 Estructura: Irregular Verbs, pp. 67-69  
Sección 3.3 Estructura: Stem-Changing Verbs, pp. 69-75

18 Feb.  
Cultura: *The Latino Patient – chapter 5*  
Sección 3.4 Estructura: The Verb *ir*: How to Talk About the Future, pp. 75-78  
Sección 3.5 Estructura: “Saber” vs. “Conocer”, Two Ways to Say *To Know*, pp. 78-81

23 Feb.  
Sección 3.6 Estructura: Adjectives and Adjectival Agreement, pp. 82-90  
Sección 3.7 Estructura: The Contrast Between *Ser* and *Estar*, pp. 90-95  
Sección 3.8 Estructura: Idioms Using *Tener*, pp. 95-97  
Sección 3.9 Vocabulario: Talking on the Telephone in Spanish, pp. 97  
Cultura: *The Latino Patient, chapter 6*

25 Feb.  
Actividades comunicativas - Role-playing #3  
Capítulo 4: ¡Salud! The Daily Routine  
Sección 4.1 Introducción, p. 100  
Sección 4.2 Estructura: Reflexive Verbs, pp. 100-109

1 Mar.  
Capítulo 4  ¡Salud!
Sección 4.3 Estructura: Demonstrative Adjectives, pp. 109-112
Sección 4.4 Estructura: Direct Object Pronouns, pp. 112-116
Sección 4.5 Estructura: The Present Progressive, pp. 116-119
Sección 4.6 Estructura: Time Constructions Using Hace ...que, pp. 120-121
Cultura: The Latino Patient, chapter 7

3 Mar.
Sección 4.7 Vocabulario: Food and Diet, pp. 121-124
Sección 4.8 Nota Lingüística: Hay que and Other Special Expressions, pp. 124-128
Cultura: The Latino Patient, chapter 8

8 Mar.
Actividades comunicativas - Role-playing #4

10 Mar.
Examen de capítulos 3 y 4 + The Latino Patient – capítulos 5, 6, 7

***14-18 Mar.: Spring Break***

22 Mar.
Capítulo 5: ¡Salud! “Where does it hurt?”
Sección 5.1 Introducción, p. 130
Sección 5.2 Vocabulario: Parts of the Body, pp. 130-133

24 Mar.
Sección 5.3 Estructura: Indirect Object Pronouns, pp. 134-138
Sección 5.4 Estructura: Verbs that Require and Indirect Object Pronoun, pp. 138-142
Sección 5.5 Estructura: Double Object Pronouns, pp. 142-146

29 Mar.
Sección 5.6 Estructura: Formal Commands, pp. 146-151
Sección 5.7 Estructura: Adverbs, pp. 151-153
Cultura: The Latino Patient, chapter 9
Sección 5.8 Estructura: Comparisons and Superlatives, pp. 153-159

31 Mar.
Actividades comunicativas - Role-playing #5

5 Apr.
Capítulo 6: ¡Salud! Talking About Doubts and Fears
Sección 6.1 Introducción, p. 161

7 Apr.
Cultura: The Spanish Language’s Debt to Arabic, pp. 180-181
Sección 6.4 Estructura: Familiar tú Commands, pp. 181-185

12 Apr.
Sección 6.5 Vocabulario: La casa, pp. 185-187
Cultura: The Latino Patient, chapter 10
Sección 6.6 Estructura: Possessive Pronouns, pp. 188-191
Sección 6.7 Nota Lingüística, pp. 191-194
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>14 Apr.</td>
<td>Actividades comunicativas - <em>Role-playing #6</em></td>
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<tr>
<td>19 Apr.</td>
<td>Examen de capítulos 5 y 6 + <em>The Latino Patient</em> – capítulos 9 y 10</td>
</tr>
<tr>
<td>21 Apr.</td>
<td>Presentaciones finales</td>
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<td>26 Apr.</td>
<td>Presentaciones finales</td>
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<tr>
<td>28 Apr.</td>
<td>Presentaciones finales y último día de clases</td>
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<tr>
<td>3 May</td>
<td>“Redefined day, students attend their <strong>Friday</strong> classes”</td>
</tr>
</tbody>
</table>
MEMORANDUM

TO: Jose Pablo Villalobos
   Director of Undergraduate Studies
   Department of Hispanic Studies

FROM: Sharon A. Wilkerson, Ph.D., R.N., CNE, ANEF
       Dean and Professor
       Texas A&M Health Science Center, College of Nursing

SUBJECT: Support for Medical Spanish Courses

I support the following Medical Spanish Courses:

- SPAN 208 Medica Spanish for Health Professionals I
- SPAN 218 Medica Spanish for Health Professionals II
- SPAN 318 Advanced Oral Communication for Health Professionals

We will recommend these course to our students as well as pre-nursing students as the content will be very helpful in the care of Spanish speaking patients. Thank you so much for contacting my office.
I think you would be better to have letters from the Medical School or, perhaps the new undergraduate program we have here. My department does not offer classes in related subject matter.

Dennis

Dear Dr. Gorman:

I am writing to you seeking support for three courses we are developing in the Department of Hispanic Studies (College of Liberal Arts) that relate to medical Spanish. As per the instructions for the proposal of new courses, the University requires appropriate letters of support from departments that teach in related subject areas and we are hopeful that your office will be supportive of our new courses.

The courses we are proposing are:

- SPAN 208 Medical Spanish for Health Professionals I
- SPAN 218 Medical Spanish for Health Professionals II
- SPAN 318 Advanced Oral Communication for Health Professionals

I am attaching the syllabi for these courses as they stand. Basically, the first two courses are at the intermediate level and mirror the level of our already existing SPAN 201 and 202 (3rd and 4th semester) courses but in a health-related context. The third course is solely focused on oral communication in a health-related setting at the advanced level.

We are still finalizing details (SPAN 318 being the one that requires more work), but for the most part we are close to submitting these to our dean’s office for the October 19th meeting of the Undergraduate Instruction Committee.

Please let me know if there are any concerns that I may address regarding this request. Thanks for your time, --José Villalobos

José Pablo Villalobos
Director of Undergraduate Studies
Department of Hispanic Studies
Hello Jose. None of our faculty teach any classes in our program that are remotely similar. You have our support for these classes.
Dr. Spengler

---

John O. Spengler, JD, PhD
Professor and Head
Department of Health Promotion & Community Health Sciences
School of Public Health
Texas A&M Health Sciences Center
College Station, TX

---

From: Villalobos, Jose P [mailto:jvillalo@tamu.edu]
Sent: Wednesday, October 21, 2015 8:45 AM
To: Spengler, John <spengler@sph.tamhsc.edu>
Subject: RE: requesting support for medical spanish courses (Dept. of Hispanic Studies)

Dear John:
Yes! We would greatly appreciate your department's support for these classes. We have one more meeting in November left in which we can propose new classes for the 2016-2017 catalog. Can you submit something to me by Nov. 2? Thanks you for your support! --José

---

From: Spengler, John [spengler@sph.tamhsc.edu]
Sent: Tuesday, October 20, 2015 2:55 PM
To: Villalobos, Jose P
Subject: RE: requesting support for medical spanish courses (Dept. of Hispanic Studies)

Hello Jose. I recently returned from several weeks of back to back travels and have found your email. I greatly apologize for the delay in responding. I can still look at this and respond if not too late. Just let me know.
Best,
J.O.

---

John O. Spengler, JD, PhD
Professor and Head
Department of Health Promotion & Community Health Sciences
School of Public Health
Texas A&M Health Sciences Center
College Station, TX
From: Villalobos, Jose P [mailto:jvillalo@tamu.edu]  
Sent: Friday, October 02, 2015 1:26 PM  
To: Spengler, John <spengler@sph.tamhsc.edu>  
Subject: requesting support for medical spanish courses (Dept. of Hispanic Studies)

Dear Dr. Spengler:

I am writing to you seeking support for three courses we are developing in the Department of Hispanic Studies (College of Liberal Arts) that relate to medical Spanish. As per the instructions for the proposal of new courses, the University requires appropriate letters of support from departments that teach in related subject areas and we are hopeful that your office will be supportive of our new courses.

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- SPAN 218 Medical Spanish for Health Professionals II
- SPAN 318 Advanced Oral Communication for Health Professionals

I am attaching the syllabi for these courses as they stand. Basically, the first two courses are at the intermediate level and mirror the level of our already existing SPAN 201 and 202 (3rd and 4th semester) courses but in a health-related context. The third course is solely focused on oral communication in a health-related setting at the advanced level.

We are still finalizing details (SPAN 318 being the one that requires more work), but for the most part we are close to submitting these to our dean's office for the October 19th meeting of the Undergraduate Instruction Committee.

Please let me know if there are any concerns that I may address regarding this request. Thanks for your time, --José Villalobos

José Pablo Villalobos  
Director of Undergraduate Studies  
Department of Hispanic Studies
DATE: 16 October 2015

TO: Jose Pablo Villalobos  
Director of Undergraduate Studies  
Department of Hispanic Studies

FROM: Mark E. Benden, CPE, Ph.D.  
Professor and Head, Department of Environmental and Occupational Health  
School of Public Health

SUBJECT: Department of Hispanic Studies Courses

Per your request, I have reviewed your proposal for the following proposed courses:

- SPAN 208 Medical Spanish for Health Professionals I
- SPAN 218 Medical Spanish for Health Professionals II

The TAMU School of Public Health does not have any equivalent courses which would conflict with SPAN 208 or SPAN 218. In addition, these efforts align with the Health South Texas program launched by the Texas A&M Health Science Center and AgriLife Extension Service. Thank you for being part of Public Health!
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
*Submit original form and attach a course syllabus.*

Form Instructions

1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (DTS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name): Hispanic Studies

3. Course prefix, number and complete title of course: SPAN 218 Spanish for Health Professionals II

4. Catalog course description (not to exceed 50 words): Second half of a two-semester course sequence for intermediate level Spanish students interested in careers in the health professions; presentation and practice of the most important basic communication functions in patient-provider interaction.

5. Prerequisite(s): SPAN 208, SPAN 201, or placement by exam with approval of instructor

6. Is this a variable credit course? ☑ Yes ☐ No If yes, from _______ to _______

7. Is this a repeatable course? ☑ Yes ☐ No If yes, this course may be taken ______ times.

Will this course be repeated within the same semester? ☑ Yes ☐ No

8. Will this course be submitted to the Core Curriculum Council? ☑ Yes ☐ No

9. How will this course be graded: ☑ Grade ☐ S/U ☐ P/F (CLMD)

10. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   SPAN 218 may be used as part of all degree plans (majors, minors) plans in our department.

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   Spanish majors; liberal arts majors taking Spanish as part of their foreign language requirement.

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. ☐ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix Course # Title (excluding punctuation)

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Approval recommended by: Maria Irene Moya 11/10/15

Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee 11/16/15

Dean of College 11/18/15

Chair, GC or UCC 11/20/15

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu

Curricular Services – 07/14
SPAN 218: Spanish for Health Professionals II  
Spring 2016

Instructor: Norma Arizpe  
Class meetings: TR: 9:35-10:50 a.m., 225 Academic Bldg.  
Office: 129 A Academic Bldg.  
Office hours: 11:00am-12:00pm, or by appt.  
Email address: n-arizpe@tamu.edu

Course Description  
This course is a continuation of SPAN 208: Spanish for Health Professionals (I) and is the second half of a two-semester course sequence for intermediate level Spanish students interested in careers in the health professions that involves presentation and practice of the most important basic communication functions in patient-provider interaction. Students will further practice the Spanish sound system, grammar, vocabulary, and cultural lessons necessary to communicate and interact well with the Hispanic patient. SPAN 218 is equivalent to SPAN 202. 3 credit hours

Prerequisites  
SPAN 208, SPAN 201, or placement exam with approval of instructor.

Methodology  
This course stresses communication skills in Spanish. Every effort will be made to make this class student-centered. To help students succeed in this course, the class will engage in a variety of activities and assignments, including but not limited to activities such as the following:  
- Practice and communication using vocabulary and grammar learned in oral and written modes  
- Sociolinguistic practice and functions through communicative activities  
- Reading activities and exercises, such as pre- and post-reading  
- Writing activities ranging from charting the vocabulary of the anatomy to writing dialogues for role-playing  
- Integration of skills in projects and tasks  
- Video/audio/computer exercises, presentation, and discussions

Learning Outcomes  
By the end of the semester, students will:  
1. Communicate effectively in most general interactions in a medical setting.  
2. Express their ideas effectively in Spanish using appropriate level vocabulary and grammar structures.  
3. Demonstrate an understanding of medical terminology in context.  
4. Articulate the health concerns of the Latino patient.

Required text  
Useful but not required
Online medical terminology dictionary: www.medicalspanish.com (click on “Spanish Medical Dictionary”)
Spanish/English, English/Spanish online translator: www.wordreference.com

Lab online: MySpanishLab – optional. You may use these exercises to help you if you feel you need to use them.

   1) You need an Access Code to get started.
   2) On your PC check MySpanishLab tune-up for browser specifications.
   3) Perform the MySpanishLab browser tune-up immediately, and any time you start to experience problems. Any other technological problems with MySpanishLab should be handled by contacting their tech support at the first sign of trouble. If you have any questions or issues registering for your course, please go to:
      http://247pearsoned.custhelp.com. Click CHAT on the top toolbar. Fill in the form and click, SUBMIT. An IM box will open and a technical support assistant will be able to help you with your specific issue.

Need help once you are enrolled in your instructor’s course? Once you are logged into your MySpanishLab course and have any questions or issues, please click on the SUPPORT link in the upper right hand corner of your course. Set aside specific times each week to complete class activities.

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
"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 may be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the consequences of the Honor System. For additional information, please visit http://aggiehonor.tamu.edu/

Grading Scale
Grades will be assigned on the basis of the following scale:

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<thead>
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<th>Percentage</th>
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<tr>
<td>A</td>
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<td>C</td>
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<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>

Assessment
Active Participation .................................................. 10%
Role-playing (6) .......................................................... 30%
Group Project-mid semester ................................................................. 10%
Exams (3) ......................................................................................... 30%
Final Oral Presentation ................................................................. 20%
........................................................................................................ 100%

Active Participation
Active Participation means not only your physical presence in the classroom, but also your active contribution to the class and interaction with the instructor and classmates. It is especially important to be consistently prepared for and actively involved in the class meetings. Your instructor will use these meetings to review important concepts and practice speaking in Spanish. For this reason, it is important that you complete all the online homework before coming to class meetings.

Role-playing
Because effective oral communication is one of the primary goals of the beginning Medical Spanish Course sequence, there will be six communicative speaking tasks to assess your progress toward this goal. Six times during the semester you will prepare and present dialogues/conversations that will help you practice sentence structure and develop your thinking in Spanish. These role-playing activities, each worth 5% of the total grade, re-create common health professional and patient situations. The topics will be varied, but always with the goal of learning to communicate well with the Hispanic patient. There will be one for each chapter and the one with the lowest grade will be dropped. Each speaking activity will be assessed on the thoroughness and effort evident in the completion of the task.

Group Project
At mid semester, the group project will consist of creating a health provider/patient realistic meeting. More particulars forthcoming.

Exams
There will be three exams, approximately every two chapters, each worth 10% of the total grade. Each exam will cover the grammar, vocabulary, and cultural lessons studied.

Final Oral Presentation
At the end of the semester, the students are to make an oral presentation in Spanish. The topic will be chosen by the students and will be health related focusing on the Hispanic patient/client. For example, it could be informative about a specific illness or culturally pertinent as it relates to Hispanic health issues, or it could be a group presentation such as an appointment with a patient that incorporates the lessons learned during the semester.

Attendance
Each university-unauthorized absence beyond three will result in a 3% reduction of your final grade PER ABSENCE. Also, without a university-authorized excuse, (1) tardiness or leaving class early will be counted as ½ of an absence, and (2) arriving more than 15 minutes late will be counted as an absence. Please familiarize yourself with TAMU attendance policies [See http://student-rules.tamu.edu/rule07].
Make-ups and late-work policy
NO make-ups will be permitted for work missed due to unexcused absences. No late-work will be accepted unless there is a university-approved excuse in writing (original document – no copies).

Help
Instructor office hours are listed above and you are encouraged to seek help if you are having trouble with any assignment. Beyond consultation with your instructor, help is also available in the Language Support Office (LSO) in ACAD 124. You are encouraged to visit the LSO to consult language problems you may be having, to practice with material from ¡Salud!, or to practice with the LSO staff.

Additional information
- Arrive on time.
- Come prepared and ready to participate for every class meeting.
- Use only Spanish in class.
- Use a No. 2 pencil with a good eraser for all work done in class. All work should be neat and professional when turned in. Write legibly.
- Please turn-off your cell phone when you enter the classroom.

Overview of course outline

<table>
<thead>
<tr>
<th>Activities on syllabus and given in class</th>
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<tbody>
<tr>
<td>Chapter 7  Discussing when Patients Go to the Hospital</td>
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<tr>
<td>Chapter 8  Discussing Patient’s Emotions</td>
</tr>
<tr>
<td>Chapter 9  Taking a Patient’s History</td>
</tr>
<tr>
<td>Chapter 10 Discussing Past and Present Symptoms with Patients</td>
</tr>
<tr>
<td>Chapter 11 “Have You Ever…?”</td>
</tr>
<tr>
<td>Chapter 12 Discussing Hypothetical Situations with Patients</td>
</tr>
</tbody>
</table>
Course Schedule

The following course schedule is tentative and may change according to the needs of the class. For example, a lesson may not on the stated day, but continue to the next class meeting. Please be aware of any changes to the syllabus.

You are to prepare the assigned pages before each class meeting begins.

19 Jan.  Introducción + capítulo 7: ¡Salud!: Discussing When Patients Go to the Hospital
          Sección 7.1 Introducción, p. 196
          Sección 7.2 Estructura: The Present Subjunctive, Part III, The Subjunctive Referring to Future Events, pp. 196-201

          Sección 7.2 Estructura: The Subjunctive Following Certain Conjunctions, pp. 204-207
          Sección 7.2 Estructura: Conjunctions that Take Either the Indicative or the Subjunctive, pp. 207-210
          Sección 7.3 Vocabulario: El hospital, pp. 210-212

          Sección 7.4 Estructura: The Special Case of Por and Para, pp. 218-221
          Sección 7.4 Estructura: Giving Directions, pp. 221-222
          Sección 7.5 Estructura: Relative Pronouns, pp. 222-225
          Sección 7.6 Cultura: Religious References in Speech, pp. 225-226

28 Jan.  Capítulo 7 ¡Salud! Role-playing #1
          Cap. 8: ¡Salud! Discussing Patients' Emotions
          Sección 8.1 Introducción, p. 228
          Sección 8.2 Estructura: The Present Subjunctive, Part IV, Using the Subjunctive to Mark Known Information, pp. 229-238


          Sección 8.5 Vocabulario: Stores and Businesses, p. 248

9 Feb.   Sección 8.5 Vocabulario: Stores and Businesses, p. 248
          Sección 8.5 Vocabulario: Quedar, Quedarse, and Quedar bien/mal, pp. 248-251
          Sección 8.6 Nota Lingüística: Dr. Jorge Lanzoni, pp. 251-253
          Actividades comunicativas – Role-playing # 2
11 Feb.  Examen de capítulos 7 y 8

16 Feb.  Capítulo 9: ¡Salud! Taking a Patient’s History
         Sección 9.1 Introducción, p. 255
         Sección 9.2 Estructura: Talking About the Past, Part II, Verbs with Spelling Changes in the Preterit, pp. 256-259
         Sección 9.2 Estructura: Stem-Changing Verbs in the Preterit, pp. 259-261
         Sección 9.2 Estructura: Irregular Verbs in the Preterit, pp. 262-264

         Sección 9.3 Estructura: “Acabar de” + Infinitive, pp. 268-269
         Sección 9.4 Estructura: How to Say Ago in Spanish, pp. 269-272
         Sección 9.5 Estructura: The Impersonal se, pp. 272-275
         Sección 9.6 Estructura: Another Use of the Impersonal Se Plus an Indirect Object Pronoun, pp. 275-277

23 Feb.  Sección 9.7 Estructura: More About the Negative, pp. 277-279
         Actividades comunicativas - Role-playing #3

         Sección 10.1 Introducción pp. 282
         Sección 10.2 Estructura: Talking About the Past, Part III, The Imperfect, pp. 283-286
         Sección 10.3 Estructura: Talking About the Past, Part IV, The Contrast Between the Preterit and the Imperfect, pp. 286-289

1 Mar.   Sección 10.3 Estructura: Talking About the Past, Part IV, How the Preterit and the Imperfect Relate to Each Other, pp. 289-293

         Sección 10.5 Estructura: The Subjunctive, Part VIII, The Imperfect Subjunctive, pp. 297-303
         Sección 10.6 Estructura: More About the Diminutive, pp. 304-306
         Sección 10.7 Vocabulario: Los síntomas y el dolor, pp. 306-308

8 Mar.   Actividades comunicativas - Role-playing #4

10 Mar.  Examen de capítulos 9 y 10

*** 14-18 March: Spring Break***

         Sección 11.1 Introducción, p. 310
         Sección 11.2 Estructura: The Participle, pp. 310-31
Sección 11.3 Estructura: The Present Perfect Tense, pp. 313-319
Sección 11.4 Estructura: Using Ser and Estar With Participles, pp. 319-324

24 Mar. Sección 11.5 Estructura: More About the Pronoun Se, pp. 324-325
Sección 11.6 Estructura: The Past Perfect Tense, pp. 325-238

29 Mar. Sección 11.7 Vocabulario: Diseases, conditions, and symptoms, pp. 328-333
Sección 11.8 Nota lingüística, pp. 333-337

31 Mar. Actividades comunicativas - Role-playing #5

5 Apr. Capítulo 12: ¡Salud! Discussing Hypothetical Situations with Patients
Sección 12.1 Introducción, p. 340

7 Apr. Sección 12.3 Estructura: The Future Tense, pp. 344-347
Sección 12.4 Estructura: The Conditional Tense, pp. 348-351
Sección 12.5 Estructura: If Clauses, pp. 351-353

Sección 12.7 Estructura: More About If Clauses, pp. 357-362
Sección 12.8 Nota lingüística, pp. 362-367

14 Apr. Actividades comunicativas - Role-playing #6

19 Apr. Examen de capítulos 11 y 12

21 Apr. Presentaciones finales

26 Apr. Presentaciones finales

28 Apr. Presentaciones finales

3 May “Redefined day, students attend their Friday classes”

No hay examen final
October 14, 2015

MEMORANDUM

TO: Jose Pablo Villalobos
Director of Undergraduate Studies
Department of Hispanic Studies

FROM: Sharon A. Wilkerson, Ph.D., R.N., CNE, ANEF
Dean and Professor
Texas A&M Health Science Center, College of Nursing

SUBJECT: Support for Medical Spanish Courses

I support the following Medical Spanish Courses:

- SPAN 208 Medical Spanish for Health Professionals I
- SPAN 218 Medical Spanish for Health Professionals II
- SPAN 318 Advanced Oral Communication for Health Professionals

We will recommend these course to our students as well as pre-nursing students as the content will be very helpful in the care of Spanish speaking patients. Thank you so much for contacting my office.
I think you would be better to have letters from the Medical School or, perhaps the new undergraduate program we have here. My department does no: offer classes in related subject matter.

Dennis

---

From: <Villalobos>, Jose P <jvillalo@tamu.edu>
Date: Friday, October 2, 2015 1:27 PM
To: "Gorman, Dennis M." <Gorman@sph.tamhsc.edu>
Subject: support for medical Spanish courses (Dept. of Hispanic Studies)

Dear Dr. Gorman:

I am writing to you seeking support for three courses we are developing in the Department of Hispanic Studies (College of Liberal Arts) that relate to medical Spanish. As per the instructions for the proposal of new courses, the University requires appropriate letters of support from departments that teach in related subject areas and we are hopeful that your office will be supportive of our new courses.

The courses we are proposing are:

- SPAN 208 Medical Spanish for Health Professionals I
- SPAN 218 Medical Spanish for Health Professionals II
- SPAN 318 Advanced Oral Communication for Health Professionals

I am attaching the syllabi for these courses as they stand. Basically, the first two courses are at the intermediate level and mirror the level of our already existing SPAN 201 and 202 (3rd and 4th semester) courses but in a health-related context. The third course is solely focused on oral communication in a health-related setting at the advanced level.

We are still finalizing details (SPAN 318 being the one that requires more work), but for the most part we are close to submitting these to our dean’s office for the October 19th meeting of the Undergraduate Instruction Committee.

Please let me know if there are any concerns that I may address regarding this request. Thanks for your time. --José Villalobos

José Pablo Villalobos
Director of Undergraduate Studies
Department of Hispanic Studies
Hello Jose. None of our faculty teach any classes in our program that are remotely similar. You have our support for these classes.
Dr. Spengler

John O. Spengler, JD, PhD
Professor and Head
Department of Health Promotion & Community Health Sciences
School of Public Health
Texas A&M Health Sciences Center
College Station, TX

Dear John:
Yes! We would greatly appreciate your department’s support for these classes. We have one more meeting in November left in which we can propose new classes for the 2016-2017 catalog. Can you submit something to me by Nov. 2? Thanks you for your support! --José

Hello Jose. I recently returned from several weeks of back to back travels and have found your email. I greatly apologize for the delay in responding. I can still look at this and respond if not too late. Just let me know.
Best,
J.O.
From: Villalobos, Jose P [mailto:jvillalo@tamu.edu]
Sent: Friday, October 02, 2015 1:26 PM
To: Spengler, John <spengler@sph.tamhsc.edu>
Subject: requesting support for medical spanish courses (Dept. of Hispanic Studies)

Dear Dr. Spengler:

I am writing to you seeking support for three courses we are developing in the Department of Hispanic Studies (College of Liberal Arts) that relate to medical Spanish. As per the instructions for the proposal of new courses, the University requires appropriate letters of support from departments that teach in related subject areas and we are hopeful that your office will be supportive of our new courses.

The courses we are proposing are:

- SPAN 208 Medical Spanish for Health Professionals I
- SPAN 218 Medical Spanish for Health Professionals II
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I am attaching the syllabi for these courses as they stand. Basically, the first two courses are at the intermediate level and mirror the level of our already existing SPAN 201 and 202 (3rd and 4th semester) courses but in a health-related context. The third course is solely focused on oral communication in a health-related setting at the advanced level.

We are still finalizing details (SPAN 318 being the one that requires more work), but for the most part we are close to submitting these to our dean’s office for the October 19th meeting of the Undergraduate Instruction Committee.

Please let me know if there are any concerns that I may address regarding this request. Thanks for your time, --José Villalobos

José Pablo Villalobos
Director of Undergraduate Studies
Department of Hispanic Studies
DATE: 16 October 2015

TO: Jose Pablo Villalobos  
   Director of Undergraduate Studies  
   Department of Hispanic Studies

FROM: Mark E. Benden, CPE, Ph.D.  
       Professor and Head, Department of Environmental and Occupational Health  
       School of Public Health

SUBJECT: Department of Hispanic Studies Courses

Per your request, I have reviewed your proposal for the following proposed courses:

- SPAN 208 Medical Spanish for Health Professionals I
- SPAN 218 Medical Spanish for Health Professionals II

The TAMU School of Public Health does not have any equivalent courses which would conflict with SPAN 208 or SPAN 218. In addition, these efforts align with the Health South Texas program launched by the Texas A&M Health Science Center and AgriLife Extension Service. Thank you for being part of Public Health!
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions

1. Course request type:  
   - Undergraduate
   - Graduate
   - First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):  
   Hispanic Studies

3. Course prefix, number and complete title of course:  
   SPAN 318 Oral Communication for Health Professionals

4. Catalog course description (not to exceed 50 words):  
   Development of advanced oral communication skills in Spanish within the context of the medical professions through discussion and study of health related and cultural issues relating specifically to the Latino/Hispanic community. Field trips, service learning, volunteering, interviews, impromptu speaking and formal presentations may be required.

5. Prerequisite(s):  
   Junior or senior classification or approval of instructor with placement exam, or SPAN 218, or SPAN 202

   Cross-listed with:
   Stacked with:
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course?  
   - Yes
   - No
   If yes, from _______ to _______

7. Is this a repeatable course?  
   - Yes
   - No
   If yes, this course may be taken ______ times.
   Will this course be repeated within the same semester?  
   - Yes
   - No

8. Will this course be submitted to the Core Curriculum Council?  
   - Yes
   - No

9. How will this course be graded:  
   - Grade
   - S/U
   - P/F (CLMD)
   - Grade

10. This course will be:  
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
   An elective course for all degree programs in HISP (major and minors).

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix: SPAN  
   Course #: 318  
   Title (excluding punctuation): ORAL COMM FOR HEALTH

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   Approval recommended by:
   Maria Irene Moyna, Department Head or Program Chair (Type Name & Sign)  11/16/15

   Chair, College Review Committee
   Date: 11-16-15

   Department Head or Program Chair (Type Name & Sign)  Date
   (if cross-listed course)

   Dean of College  Date
   11-18-15

   Submitted to Coordinating Board by:
   Chair, GC or UCC  Date

   Associate Director, Curricular Services  Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
SPANISH 318:  
ORAL COMMUNICATION FOR HEALTH PROFESSIONALS  
Spring 2016

Instructor: Norma Arizpe  
Class meetings: Tues. / Thurs.: 12:45 – 2:00 p.m., 224 Academic Bldg.  
Office: 129 A Academic Bldg.  
Office hour: 11:00am-12:00pm, or by appt.  
E-mail address: n-arizpe@tamu.edu

Course Description  
Development of advanced oral communication skills in Spanish within the context of the medical professions through discussion and study of health related and cultural issues relating specifically to the Latino/Hispanic community. Field trips, service learning, volunteering, interviews, impromptu speaking and formal presentations may be required. 3 credit hours

Prerequisites  
Junior or senior classification or approval of instructor with placement exam, or Span 218 or Span 202.

Learning Outcomes  
By the end of the semester, students will:  
1. Articulate in Spanish the main concerns/issues related to Latino health care.  
2. Employ medical terminology appropriately to discuss health topics.  
3. Communicate effectively in verbal interactions with Spanish-dominant patients/clients.

Methodology  
This course stresses communication skills in Spanish. It is student-centered. To help students succeed in this course, the class will engage in a variety of activities such as the following:

- **One-on-One Speaking** (student-student): During a lecture or discussion the students will be asked to discuss a point or question with the person sitting next to them.  
- **Small-Group discussions**: This activity is appropriate for deliberating and problem solving. Participation level is increased in this setting.  
- **Full-Class Discussions** (student-or-instructor-led): Usually this activity is less controversial, less argumentative, less competitive than debating but still communicative. By establishing a setting of mutual respect, it has the tendency to effectively encourage active learning by voicing varying opinions/ideas.  
- **Discussions/debates** on health care issues/topics: This structured activity focuses on two or more perspectives on an issue. This reason-based activity allows for a presentation of perspective or opinion and the flow of deliberation.  
- **Lecture** (instructor-led) – Presentation of topics, vocabulary, health-related issues concerning health care that leads to discussion and/or role-playing will prepare students for their future.
• **Impromptu speaking**: This activity is not planned in advance. It is spoken, performed, done with little or no preparation. It is extemporaneous. This will serve as an excellent way to prepare students for the varying experiences they will have with their patients/clients.

• **Mock interviews**: These interviews will resemble as closely as possible real interviews with patient/clients. They will provide experience for the future health professionals.

• **Community service**: Students enrolled in this class will be required to volunteer in a health care related setting (hospital, health care clinic, or health fair).

• **Case studies** related to health care: This activity offers an analysis of a Latino patient or client’s medical situation to serve as a model. Included in this activity are cultural issues and values of the patient or client.

• **Field trip**: A visit to a health related institution, agency by the students to gain valuable information regarding health care.

• **Final Class Presentations**: The students will present a final presentation focusing on their community service experience.

**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](http://disability.tamu.edu).

**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 may be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information, please visit [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu/).

**Grading Scale**
Grades will be assigned on the basis of the following scale
(http://student-rules.tamu.edu/rule10)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>

**Assessment**
- Active Participation/Discussion ........................................... 10%
- Conversations/Mock interviews/Role-playing .......................... 40%
- Community Service .................................................................. 25%
- Final Oral Presentation ....................................................... 25%

Total: 100%
Active Participation (10%)
Active Participation/Discussion means not only your physical presence in the classroom, but also your active contribution to the class and interaction with the instructor and classmates, so it is especially important to be consistently prepared for and actively involved in the class meetings. Use only Spanish in class.

Conversations/Mock interviews/Role-playing (40%)
The students will make full use of the Spanish language while engaging in these activities throughout the semester.

Community Service (25%)
Each student will volunteer approximately two hours per week at a health based institution to help prepare them in a professional real-world setting. Three times during the semester students will present a report of their experience in the community. Details to follow on the first day of class.

Final Oral Presentation (25%)
The final oral presentation will focus either on your Community Service experience or on a topic of interest to you. It will be an individual presentation. Details to follow on the first day of class.

Attendance
Each university-unauthorized absence beyond three will result in a 3% reduction of your final grade PER ABSENCE. Also, without a university-authorized excuse, (1) tardiness or leaving class early will be counted as ½ of an absence, and (2) arriving more than 15 minutes late will be counted as an absence. Please familiarize yourself with TAMU attendance policies [See http://student-rules.tamu.edu/rule07].

Make-ups and late-work policy
If an absence is excused, the instructor will either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence.

Help
Instructor office hours are listed on the first page and you are encouraged to seek help if you are having trouble with any assignment. Beyond consultation with your instructor, help is also available in the Language Support Office (LSO) in ACAD 124. You are encouraged to visit the LSO to consult with the staff on any language problems you may be having.

Classroom Etiquette
- Arrive on time.
- Please turn-off your cell phone when you enter the classroom.
- Do not chew gum when you are presenting/speaking.
- When your peers or instructor are speaking be respectful and mindful and refrain from using your laptop or cellphone.

Course outline

The following course schedule is tentative and may change according to the needs of the class. For example, a lesson may not end on the stated day, but continue to the next class meeting. Or we may allow time for guest speakers. Any changes to the syllabus will be notified in class. In what follows, all underlined text represents a web page. To access the page on the web, move your cursor over the text, hold the CTRL key on your keyboard and click on your mouse. You may also place your cursor over the text and right click on your mouse and select “Open Hyperlink.”

Semana 1: Introducción al curso
19 enero
Ver en Youtube:
- Historia de la medicina
- La medicina en el antiguo egipto
- Historia de la enfermería
- Historia de la fisioterapia
- Kinesiología: principios del movimiento
- Historia de la medicina veterinaria
- Educación para la salud
- El origen de tres símbolos utilizados en medicina y cirugía

21 enero
Cada estudiante habla sobre su campo de la medicina (historia, etc.)

Semana 2: Vocabulario de medicina y jerga médica (medical jargon)
26 enero
Estudiar vocabulario específico de las partes del cuerpo
- El cuerpo humano
- Anatomía humana
- Terapia del habla
- Terapia física
- Jerga de medicina
- Jerga mexicana
- Miniglosario en inglés y español de los términos más utilizados
- Diccionario Médico

28 enero
Usar el vocabulario del cuerpo en ejercicios de actuación (role-play)

Semana 3: Comunicación no-verbal para los profesionales de medicina
2 febrero
   Estudiar comunicación no-verbal para situaciones con pacientes/clientes
   • **Comunicación no verbal**

4 febrero
   Hacer simulaciones de entrevistas usando comunicación no-verbal

**Semana 4: La ética y medicina – la eutanasia, “pull-the-plug”, asistencia sanitaria pública (public health care), investigación de células madres (stem cell research)**

9 febrero
   Discusión
   • **Bioethics**
   • **Los principios básicos de la bioética**
   • **La eutanasia**

11 febrero
   Reportes sobre el servicio comunitario

**Semana 5: La medicina holística: pastillas, jugos, terapia física, etc.**

16 febrero
   Discusión: medicina alternativa
   • **Cómo mejorar la memoria en 10 minutos**
   • **Mejorar la vista de forma natural**
   • **Música para aumentar la inteligencia, memorización, atención**
   • **Recetas de jugoterapia**
   • **La receta para el estrés**
   • **Masaje terapéutico**

18 febrero
   Hacer simulaciones de citas con paciente / cliente

**Semana 6: Cómo apropiadamente dar información seria, cómo hacer preguntas delicadas, cómo hacer mandatos apropiados, qué es respetuoso, qué es descortés**

23 febrero
   Dar ejemplos, discutir las opciones, hacer simulaciones de entrevistas *(mock interviews)* con pacientes/clientes
   • **Comunicación médico paciente**
   • **Transmisión de noticias difíciles**
   • **Cómo hablar con el paciente terminal**
   • **Relación médico-paciente**

25 febrero
   Hacer simulaciones de entrevistas + **Reportajes sobre servicio comunitario**

**Semana 7: Presentaciones de grupos**

1 marzo  Presentaciones
3 marzo  Presentaciones

**Semana 8: Tabús culturales de los países de habla español**
8 marzo
Informar la clase, discutir las diferencias
- *Taboos and Superstitions Around the World*
- *Alimentos tabú*
- *Do's and don’ts in Latin America*

10 marzo
Hacer simulaciones de entrevistas con pacientes/clientes

**Semana 9: El racismo en la medicina**

22 marzo
Discusión
- *How Race Leads to Health Issues*
- *Four Ways Racism Continues to Influence Modern Medicine*
- *Medical Racism*
- *Medical Racism: The Tuskegee and Guatemala Syphilis Studies*
- *Racism in Medicine*
- *Antonio de Montesinos and his Sermon*

24 marzo
**Reportajes sobre servicio comunitario**

**Semana 10: Casos prácticos de medicina**

29 marzo
Conversaciones improvisadas/extemporáneas
- *Casos clínicos*

31 marzo
Conversaciones improvisadas/extemporáneas

**Semana 11: Hablando con otros profesionales en español**

5 abril
Conversaciones improvisadas/extemporáneas
- *Network de profesionales de salud*
- *Administradores de Servicios Médicos y de Salud*

7 abril
**Reportajes sobre servicio comunitario**

**Semana 12: El humor como medicina**

12 abril
Discusión
- *The History of Humor Therapy*
- *History of Laughter Therapy*
- *Humor Therapy*
- *Laughter therapy*
- *Humor therapy (Ellen DeGeneres)*

14 abril
Simulaciones de citas: Profesional / paciente

Semana 13
19 abril
Presentaciones de servicio comunitario
21 abril
Presentaciones de servicio comunitario

Semana 14
26 abril
Presentaciones de servicio comunitario
28 abril
Presentaciones de servicio comunitario

**********************************************************************************

NO HAY EXAMEN FINAL

**********************************************************************************

Recommended readings


October 14, 2015

MEMORANDUM

TO: Jose Pablo Villalobos  
    Director of Undergraduate Studies  
    Department of Hispanic Studies

FROM: Sharon A. Wilkerson, Ph.D., R.N., CNE, ANEF  
      Dean and Professor  
      Texas A&M Health Science Center, College of Nursing

SUBJECT: Support for Medical Spanish Courses

I support the following Medical Spanish Courses:

- SPAN 208 Medical Spanish for Health Professionals I
- SPAN 218 Medical Spanish for Health Professionals II
- SPAN 318 Advanced Oral Communication for Health Professionals

We will recommend these course to our students as well as pre-nursing students as the content will be very helpful in the care of Spanish speaking patients. Thank you so much for contacting my office.
I think you would be better to have letters from the Medical School or, perhaps the new undergraduate program we have here. My department does not offer classes in related subject matter.

Dennis

--

Dear Dr. Gorman:

I am writing to you seeking support for three courses we are developing in the Department of Hispanic Studies (College of Liberal Arts) that relate to medical Spanish. As per the instructions for the proposal of new courses, the University requires appropriate letters of support from departments that teach in related subject areas and we are hopeful that your office will be supportive of our new courses.

The courses we are proposing are:

- SPAN 208 Medical Spanish for Health Professionals I
- SPAN 218 Medical Spanish for Health Professionals II
- SPAN 318 Advanced Oral Communication for Health Professionals

I am attaching the syllabi for these courses as they stand. Basically, the first two courses are at the intermediate level and mirror the level of our already existing SPAN 201 and 202 (3rd and 4th semester) courses but in a health-related context. The third course is solely focused on oral communication in a health-related setting at the advanced level.

We are still finalizing details (SPAN 318 being the one that requires more work), but for the most part we are close to submitting these to our dean’s office for the October 19th meeting of the Undergraduate Instruction Committee.

Please let me know if there are any concerns that I may address regarding this request. Thanks for your time, --José Villalobos

José Pablo Villalobos
Director of Undergraduate Studies
Department of Hispanic Studies
Villalobos, Jose P

From: Spengler, John <spengler@sph.tamhsc.edu>
Sent: Wednesday, October 28, 2015 4:06 PM
To: Villalobos, Jose P
Subject: RE: requesting support for medical spanish courses (Dept. of Hispanic Studies)

Hello Jose. None of our faculty teach any classes in our program that are remotely similar. You have our support for these classes.
Dr. Spengler

John O. Spengler, JD, PhD
Professor and Head
Department of Health Promotion & Community Health Sciences
School of Public Health
Texas A&M Health Sciences Center
College Station, TX

From: Villalobos, Jose P [mailto:jvillalo@tamu.edu]
Sent: Wednesday, October 21, 2015 8:45 AM
To: Spengler, John <spengler@sph.tamhsc.edu>
Subject: RE: requesting support for medical spanish courses (Dept. of Hispanic Studies)

Dear John:

Yes! We would greatly appreciate your department's support for these classes. We have one more meeting in November left in which we can propose new classes for the 2016-2017 catalog. Can you submit something to me by Nov. 2? Thanks you for your support! --Jose

From: Spengler, John [spengler@sph.tamhsc.edu]
Sent: Tuesday, October 20, 2015 2:55 PM
To: Villalobos, Jose P
Subject: RE: requesting support for medical spanish courses (Dept. of Hispanic Studies)

Hello Jose. I recently returned from several weeks of back to back travels and have found your email. I greatly apologize for the delay in responding. I can still look at this and respond if not too late. Just let me know.
Best,
J.O.

John O. Spengler, JD, PhD
Professor and Head
Department of Health Promotion & Community Health Sciences
School of Public Health
Texas A&M Health Sciences Center
College Station, TX
From: Villalobos, Jose P [mailto:jvillalo@tamu.edu]
Sent: Friday, October 02, 2015 1:26 PM
To: Spengler, John <spengler@sph.tamhsc.edu>
Subject: requesting support for medical spanish courses (Dept. of Hispanic Studies)

Dear Dr. Spengler:

I am writing to you seeking support for three courses we are developing in the Department of Hispanic Studies (College of Liberal Arts) that relate to medical Spanish. As per the instructions for the proposal of new courses, the University requires appropriate letters of support from departments that teach in related subject areas and we are hopeful that your office will be supportive of our new courses.

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Please let me know if there are any concerns that I may address regarding this request. Thanks for your time, --José Villalobos

José Pablo Villalobos
Director of Undergraduate Studies
Department of Hispanic Studies
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Hispanic Studies

2. Course prefix, number and complete title of course: SPAN 407 Spanish-English Translation

3. Catalog course description (not to exceed 50 words): Foundations of translation methodology, strategies, and practice; rendering of literary and non-literary texts; ethics of translation; emphasis on translation into the first language.

4. Prerequisite(s): 6 credits of upper division SPAN with a grade of B or higher or permission of the instructor.

Cross-listed with: 
Stacked with: 
Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course? □ Yes  X No If yes, from _______ to _______

6. Is this a repeatable course? □ Yes  X No If yes, this course may be taken _______ times.
Will this course be repeated within the same semester? □ Yes  X No

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   B.A. in Spanish

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefix  Course #  Title (excluding punctuation)
   SPAN  4  0  7  SPAN - ENGL
   TRANS  SLAT  ION

   Lect  Lab  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  FICE Code
   0  3  0  0  0  3  3  0  2  0  0  1  0  0  0  1  1  4  4  7  1  6  -  1  7  0  0  3  6  3  2

   Approval recommended by:
   Maria Irene Moya  11/10/15
   Department Head or Program Chair (Type Name & Sign)  Date

   Chair, College Review Committee  11-16-15
   Date

   Department Head or Program Chair (Type Name & Sign)  Date
   (if cross-listed course)

   Dean of College  11-18-15
   Date

   Chair, GC or UCC  11-18-15
   Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
SPAN 407
SPANISH-ENGLISH TRANSLATION
Spring 2016

Instructor: María Irene Moyna
Office: ACAD 219
E-mail: moyna@tamu.edu
Class meetings: TBA
Room: TBA
Office hours: TBA
Final examination: TBA

Catalog description:
Introduction to Spanish-English Translation (3-0). Credit: 3. Foundations of translation methodology, strategies, and practice; rendering of literary and non-literary texts; ethics of translation; emphasis on translation into the native language.

Prerequisites:
6 credits of upper division SPAN with a grade of B or higher or permission of the instructor.

Text and required materials:
Good quality monolingual and bilingual dictionaries for English and Spanish. (Don't buy one until we discuss dictionaries in class.)

General course objectives
The objective of this course is to provide students with basic skills and practice in translation, with a variety of general texts, including literary and non-literary; specialized texts (legal, commercial, technical) will not be the main focus, although they may be used occasionally. We will practice translation both individually and in peer work, to focus on the challenges posed by different text types and solutions to those challenges. An important objective is to familiarize students with reference materials typical of the trade, including dictionaries, glossaries, encyclopedias, internet references, and so on.

Learning outcomes:
At the end of the course you will be able to:
- describe the process of translation and interpreting in accurate technical vocabulary
- compose near-publishable translations into your strong (dominant) language in a variety of general text types (i.e., grammatically correct, semantically accurate, appropriate in tone and style)
- compose proficient translations into your second language (i.e., grammatically correct, semantically accurate)
- formulate correct consecutive interpreting of simple short dialogues and presentations
- employ appropriate strategies to deal with vocabulary gaps and cross-cultural differences
- articulate and produce the standard code of conduct of the professional translator
Format of the course

Research has shown that for language and skills acquisition, a student-centered approach works best. Therefore, this course is structured around activities that students need to prepare at home, and discuss with their classmates in class. You will benefit to the extent that you come prepared every day and make an effort. Because this is a translation class, and because all students are bilingual to different degrees, it is acceptable to participate in both English and Spanish. However, we will make an effort to avoid code-switching, not because there is anything inherently wrong about it, but because the target of a translator is generally a monolingual audience, so the objective is to gain fluency in both languages independently of each other. We will thus alternate between sessions in which we will use English, and others in which we will use Spanish as the language for communication.

Attendance policy:

Attendance is obligatory and will be taken during the first five minutes of class; anyone who arrives later without a justification will be counted tardy. Three tardies are equivalent to an absence. Arrival any later than the first 15 minutes of class will result in an absence. Valid justifications appear in the TAMU student rules (http://student-rules.tamu.edu/rule7.htm) and must be documented in writing. The objective of this strict policy is to guarantee the best performance in the class for everyone. The course is a preparation for professional life, where reliability is a prerequisite for success.

Final grade scales:

- 100 - 90% A
- 89 - 80% B
- 79 - 70% C
- 69 - 60% D
- 59% or less F

Evaluation breakdown:

- Exams (2) 20%
- Take-home translations (2) 20%
- Translation portfolio 30%
- Individual presentation 10%
- Individual blcg 10%
- Homework 5%
- Participation 5%
- Total 100%

The purpose of exams is to check that students have understood the main ideas and techniques presented in the course and can apply them to the translation of new texts. Reference materials such as dictionaries are allowed, but should be used appropriately. Different types of texts and content areas will be included to give opportunities to people with different strengths. There will be an exam on week 7 and another one on week 13.

Students will have to hand in two take-home translations completed outside of class, which will be evaluated on the basis of their faithfulness to the original in meaning and style and on grammatical accuracy. Each translation assignment will include one text from the second language to the dominant language, and a shorter text from the dominant language to the second language. The texts will be given at least one week before the translation is due and in general
there will be several options to choose from. Each translation will be returned with comments, which should be used to hand in the second draft. The final grade will be an average of both drafts.

You will be in charge of a translation portfolio which you will work on all semester long. This portfolio will include several activities (for a total of about 1,500 words) around a central topic of your interest, which you will hand in at several points in the semester. Possible examples might include a specific country or region (Uruguay, Jalisco), a product or industry (stiletto shoes, fashion), a specialized field (clinical depression, Latin American political systems), or a current event (the Syrian conflict, health care). The portfolio must contain the following: (a) a summary of a book or series of articles about the topic; (b) three translations on the topic (from different perspectives and text styles) (200 words each); (c) a list of translation resources, including a glossary of interesting vocabulary and a bibliography.

As part of the portfolio, you will prepare a final presentation to deliver to your classmates during the end of the semester. This presentation will be divided into a Spanish section and an English section, and it should take no more than 15 minutes. It should include information of interest on your topic and comments about language that you found of interest.

Each student will be in charge of creating and updating a blog in Spanish, which will be a resource about translation and interpretation. In it you will post at least ten entries all through the semester, at least once a week, and at least one hundred words every time. It will be open to your classmates and the instructor and you are expected to make comments in at least two blogs every week. You will be provided with a list of suggestions for topics of interest that you can blog about, but you are free to deviate as long as you stay within the general topic of language and translation. The format of the blog will be free, but it will have certain obligatory elements.

You can expect to have homework frequently. In general, it will include reading, preparation of writing and exercises, and so on. It is not always possible to predict when homework will be assigned, but it will be clearly announced in class and through eCampus. It is your responsibility, if you miss class, to find out through eCampus or your classmates what you need to do for the next class session. The purpose of homework is to reinforce what was learned in class or prepare activities so that class time can be used more profitably. Written assignments have to be done on loose sheets of paper and may be collected whenever the teacher deems it necessary.

Participation will be measured on the basis of two elements: your attendance (3 points) and your attitude in class (2 points). You will lose one point for each unjustified absence.

Grading of written translations:

<table>
<thead>
<tr>
<th>Points</th>
<th>Explanation</th>
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<tbody>
<tr>
<td>100 - 90</td>
<td>The translation is professional or near-publishable. It is free of spelling or grammatical mistakes, renders the meaning of the original faithfully, and it captures its tone and style.</td>
</tr>
<tr>
<td>89 - 80</td>
<td>The translation allows the reader to have access to the overall meaning of the original text, but it has some mistakes of form or misses some meaning details and would not be acceptable as a professional product.</td>
</tr>
<tr>
<td>79 – 70</td>
<td>The translation has several small mistakes or at least a couple of big comprehension errors that distort the meaning of the original, its tone, or style.</td>
</tr>
<tr>
<td>69 - 60</td>
<td>The translation has numerous basic mistakes, some of which are serious and show lack of comprehension of the source text, or lack of knowledge of basic grammar, vocabulary, or style of the target language.</td>
</tr>
<tr>
<td>59 and below</td>
<td>The translation has many basic mistakes in the comprehension of the source text or in the grammar or style of the target language.</td>
</tr>
</tbody>
</table>
Presentation of assignments:
All major assignments must be typed and submitted in class. Assignment and paper deadlines are mandatory; half a point will be docked for each day of delay. No work will be accepted a week after its deadline, unless the delay was due to an excused absence. Please attach your excuse to the assignment. **There will be no exceptions.**

Academic honesty:
This course will be ruled by the Aggie Code of Honor: “An Aggie does not lie, cheat or steal, or tolerate those who do.” Therefore, the highest standards of ethics are expected. In homework assignments, in the final project, and in any other assessment, students must produce original work. Plagiarism and cheating will be penalized. Plagiarism or self-plagiarism involves the use of material taken from other works (either in print or online) without clearly specifying the source of citations through standard conventions. Any case of dishonesty will be referred to the Aggie Honor System Office. Please consult their website (http://aggiehonor.tamu.edu/) especially under the ‘Descriptions’ link, for a list of conducts that constitute academic dishonesty. If you have any questions or concerns, do not hesitate to contact me directly.

Behavior:
It is the teacher’s responsibility to guarantee an atmosphere where all students feel comfortable and ready to learn. Therefore, mutual respect and collaboration are expected. Insulting and discriminatory comments will not be tolerated.

Americans with Disabilities Act 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.

Make-up exam policy:
Students will only be allowed to make up exams when they have justified their absence. No make-ups will be allowed to improve the grade.

Incomplete policy:
The temporary grade of incomplete (I) will be given at the end of the semester only in cases where students have completed the coursework with the exception of the final project. An ‘I’ will only be giver to a student who has missed work due to a documented excused absence. No incompletes will be given to students who have attended class but have failed to hand in assignments.

**Tentative calendar**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
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<tr>
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<td>Prepare</td>
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<td>Blog</td>
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<td>Hand in</td>
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<td>Week</td>
<td>Topic</td>
<td>Chapter</td>
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<tr>
<td>1</td>
<td>Getting to know each other</td>
<td>Ch. 1 pp. 1 - 7</td>
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<td>Introduction: Myths and history of translation</td>
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<td>The need for translation</td>
<td>Ch. 1 pp. 8 - 15</td>
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<td>2</td>
<td>Translation quality</td>
<td>Ch. 1 pp. 15 - 17</td>
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<td>Translation as a profession: associations, code of ethics</td>
<td>Ch. 1 pp. 17 - 25</td>
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<td>Translation as a profession: agencies, clients, and services</td>
<td>Ch. 1 pp. 26 - 32</td>
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<td>3</td>
<td>Types of translation</td>
<td>Ch. 2 pp. 33 - 37</td>
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<td>Connotation and denotation</td>
<td>Ch. 2 pp. 38 - 42</td>
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<td>Exercises or connotation and denotation</td>
<td>Ch. 2 pp. 43 - 45</td>
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<td>4</td>
<td>Understanding and evaluating dictionaries</td>
<td>Ch. 2 pp. 45 - 50</td>
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<td></td>
<td>Polysemy, puns, and cognates</td>
<td>Ch. 2 pp. 51 - 60</td>
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<td></td>
<td>Multilingual texts</td>
<td>Ch. 2 pp. 60 - 67</td>
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<td></td>
<td>Workshop text 1 (pp. 66 - 67)</td>
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<td>5</td>
<td>Terminology</td>
<td>Ch. 3 pp. 68 - 78</td>
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<td>Collocations and corpora</td>
<td>Ch. 3 pp. 79 - 88</td>
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<td>Semantic fields</td>
<td>Ch. 3 pp. 88 - 91</td>
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<td>Parallel texts</td>
<td>Ch. 3 pp. 92 - 96</td>
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<td>Workshop Text 2 (pp. 96 - 97)</td>
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<td>Catch-up and review day</td>
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<td>7</td>
<td>EXAM 1</td>
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<td></td>
<td>Audience: semantic and communicative translation</td>
<td>Ch. 4 pp. 98 - 101</td>
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<td>Précis writing, summary translation, sight translation</td>
<td>Ch. 4 pp. 102 - 106</td>
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<td>8</td>
<td>Register</td>
<td>Ch. 4 pp. 106 - 112</td>
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<td>Tone</td>
<td>Ch. 4 pp. 113 - 116</td>
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<td>9</td>
<td>Slang and regional variation</td>
<td>Ch. 4 pp. 116 - 123</td>
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<td>Translation universals, techniques and strategies</td>
<td>Ch. 4 pp. 126 - 134</td>
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<td>Workshop: Case studies</td>
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<td>Catch-up day</td>
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<td>10</td>
<td>Translating idioms and insults</td>
<td>Ch. 5 pp. 139 - 143</td>
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<td>Figurative language, proverbs, and sayings</td>
<td>Ch. 5 pp. 144 - 146</td>
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<td>Topic</td>
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<td>11</td>
<td>Humor, comics, and <em>piropos</em></td>
<td>Ch. 5 pp. 152 - 156</td>
</tr>
<tr>
<td>11</td>
<td>Case studies</td>
<td>Ch. 5 pp. 156 - 157</td>
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<tr>
<td>12</td>
<td>Workshop 4 (pp. 158 - 160)</td>
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<td>Catch-up day</td>
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<td>Quality control</td>
<td>Ch. 12 pp. 318 - 323</td>
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<td>Editing exercises</td>
<td>Ch. 12 pp. 324 - 328</td>
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<td>13</td>
<td>Cohesion and coherence</td>
<td>Ch. 12 pp. 329 -332</td>
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<td>Stylesheets, style guides</td>
<td>Ch. 12 pp. 333 - 335</td>
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<td>EXAM 2</td>
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<td>14</td>
<td>Individual presentations</td>
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**FINALS WEEK:** Portfolio due
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Hispanic Studies

2. Course prefix, number and complete title of course: SPAN 417 Advanced Spanish-English Translation

3. Catalog course description (not to exceed 50 words): Expansion of translation practice and development of lexical and stylistic competence in specialized fields, including commercial, legal, medical, technical, and scientific. A mandatory service learning component included.

4. Prerequisite(s): SPAN 407 with a grade of B or higher or permission of the instructor.

Cross-listed with: __________________________

Stacked with: __________________________

Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course? ☐ Yes ☑ No If yes, from ______ to ______

6. Is this a repeatable course? ☐ Yes ☑ No If yes, this course may be taken ______ times.

Will this course be repeated within the same semester? ☐ Yes ☑ No

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   B.A. in Spanish, general undergraduate academic

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefix _______ Course # _______ Title (excluding punctuation) _______

<table>
<thead>
<tr>
<th>SPAN</th>
<th>4</th>
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<th>ADVANCED</th>
<th>SPAN - ENG</th>
<th>TRANSL</th>
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<td>Admin. Unit</td>
<td>Acad. Year</td>
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Approval recommended by: Maria Irene Moyna 11/10/15

Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee
Date

Dean of College
Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.

Curricular Services – 3/10
SPAN 417
ADVANCED SPANISH-ENGLISH TRANSLATION
Spring 2017

Instructor: María Irene Moyna
Office: ACAD 219
E-mail: moyna@tamu.edu
Class meetings: TBA
Room: TBA
Office hours: TBA
Final examination: TBA

Catalog description:
Advanced Spanish-English Translation (3-0). Credit: 3. Expansion of translation practice and development of lexical and stylistic competence in specialized fields, including commercial, legal, medical, technical, and scientific. A mandatory service learning component included.

Prerequisites:
SPAN 407 with a grade of B or higher or permission of the instructor.

Text and required materials:
Good quality monolingual and bilingual dictionaries for English and Spanish (Don't buy one until we discuss dictionaries in class.)

General course objectives:
The objective of this course is to build upon basic translation and interpretation skills developed in SPAN 407 and expose students to a variety of specialized text types, including commercial and financial, legal and political, medical, scientific, and technical. The main differences between literary and non-literary translation will also be discussed. We will practice translation both individually and through peer work. An important objective of this course is to teach students to work in professional teams, so several of the activities will involve working with classmates and coordinating collective assignments. Students will be providing pro bono services to a Spanish-serving institution of their choice in the Bryan-College Station area, and will showcase their work in a final poster presentation.

Learning outcomes:
At the end of the course you will be able to:
• create publishable translations (i.e., grammatically correct, semantically accurate, stylistically appropriate) into your dominant language in a variety of specialized text types, such as commercial, legal, medical, scientific
• compose proficient (i.e., grammatically correct, semantically accurate) specialized translations into their second language
• provide correct consecutive interpreting of specialized presentations
• articulate and follow the standard code of conduct of the professional translator
Format of the course:
Research has shown that for language and skills acquisition, a student-centered approach works best. Therefore, this course is structured around activities that students need to prepare at home, and discuss with their classmates in class. You will benefit to the extent that you come prepared every day and make an effort. Because this is a translation class, and because all students are bilingual to different degrees, it is acceptable to participate in both English and Spanish. However, we will make an effort to avoid code-switching, not because there is anything inherently wrong about it, but because the target of a translator is generally a monolingual audience, so the objective is to gain fluency in both languages independently of each other. We will thus alternate between sessions in which we will use English, and others in which we will use Spanish as the language for communication.

Attendance policy:
Attendance to class is obligatory and will be taken during the first five minutes; anyone who arrives later without a justification will be counted tardy. Arrival any later than the first 15 minutes of class will result in an absence. Three tardies are equivalent to an absence. Valid justifications appear in the TAMU student rules (http://student-rules.tamu.edu/rule7.htm) and must be documented in writing. The objective of this strict policy is to guarantee the best performance in the class for everyone. The course is a preparation for professional life, where reliability is a prerequisite for success.

Final grade scales:

| 100 – 90 % | A |
| 79 – 70 %  | C |
| 59 % or less | F |
| 89 – 80 % | B |
| 69 – 60 % | D |

Evaluation breakdown:
- Take-home translations (2) 20%
- Individual translation assignment 20%
- Group translation assignment 20%
- Group presentation 20%
- Individual b/cg 10%
- Homework 5%
- Participation 5%
- Total 100%

Students will have to hand in two take-home translations completed outside of class, which will be evaluated on the basis of their faithfulness to the original in meaning and style and on grammatical accuracy. Each translation assignment will include one text from the second language to the dominant language, and a shorter text from the dominant language to the second language. The texts will be given at least one week before the translation is due and there will be several options to choose from. Each translation will be returned with comments, which should be used to produce a revised final draft. The grade for the assignment will be an average of both the first draft and the final draft.

Over the course of the semester, you will work with a group of classmates as you would in a translation bureau. Your first task will be to identify a community agency that requires
translation services. You will establish contact with them, ascertain their translation needs, and develop strategies to complete the assignment in the course of the semester. Part of your grade will come from an individual translation portfolio containing at least three translations of the agency documents that you work on (approximately 500 words each in the original). These translations may be into Spanish or English, but given the characteristics of most Spanish-serving institutions, they are more likely to be into Spanish. Your translations will include first drafts, revised drafts, and a final reflection on your project.

Moreover, together with your team, you will get together to discuss your individual translations and produce a unified group portfolio containing all your work for the community agency. In that collective work, you must take care to check the accuracy of the translations, unify your lexical and stylistic choices, and format the work appropriately and professionally for delivery. Your completed assignment will be delivered to your agency at the end of the semester.

As part of the group portfolio, you will prepare a final poster that you will share with your classmates, the participating agencies, and the community at the end of the semester. The poster will have two versions, Spanish and English, and you should be prepared to talk about it in either language. It should include information on the agency’s work and comments about language that you find of interest.

Each student will be in charge of creating and updating a blog in Spanish, which will be a resource about translating in one specialized field of your choice. In it you will post at least ten entries during the semester (see dates on calendar) and at least one hundred words every time. It will be open to your classmates and the instructor and you are expected to make comments in at least two blogs every week. You will be provided with a list of suggestions for topics of interest that you can blog about, but you are free to deviate as long as you stay within your specialized field. The format of the blog will be free, but it will have certain obligatory elements.

You can expect to have homework frequently. In general, it will include reading, preparation of writing and exercises, and so on. It is not always possible to predict when homework will be assigned to hand in, but it will be clearly announced in class. It is your responsibility, if you miss class, to find out through eCampus or your classmates what you need to do for the next class session. The purpose of homework is to reinforce what was learned in class or prepare activities so that class time can be used more profitably. Written assignments have to be done on loose sheets of paper and may be collected whenever the teacher deems it necessary.

Participation will be measured on the basis of two elements: your attendance (3 points) and your attitude in class (2 points). You will lose one point for each unjustified absence.

Presentation of assignments:

Except when otherwise specified, assignments must be typed and submitted in class. Assignment and paper deadlines are mandatory; half a point will be docked for each day of delay. No work will be accepted a week after its deadline, unless the delay was due to an excused absence.
Grading of written translations:

<table>
<thead>
<tr>
<th>Points</th>
<th>Explanation</th>
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<tbody>
<tr>
<td>100 – 90</td>
<td>The translation is professional and publishable. It is free of spelling or grammatical mistakes, renders the meaning of the original text faithfully, captures its tone and style, and uses specialized language appropriately.</td>
</tr>
<tr>
<td>89 – 80</td>
<td>The translation allows the reader to have access to the overall meaning of the original text, but it has some mistakes of form or misses some meaning details and would not be acceptable as a professional product.</td>
</tr>
<tr>
<td>79 – 70</td>
<td>The translation has several small mistakes or at least a couple of big comprehension errors that distort the meaning of the original, its tone, or style.</td>
</tr>
<tr>
<td>69 – 60</td>
<td>The translation has numerous basic mistakes, some of which are serious and show lack of comprehension of the source text, or lack of knowledge of basic grammar, vocabulary, or style of the target language.</td>
</tr>
<tr>
<td>59 and below</td>
<td>The translation has many basic mistakes in the comprehension of the source text or in the grammar or style of the target language.</td>
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</tbody>
</table>

**Academic honesty:**

This course will be ruled by the Aggie Code of Honor: “An Aggie does not lie, cheat or steal, or tolerate those who do.” Therefore, the highest standards of ethics are expected. In homework assignments, in the final project, and in any other assessment, students must produce original work. Plagiarism and cheating will be penalized. Plagiarism or self-plagiarism involves the use of material taken from other works (either in print or online) without clearly specifying the source of citations through standard conventions. Any case of dishonesty will be referred to the Aggie Honor System Office. Please consult their website (http://aggiehonor.tamu.edu/) especially under the ‘Descriptions’ link, for a list of conducts that constitute academic dishonesty. If you have any questions or concerns, do not hesitate to contact me directly.

**Behavior:**

It is the teacher’s responsibility to guarantee an atmosphere where all students feel comfortable and ready to learn. Therefore, mutual respect and collaboration are expected. Insulting and discriminatory comments will not be tolerated.

**Americans with Disabilities Act 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.

**Make-up policy:**

This class does not have in-class exams, so no make-ups will be given. However, there is a final poster presentation that will take place on the day of finals. Attendance to that poster presentation is mandatory, and given the nature of the assignment, it cannot be missed. Students
who do not attend their group’s presentation due to an illness or other justified absence must contact the professor and will be given an alternative format to present their work, which may include uploading a video recording to eCampus for evaluation. The student will be responsible for any additional work that this entails. Given the seriousness of the absence, a written justification is absolutely essential for the opportunity of a make-up presentation.

**Incomplete policy:**

The temporary grade of incomplete (I) will be given at the end of the semester only in cases where students have completed the coursework with the exception of the final project. An ‘I’ will only be given to a student who has missed and assignment due to an excused absence. No incompletes will be given to students who have attended class but have failed to hand in assignments. A group will not be negatively affected if one of its members fails to hand in their assignments on time or to participate in the group presentation.

**Tentative calendar**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
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<td></td>
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<td>Prepare</td>
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<tr>
<td>1</td>
<td>Getting to know each other</td>
<td>Ch. 6 pp. 161 - 164</td>
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<td>Marketing and advertising, slogans</td>
<td>Ch. 6 pp. 165 - 167</td>
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<td>Ad campaigns</td>
<td>Ch. 6 pp. 167 - 171</td>
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<td>2</td>
<td>Internet marketing</td>
<td>Ch. 6 pp. 172 - 176</td>
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<td>Localization and global business</td>
<td>Ch. 6 pp. 176 - 181</td>
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<td>International trade documents</td>
<td>Ch. 6 pp. 183 - 186</td>
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<td>Translating trade fair calendars</td>
<td>Ch. 6 pp. 186 - 190</td>
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<td>Business ethics</td>
<td>Ch. 6 pp. 191 - 193</td>
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<td>Workshop # 5 Strategic plan translation</td>
<td>Ch. 7 pp. 194 - 196</td>
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<td>Legal translation: voting materials</td>
<td>Ch. 7 pp. 197 - 202</td>
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<td>Official translation</td>
<td>Ch. 7 pp. 203 - 205</td>
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<td>Academic jargon</td>
<td>Ch. 7 pp. 206 - 208</td>
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<td>Translation in schools</td>
<td>Ch. 7 pp. 209 - 214</td>
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<td>Translation’s role</td>
<td>Ch. 7 pp. 216 - 217</td>
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<td>Court interpreting</td>
<td>Ch. 7 pp. 219 – 222</td>
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<td>Translating human rights</td>
<td>Ch. 7 pp. 222 - 224</td>
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<td>Workshop # 6 Political science</td>
<td>Ch. 8 pp. 225 - 229</td>
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<td>Medical translation</td>
<td>Ch. 8 pp. 231 - 233</td>
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<td>Clinical history</td>
<td>Ch. 8 pp. 234 - 237</td>
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<td>8</td>
<td>Living wills</td>
<td>Ch. 8 pp. 238 - 241</td>
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<td>Medical vocabulary</td>
<td>Ch. 8 pp. 241 - 243</td>
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<td>Questionnaires and consent forms</td>
<td>Ch. 8 pp. 243 - 245</td>
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<td>9</td>
<td>Health brochures</td>
<td>Ch. 8 pp. 246 - 247</td>
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<td>Workshop #7: Vaccines</td>
<td>Ch. 8 pp. 248</td>
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<td>10</td>
<td>Scientific and technical translation</td>
<td>Ch. 9 pp. 250 - 253</td>
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<td>Technical writing</td>
<td>Ch. 9 pp. 254 - 256</td>
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<td>Training materials and how-to booklets</td>
<td>Ch. 9 pp. 257 - 259</td>
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<td>11</td>
<td>Semitechnical texts</td>
<td>Ch. 9 pp. 259 – 261</td>
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<td>The Beaufort wind scale</td>
<td>Ch. 9 pp. 263 - 266</td>
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<td>Workshop #8B Academic research</td>
<td>Ch. 9 pp. 289 - 291</td>
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<td>12</td>
<td>Catch-up day</td>
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<td></td>
<td>Film dubbing and subtitling</td>
<td>Ch. 11 pp. 296 - 298</td>
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<td>Television and localization</td>
<td>Ch. 11 pp. 298 - 301</td>
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<tr>
<td>13</td>
<td>Translating titles</td>
<td>Ch. 11 pp. 302 - 304</td>
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<td>Translating tourism</td>
<td>Ch. 11 pp. 306 - 311</td>
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<td>Performance testing</td>
<td>Ch. 11 pp. 313 - 316</td>
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<tr>
<td>14</td>
<td>Short takes</td>
<td>Ch. 11 pp. 316 - 317</td>
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<td>Wrap-up of course</td>
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<td>Poster presentation</td>
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</table>

EXAM WEEK: Group portfolio due
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Course request type: [ ] Undergraduate [ ] Graduate [ ] First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name): Health and Kinesiology

3. Course prefix, number and complete title of course: SPMT 481 Seminar

4. Catalog course description (not to exceed 50 words): A variety of topical seminars in communicating contemporary and historical sport management subjects designed to complement the curriculum in sport management.

5. Prerequisite(s):

   Cross-listed with: Admission to the professional phase of the sport management program; Junior or Senior Classification; or approval of instructor

   Stacked with: Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? [ ] Yes [X] No If yes, from ________ to ________

7. Is this a repeatable course? [X] Yes [ ] No If yes, this course may be taken 3 times.

   Will this course be repeated within the same semester? [X] Yes [ ] No

8. Will this course be submitted to the Core Curriculum Council? [ ] Yes [X] No

9. How will this course be graded? [X] Grade [ ] S/U [ ] P/F (CLMD)

10. This course will be:
    a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
       B.S. in Sport Management; Minor in Sport Management
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
       open to any student as an elective

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. [X] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix: Course #: Title (excluding punctuation)

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<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
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<th>Acad. Year</th>
<th>FICE Code</th>
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</tbody>
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Approval recommended by:

Richard Kreider
Department Head or Program Chair (Type Name & Sign) Date

Chris Cherry
Chair, College Review Committee Date

Chris Cherry
Dean of College Date

Tim Scott
Chair, GC or UCC Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
INSTRUCTOR INFORMATION:
Name: Dr. Paul E. Keiper, Ed.D.
Off. Loc.: Blocker 342BC
Phone: 458-2724
Email: pkeiper@hlkn.tamu.edu
Off. Hours: T/R 1:00-2:00, or by appointment
Teaching Assistant:
Name: Hannah Malcomb
Off. Loc.: Blocker 340
Email: hmalcomb@tamu.edu

Web Based Class Location: on ecampus
Course Websites: ecampus.tamu.edu (You must check this site often for updates and communication from me.)

COURSE DESCRIPTION

This course is a survey of the history of modern sport and sports development over time. As you participate in this course you will be given the opportunity to analyze the relationship between sport and society. You will, also, be able to examine central problems revolving around sport from a variety of viewpoints.

LEARNING OUTCOMES

After completing this course, you should be able to:

- Describe the importance of sport in society.
- Determine the value the study of sport history has had on today’s cultural issues.
- Compare and contrast sport today and sport history.

COURSE READINGS


POINT STRUCTURE:  

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GRADING STRUCTURE:

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<tr>
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Course Policies and Expectations

General Course Rules.

Any work missed due to an unexcused absence may not be made up at a later date. The only exception to this policy is written documentation of a situation that absolutely prohibits you from punctual responsibilities. Refer to Academic Rules, Rule 7 for http://student-rules.tamu.edu/rule07

Plagiarism Statement.

As commonly defined, plagiarism consists of passing off as one’s own ideas, words, writings, etc., those 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 have the permission of that person. Another less known violation is when a student turns in a paper of their own twice, this is called multiple submissions. Plagiarism is one of the worst academic sins, for plagiarists destroy the trust among colleagues without which research cannot be safely communicated. If you have questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, http://student-rules.tamu.edu, under the section “Scholastic Dishonesty.”

Academic Integrity Statement and Policy

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

Americans with Disabilities Act (ADA) Policy Statement

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.

Copyright Statement

The materials used in this course are copyrighted. These materials include, but are not limited to, the 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.

Accessibility.

To access the university’s accessibility policy please go to http://itaccessibility.tamu.edu/. This will assist you with web issues you might be experiencing.
1. **Paper:** You will select a topic from the readings and expound on that topic. Further, you will compile the data, research, or other material you discover into at least a 1000 word essay (this means 1000 words in the body excluding title page, diagrams, or reference page). You should discuss a topic discovered from the text, this could be a person, issue, or reactions to the ideas presented in the text. You need to draw on outside materials to support your findings or arguments in the report; at least two unique references should be used, **do not use the text or Wikipedia. Do not plagiarize!** See previous rule regarding plagiarism. You can check the turnitin.com site for the Originality Report to see how much of your paper is similar to other writings; if it is showing a lot of similarity, I would fix it if I were you.

   1. The paper may contain a small portion of your opinion; however, you need to base your story or argument on the research (other authors).
   2. The report should be between 3-5 pages of text (at least 1000 words), plus additional pages for references, any tables, or any figures.
      a. The first paragraph should be a brief introduction. This introduction must include your rationale for choosing the topic. Why did you choose this topic? It doesn’t need to be long around 100-150 words. It is fun for me to see why you preferred the topic. It is fascinating and makes it worthwhile to read. I care.
   3. Style and formatting should be in accordance with the standards set forth by the *American Psychological Association Publications Manual* (6th ed.). A copy is available in the library. Or, you can find information on the APA website [www.apastyle.org](http://www.apastyle.org). With APA style you need to have APA citations throughout your paper. This shows the reader where you obtained your information. There is additional APA information on the ecampus site.
   4. You need a title page; include on the title page: title of your paper, your name, your course number and title, date turned in, instructor’s name, and university. You **do not** need an abstract. You do need a reference page.
   5. **You must submit this online via ecampus. Note: A portion of your grade is on how well you follow these instructions.**

   !!!NO PAPERS ON JACKIE ROBINSON, YOU MAY NOT CHOOSE THIS TOPIC!!!

**Course instructions for all students cont.**

2. **Quizzes:** Ten quizzes will be administered during the semester on ecampus, one following each section. The quizzes will be in multiple choice and true-false format. Each quiz is worth 10 points. The quizzes will be opened early during the semester (or maybe even before) and will be closed on the due date indicated in the schedule below at 11:59 p.m. You will need to stay on pace to finish. There is **nothing** preventing you from working ahead of the pace set!

(Course Schedule on the following pages)
Course Schedule:

Modules:

1. What is Sport History?
   Last Day to take this Quiz: September 16th
   Urbanization and the Rise of Sport – p. 8-14
   The New Cultural Sport History – p. 18-24

2. The Making of a Modern Sporting Culture
   Last Day to take this Quiz: September 23rd
   The Great Foot Race of 1835 – p. 54-55
   Thomas W. Higginson Analyzes the American Clergy and Their Need for Physical Fitness, 1858 – p. 89-91
   Catharine Beecher Criticizes Women’s Frailty and Recommends What Should Be Done About It, 1855 – p. 91-93
   The Spirit of the Times Examines the Founding of the New York Athletic Club, 1868 – p. 98-99

3. Sport and Higher Education in America
   Last Day to take this Quiz: September 30th
   Coach Walter Camp on Sportsmanship – p. 120-122
   Henry Beach Needham Decries the Professionalization of College Athletes, 1905 – p. 124-126

4. The Commercialization and Professionalization of Sports
   Last Day to take this Quiz: October 7th
   Supreme Court Justice Oliver Wendell Holmes, Jr., Explains Why Baseball Is Not Subject to Antitrust Laws, 1922 – p. 215-217

5. Gender and Sport in Modern America
   Last Day to take this Quiz: October 14th
   Theodore Roosevelt Examines How Sport Makes Boys into Men – p. 243-244
   Senda Berenson Asserts the Value of Adapted Women’s Basketball, 1901 – p. 251-254
   Dr. Dudley A. Sargent Asks, “Are Athletics Making Girls Masculine?”, 1912 – p. 254-256
   The Early Career of Car Racer Joan N. Cuneo – p. 256-258

(SEE MORE SECTIONS ON THE FOLLOWING PAGE)
6. Race and Ethnicity in American Sport

**Last Day to take this Quiz: October 21st**
Prejudice Against African-American Ballplayers in the St. Louis *Post-Dispatch*, 1911 – p. 281-282
I Caught Satchel Paige in the 1930’s – p. 282-283

7. Sports Heroes and American Culture

**Last Day to take this Quiz: October 28th**
Commonweal Memorializes Christy Mathewson, a Real-Life Merriwell p. 313
The Black Sox Scandal and the Fallen Hero: The Confession of Joe Jackson, 1920 p. 313-318
Babe Ruth, the New American Sports Hero, 1920 – p. 318-320
Joe Louis as African American Hero: The Reminiscences of Maya Angelou, 1938 – p. 320
Red Grange and American Sport Heroes of the 1920’s – p. 322-326

8. American Women and Sport

**Last Day to take this Quiz: November 4th**
Billie Jean King Remembers Life as an Outsider in the 1950’s and 1960’s – p. 347-351
Baylor University Athletic Director Grant Teaff Criticizes the Impact of Title IX on Intercollegiate Football, 1993 – p. 355-357
Babe Didrikson Zaharias: The “Texas Tomboy” – p. 326-331 *(note: earlier in text)*

9. Sport and Race in America

**Last Day to take this Quiz: November 14th**
Jackie Robinson on the Struggles of His First Spring Training, 1946 – p. 381-384
The Thoughts of Muhammad Ali in Exile, 1967 – p. 384
“Roberto Clemente: Baseball’s ‘Magnificent Militant’” – p. 386
A Lone Negro in the Game: Jackie Robinson’s Rookie Season p. 388-395

10. The Business of Sport

**Last Day to take this Quiz: November 24th**
Norris Poulson Reveals How Los Angeles Got the Brooklyn Dodgers in 1958 – p. 409-412
The Report on Enhancement Performing Drugs in Major League Baseball – p.419
The NCAA Monopoly: Revenue, Reform, and Exploitation – p. 426

Final Paper Due by December 9th. **You can turn it in early!**
Texas A&M University

Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions

1. Course request type:
   ☑ Undergraduate  ☐ Graduate  ☐ First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):
   Department of Veterinary Integrative Biosciences

3. Course prefix, number and complete title of course:
   VIBS Introductory Mammalian Histology

4. Catalog course description (not to exceed 50 words):
   This is a foundational course which focuses on the biological aspects of the human body by integrating histology and anatomy & physiology. Emphasis will be placed on the transition of cell and tissue organization to organ systems that comprise mammalian organisms. This course will be structured around multiple lectures, corresponding in-class discussions, laboratories, and a group work presentation. This course will build upon concepts that were introduced in lower-level biology and add a foundation to prepare students to succeed in upper-level histology, anatomy and physiology, and more specialized courses.

5. Prerequisite(s):
   None
   Cross-listed with: None
   Stacked with: None
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? ☐ Yes  ☑ No
   If yes, from ________ to ________.

7. Is this a repeatable course? ☑ Yes  ☐ No
   If yes, this course may be taken ________ times.
   Will this course be repeated within the same semester? ☑ Yes  ☐ No
   Will this course be submitted to the Core Curriculum Council? ☑ Yes  ☐ No

8. How will this course be graded? ☑ Grade  ☐ S/U  ☐ P/F (CLMD)

9. This course will be:
   a. ☑ required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. ☑ an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

BIMS

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix  Course #  Title (excluding punctuation)
   VIBS  243  Introductory Mammalian Histology

   Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  FICE Code
   1.00  2.00  0.00  2  260699  VIBS  16 -  17  0  3  6  3  2

   Approval recommended by:  11/12/15
   Department Head or Program Chair (Type Name & Sign) Date

   Department Head or Program Chair (Type Name & Sign) Date
   (If cross-listed course)

   Submitted to Coordinating Board by:  11/15/15
   Chair, GC or UCC Date

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
   Curricular Services – 07/14
VIBS 243: Introductory Mammalian Histology  
Course Syllabus Spring 2016  
Tuesday/Thursday 09:35 am -10:50 am  
Medical Sciences Library Room #044

Course Overview
This is an exploratory course which focuses on the biological aspects of the human body by integrating histology and anatomy & physiology. Emphasis will be placed on the transition of cell and tissue organization to organ systems that comprise mammalian organisms. This course will be structured around convenient online lectures with corresponding in-class discussions, laboratories, and a group-work presentation. This course will build upon concepts that were introduced in lower-level biology and build a foundation to prepare students to succeed in upper-level histology, anatomy and physiology, and more specialized courses.

Student Learning Outcomes: Students should be able to:

1. Describe the cells of the human body, explain their ultrastructural make up, identify their general functions, and explain how their organelle content facilitates their functions
2. Describe the organization of cells into tissues, organs, and organ systems in the body, explain how their structure and function make them unique and necessary for life
3. Identify the four basic types of tissue (muscle, nerve, connective tissue, and epithelium), distinguish between the several functions of each, and explain how the structural and functional characteristics of each that make them unique
4. Describe the histologic characteristics of common organs and organ systems of the body and explain how structure facilitates function from cells/organelles to organ systems

Purpose:
At the completion of this course, the students should be able to demonstrate a basic understanding of the biological structure-function relationships of the human body. In the process, it is hoped that each student has an opportunity to:

- Engage in challenging learning experiences which offer them an opportunity to explore varied responses to the mammalian condition
- Practice critical thinking skills by problem solving and organizing presentations
- Broaden their social consciousness by teamwork and group presentations

Lectures
The objective of lectures is to learn about structure-function relationships and how organ architecture facilitates its function. It will be the student’s responsibility to view the easily accessible online lectures prior to the corresponding class discussion and laboratory.

Laboratories
Students will learn cell and tissue appearance and function by viewing interactive digital images of
microscopic slides. Laboratories will be accompanied by group activities that will focus on normal histology as a perquisite for understanding pathology.

**Materials**

The materials required, which will be provided, include:

- **Online Lectures** require internet and can be accessed on eCampus and at [www.youtube.com/vibshistology](http://www.youtube.com/vibshistology). Power point slides also accessible online at [http://peer.tamu.edu/histology.asp](http://peer.tamu.edu/histology.asp) with hyperlinks to the images.

- **Laboratory Manual** will be available on eCampus. It is modified from “The Biology of Cells and Tissues” produced by the Department of Cell Biology and Anatomy at Southwestern Medical School, which Dr. Johnson co-authored.

- **Digital Microscopic Slides:** The digital slides can be accessed through eCampus and directly online via hyperlinks of the corresponding power point slides. Due to the unlimited number of computers, please consider bringing a laptop or tablet with internet access for viewing of the slides.

**Course Work**

- **Quizzes** will be taken every two weeks on **Thursdays** and will test all material covered since the last quiz or Mid Term.

- **Clinical Correlation Presentations** will require students to work in a group to present pathology material related to a certain histological lecture. An essay related to the presentation must be submitted. The final essay should range between ¾ to a page, and typed in Times New Roman with 1” margins. Resources should be included and correctly cited.

- **Practical Exams** will test concepts and laboratory identifications.

- **Didactic Exams** will test all material covered in lectures, discussions, laboratories, and presentations.

**Grading**

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A=900+; B=800-899; C=700-799; D=600-699; F=599-0

**Weekly Course Schedule**
1/19 & 1/21  Lecture- Introduction to Cells, Tissues, and Microscopy  
Lab- Cell Structure and Microscopy

1/26 & 1/28  Lecture- Anatomy Nomenclature and Procedures  
Lab- Mock Dissection  
QUIZ 1

2/2 & 2/4  Lecture- Physiology  
Lab- Physiology Workshop

2/9 & 2/11  Lecture - Epithelium and Connective Tissue  
Lab- Epithelium and Connective Tissue  
QUIZ 2

2/16 & 2/18  Lecture- Cartilage, Bone, and Muscle  
Lab- Cartilage, Bone, and Muscle

2/16 & 2/18  Lecture- Peripheral Nervous System and Eye  
Lab- Peripheral Nervous System and Cow Eye Dissection  
QUIZ 3

2/23 & 2/25  Lecture- Blood and Lymph Vessels  
Lab- Blood and Lymph Vessels

3/1  Review

3/3  Mid Term

3/8 & 3/10  Lecture- Lymphoid System  
Lab- Lymphoid System

3/22 & 3/24  Lecture- Endocrine System  
Lab- Endocrine System  
QUIZ 4

3/29 & 3/31  Lecture- Integument  
Lab- Integument

4/5 & 4/7  Lecture- Digestive System, Liver Gallbladder, Pancreas, & Salivary Glands  
Lab- Digestive System, Liver, Gallbladder, Pancreas, & Salivary Glands  
QUIZ 5

4/12  Lecture- Respiratory System  
Lab- Respiratory System
4/14 & 4/19  Lecture- Male and Female Reproductive Systems  
        Lab- Male and Female Reproductive Systems  
        QUIZ 6

4/21  
        Lecture- Urinary System  
        Lab- Urinary System

4/28  
        Final

University Excused Absences: A university-excused absence is the only excuse acceptable for missing an exam or homework due date. The fact that an absence is a university excused absence does not relieve the student of responsibilities for prior notification and documentation. I must be notified of your excused absence by the second working day after your last day of absence. If this second day is a class day on which an exam is scheduled, you must notify me within 1 working day after your return to class. If the absence is excused, the student will complete the makeup exam on a date agreed upon by the student and me. The makeup exam must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. The makeup exam may be essay and short answer questions. Any university-excused exam, assignment, or makeup exam not completed WILL result in a grad of I (incomplete). The work needed to complete the course must be completed before the last day of classes during the next Fall or Spring semester in which the student is registered. Otherwise, the grade will become an F.

For additional information visit:  http://student-rules.tamu.edu/rule07

ADA (Americans with Disabilities Act) 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.

I feel very strongly that anyone who wants to take this course should be able to do so, regardless of physical ability. If you have a disability which requires some special accommodation, please make an appointment with me within the first 2 weeks of the semester to discuss the appropriateness of the instructional methods in this class or any academic adjustments that may be needed.
**Plagiarism Statement:** The handouts used in this course are copyrighted. By ‘handouts’, I mean all materials generated for this class, which include but are not limited to syllabi, 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 I explicitly grant permission. As commonly defined, plagiarism consists of the passing off as one’s own 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 permission of that person.

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“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
Texas A&M University
Departmental Request for a New Course
Undergraduate ♦ Graduate ♦ Professional
- Submit original form and attach a course syllabus. -

Form Instructions
1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Visualization
3. Course prefix, number and complete title of course: VIST 432 Applied Perception

4. Catalog course description (not to exceed 50 words):
   An advanced introduction to perceptual science, including the cognitive, neural and evolutionary processes that undergird perceptual systems as well as the variety of perceptual factors that influence design decision.

5. Prerequisite(s):

   Visualization major

   Cross-listed with: ____________________________________________________________

   Stacked with: ________________________________________________________________

   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? ☐ Yes ☑ No
   If yes, from _______ to _______

7. Is this a repeatable course? ☐ Yes ☑ No
   If yes, this course may be taken _______ times.
   Will this course be repeated within the same semester? ☐ Yes ☑ No
   ☐ Yes ☑ No

8. Will this course be submitted to the Core Curriculum Council? ☐ Yes ☑ No

9. How will this course be graded? ☑ Grade ☐ S/U ☐ P/F (CLMD)

10. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   B.S. in Visualization
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S, Ph.D. in geography)

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
12. ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix Course # Title (excluding punctuation)
    VIST 432 Applied Perception

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<th>Lab</th>
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Approval recommended by: Timothy McLaughlin

Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee Date

Dean of College Date

Department Head or Program Chair (Type Name & Sign) Date
(if cross-listed course)

Submitted to Coordinating Board by:
Chair, GC or UCC Date

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14

RECEIVED
CURRICULAR SERVICES
NOV 17 2015
VIST 432: Applied Perception  
(3 Credit Hours)

INSTRUCTOR: Louis G Tassinary, PhD, JD

LECTURE PERIODS: 2 (TTH)

TERM: Fall 2015

MEETING TIMES AND LOCATION: TBD

RESOURCES


OVERVIEW
In addition to providing an advanced introduction to perceptual science, the class will also be examining the variety of perceptual factors that influence design decisions.

By the end of this course, students should be able to:

- Identify the cognitive, neural and evolutionary processes that undergird our perceptual systems;
- Make educated deductions as to why, how or when particular constructed products – virtual or otherwise – are designed the way they are;
- Propose novel creations and defend their design based on sound perceptual principles.

EVALUATION
Three multiple choice exams, a series of short essays (150-250 words) due at the beginning of each class starting in Week 8 and a final paper (2500 words) at the end of class. Students will also be expected to actively participate in at least four class discussions throughout the semester. The multiple choice exams will each be worth 15% of the final grade. The thirteen short essays will each be worth 2% of the final grade. The final paper will be worth 20% of the final grade and active class participation will be worth 9% of the final grade.

A: 90-99  
B: 80-89  
C: 70-79  
D: 60-69  
F: ≤ 59
**ATTENDANCE POLICY**
The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07

**COSTS**
No additional costs beyond the required text are expected for this course.

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

**STATEMENT OF RESPONSIBILITY**
"It is unlawful for any person to damage or deface any of the buildings, statues, monuments, trees, shrubs, grasses, or flowers on the grounds of any state institutions of higher education (Texas Education Code Section 51.204)"

**VANDALISM OF UNIVERSITY PROPERTY**
The words damage or deface refer specifically to any and all actions, whether direct or indirect, that either diminish the value or mar the appearance of the physical environment. Acts of vandalism are subject to expulsion from the University or other disciplinary action.
**COURSE SCHEDULE**

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<th>Topic</th>
<th>Chapters</th>
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<td>SEP 1</td>
<td><strong>INTRODUCTION</strong> (WKL Chp 1 &amp; HHSPS Chps 53)</td>
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<td><strong>FIRST STEPS IN VISION</strong> (WKL Chp 2)</td>
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<td>8</td>
<td><strong>OBJECT PERCEPTION</strong> (WKL Chps 3 &amp; 4)</td>
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<tr>
<td>10</td>
<td><strong>COLOR AND SPACE</strong> (WKL Chps 5 &amp; 6)</td>
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<tr>
<td>15</td>
<td><strong>ATTENTION &amp; MOTION</strong> (WKL Chps 7 &amp; 8)</td>
<td></td>
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<tr>
<td>16</td>
<td><strong>EXAM #1</strong></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td><strong>HEARING FUNDAMENTALS</strong> (WKL Chp 9)</td>
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<tr>
<td>24</td>
<td><strong>HEARING IN THE ENVIRONMENT</strong> (WKL Chp 10)</td>
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<tr>
<td>29</td>
<td><strong>MUSIC AND SPEECH PERCEPTION</strong> (WKL Chp 11)</td>
<td></td>
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<tr>
<td>OCT 1</td>
<td><strong>EXAM #2</strong></td>
<td></td>
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<tr>
<td>6</td>
<td><strong>THE VESTIBULAR SYSTEM</strong> (WKL Chp 12)</td>
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<td>8</td>
<td><strong>TOUCH</strong> (WKL Chp 13)</td>
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<td>13</td>
<td><strong>OLFACTION &amp; TASTE</strong> (WKL Chps 14 &amp; 15)</td>
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<tr>
<td>15</td>
<td><strong>EXAM #3</strong></td>
<td></td>
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<tr>
<td>20</td>
<td><strong>INTRODUCTION TO APPLIED PERCEPTION RESEARCH</strong> (HHSPS Chps 1 &amp; 2)</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td><strong>BACKGROUND AND METHODOLOGY</strong> (HHSPS Chps 3-6)</td>
<td></td>
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<tr>
<td></td>
<td><strong>ATTENTION AND PERCEPTUAL PROCESSES</strong></td>
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<tr>
<td>27</td>
<td>HHSPS Chps 7 &amp; 9</td>
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<tr>
<td>29</td>
<td>HHSPS Chps 10 &amp; 12</td>
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<tr>
<td></td>
<td><strong>PERCEPTION AND MODALITY</strong></td>
<td></td>
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<tr>
<td>NOV 3</td>
<td>HHSPS Chps 15 &amp; 17</td>
<td></td>
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<tr>
<td>5</td>
<td>HHSPS Chps 19 &amp; 20</td>
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<tr>
<td></td>
<td><strong>PERCEPTION IN CONTEXT</strong></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>HHSPS Chps 21, 22 &amp; 23</td>
<td></td>
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<tr>
<td>12</td>
<td>HHSPS Chps 26 &amp; 27</td>
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<tr>
<td></td>
<td><strong>PERCEPTION AND DESIGN</strong></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>HHSPS Chps 30, 31, 32</td>
<td></td>
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<tr>
<td>19</td>
<td>HHSPS Chps 33, 34, 35</td>
<td></td>
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<tr>
<td></td>
<td><strong>PERCEPTION AND DOMAIN OF WORK AND PRACTICE</strong></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>HHSPS Chps 36, 38, 40</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td><strong>Thanksgiving Holiday</strong></td>
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</tr>
<tr>
<td>DEC 1</td>
<td>HHSPS Chps 41, 42, 44</td>
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<tr>
<td></td>
<td><strong>INDIVIDUAL AND POPULATION DIFFERENCES</strong></td>
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<tr>
<td>3</td>
<td>HHSPS Chps 48 &amp; 49</td>
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<tr>
<td>8</td>
<td>HHSPS Chps 51 &amp; 42</td>
<td></td>
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<tr>
<td>DEC 14th</td>
<td><strong>FINAL PAPERS DUE</strong></td>
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</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate □ Graduate □ Professional
Submit original form and attach a course syllabus.

1. Course request type: [ ] Undergraduate [ ] Graduate [ ] First Professional (DDS, MD, EdS, PharmD, LVMH)

2. Request submitted by (Department or Program Name): Women's and Gender Studies
Course title: WGST 210 Psychological Aspects of Human Sexuality

3. Catalog course description (not to exceed 50 words):
Interface between human sexuality, reproductive development, and gender roles across the lifespan; theoretical and research literature promotes understanding of hormonal influences, learning processes, cultural differences, sexual response, and love and attraction.

5. Prerequisite(s): PSYC 107
Cross-listed with: PSYC 210
Stacked with:

6. Is this a variable credit course? [ ] Yes [ ] No If yes, from _______ to _______.
7. Is this a repeatable course? [ ] Yes [ ] No If this course may be taken _______ times.
Will this course be repeated within the same semester? [ ] Yes [ ] No
8. Will this course be submitted to the Core Curriculum Council? [ ] Yes [ ] No
9. How will this course be graded? [ ] Grade [ ] S/U [ ] Pass/Fail (CLMD)
10. This course will be:
   a. [ ] required for students enrolled in the following degree programs (e.g., B.A. in history)
   b. [ ] elective for students enrolled in the following degree programs (e.g., M.S. in geography)

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
12. [ ] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://exportcontrol.tamu.edu/resources/export-control basics-for-distance-education).

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
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<tbody>
<tr>
<td>WGST</td>
<td>21C</td>
<td>PSYC HUMAN SEXUALITY</td>
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<tr>
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Approval recommended by:

Chair of Department or Program Chair (Type Name & Sign) Date

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra williams@tamu.edu
Curricular Services – 07/14
Learning outcomes

PSYC 210 (Human Sexuality) focuses on the psychological aspects of human sexuality, including the interplay among sexual behavior, reproductive development, gender roles, and individual identities across the lifespan. Topics include cultural influences on sexuality, hormones, physical sexual development, sexual behavior, love and attraction, and sexual violence. Both biological and psychological principles are covered.

By the end of this course, you should be able to...

1. Describe the roles that cultural contexts play in sexuality and sexual behavior.
2. Explain the biological changes and processes related to sex and reproduction.
3. Identify reproductive and sexual health risks and problems, as well as treatments and strategies for reducing risks.
4. Discuss sexual identity, love, and attraction.
5. Distinguish among several types of sexual violence and "sex for sale" and identify some of their causes.

While taking this course, you should recognize...

There is a wide variety of sexual behavior and sex-related experiences. We cannot cover all of these in class, but we will cover many. Some of the topics might seem strange, awkward, or even funny to you. Keep in mind that we all come to this course from a wide variety of backgrounds and experiences, some of which are not obvious to the casual observer or classmate. When we're discussing a topic, we're discussing the experiences of someone in this class, or the experiences of someone who is loved by a person in this class. With that in mind, we should approach the material, each other, and ourselves with respect, compassion, and patience.

Keep in mind: we will be looking at and discussing sexually-explicit material in class and in the textbook. There are biologically accurate drawings, photographs, and videos.

Contact information and office hours

Email: mindybergman@uiuc.edu

**Best way to reach me**

Campus phone: 973-845-9707

Office hours: Tuesdays 11:00 am - 1:00 pm or by appointment (made by email only)

Office: 240 Psychology Building
Course materials

**Required textbook**
ISBN-10: 0205988008  

An ebook only package can be purchased from [http://www.pearsonmylabandmastering.com/northamerica/](http://www.pearsonmylabandmastering.com/northamerica/)
Login as a student and be sure to use our course ID: bergman26914

**Additional materials**
Use your NetID and password to login to [ecampus.tamu.edu](http://ecampus.tamu.edu).

Course notes, assignments, and review materials will be posted at ecampus. Make it your habit to check in there at least twice a week.

Course requirements

Your grade will be based on a photo assignment, mini writing assignments, and exams.

**Photo assignment**
A short assignment asking for information about you and a photo is due **IN CLASS** on the second class day. This assignment is worth 8 possible points.

**Mini writing assignments**
Mini writing assignments will be given online through links on ecampus. Students are expected to complete at least one per chapter, but can only earn credit for one mini assignment per chapter (2 points each, for 32 possible points). There will be several writing prompts to select from in each chapter. Deadlines will be listed on ecampus.

Because some of the topics will be sensitive in nature, assignments will be graded **for completion only** and will be submitted using only your UIN to a non-university website (Qualtrics). A grader will enter grades so I will never know what you personally wrote. Some of comments will be used in class (without identification). You can opt in or out of permitting your answers to be used in class on an answer-by-answer basis.

Note that students can complete more than one assignment per chapter, but students earn credit for one assignment only in each chapter.

**Exams**
Three exams will be given during the semester (including the final exam). Any material from the lecture and/or the textbook could appear on exams. You will need to bring a pencil and a grey 8 ½" X 11" TAMU scantron for each test.

You will need to purchase scantrons in advance of the exams. **Scantrons can become scarce when exam time rolls around, so purchase some now.**

Exams 1 & 2 will contain 60 multiple-choice questions. They will cover six chapters each, as listed on the course schedule. They will be given during the regular class period.

Exam 3 will be given during the final exam period and will contain 50 multiple-choice questions. It will cover 4 chapters of new material (approx. 40 questions) and 11 chapters of previous material (approx. 50 questions) as a cumulative review of the semester. Chapter 15 (sexual violence and victimization) will be excluded from the cumulative material on the final exam.

**MISSING AN EXAM**
Missing an exam is a serious event. The University outlines excusable absences ([University Rule #7](http://student.rules.tamu.edu/rule07)). Please contact the instructor to make arrangements for a make-up exam.
Grading

The assignments and exams described above equal the following possible points:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Photo assignment</td>
<td>8</td>
</tr>
<tr>
<td>Mini assignments</td>
<td>32</td>
</tr>
<tr>
<td>Exam 1</td>
<td>60</td>
</tr>
<tr>
<td>Exam 2</td>
<td>60</td>
</tr>
<tr>
<td>Exam 3 (Final)</td>
<td>90</td>
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<td><strong>Total</strong></td>
<td><strong>250</strong></td>
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</table>

The following grading scale will be used to assign grades at the end of the semester.
(This will NOT change.)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>220-250</td>
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<tr>
<td>B</td>
<td>195-219</td>
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<tr>
<td>C</td>
<td>170-194</td>
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<tr>
<td>D</td>
<td>145-169</td>
</tr>
<tr>
<td>F</td>
<td>144 &amp; below</td>
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</tbody>
</table>

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Some advice on earning a good grade

Read and take notes
Read a little bit of the book every day. It should take you 3 hours to read a chapter in the textbook, take notes, and think. Take good notes as you read the book. Do more than highlight.

Use the textbook the right way
Your textbook has cues to help you study. Use the learning objectives at the start of the chapter to help you organize your studying and see the goals of the chapter. Use the chapter summary to help you review. Some students like to read the summary first!

Come to class - prepared and paying attention
Read ahead of the class session. Come to class on time and ready to take notes. Research shows that students learn more when they take notes by hand instead of via computer.

Ask questions
It can be hard to ask questions in this class because of the personal nature of some of the topics. But if you’re wondering it, someone else probably is too.

Don’t be afraid of being wrong
Good students are often wrong! Good students take risks and try to delve deeply into the material. Sometimes that will result in a miss, but in the long run, these kinds of students get more hits.

Write good emails to me
Be clear about what you need. Be concise. I use good grammar. All of these strategies help me understand what you need and will save me time—giving me more time to answer your questions. (Also, please sign your emails! I don’t have a rzbkh8r on my class roster.)

Read the syllabus
Many of your questions are answered RIGHT HERE in the syllabus! Check the syllabus for important information. This will save us both valuable time. You can ALWAYS find the syllabus on ecampus.

Seek help for difficult material
It is my job to help you learn this material. Ask questions that pinpoint your concerns. Be prepared.

- Prepared: In chapter 7, what is the difference between doulas and midwives?
- Unprepared: So, um, Chapter 10. Yeah, I don’t get that. Can you explain it to me?

Seek help for studying
Come see me if you feel like you are working harder than your grades show. We can work together to figure out how to improve your reading and studying skills. Please do not wait until the last week of the semester for help. I can still help you then, but we won’t be able to undo the past. Come see me early in the semester and visit often! (Make an appointment if my office hours don’t fit your schedule.)

Don’t wait until the last minute
NO ONE works better at the last minute—me or you. Give us both the time we need.
Course and university policies

ADA 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.

Attendance
Attendance is important. You will be responsible for material presented in class and in the text. These will overlap but will not be exactly the same. It is in your best interest to come to class every day. If you come to class late or plan to leave early, please sit as near as possible to the door and the end of an aisle to minimize disruptions. I would rather you attend part of class than none.

Electronic devices
Electronic devices should be used solely for learning purposes during class. Please silence devices during class. Failure to silence your electronic devices or using them inappropriately may result in you being asked to leave the classroom.

Cheating
It is important that you do not cheat and that you avoid the appearance of cheating. It is the policy of this course to pursue cases of academic dishonesty to the highest possible level. For additional information, please visit http://aggiehonor.tamu.edu.

Bonus points and extra credit
Bonus points are already built into the grading scale. Additionally, I think it is unfair to keep students from knowing all of the opportunities to earn points until the end of the semester. Therefore, there are no additional opportunities to earn points in this class, beyond those listed in the syllabus. You already know about every opportunity to get the grade that you want to earn, so you can plan your semester accordingly.

At the end of the semester, there will be no “grade bumps” or extra credit. The grade you earn is the grade you receive. Asking me to record a grade that you did not earn is asking me to cheat on your behalf. Doing so would be a serious academic offense. I will not record any grades that were not earned. Please respect the ethics of professors and do not ask for a grade bump.

Opinions vs. facts
Like many courses in the social sciences, there will be a number of issues this semester where people can have differing opinions about the behavior. Your grade will be based on whether you understand the facts, as presented in the textbook and the lectures, not opinions—yours or mine. This goes both ways: it protects you because you don't have to agree with anyone but yourself to earn a good grade but it also makes you responsible for understanding the scientific evidence regardless of your opinions about the topic.

Questions?
Please ask! See me after class, stop by during office hours, or email me.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>Day</th>
<th>Readings and Course Topics</th>
<th>Other important notes</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Tuesday</td>
<td>Introduction to the course</td>
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<tr>
<td></td>
<td>Thursday</td>
<td>Chapter 1 (Intro to Human Sexuality as a Scientific Topic)</td>
<td>Photo assignment due in class</td>
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<tr>
<td>2</td>
<td>Tuesday</td>
<td>CH. 2 (Anatomy)</td>
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<td></td>
<td>Thursday</td>
<td>CH. 2 (Anatomy) CH. 3 (Hormones)</td>
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<tr>
<td>3</td>
<td>Tuesday</td>
<td>CH. 3 (Hormones) CH. 10 (Development)</td>
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<td></td>
<td>Thursday</td>
<td>CH. 10 (Development) CH. 6 (Birth Control)</td>
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<td>4</td>
<td>Tuesday</td>
<td>CH. 6 (Birth Control)</td>
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<td></td>
<td>Thursday</td>
<td>CH. 7 (Pregnancy and Childbirth)</td>
<td></td>
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<tr>
<td>5</td>
<td>Tuesday</td>
<td>Catch-up and review</td>
<td>Last chance: &quot;Most interesting&quot; minis due for Ch. 1-3, 6, 7, &amp; 10</td>
</tr>
<tr>
<td></td>
<td>Thursday</td>
<td>Exam 1: Chapters 1-3, 10, 6, &amp; 7</td>
<td>Bring scantron, pencil, photo ID.</td>
</tr>
<tr>
<td>6</td>
<td>Tuesday</td>
<td>CH. 8 (Identity and Roles)</td>
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<tr>
<td></td>
<td>Thursday</td>
<td>CH. 8 (Identity and Roles) CH. 9 (Orientations)</td>
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<tr>
<td>7</td>
<td>Tuesday</td>
<td>CH. 9 (Orientations)</td>
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<td></td>
<td>Thursday</td>
<td>CH. 15 (Violence and Victimization)</td>
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<td>8</td>
<td>Tuesday</td>
<td>CH. 15 (Violence and Victimization)</td>
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<tr>
<td></td>
<td>Thursday</td>
<td>CH. 4 (Sexual Responses)</td>
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<tr>
<td>9</td>
<td>Tuesday</td>
<td>CH. 4 (Sexual Responses) CH. 13 (Sexual Problems and Therapy)</td>
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<tr>
<td></td>
<td>Thursday</td>
<td>CH. 13 (Sexual Problems and Therapy)</td>
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<tr>
<td>10</td>
<td>Tuesday</td>
<td>CH. 11 (Adult Behaviors and Attitudes)</td>
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<td></td>
<td>Thursday</td>
<td>CH. 11 (Adult Behaviors and Attitudes)</td>
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<tr>
<td>11</td>
<td>Tuesday</td>
<td>Catch-up &amp; review</td>
<td>Last chance: &quot;Most interesting&quot; minis due for Ch. 4, 8, 9, 11, 13, 15</td>
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<tr>
<td></td>
<td>Thursday</td>
<td>Exam 2: Chapters 4, 8, 9, 11, 13, &amp; 15</td>
<td>Bring scantron, pencil, photo ID.</td>
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<tr>
<td>12</td>
<td>Tuesday</td>
<td>CH. 12 (Love &amp; Relationships)</td>
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<td>Thursday</td>
<td>CH. 12 (Love &amp; Relationships) CH. 14 (Paraphilias and Sexual Variants)</td>
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<tr>
<td>13</td>
<td>Tuesday</td>
<td>CH. 14 (Paraphilias and Sexual Variants)</td>
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<td></td>
<td>Thursday</td>
<td>CH. 5 (Infections)</td>
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<td>14</td>
<td>Tuesday</td>
<td>CH. 5 (Infections)</td>
<td></td>
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<td></td>
<td>Thursday</td>
<td>CH. 16 (Selling Sex)</td>
<td>Last chance: &quot;Most interesting&quot; minis due for Ch. 5, 12, 14, &amp; 26</td>
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<td>FINAL EXAM</td>
<td>Bring scantron, pencil, photo ID.</td>
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<td>See Final Exam Schedule (registrar.tamu.edu)</td>
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<td>FINAL EXAM</td>
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<td>New material, Chapters 5, 12, 14, 16, approximately 40 questions. Cumulative material, approximately 50 questions (excludes chapter 15).</td>
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CHANGE IN COURSES
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

1. Course request type:  
   ☑ Undergraduate   ☐ Graduate   ☐ First Professional (DVM, MD, JD, PharmD, DVMD)

2. Request submitted by (Department or Program Name):  
   Department of Aerospace Engineering

3. Course prefix, number and complete title of course:  
   AERO 291 Research

4. Change requested
   a. Prerequisite(s):  
      From:  
      To:  
   b. Withdrawal (reason):  
   c. Cross-list with:  

   Cross-listed courses require the signature of both department heads.

   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course?  
   ☑ Yes   ☐ No

6. If grade type is changing for existing course, indicate the new grade type:  
   ☑ Grade   ☐ S/U   ☐ P/F (CLMD)

7. If this course will be stacked, please indicate the course number of the stacked course:  
   ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-control-basics-for-distance-education).

8. Complete current course title and current catalog course description:  
   AERO 291 Research: Credits 1 to 4. Research conducted under the direction of faculty member in aerospace engineering. May be repeated 3 times for credit. Prerequisites: Freshman or sophomore classification and approval of instructor.

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):  
   AERO 291 Research: Credits 0 to 4. Research conducted under the direction of faculty member in aerospace engineering. May be repeated 3 times for credit. Prerequisites: Freshman or sophomore classification and approval of instructor.

   (Purpose is to allow for zero credit hours.)

11. As currently in course inventory:

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<th>Title (excluding punctuation)</th>
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<td>291</td>
<td>RESEARCH</td>
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<th>Other</th>
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<th>Admin. Unit</th>
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   b. Change to:

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</table>

   Approval recommended by:  
   James G. Boyd  
   Chair, College Review Committee  
   Date  

   Department Head or Program Chair (Type Name & Sign)  
   Date  

   Department Head or Program Chair (Type Name & Sign)  
   (If cross-listed course)  
   Date  

   Submitted to Coordinating Board by:  
   Chair, GC or UCC  
   Date  

   Associate Director, Curricular Services  
   Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 08/14
Texas A&M University

Departmental Request for a Change in Course

Undergraduate □ Graduate □ Professional

Submit original form and attachments

Form Instructions

1. Course request type: □ Undergraduate □ Graduate □ First Professional (DDS, MD, JD, PharmD, DMD)

2. Request submitted by (Department or Program Name): Department of Aerospace Engineering

3. Course prefix, number and complete title of course: AERO 491 Research

4. Change requested
   a. Prerequisite(s): From: ___________ To: ___________ Cross-listed courses require the signature of both department heads.
   b. Withdrawal (reason):
   c. Cross-list with:

5. Is this an existing core curriculum course? □ Yes □ No

6. If grade type is changing for existing course, indicate the new grade type: □ Grade □ S/U □ P/F (CLMD)

7. If this course will be stacked, please indicate the course number of the stacked course:

8. I verify that I have reviewed the FAQ for Export Controls Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls-export-controls-basics-for-distance-education).

9. Complete current course title and catalog course description:
   AERO 491 Research: Credits 1 to 4. Research conducted under the direction of faculty member in aerospace engineering. May be repeated 3 times for credit. Prerequisites: Junior or senior classification and approval of instructor.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
    AERO 491 Research: Credits 0 to 4. Research conducted under the direction of faculty member in aerospace engineering. May be repeated 3 times for credit. Prerequisites: Junior or senior classification and approval of instructor.

(Purpose is to allow for zero credit hours.)

11. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
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b. Change to:

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Approval recommended by:

James G. Boyd

Department Head or Program Chair

Date: 10-29-15

Chair, College Review Committee

Date: 11/14/15

Dean of College

Date: 11/14/15

Submitted to Coordinating Board by:

Chair, GC or UCC

Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sannder.williams@tamu.edu.
Curricular Services — 08/14
Texas A&M University

Departmental Request for a Change in Course
Undergraduate ♦ Graduate ♦ Professional
* Submit original form and attachments *

Form Instructions
1. Course request type:  ☑ Undergraduate  ☐ Graduate  ☐ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Architecture
3. Course prefix, number and complete title of course: ARCH 216 - Computational Methods in Architecture

4. Change requested
a. Prerequisite(s): From: ENDS 116 or approval of instructor  To:  None
b. Withdrawal (reason): 
c. Cross-list with:  

d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11 a and b for a change in title.

e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11 a and b. Attach a course syllabus.

5. Is this an existing core curriculum course?  ☑ Yes  ☐ No
6. If grade type is changing for existing course, indicate the new grade type:  ☑ Grade  ☐ S/U  ☐ P/F (CLIMB)
7. If this course will be stacked, please indicate the course number of the stacked course: 
8. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://ypr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

9. Complete current course title and current catalog course description:
Computational Methods in Architecture (2-2). Credit 3. Software and processes for computation design in architecture; image editing and creation, vector drawing, 3D modeling, parametric modeling, rendering techniques and simulation.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

11. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
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</table>

Approval recommended by:  
Ward V. Wells  
Department Head or Program Chair (Type Name & Sign)  
Date  

Leslie Feigenbaum  
Chair, College Review Committee  
Date  

Leslie Feigenbaum  
Dean of College  
Date  

Submitted to Coordinating Board by:  
Chair, GC or UCC  
Date  

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.  
Curricular Services – 08/14  

[Stamp: CURRICULAR SERVICES]  
[Stamp: RECEIVED NOV 17 2015]
ARCH 216 – Computational Methods in Architecture

Removing ENDS 116 as it will no longer be listed/offered in the new EDAS curriculum.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate * Graduate * Professional
* Submit original form and attachments *

Form Instructions
1. Course request type:  
   ☑ Undergraduate  □ Graduate  □ First Professional (DDS, MD, JD, Ph.D., DVM)
2. Request submitted by (Department or Program Name):  
   Architecture
3. Course prefix, number and complete title of course:  
   ARCH 317 - Digital Fabrication for Architecture

4. Change requested
   a. Prerequisite(s): From Junior or senior classification or approval of instructor, ENDS 106
   b. Withdrawal (reason):
   c. Cross-list with:
      Cross-listed courses require the signature of both department heads.
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11 a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11 a and b. Attach a course syllabus.
5. Is this an existing core curriculum course?  
   Yes  □ No
6. If grade type is changing for existing course, indicate the new grade type:  
   Grade  □ S/U  □ P/F ( thả)
7. If this course will be stacked, please indicate the course number of the stacked course:
   □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vp.ict.tamu.edu/resources/export-control/export-contro-basics-for-distance-education).
8. Complete current course title and current catalog course description:
   Digital Fabrication for Architecture (1-4). Credit 3. Digital fabrication for architecture including software, numerically controlled tools, translation applications and management strategies for digital fabrication workflows; production of building components from three dimensional datasets of virtual architecture proposals.

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

10. As currently in course inventory:

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b. Change to:

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<th>Level</th>
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</thead>
</table>

Approved recommended by:

[Signature]

Ward V. Wells
Department Head or Program Chair (Type Name & Sign) Date

[Signature]

Leslie Feigenbaum
Chair, College Review Committee Date

[Signature]

Leslie Feigenbaum
Dean of College Date

Submitted to Coordinating Board by:

[Signature]

Chair, GC or UCC Date

[Signature]

Associate Director, Curricular Services Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-5830 or sandra-williams@tamu.edu.
Curricular Services – 08/14
ARCH 317 – Digital Fabrication for Architecture

Removing ENDS 106 as it will no longer be listed/offered in the new EDAS curriculum. In addition, we are adding ARCH 216 as it is in alignment with this course.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Course request type: [☑ Undergraduate] [□ Graduate] [□ First Professional (DDS, MD, JD, PharmD, DTM)]
2. Request submitted by (Department or Program Name): Architecture
3. Course prefix, number and complete title of course: ARCH 433 - Architectural Lighting
4. Change requested:
   a. Prerequisite(s): From: [Junior or senior classification] To: ARCH 335 or Junior or senior classification in EDAS
   b. Withdrawal (reason): [Cross-list with:]
   c. Cross-list with:
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course? [□ Yes] [☑ No]
6. If grade type is changing for existing course, indicate the new grade type: [☐ Grade] [☐ S/U] [☐ P/F (CLMD)]
7. If this course will be stacked, please indicate the course number of the stacked course:
8. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-control-basics-for-distance-education).
9. Complete current course title and current catalog course description:
   Theory and practice of lighting design as an art and science; aperture design for sunlight control; selecting and locating luminaries to enhance interior and exterior surfaces and spaces.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

11. a. As currently in course inventory:

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<th>Level</th>
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</table>

Approval recommended by:

[Signature]

Department Head or Program Chair (Type Name & Sign) Date
Chair, College Review Committee Date
Dean of College Date

Submitted to Coordinating Board by:

[Signature]

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 08/14
ARCH 433 – Architectural Lighting

Topics covered in ARCH 335 (Architectural Systems) are required for students to understand the class content of ARCH 433 (Architectural Lighting). The class is for EDA Junior or Senior classification.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate  Graduate  Professional
Submit original form and attachments

Form Instructions
1. Course request type: ☑ Undergraduate ☐ Graduate ☐ Final Professional (MD, DO, PharmD, JPM)
2. Request submitted by (Department or Program Name): Department of Biomedical Engineering
3. Course prefix, number and complete title of course: BMEN 428-Microcontrollers and Communications in Medical Devices

Attach a brief supporting statement for changes made to items 4a through 4d and 10 below.

4. Change requested
   a. Prerequisite(s) From: To:
   b. Withdrawn (reason): ____________________________
   c. Cross-list with:

   Cross-listed courses require the signature of both department heads.

   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course?
   ☐ Yes ☑ No

6. If grade type is changing for existing course, indicate the new grade type:
   ☐ Grade ☐ S/U ☐ P/F

7. If this course will be stacked, please indicate the course number of the stacked course:
   ☐ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-control-basics-faculty-distance-education).

8. Complete current course title and current catalog course description:

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

11. a. As currently in course inventory:
    Prefix  | Course | Title (excluding punctuation) |
    BMEN   | 428    | MICROCTRL & COMM IN MED       |
    Lect.  | Lab    | Other | SCH | CIP and Fund Code | Admin. Unit | FICE Code |
    3.00   | 0.00   | 0.00  | 3.00| 1405010006       | 0450        | 0 0 3 6 3 2 Level 4

b. Change to:
    Prefix  | Course | Title (excluding punctuation) |
    BMEN   | 428    | MICROCTRL & COMM IN MED       |
    Lect.  | Lab    | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code |
    2.00   | 3.00   | 0.00  | 3.00| 1405010006       | 0450        | 16  17     | 0 0 3 6 3 2 Level 4

Approval recommended by:

Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Associate Director, Curricular Services Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services - 08/14
Course title and number  BMEN 428, Microcontrollers and Communications in Medical Devices  
Term  Fall 2016  
Meeting times and location  MW 4:10-5:25, 5039 ETB  

Course Description and Prerequisites  
Prerequisite: BMEN 211, or approval of instructor  
This course will cover the principles of embedded system architecture and programing as well as an introduction of wireless communication systems. It will provide hands-on experiences of how an embedded system could be used to solve problems in biomedical engineering, culminating in projects on wireless wearable sensors and imaging for medical devices.  

Learning Outcomes  
At the end of this course, students will be able to:  
- Demonstrate knowledge of software and hardware architecture in microcontrollers  
- Create basic sensors and circuit interfaces for microcontrollers  
- Develop software and program wired or wireless communication modules for the microcontrollers.  
- Create basic real-time signal processing and conditioning techniques for microcontrollers  

Instructor Information  
Name  Dr. Roozbeh Jafari  
Telephone number  979-862-8098  
Email address  rjafari@tamu.edu  
Office hours  TBA  
Office location  5010 ETB  

Textbook and/or Resource Material  
Required:  
MSP430 Microcontroller Basics, Author: John H. Davies, Publisher: Newnes (September 4, 2008), ISBN: 0750682760  
Optional:  

Grading Policies  
A=90-100%  
B=80-89%  
C=70-79%  
D=60-69%  
F<59%  
Midterm exam  25%  
Final exam  25%  
Project  40%  
Homework and Quiz  10%
Project

Students will select the project topic at the beginning of the semester. Projects will be completed in teams of three.

| Project Management, Teamwork and Documentation | 20% |
| Final Project Demonstration                    | 60% |
| Final Project Presentation                     | 10% |
| Final Project Report                           | 10% |

Attendance and Make-up Policies

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

Course Topics, Tentative Calendar of Activities

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<td>Introduction to Embedded Computing</td>
<td>Tutorial</td>
</tr>
<tr>
<td>2</td>
<td>Architecture, Instruction Set and Clocks</td>
<td>Tutorial</td>
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<tr>
<td>3</td>
<td>Polling and Interrupts</td>
<td>Clocks and Low Power Modes</td>
</tr>
<tr>
<td>4</td>
<td>Low Power Modes</td>
<td>Clocks and Low Power Modes</td>
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<tr>
<td>5</td>
<td>Timers</td>
<td>GPIO and LCD</td>
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<tr>
<td>6</td>
<td>Digital IO Interfaces</td>
<td>ADC and Sensors</td>
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<tr>
<td>7</td>
<td>Analog to Digital Converters (ADCs) and Digital to Analog Converters (DACs) <strong>Midterm Exam</strong></td>
<td>ADC and Sensors</td>
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<td>Serial Communications</td>
<td>Bio-potential/Bio-photonic Sensing</td>
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<td>Signal Processing and Conditioning</td>
<td>Final Project</td>
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<td>13</td>
<td>Application Case Studies with Physiological Sensors</td>
<td>Final Project</td>
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<td>Final Project Demonstrations <strong>Project Due</strong></td>
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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 Student Services @ White Creek, 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.”
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions

1. Course request type: ☑ Undergraduate  □ Graduate  □ First Professional (e.g., DPM, JD, MD, etc.)
2. Request submitted by (Department or Program Name): Arlie McFerrin Department of Chemical Engineering
3. Course prefix and number complete title of course: CHEN 204 Elementary Chemical Engineering

Attach a brief supporting statement for changes made to items in steps 4a, 4d, and 6 below.

4. Change requested: Admission to chemical engineering major or approval of instructor
   a. Prerequisite(s): From: To:
   b. Withdrawal (reason):
   c. Cross-list with:

Cross-listed courses require the signature of both department heads.

d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.

e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

5. Is this an existing core curriculum course? □ Yes  ☑ No

6. If this course will be stacked, please indicate the course number of the stacked course:

7. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

8. Complete current course title and current catalog course description:
Solution of elementary problems by application of mass balances, energy balances and equilibrium relationships.
Prerequisite: Admission to chemical engineering major or approval of instructor.

Complete proposed course title and proposed catalog course description (not to exceed 50 words):
Solution of elementary problems by application of mass balances, energy balances and equilibrium relationships.
Prerequisite: CHEM 102 and CHEM 112 and ENGR 112 and MATH 152 and PHYS 218 all with grade of C or better, admission to chemical engineering major; or approval of instructor.

<table>
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<tr>
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<tbody>
<tr>
<td>CHEN</td>
<td>204</td>
<td>ELEMENTARY CHEM ENGR</td>
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b. Change to:

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</tbody>
</table>

Approval recommended by:

Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee Date

Department Head or Program Chair (Type Name & Sign) Date

Dean of College Date

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Associate Director, Curricular Services Date

Effective Date:

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu,
Curricular Services – 04/14
TO: Dr. Tim Scott, Chair
University Curriculum Committee

THROUGH: Dr. Valerie Taylor
Dwight Look College of Engineering

Dr. M. Nazmul Karim, Department Head
Artie McFerrin Department of Chemical Engineering

FROM: Dr. Victor Ugaz, Associate Head
Undergraduate Studies, Artie McFerrin Department of Chemical Engineering

DATE: October 9, 2015

SUBJECT: Changes in Curriculum – Course Prerequisites and Contact Hours

The Artie McFerrin Department of Chemical Engineering Undergraduate Curriculum Committee is requesting the following changes in the Chemical Engineering curriculum. These changes impact prerequisite requirements and contact hours associated with our sophomore-level gateway course CHEN 204 – Elementary Chemical Engineering.

Change in Course Prerequisite
CHEN 204. Elementary Chemical Engineering.
- Current prerequisite: Admission to Chemical Engineering major or approval of instructor.
- Proposed prerequisite: CHEM 102 and CHEM 112 and ENGR 112 and MATH 152 and PHYS 218 all with grade of C or better, admission to chemical engineering major; or approval of instructor.

Rationale for proposed change: The undergraduate catalog currently indicates in a footnote that all freshman-year courses must be passed with a grade of C or better, but does not explicitly specify when they must be completed. The proposed prerequisite change is intended to clarify the expectation that completion of the above mentioned courses is expected prior to enrollment in CHEN 204. The learning objectives in CHEN 204 presume that students have previously demonstrated knowledge and mastery of the material in these freshman-year courses.

Change in Contact Hours
CHEN 204. Elementary Chemical Engineering.
- Current contact hours: 3-hour lecture, 0-hour lab, 3 SCH.
- Proposed contact hours: 2-hour lecture, 3-hour lab, 3 SCH.

Rationale for proposed change: This change reflects inclusion of contact time devoted specifically to problem solving and guided practice. Our recent experience suggests that organizing the course delivery in this way contributes to student success. The addition of dedicated lab contact hours is intended to enable formal implementation of this instructional format.

200 Jack E. Brown Building
3122 TAMU
College Station, TX 77843-3122
Tel. 979.845.3361 Fax. 979.845.6446
https://www.che.tamu.edu
CHEN 204 Syllabus - Spring 2016

CHEN 204, Elementary Chemical Engineering, 3 Credits (2-3), Required course for a B.S in Chemical Engineering

Course (catalog) description: Solution of elementary problems by application of mass balances, energy balances, and equilibrium relationships

Course Prerequisites: CHEM 102/112 and ENGR 112 and MATH 152 and PHYS 218 all with grade of C or better, admission to chemical engineering major; or approval of instructor.

Course Learning Outcomes:

By the end of the course, students should be able to do the following:

1. **Recognize chemical engineering nomenclature.** Know systems of units and dimensions. Define and relate process variables. Learn basic unit operations of chemical processes and describe how each works qualitatively.

2. **Use a systematic approach to solve chemical engineering problems.** Identify variables, draw and label a process flow chart from a word description. Perform and use degrees of freedom analysis. Formulate mathematical expressions that represent word problems.

3. **Use effectively an accounting framework to solve material and energy balance problems.**

4. **Work effectively in teams.** Recognize the skills needed to function in a modern engineering environment. Develop teaming skills. Recognize engineering roles in society. Develop and practice written and oral communication skills.

Instructor: J. C. Holste, JEB 210, Email: j-holste@tamu.edu; 979-845-3384
Class: MWF 3:00 – 3:50 pm, RICH 114
Office Hours: MWF 4:00 – 5:00 pm (or by appointment), JEB 210

Graduate Assistants: Spencer Eggen, Yanpu Zhang
Email: s597egg4n@tamu.edu yanpuzhang@tamu.edu


Supplementary Material:
1. Student workbook for Felder & Rousseau

Examination Schedule

<table>
<thead>
<tr>
<th>Examination</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination 1</td>
<td>Thursday, February 19, 2016</td>
<td>7:00 pm – 9:00 pm</td>
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<tr>
<td>Examination 2</td>
<td>Thursday, March 26, 2016</td>
<td>7:00 pm – 9:00 pm</td>
</tr>
<tr>
<td>Examination 3</td>
<td>Thursday, April 16, 2016</td>
<td>7:00 pm – 9:00 pm</td>
</tr>
<tr>
<td>Final Examination</td>
<td>Monday, May 11, 2016</td>
<td>10:30 am – 12:30 pm</td>
</tr>
</tbody>
</table>
Course Outline: (approximate number of lectures)

1. Introduction to the course (1)
2. Introduction to Engineering Calculations (1)
3. Processes and Process Variables: Mass and Volume, Flow Rate, Chemical Composition, Pressure, Temperature (3)
4. Fundamentals of Material Balances: Process Classification, Balances, Multiple Unit Balances, Recycle and Bypass, Reactive Systems, Combustion (12)
5. Single Phase Systems: Liquid and Solid Densities, Ideal Gases, Real Gases (3)
9. Balances on Transient Processes (3)

Changes in schedule

The instructor reserves the right to change the order and content of lectures as necessary. Exam dates may be changed by the instructor, but at least 5 days notice will be given.

Course Policies and Procedures:

Grades

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>Relative Weight</th>
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<tbody>
<tr>
<td>Exams (3)</td>
<td>57%</td>
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<tr>
<td>Homework</td>
<td>11%</td>
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<tr>
<td>Quizzes &amp; Other In-Class Activities</td>
<td>12%</td>
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<tr>
<td>Cumulative Final</td>
<td>20%</td>
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</table>

Tentative grading scale

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

Note: This grading scale is tentative. The minimum score needed for a certain grade may decrease but will not increase (i.e., a score ≥ 90 is an A no matter what the class average is)

Exam re-grade requests will be entertained for 1 week after the exam is first returned in class. I reserve the right to re-grade the entire exam upon receiving a request.
Examination policy

There will be three mid-term exams and a final exam. Makeup exams will be given only for documented illnesses or University excused absences. If you need a make-up exam for a University-excused reason, you must inform me in writing at least 24 hours prior to the exam or quiz. You will be required to provide official documentation to justify your absence. In cases where advance notification is not feasible (e.g., accidents, medical emergency), you must contact me within 48 hours of the missed exam. You may be asked to provide additional documentation substantiating your reason. Make-up exams will be conducted according to the instructor’s schedule but no later than 30 days from the day of the original exam.

Homework & Quiz policy

All HW will be completed online using a third-party provider (Sapling Learning, website: www.saplinglearning.com). Instructions will be emailed later. You can work with anybody on the homework but every student has to submit an individual solution online. HW due dates may be announced in class, but will be shown on the Sapling website as soon as the assignments are made available to the class. Extensions may be provided only if prior approval has been obtained and may be subject to penalty, unless for an excused absence.

Quizzes and other in-class activities will be used periodically to assess the level of understanding of the covered material. In-class activities will be submitted electronically through another third party provider (Top Hat-Monocle, website: tophat.com). Information about Top Hat will be provided separately.

Attendance

Attendance is strongly suggested though not enforced. However, absences may be detrimental to the in-class activities portion of your grade and to your performance on the examinations. Please come on time.

Excused Absences

Students may be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade. Examples of legitimate excused absences are available at http://student-rules.tamu.edu/rule07. Other reasons may be deemed appropriate by the student's instructor. Except in the case of the observance of a religious holiday, to be excused, the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class. Accommodations sought for absences due to the observance of a religious holiday can be sought either prior or after the absence, but not later than two working days after the absence.
CHEN Program Outcomes:

Our graduates will have the following:

1. An ability to apply knowledge in math, science (physics, chemistry and biology) and engineering
2. An ability to design and conduct experiments, as well as to analyze, interpret data on experiments relevant to chemical engineering practice
3. An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental and societal
4. An ability to function on multi-disciplinary teams
5. An ability to identify, formulate, and solve problems important in chemical engineering practice
6. An understanding of professional and ethical responsibility
7. An ability to communicate effectively
8. The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
9. A recognition of the need for, and an ability to engage in life-long learning
10. A knowledge of contemporary issues
11. An ability to use the techniques, skills, and modern engineering tools necessary for chemical engineering practice

Relationship of course to program outcomes

<table>
<thead>
<tr>
<th>Course Outcomes</th>
<th>Program Outcomes</th>
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<tbody>
<tr>
<td>Recognize the nomenclature of Chemical Engineering</td>
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</tr>
<tr>
<td>• Know systems of units and dimensions</td>
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<td>• Define and relate process variables</td>
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<tr>
<td>• Identify variables, draw a process flow chart from a written description</td>
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<td>• Perform and use degrees of freedom analysis</td>
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<tr>
<td>• Formulate mathematical expressions that describe written problems</td>
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<tr>
<td>Use effectively an accounting framework to solve material and energy balance problems</td>
<td>1</td>
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<tr>
<td>Work effectively in teams</td>
<td>4, 9</td>
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<tr>
<td>• Recognize the skills needed to function in a modern engineering environment</td>
<td></td>
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<tr>
<td>• Develop and practice teaming skills (written communications)</td>
<td></td>
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<tr>
<td>• Recognize engineering roles in society</td>
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</table>
Academic Integrity:  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. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: http://aggiehonor.tamu.edu

American with Disabilities Act 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.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments.

Form Instructions
1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (DJS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Communication
3. Course prefix, number and complete title of course: COMM 475 Media and the Middle East
4. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason): __________________________
   c. Cross-list with: __________________________
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.
5. Is this an existing core curriculum course? ☐ Yes ☑ No
6. If grade type is changing for existing course, indicate the new grade type: ☐ Grade ☐ S/U ☐ P/F (CLMD)
7. If this course will be stacked, please indicate the course number of the stacked course: ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-control-basics-for-distance-education).
8. Complete current course title and current catalog course description:

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

11. a. As currently in course inventory:

<table>
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b. Change to:

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<td>COMM</td>
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<td>Lab</td>
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Approval recommended by:

J. Kevin Barge, Prof. & Head
Department Head or Program Chair (Type Name & Sign) Date 11-16-15

Chair, College Review Committee Date 11-17-15

Robert Shaneley, Prof. & Head
Department Head or Program Chair (Type Name & Sign) Date

Dean of College Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Chair, GC or UCC Date

Effective Date

RECEIVED CURRICULAR SERVICES
NOV 26 2015
The Department of Communication proposes to change COMM 475-Media and Middle East to COMM 367-Media and Middle East. In our course numbering system, 400-level courses signal W-designated courses. International Studies prefers not to teach this course as a W-course. Since the course is cross-listed with ARAB 475, we propose to maintain the cross-list but to change the number to the 300-level so as to avoid confusion on the part of our students. The confusion could delay time to completion of the degree if a student took a course that did not fulfill the requirement.
ARAB 475/COMM 367

Spring 2016

Media and the Middle East

TR 3:55-5:10

LAAH 264

Instructor information
Prof. Natalie Khazaal, ACAD 330B, nataliekhazaal@tamu.edu; Office hours: TR 1:00-2:00
Tel: 845-2124 (INTS main office)

Course description
Examination of how media (e.g., literature, news, film, television) contribute to our understanding of historical events in the Middle East; analysis of cultural, social, political and historical circumstances of media representation of events; exploration of various media genres’ techniques and narrative structure. May be repeated for credit with focus on different medium.

The version of this course offered in the current semester focuses on the medium FILM, and examines historical films from around the world. It explores how film contributes to our understanding of history and delineates the cultural, social, political, and historical, circumstances under which the movies were made. In our analyses we will build on debates about the meaning of history, the role of films and the importance of collective memory. We will compare the genres’ techniques and narrative structure of movies that relate the same historical event but were made in different countries.

Assigned films will be viewed outside of class; class time will be devoted to lecture and discussion.

Prerequisites: junior or senior classification, or approval of instructor

Learning outcomes
Upon completion of this course, students will be able to:
— discuss and appreciate the difference and diversity of human experience
— recognize the intellectual and personal challenges often implicit in cultural misunderstandings
— evaluate critically the ethical and social responsibilities of global citizenship

Course materials
Articles provided on eCampus: eCampus.tamu.edu
Movies streamed through meciamatrix: meciamatrix.tamu.edu

Optional course materials
Corrigan, Timothy. A Short Guide to Writing About Film. Pearson 2007

Grading policies
10% Class Participation and attendance
30% Homework (eCampus forum posts, details below)
30% Midterm paper
30% Final project (choice of individual OR group project)

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

Class Participation (discussion groups)
Class participation is the most important part of this course. You are required to participate actively and vocally in all regular class discussions. Many of our discussions will be conducted in small discussion groups of 3-4 students who will explore a set of questions related to the readings and movies.

Work with eCampus
Regular work on eCampus is required in this class.

a) We will discuss the required movies and major readings on the eCampus forum page. For an A on homework, you will post at least 7 personal views and 7 responses to a classmate’s post with which you agree or disagree. For a B, post 5 and 5; C—3 and 3; D—2 and 2. Minimum word count is 150 words for a view and 75 words for a response.

b) Your midterm paper will compare two movies on Middle Eastern history that treat the same historical period/event/personality. Ideally one should be a Hollywood (or other non-Middle Eastern) movie, while the other should be made in the Middle East. The length of the paper is between 3 and 5 pages (double space, 12.0 Times New
Roman, or between 1000 and 1600 words). Post the first draft on eCampus to get one or two classmates’ feedback. Then revise it and post the final draft. In the beginning of the second draft, write a brief paragraph explaining how you revised it and why.

c) Your final project has three parts. The first part is writing a script (one or two scenes) for a movie on Middle Eastern history (a period, event, historical personality) of your choice. You can choose to do it individually or with a partner. Your final script will have two drafts. You will present your first draft in class and afterwards you should incorporate those class comments you deem valuable. Post the final script draft on eCampus after you have had the chance to revise it. In the beginning of the final script draft, write a brief paragraph explaining how you revised it and why. The second part of the project consists of writing a review for the movie of a classmate (based on the scene they wrote). The third is interviewing a different classmate about their movie (again, based on the scenes they wrote).

Attendance:
The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University Rules related to excused and unexcused absences are located on line at http://student-rules.tamu.edu/rule07. For illness- or injury-related absences of fewer than three days, an Explanatory Statement of Absence (available at http://attendance.tamu.edu) or 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, a note containing a medical professional’s confirmation that absence from class was necessary will be required (see Rule 7.1.6.1 and 7.1.6.2). If you miss more than two classes with no legitimate reason (see University policy above on excused absences), your grade will be lowered by 2% for each class you miss after the second unexcused absence. Make-up exams and assignments will be arranged in accordance with University Policy (see Student Rules 7.3).

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, which are stated at http://aggiehonor.tamu.edu.

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, 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.

Course topics and calendar of activities

I. Theory and practice

Week 1
Perspectives and the cinema. Multiculturalism.

History and the medium of film.
The *Sheikh*, 1921 (US, with Rudolph Valentino, excerpts)

HW: Sloat, Ellis and Robert Stam. “Unthinking Eurocentrism: Multiculturalism and the Media.” Routledge 1994; Ch. 3

“Imperial Imaginary”
Davis, Natalie Zemon. “Slaves on Screen: Film and Historical Vision.” Harvard 2000; Ch. 1 “Film as Historical Narrative”

II. Ancient history—relics and meanings

Week 2
The birth of archeology.
The *Mummy*, 1999 (US, with Brendan Fraser)
Al*Mummy*, 1969 (Egypt, excerpts)

HW: The *Mummy*
III. Medieval history—religion and science

Week 3
Islam and Muhammad

*The Message*, 1977 (Arabic co-production, dir. Moustapha Akkad, Arabic version; English version with Anthony Quinn)
*Muhammad, the Last Prophet*, 2004 (US, animation, excerpts)

HW: *The Message*

Week 4
Science, books and religious intolerance
*Destiny*, 1997 (Egypt, dir. Youssef Chahine)
*Out of Cordoba: Averroes and Maimonides in Their Time and Ours*, 2009 (US documentary, excerpts)

HW: *Destiny*
Najjar, Fawzi. “Ibn Rushd (Averroes) and the Egyptian Enlightenment Movement.” *British Journal of Middle Eastern Studies* 31 (2) 2004

Week 5 and 6
The Crusades

*The Crusades*, 1933 (US, dir. Cecil B. DeMille, excerpts)
*Saladin, the Victorious*, 1963 (Egypt, dir. Youssef Chahine, excerpts)
*Kingdom of Heaven*, 2005 (US, with Orlando Bloom)
*Oh, Islam*, 1962 (Egypt/Italy)
*Arn—The Knight Templar*, 2007 (Sweden, excerpts)
*Valhalla Rising*, 2009 (Denmark, with Mads Mikkelsen, excerpts)

HW: *Kingdom of Heaven*
Riley-Smith, Jonathan. *The Crusades, Christianity, and Islam*. Columbia 2011; Ch. 2 “Crusades as Christian Penitential Wars”

*Oh, Islam*

IV. Modern history—wars, spies and “great” men

Week 7
The Arab revolt (1916-18)

*Lawrence of Arabia*, 1962 (UK, with Peter O’Toole and Anthony Quinn, 35 Academy awards, “widely considered one of the greatest and most influential films in the history of cinema”)

HW: *Lawrence of Arabia*

Midterm paper due: Draft One—Tuesday Week 7; Classmate’s comments—Thursday Week 7; Draft Two—Sunday Week 7

Week 8 and 9
Algerian war (1954-62)

*The Battle of Algiers*, 1966 (Italy, Algeria, 3 Academy awards)
*Chronicle of the Smoldering Years*, 1975 (Algeria, Cannes' Palme d’Or prize, excerpts)
*Outside the Law*, 2010 (France majority production, Academy award nominee)
*The Little Soldier*, 1960 (France, dir. Jean-Luc Godard, excerpts)
*Jamil en Bahair*, 1958 (Egypt, dir. Youssef Chahine, excerpts)

HW: *The Battle of Algiers*
Outside the Law

Week 10 and 11
Iraq war (2003-14)
Three Kings, 1999 (US, with George Clooney)
Control Room, 2004 (US, dir. Jehane Noujaim)
Battle of Haditha, 2007 (UK, dir. Nick Bloomfield, excerpts)
Delta Force, 2007 (US comedy, voted worst movie on the Iraq War, excerpts)
Life is Beautiful, 1997 (Italy, with Roberto Benigni, excerpts)

HW: Three Kings

Gelvin, James. The Modern Middle East. 3rd ed. Oxford 2011; Ch. 16 “Oil” and Ch. 17 “The U.S. and the Middle East”
Control Room

Week 12 and 13
Spies and counter espionage
Munich, 2005 (US, dir. Steven Spielberg, with Eric Bana)
Body of Lies, 2008 (US, dir. Ridley Scott, with Leonardo DiCaprio and Russell Crowe, excerpts)
The Cousins, 2009 (Egypt, excerpts)

HW: Munich

Final project Part One: Script—present in class Week 12; revised version Week 13

Week 14
The “great” individual—biographies and pseudo-biographies
Nasser 56, 1996 (Egypt)
Days of Saadat, 2001 (Egypt, with Ahmad Zaki, excerpts)
Saadat, 1983 (US, with Louis Gossett, Jr., excerpts)
Karnak, 1975 (Egypt, Naguib Mahfouz, excerpts)
Halim, 2006 (Egypt)

HW: Nasser 56
Gordon, Joel. “Nasser 56/ Egypt 96: Reinventing Egypt’s Lost Community” at
http://content.cdlib.org/view/docId=ft8k4008ks&chunk.id=ch7
Halim

Final project Part Two—Week 14; All parts One, Two and Three—at exam date (as posted in the published schedule on the TAMU academic calendar)
Sherry

The revised ENGL 305 syllabus is attached.

Barbara Newsom
Administrative Coordinator
Undergraduate Studies in English
LAAH 352 MS 4227 TAMU
Phone (979) 845-9936
Fax (979) 862-2292
Texas A&M University
Departmental Request for a Change in Course
Undergraduate ∙ Graduate ∙ Professional
Submit original form and attachments

Form Instructions
1. Course request type:
   ☑ Undergraduate  ☐ Graduate  ☐ First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):
   Department of Electrical and Computer Engineering

3. Course prefix, number and complete title of course:
   ECEN 314 Signals and Systems

4. Change requested
   a. Prerequisite(s):
      From: ____________________________ To: ____________________________
   b. Withdrawal (reason):
      ____________________________
   c. Cross-list with:
      ____________________________
   d. Change in course title and description. Enter complete current course title and current course description in item 10. Enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course?
   ☐ Yes  ☑ No

6. If grade type is changing for existing course, indicate the new grade type:
   ☐ Grade  ☑ S/U  ☐ P/F (CLMD)

7. If this course will be stacked, please indicate the course number of the stacked course:
   ☑ I verify that I have reviewed the FAQ for Export Controls Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

8. Complete current course title and current catalog course description:

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

10. As currently in course inventory:

    | Prefix | Course # | Title (excluding punctuation) |
    |--------|----------|------------------------------|
    | ECEN   | 314      | SIGNALS AND SYSTEMS          |
    | Lect.  | Lab      | Other | SCH | CIP and Fund Code | Admin. Unit | FICE Code |
    | 3.00   | 0.00     | 3.00  | 1410010006 | 0936       | 0 0 3 6 3 2 |

b. Change to:

    | Prefix | Course # | Title (excluding punctuation) |
    |--------|----------|------------------------------|
    | ECEN   | 314      | SIGNALS AND SYSTEMS          |
    | Lect.  | Lab      | Other | SCH | CIP and Fund Code | Admin. Unit | FICE Code |
    | 3.00   | 1.00     | 3.00  | 1410010006 | 0936       | 16 - 17 0 0 3 6 3 2 |

Approval recommended by:

Aydin I. Karsilayan
Department Head or Program Chair (Type Name & Sign) Date
Chair, College Review Committee Date

Department Head or Program Chair (Type Name & Sign) Date
(If cross-listed course)

Dean of College Date

Chair, GC or UCC Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu

Curricular Services – 08/14
Course title and number  ECEN 314
Term (e.g., Fall 200X)  Fall 2016
Meeting times and location  TBD

Course Description and Prerequisites

Introduction to the continuous-time and discrete-time signals and systems; time domain characterization of linear time-invariant systems; Fourier analysis; filtering; sampling; modulation techniques for communication systems. Prerequisites: Grade of C or better in ECEN 214; MATH 308; junior or senior classification.

Learning Outcomes

Upon successful completion of the course, the students will:

1. be able to describe signals mathematically and understand how to perform mathematical operations on signals.
2. be familiar with commonly used signals such as the unit step, ramp, impulse function, sinusoidal signals and complex exponentials, and be able to classify signals as continuous-time or discrete-time, as periodic or non-periodic, as energy or power signals, and as having even or odd symmetry.
3. be able to describe linear time invariant systems either using linear constant coefficient differential equations or using their impulse response and be able to find a state space representation of a system from a block diagram and vice versa.
4. understand various system properties such as linearity, time invariance, presence or absence of memory, causality, bounded-input bounded-output stability and invertibility and be able to identify whether a given system exhibits these properties and its implication for practical systems.
5. understand the process of convolution between signals, its implication for analysis of linear time invariant systems and the notion of an impulse response.
6. be able to solve a linear constant coefficient differential equation using Laplace transform techniques.
7. understand the intuitive meaning of frequency domain and the importance of analyzing and processing signals in the frequency domain.
8. be able to compute the Fourier series or Fourier transform of a set of well-defined signals from first principles, and further be able to use the properties of the Fourier transform to compute the Fourier transform (and its inverse) for a broader class of signals.
9. understand the application of Fourier analysis to ideal filtering, amplitude modulation and sampling.
10. be able to process continuous-time signals by first sampling and then processing the sampled signal in discrete-time.
11. develop basic problem solving skills and become familiar with formulating a mathematical problem from a general problem statement.
12. be able to use basic mathematics including calculus, complex variables and algebra for the analysis and design of linear time invariant systems used in engineering.
13. develop a facility with MATLAB programming to solve linear systems and signal problems.
Instructor Information

Name                 Krishna Narayanan
Email address        knrn@tamu.edu
Office hours         TBD
Office location      WEB 334K

Textbook and/or Resource Material

Required Text Book:

Recommended Text Books:

Grading Policies

Homework and Computer Projects 25%
Periodic Quizzes 20%
Two midterm exams (15% each) 30%
Final exam 25%

Grading Scale: A=90-100, B=80-89, C=70-79, D=60-69, F=below 60.

No late submission of assignments will be accepted unless arrangements are made and approved in advance. For information on university excused absences visit http://student-rules.tamu.edu/rule07.

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tr>
<td>1-2</td>
<td>Mathematical concepts, signals and systems</td>
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<tr>
<td>3-4</td>
<td>Linear systems, linearity, time-invariance, causality, signal properties</td>
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<tr>
<td>5-6</td>
<td>Impulse response, convolution</td>
</tr>
<tr>
<td></td>
<td>Midterm Exam 1</td>
</tr>
<tr>
<td>7-8</td>
<td>Fourier series and Fourier transform</td>
</tr>
<tr>
<td>9-10</td>
<td>Frequency-domain analysis of systems</td>
</tr>
<tr>
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<td>Midterm Exam 2</td>
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<tr>
<td>11-12</td>
<td>Differential equations and Laplace transforms</td>
</tr>
<tr>
<td>12-13</td>
<td>Sampling theorem and discrete-time systems</td>
</tr>
<tr>
<td>14</td>
<td>Applications to communications systems</td>
</tr>
<tr>
<td>14</td>
<td>Course review</td>
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<td>Final Exam</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

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

"An Aggie does not lie, cheat, or steal, or tolerate those who do."
Texas A&M University  
Departmental Request for a Change in Course 
Undergraduate ∗ Graduate ∗ Professional  
* Submit original form and attachments *

Form Instructions:
1. Course request type:  
   - ☑ Undergraduate  
   - ☐ Graduate  
   - ☐ First Professional (DVM, MD, JD, PharmD, DPM)
2. Request submitted by (Department or Program Name):  
   Department of English
3. Course prefix, number and complete title of course:  
   ENGL 320, Technical Editing and Writing

 Attach a brief supporting statement for changes made to items 4a thru 4d, and 10 below.

4. Change requested:
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason): _____________________________
   c. Cross-list with: _____________________________

   Cross-listed courses require the signature of both department heads.

   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course?  
   - ☐ Yes  
   - ☑ No

6. If grade type is changing for existing course, indicate the new grade type:  
   - ☐ Grade  
   - ☐ S/U  
   - ☑ P/F (CLMD)

7. If this course will be stacked, please indicate the course number of the stacked course:
   - ☐ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

8. Complete current course title and current catalog course description:

   Technical Editing and Writing. Clarifying, reducing, expanding and synthesizing such technical materials created by others as manuals, annual reports, and technical articles and reports; audience adaptation, invention, organization, style and mechanics explored.

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

   Technical and Professional Editing. Principles and techniques of technical editing for print and electronic media, including standards, styles, copy-editing, comprehensive editing and project management.

10. As currently in course inventory:

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<td>TECH EDITING &amp; WRITING</td>
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b. Change to:

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<td>0 3 6 3 2</td>
<td>3</td>
</tr>
</tbody>
</table>

Approval recommended by:  

Department Head or Program Chair (Type Name & Sign)  
Date  

Chair/College Review Committee  
Date  

Dean of College  
Date  

Submitted to Coordinating Board by:  

Associate Director, Curricular Services  
Date  

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu  
Curricular Services – 08/14
MEMORANDUM

Date: November 11, 2015

To: Chair
University Curriculum Committee

Through: Steven Oberhelman, Associate Dean
College of Liberal Arts
Undergraduate Instruction Committee

From: Maura Ives, Head
Department of English

Re: Course title and description changes for ENGL 320 and ENGL 460

The Undergraduate Studies Committee of the Department of English recommends changing the course titles and descriptions of the courses listed above. The proposed changes will bring these courses into alignment with current thinking and practice and the way these courses are presently taught.
**Texas A&M University**

**Departmental Request for a Change in Course**

**Undergraduate • Graduate • Professional**

*Submit original form and attachments*

1. **Course request type:**
   - [ ] Undergraduate  
   - [ ] Graduate  
   - [ ] First Professional (DDS, MD, JD, PharmD, DVM)

2. **Request submitted by (Department or Program Name):**
   Department of English

3. **Course prefix, number and complete title of course:**
   ENGL 460, Writing for the Web

4. **Change requested**
   a. **Prerequisite(s):** From: __________________________ To: __________________________
   b. **Withdrawal (reason):** __________________________  
   c. **Cross-list with:** __________________________

   **Cross-listed courses require the signature of both department heads.**

   d. **Change in course title and description:** Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

   e. **Change in course number, contact hours (lab & lecture), and semester credit hours:** Complete item 11a and b. **Attach a course syllabus.**

5. **Is this an existing core curriculum course?**
   - [ ] Yes  
   - [x] No

6. **If grade type is changing for existing course, indicate the new grade type:**
   - [ ] Grade  
   - [ ] S/U  
   - [ ] P/F (CLMD)

7. **If this course will be stacked, please indicate the course number of the stacked course:**
   - [ ] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

8. **Complete current course title and current catalog course description:**

   **Writing for the Web.** Integration of technology instruction and proven technical communication strategies for developing effective audience-appropriate websites (infrastructure, structure, content, design, and navigation); focus of rhetorical shifts of the Internet medium, as well as cultural, sociocultural and legal issues, including web accessibility.

9. **Complete proposed course title and proposed catalog course description (not to exceed 50 words):**

   **Digital Authoring Practices.** Analysis and practice of authoring in digital environments, including individual and collaborative approaches, audience concerns, theoretical, ethical, and stylistic issues; environments/topics may include web design, content management systems (CMS), text encoding, project management, usability, vers on tracking, content authoring, and accessibility.

10. **As currently in course inventory:**

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<tr>
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<th>Course #</th>
<th>Title (excluding punctuation)</th>
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b. **Change to:**

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<th>Title (excluding punctuation)</th>
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</thead>
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<tr>
<td>ENGL</td>
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**Approval recommended by:**

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<tr>
<th>Department Head or Program Chair (Type Name &amp; Sign)</th>
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<td>[Signature] [Name] 11/10/15</td>
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<th>Chair, College Review Committee (Type Name &amp; Sign)</th>
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<th>Date</th>
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</table>

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu

Curricular Services – 08/14

[Stamp: CURRICULAR SERVICES]
MEMORANDUM

Date: November 11, 2015

To: Chair
University Curriculum Committee

Through: Stever Oberhelman, Associate Dean
College of Liberal Arts
Undergraduate Instruction Committee

From: Maura Ives, Head
Department of English

Re: Course title and description changes for ENGL 320 and ENGL 460

The Undergraduate Studies Committee of the Department of English recommends changing the course titles and descriptions of the courses listed above. The proposed changes will bring these courses into alignment with current thinking and practice and the way these courses are presently taught.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Course request type: □ Undergraduate □ Graduate □ First Professional (DVM, NMD, JD, PA, MD, DPM)
2. Request submitted by (Department or Program Name): College of Engineering
3. Course prefix, number and complete title of course: ENGR 291 Research

4. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason): ___________________________
   c. Cross-list with: ___________________________
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course? □ Yes □ No
6. If grade type is changing for existing course, indicate the new grade type: □ Grade □ S/U □ P/F (CLAI)
7. If this course will be stacked, please indicate the course number of the stacked course: ___________
8. I verify that I have reviewed the FAQ for Export Controls Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).
9. Complete current course title and current catalog course description:
   Research Credits 1 to 4. 1 to 4 Other Hours. Research conducted under the direction of faculty member in college of engineering. May be taken four times for credit.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
    Research Credits 0 to 4. 0 to 4 Other Hours. Research conducted under the direction of faculty member in college of engineering. May be taken four times for credit.

11. a. As currently in course inventory:
    Prefix Course # Title (excluding punctuation)
    ENGR 291 Research

    | Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | FICE Code | Level |
    |-------|-----|-------|-----|------------------|-------------|-----------|-------|
    | 4.00  | 0.00| 4.00  | 14010100006 | 0965          | 0 0 3 6 2 2 |

    b. Change to:
    Prefix Course # Title (excluding punctuation)
    ENGR 291 Research

    | Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code |
    |-------|-----|-------|-----|------------------|-------------|------------|-----------|
    | 0.00  | 0.00| 4.00  | 14010100006 | 0965          | 16 - 17 0 0 3 6 3 2 |

Approval recommended by: ___________________________ Date: ___________

Department Head or Program Chair (Type Name & Sign) Date: ___________
Chair, College Review Committee Date: ___________
Dean of College Date: ___________

Submitted to Coordinating Board by: ___________________________ Date: ___________
Chair, GC or UCC Date: ___________

Associate Director, Curricular Services Date: ___________
Curricular Services – 06/14

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

Form Instructions
1. Course request type:
   ☑ Undergraduate  □ Graduate  □ First Professional (DDS, MD, JD, Ph.D., DVM)
2. Request submitted by (Department or Program Name): College of Engineering
3. Course prefix, number and complete title of course: ENGR 491 Research

4. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason):
   c. Cross-list with:
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course?
   ☐ Yes  ☑ No

6. If grade type is changing for existing course, indicate the new grade type:
   ☐ Grade  ☐ S/U  ☑ P/F (CLEP)

7. If this course will be stacked, please indicate the course number of the stacked course:

8. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-control básics-for-distance-education).

9. Complete current course title and current catalog course description:
   Research. Credits 1 to 4. 1 to 4 Other Hours.
   Research conducted under the direction of faculty member in the College of Engineering. May be repeated 3 times for credit. Registration in multiple sections of this course is possible within a given semester provided that the per semester credit hour limit is not exceeded.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
    Research. Credits 0 to 4. 0 to 4 Other Hours.
    Research conducted under the direction of faculty member in the College of Engineering. May be repeated 3 times for credit. Registration in multiple sections of this course is possible within a given semester provided that the per semester credit hour limit is not exceeded.

11. a. As currently in course inventory:
    Prefix    Course #    Title (excluding punctuation)
    ENGR    491    Research
    Lect.    Lab    Other    SCH    CIP and Fund Code    Admin. Unit    EICE Code    Level
    0.00    0.00    4.00    4.00    1401010006    0965    0 0 3 6 3 2 4

    b. Change to:
    Prefix    Course #    Title (excluding punctuation)
    ENGR    491    Research
    Lect.    Lab    Other    SCH    CIP and Fund Code    Admin. Unit    EICE Code    Level
    0.00    0.00    4.00    4.00    1401010006    0965    16 - 17 0 0 3 6 3 2

Approval recommended by:

Department Head or Program Chair (Type Name & Sign) Date
Chair, College Review Committee Date
Dean of College Date

Submitted to Coordinating Board by:
Chair, GC or UCC Date

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 08/14
Texas A&M University
Departmental Request for a Change in Course
Undergraduate □ Graduate □ Professional
□ Submit original form and attachments □

Form Instructions
1. Course request type: □ Undergraduate □ Graduate □ First Professional (DVM, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Entomology
3. Course prefix, number and complete title of course: ENTO 208 Veterinary Entomology

4. Change requested
   a. Prerequisite(s): From: ____________________________ To: ____________________________
   b. Withdrawal (reason):
   c. Cross-list with:

   Cross-listed courses require the signature of both department heads.

d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course? □ Yes □ No
6. If grade type is changing for existing course, indicate the new grade type: □ Grade □ S/U □ P/F (CL/MD)
7. If this course will be stacked, please indicate the course number of the stacked course:

   [Handwritten note: I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

9. Complete current course title and current catalog course description:
   Classification, biology and control of insects and other arthropods associated with livestock and poultry production; identification emphasized in laboratory.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
    Insects and their relatives as agents of economic loss, impacts to well-being and transmission of disease pathogens to domestic and companion animals, and wildlife, as well as health and well-being of humans through occupational or recreational exposures. Insect biology, economic importance, and principles and methods of prevention and control are emphasized.

11. a. As currently in course inventory:
    Prefix   Course #   Title (excluding punctuation)
    ENTO 208 Veterinary Entomology
    Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  FICE Code  Level
    2.00  2.00  3.00  260702  1050  0 0 3 6 3 2 2

   b. Change to:
    Prefix   Course #   Title (excluding punctuation)
    ENTO 208 Veterinary Entomology
    Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  FICE Code  Level
    2.00  0.00  2.00  260702  1050  16 17 0 0 3 6 3 2

Approval recommended by:
David Ragdale
Department Head or Program Chair (Type Name & Sign) Date 11/5/2015
Robert Knight, Chair, College Review Committee
Kim Dooley, Dean of College

Department Head or Program Chair (Type Name & Sign) Date

Tim Scott, Chair, GC or UCC

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 08/14
Course title and number  ENTO 208 Veterinary Entomology

Meeting times and location  Lecture: MW 9:10-10:00 AM, Heep Center – West Campus, Room 101

Course Description and Prerequisites

Prerequisite(s): Co-Enrollment in ENTO 209 Veterinary Entomology Laboratory

ENTO 208, Lecture (2 credit hours) Insects and their relatives causation of economic loss, impacts to well-being and transmission of disease pathogens to domestic and companion animals, and wildlife, as well as health and well-being of humans through occupational or recreational exposure. Insect biology, economic importance, and principles and methods of prevention and control are emphasized.

Student Learning Outcomes

At the end of this course, you should be able to:
(1) Define and correctly use scientific terminology in regards to entomological organisms of veterinary importance,
(2) Describe basic insect biology, natural history, and evolutionary relationships of insect orders and families of veterinary importance,
(3) Evaluate the economic importance of insects to animal health, and describe the impact insects have (both positive and negative) on animals,
(4) Recommend specific prevention, control and/or management recommendations to reduce economically damaging populations of insect pests, and
(5) Locate and critically evaluate current information on insect pests of veterinary importance.

Instructor Information

Name  Dr. Adrienne Brundage
Telephone number  979-845-9731
Email address  adrienne.brundage@tamu.edu
Office hours  M 10:00 AM – 12:00 PM, R 9:00 AM – 12:00 PM; By appointment
Office location  Heep Center, 404A

Textbook and Resource Material


Additional Reading
Occasionally I will assign additional reading material. These will be available under the “Additional Reading” link on eCampus, and will be listed in the syllabus.

eCampus

This course has a companion website hosted through eCampus. It is important for you to access
eCampus on a regular basis because it will be the place where you will:

- See the class assignment calendar to keep up with your assignments
- Download additional course materials, like handouts, power points, and notes
- Access your weekly quizzes
- Check your grades using the online grade book
- Check the FAQs, ask questions, or email your instructor

If you cannot access eCampus, please contact your instructor or TA to get this resolved.

**Attendance**

Policies set forth in student rule 7 for attendance and make-up will be followed (http://studentrules.tamu.edu/rule67). You are expected to attend class and complete all assignments. Make-up exams are available only with a university approved excuse. Students missing a lecture exam will have **two weeks** from the date of the initial examination to take make-up examinations. If you do not take the exam during that period, you will receive a zero for that examination. University accepted excuses are needed in order to take make-up exam. Professor discretion can be implemented.

**Grading Policies**

Grades may be earned through points gained in lecture assignments, examinations and quizzes:

- Examination I.................................................................100 points.
- Examination II...............................................................100 points.
- Examination III...............................................................100 points.
- Literature Assignment..................................................50 points
- Ten (10) weekly online eCampus quizzes (20 points each)......200 points
- Comprehensive Final Examination....................................150 points

**Total Points Available.....700 Points**

Final Grade: A = 90 -100%, B = 80 – 89%, C = 70 – 79%, D = 60 – 69%, F = Below 60%.

Grades are not negotiable. You earn your final course grade based on your work in the course. If you are concerned about a grade, please see your instructor during office hours.

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

**ENTOMOLOGY 208 LECTURE SCHEDULE (Tentative)**

Note: This schedule can change. Please see eCampus for updated lecture schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
<th>Reading Assignment/Quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 21</td>
<td>Introduction</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>26</td>
<td>Lecture 1: Arthropods</td>
<td></td>
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<tr>
<td>28</td>
<td>Lecture 2: Arthropod classes</td>
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<tr>
<td>Feb 7</td>
<td>Lecture 3: External Anatomy</td>
<td>Quiz 1 (Lee 1&amp;2, Ch 1)</td>
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<tr>
<td>4</td>
<td>Lecture 4: Insect Mouthparts</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>9</td>
<td>Lecture 5: Internal Anatomy and Physiology</td>
<td>Quiz 2 (Lee 3&amp;4, Ch 2)</td>
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<tr>
<td>11</td>
<td>Lecture 6: Growth and Development</td>
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<tr>
<td>16</td>
<td>Lecture 7: Insect Systematics pt 1</td>
<td>Van Emden Ch. 4&amp;5 Quiz 3 (Lee 5&amp;6, Van Emden Ch 4&amp;5)</td>
</tr>
<tr>
<td>18</td>
<td>Exam 1: Arthropods-Growth and Development (Lectures 1-6, Ch 1&amp;2, Van Emden Ch 4&amp;5)</td>
<td>Van Emden Ch 8</td>
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<tr>
<td>23</td>
<td>Lecture 8: Insect Systematics pt 2</td>
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<td>25</td>
<td>Lecture 9: Insect Systematics pt 3</td>
<td>Quiz 4 (Lee 7, 8, Van Emden Ch 8)</td>
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<td>Mar 2</td>
<td>Lecture 10: Insect Systematics pt 4</td>
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<tr>
<td>Day</td>
<td>Lecture/Event</td>
<td>Chapter/Section</td>
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<tr>
<td>4</td>
<td>Lecture 11: Phthiraptera</td>
<td>Ch. 6</td>
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<td></td>
<td>Quiz 5 (Lec 8&amp;9, Ch 6&amp;9)</td>
<td>Ch. 9</td>
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<tr>
<td>9</td>
<td>Lecture 12: Siphonaptera</td>
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<td>11</td>
<td>Exam 2: Insect Systematics pt 1 – Phthiraptera (Lecture 7-11, Van Emden Ch 8; Mullen Ch 6)</td>
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<td>16</td>
<td>Spring Break (Have fun!)</td>
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<tr>
<td>18</td>
<td>Spring Break (Have even more fun!)</td>
<td></td>
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<tr>
<td>23</td>
<td>Lecture 13: Diptera</td>
<td>Ch. 10</td>
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<td>25</td>
<td>Lecture 14: Diptera—Culicida</td>
<td>Ch. 14</td>
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<tr>
<td>30</td>
<td>Lecture 15: Mosquito Species and Disease</td>
<td>Ch. 14</td>
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<tr>
<td>Apr 1</td>
<td>Lecture 16: Diptera—Diptera—Calliphoridae</td>
<td>Ch. 16</td>
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<td>Lecture 17: Diptera—Muscidae, Sarcophagida</td>
<td>Ch. 18</td>
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<td>8</td>
<td>Lecture 18: Oestridae, Hippoboscida</td>
<td>Ch. 19</td>
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<td>13</td>
<td>Lecture 19: Tabanidae</td>
<td>Ch. 15</td>
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<tr>
<td>15</td>
<td>Exam 3: Siphonaptera-Oestridae &amp; Hippoboscida (Lectures 12-18, Ch. 9, 10, 14, 16, 18, &amp; 19)</td>
<td>Ch. 7</td>
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<td>20</td>
<td>Lecture 20: Hemiptera</td>
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<td>22</td>
<td>Lecture 21: Ticks</td>
<td>Ch. 26</td>
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<tr>
<td>27</td>
<td>Lecture 22: Tick Species and Disease</td>
<td>Ch. 26</td>
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<tr>
<td>29</td>
<td>Lecture 23: Mites</td>
<td>Ch. 25</td>
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<tr>
<td>May 4</td>
<td>Lecture 24: Principles of Control</td>
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<tr>
<td>6</td>
<td>Reading Day (No class)</td>
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<tr>
<td>8</td>
<td>Final Exam: 8:00-10:00 AM</td>
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**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](http://disability.tamu.edu).

Disability Services has moved office locations to Student Services at White Creek. For additional details, please visit the Student Services @ White Creek website [http://sswc.tamu.edu](http://sswc.tamu.edu).

If you are already registered with Disability Services, please see me with your information. We can easily accommodate for quizzes and exams, but we need to set everything up before the first quiz, and at least two weeks before the first exam. If you need accommodations for the lab and lab exams, please see your TA.
Academic Integrity
For additional information please visit: http://aggiehonor.tamu.edu

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

The Texas A&M University Honor Code, based on the long-standing affirmation that "An Aggie does not lie, cheat, or steal or tolerate those who do" is fundamental to the value of the A&M learning experience and requires that Aggies will not involve themselves in any form of academic dishonesty. According to the Office of the Aggie Honor System, academic dishonesty consists of cheating, fabrication, falsification, multiple submission, plagiarism, and multiplicity. Clarification of each of actions may be found at the Aggie Honor System website at http://www.tamu.edu/aggiehonor. This list, however, is not exclusive of any other acts that may reasonably be termed academic dishonesty. The penalty for a violation of academic dishonesty in this class shall be an "F" in the course and filing of an Honor Code Violation Report with the Office of the Aggie Honor System. Less severe penalties may be imposed if the circumstances warrant.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments.

Form Instructions
1. Course request type:
   - Undergraduate
   - Graduate
   - First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):
   Department of Geography

3. Course prefix, number and complete title of course:
   GEOG 203, Planet Earth

4. Change requested
   - Prerequisite(s): From: ___________________________ To: ___________________________
   - Withdrawal (reason):
   - Cross-list with:
   - Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   - Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course?
   - Yes
   - No

6. If grade type is changing for existing course, indicate the new grade type:
   - Grade
   - S/U
   - P/F (C/M/D)

7. If this course will be stacked, please indicate the course number of the stacked course:
   - I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

8. Complete current course title and current catalog course description:
   - Planet Earth. Earth’s physical environment including climate, water, landforms, and ecosystems; processes that control these systems and their global distributions; human effects on these processes.

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   - No change requested

10. As currently in course inventory:
    - GEOG 203, Planet Earth

11. Change to:
    - GEOG 203, Planet Earth

Approval recommended by:
   - Department Head or Program Chair (Type Name & Sign) ___________________________ Date
   - Chair, College Review Committee ___________________________ Date
   - Dean of College ___________________________ Date

Submitted to Coordinating Board by:
   - Associate Director, Curricular Services ___________________________ Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 08/14
TO: University Curriculum Committee
FROM: Dr. David Cairns, Head Department of Geography
DATE: October 1, 2015
SUBJECT: Proposal for a Change in Course – Geography 203

The Department of Geography proposes to make a minor change to the core curriculum course Geography 203 by adding 1.0 lab to the course inventory. This change is justified by the curricular changes required to satisfy the core curriculum, including core course assessment. We have revised the course to involve weekly lab exercises and quizzes that reinforce the concepts covered during regular classroom meetings. This experiential approach, including interactions with a TA who is dedicated to the course, is necessary if the students are to master the course concepts.
Geography 203, Planet Earth
An Introduction to Physical Geography

Course Description: This is a course about the earth, especially the earth’s surface. Physical geography is the discipline that explores the features on the earth’s surface—its climates, terrain, and ecosystems. Physical geographers seek to answer why these features exist, and why they differ from place to place.

For example: Why do the Himalayas, the Andes, and the Rocky Mountains exist? Why are mountains absent from many other places? Why don’t forests grow on top of the mountains? Why is summer here in Texas so much hotter than winter (85°F on average in July and 50°F in January in College Station)? Why does Quito, Ecuador have about the same temperature all year round (58°F in July and 58°F in January)? Why don’t polar bears live in Antarctica, and why don’t penguins live in Greenland? Why are there more than 10,000 natural lakes in Minnesota, but only a few (depending on how you count) in Texas?

All these question pertain to conditions on the earth’s surface. In this course, we will investigate the interconnected processes that operate to bring about the features on the earth’s surface.

Learning Outcomes: Students will be able to (1) interpret the arrangement of climates, landforms, and living things over the earth’s surface; (2) predict patterns that emerge from the interplay of multiple earth system processes and human actions; (3) explain the manner in which knowledge of the earth’s surface has been gained; (4) analyze some types of data and maps that physical geographers commonly use to study the earth; and (5) describe geographic patterns through maps, graphs, and quantitative and written expressions.

Instructor: Dr. Charles LaFon
Office: 706C Eller O&M Building
Office Hours: M 3:00–5:00 pm, or by appointment
Phone: 862-3677; Geography Dept. phone: 845-7141
E-mail: clafon@geog.tamu.edu
Class Meeting Time and Place: MWF 12:40–1:30 pm; HELD 105

If you have an earlier version of the textbook, it is suitable for this course.

Other Reading Assignments: The daily schedule below lists a few other reading assignments. PDFs of these essays will be available through the Course Reserves link (under Class Resources) on the University Libraries homepage (http://library.tamu.edu).

Grading: The course is a three-hour lecture course. It is separate from the GEOG 213 laboratory course, which is a one-hour course.

Each of three exams for this course makes up 25% of the final grade, for a total of 75%. Laboratory exercises compose 20% of the grade, and quizzes make up the remaining 5%. These laboratory exercises and quizzes give you an opportunity to review and put into practice the course concepts, and therefore they help prepare you for the exams. For late work, 10% is deducted per day.

I use the standard ten-point grading scale (90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, ≤ 59 = F), but may adjust the grades upward, if necessary, at the end of the semester.

The exams are not cumulative. However, because your understanding of later material builds upon earlier material, the second and third exams will of necessity involve some of the earlier topics. Exams include material from lectures, readings, and other assignments.

Students seeking an excused absence on an exam day must notify the professor or the Department of Geography by the end of the next working day following the absence, as described in Texas A&M University Student Rules (http://studentrules.tamu.edu/rule07). Please see the instructor in advance if you know you will not be able to take an exam on the scheduled date.

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 the Department of Student Life, Services for Students with Disabilities in Rcom B118 of Cain Hall. The phone number is 845-1637.

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

Texas A&M has an Academic Integrity policy to which both students and faculty must comply. The Aggie Honor System Office all cases of academic misconduct. Details about the Aggie Honor Policy can be found at http://aggiehonor.tamu.edu/.

The materials used in this course are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, slides, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy them unless permission is expressly granted.

Plagiarism is when you pass off someone else’s work (language or ideas) as your own. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism destroys the trust among colleagues without which research cannot be safely communicated.

For more information, see “Scholastic Dishonesty” under the Texas A&M University Student Rules: http://studentrules.tamu.edu.

Aggie Honor System Office website: http://www.tamu.edu/aggiehonor/
Course Outline and Daily Schedule (Tentative): Chapters & page numbers refer to the current edition of the Geosystems textbook. If you use an earlier edition, the page numbers will differ.

Reading assignments should be completed by the beginning of the week. Laboratory exercises are assigned each Wednesday on that week’s topic, and are due the following Wednesday. Quizzes are given each Wednesday and cover the material from the previous week.

I. PHYSICAL GEOGRAPHY: EXPLORING THE SURFACE OF THE EARTH

Week 1 Exploration, Mapping, and Earth-Sun Relationships
- Read Geosystems Ch. 1 (pp. 14-26 only) by Wed.
- Read Geosystems Ch. 2 (pp. 48-53) by Fri.
- Lab: Latitude, Longitude, and Maps

II. THE GEOGRAPHY OF CLIMATES

Week 2 Radiation and Temperature Patterns
- Read Geosystems Ch. 2 (pp. 39-47, Ch. 3 (pp. 60-65), & Ch. 7 (pp. 169-172) by Mon.
- Lab: Earth-Sun Relationships
- Quiz on Latitude, Longitude, and Maps

Week 3 Radiation and Temperature Patterns, continued
- Read Geosystems Ch. 4 (pp. 84-95) & Ch. 5 (pp. 108-124) by Mon.
- Lab: Radiation Balance and Temperature Patterns
- Quiz on Earth-Sun Relationships

Week 4 Geographic Patterns of Atmospheric and Oceanic Circulation
- Read Geosystems Ch. 6 (pp. 135-145; 153-155) by Mon.
- Lab: Circulation Patterns
- Quiz on Radiation and Temperature Patterns

Week 5 Atmospheric Moisture and Precipitation Patterns
- Read Geosystems Ch. 7 (pp. 172-183), Ch. 8 (192-203; 211-214), & Ch. 9 (pp. 226-230) by Mon.
- Lab: Atmospheric Moisture and Precipitation Patterns
- Quiz on Atmospheric and Oceanic Circulation

EXAM 1 on Friday, September 30

III. THE DYNAMIC EARTH

Week 6 Changing Climates and Shifting Continents
- Read Geosystems Ch. 11 (pp. 288-314) & Ch. 12 (pp. 340-350) by Mon.
- Lab: Changing Climates
- Quiz on Atmospheric Moisture and Precipitation Patterns

Week 7 Changing Climates and Shifting Continents, cont’d.
- Read Geosystems Ch. 13 (pp. 361-374)
- Lab: Shifting Continents and Plate Tectonics
- Quiz on Changing Climates
IV. THE GEOGRAPHY OF LANDFORMS

Week 8  Terrain Evolution and Mass Wasting
- **Read** Geosystems Ch. 14 (pp. 394-405; 410-416) by Mon.
- **Lab:** Terrain Evolution
- **Quiz** on Shifting Continents

Week 9  Streams and Their Role in Terrain Evolution
- **Read** Geosystems Ch. 15 by Mon.
- **Lab:** Fluvial Geomorphology
- **Quiz** on Terrain Evolution

Week 10  Streams, cont’d.
- **Quiz** on Fluvial Geomorphology

EXAM 2 on Friday, November 4

Week 11  Glacial Landscapes
- **Read** Geosystems Ch. 17 (pp. 496-511) by Mon.
- **Lab:** Glacial Geomorphology

V. THE GEOGRAPHY OF LIFE

Week 12  The Geographic Distribution of Species
- **Read** Geosystems Ch. 19 (pp. 560-563; 573-576) by Mon.
- **Lab:** The Geographic Distribution of Species

Week 13  The Geographic Distribution of Species, cont’d.

CLASS DOES NOT MEET on Wed., Nov. 23 (Reading Day) or Fri., Nov. 25 (Thanksgiving Break)

Week 14  Biogeographic Realms and the Distribution of Related Species
- **Read** Geosystems Ch. 20 (pp. 594-595) by Mon.
- **Lab:** Biogeographic Realms
- **Quiz** on The Geographic Distribution of Species

FINAL EXAM: Mon., Dec. 12 at 10:30 am–12:30 pm in our regular classroom
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

Form Instructions
1. Course request type: ☑ Undergraduate  ☐ Graduate  ☐ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by: (Department or Program Name): Department of Geography
3. Course prefix, number and complete title of course: GEOG 479 Principles of Geocomputation
   Attach a brief supporting statement for changes made to items in thru 4a and 10 below.

4. Change requested
   a. Prerequisite(s): From: GEOG 361, GEOG 475  To: GEOG 361, GEOE 340
   b. Withdrawal (reason):
   c. Cross-list with: CSCE 111 or CSCE 110

5. Is this an existing core curriculum course? ☑ Yes  ☐ No
6. If grade type is changing for existing course, indicate the new grade type:
   ☐ Grade  ☑ S/U  ☐ P/F (CLMO)
7. If this course will be stacked, please indicate the course number of the stacked course:
8. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).
9. Complete current course title and current catalog course description:
   Geocomputation including geospatial technologies, computational techniques and algorithms utilizing high-performance computing; fundamental geocomputation principles, artificial and computational intelligence.
10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
    Geocomputation including geospatial technologies, computational techniques and algorithms utilizing high-performance computing; fundamental geocomputation principles, artificial and computational intelligence.

11. a. As currently in course inventory:
    Prefix  Course #  Title (excluding punctuation)
    GEOG  479  Principles of Geocomputation
    
    Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  FICE Code
    3  2  4  0  0  3  6  3  2  Level
    
    b. Change to:
    Prefix  Course #  Title (excluding punctuation)
    GEOG  479  Principles of Geocomputation
    
    Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  FICE Code
    3  2  4  -  0  0  3  6  3  2  Level

Approval recommended by:  
Department Head or Program Chair (Type Name & Sign)  Date
Chair, College Review Committee
Dean of College

Submitted to Coordinating Board by:
Chair, GC or UCC  Date

Associate Director, Curricular Services  Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 08/14
TO: Chris Houser, Associate Dean for Undergraduate Affairs

FROM: Wendy Jepson, Undergraduate Director, Department of Geography

SUBJECT: Pre-requisite change for GEOG 479

Assessment results suggest that students who have not followed the sequence of courses laid out in the degree plan are not prepared for GEOG 479. This change in pre-requisites simply enforces the sequence of courses in the degree plan for students in the GIST degree to make sure that they are adequately prepared for GEOG 479. All of the pre-requisite courses are already listed as part of the GIST degree and have prior approval from the requisite departments.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate ✖ Graduate ✖ Professional
• Submit original form and attachments •

Form Instructions
1. Course request type: ✓ Undergraduate  ☐ Graduate  ☐ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Geography
3. Course prefix, number and complete title of course: GEOG 484 Internship

4. Change requested
   a. Prerequisite(s): From: ______________________ To: ______________________
   b. Withdrawal (reason): ______________________
   c. Cross-list with: ______________________
      Cross-listed courses require the signature of both department heads.
   d. Change in course title or description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course? ☐ Yes ✓ No
6. If grade type is changing for existing course, indicate the new grade type: ☐ Grade ✓ S/U ☐ P/F (CLMD)
7. If this course will be stacked, please indicate the course number of the stacked course: ______________________
8. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

9. Complete current course title and current catalog course description:

Directed internship in a private firm, government agency, or non-governmental organization to provide work experience related to the student's degree program and career objectives. May be taken 2 times for credit.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

Directed internship in a private firm, government agency, or non-governmental organization to provide work experience related to the student's degree program and career objectives.

11. a. As currently in course inventory:

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<th>Title (excluding punctuation)</th>
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b. Change to:

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</tbody>
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Approval recommended by: ______________________

Department Head or Program Chair (Name & Sign) Date: 10/30/15

Chair, College Review Committee Date: 10/27/15

Department Head or Program Chair (Name & Sign) (if cross-listed course) Date: ______________________

Dean of College Date: ______________________

Submitted to Coordinating Board by: ______________________

Chair, GC or UCC Date: ______________________

Effective Date: ______________________

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu
Curricular Services – 08/14
TO:        Chr's Houser, Associate Dean for Undergraduate Affairs
FROM:     Wendy Jepson, Undergraduate Director, Department of Geography
SUBJECT:  Pre-requisite change for GEOG 484

We are removing the restriction that the internship can only be taken 2 times for credit to allow for greater outreach and engagement by our undergraduate students.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate ♦ Graduate ♦ Professional
• Submit original form and attachments •

Form Instructions
1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Geology and Geophysics
3. Course prefix, number and complete title of course: GEO 101 Principles of Geology

Attach a brief supporting statement for changes made to items 4a thru 4d, and 10 below.
4. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason): ___________________________
   c. Cross-list with: ___________________________
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.
5. Is this an existing core curriculum course? ☑ Yes ☐ No
6. If grade type is changing for existing course, indicate the new grade type: ☑ Grade ☐ S/U ☐ P/F (CLMD)
7. If this course will be stacked, please indicate the course number of the stacked course:
   ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).
8. Complete current course title and current catalog course description: Principles of Geology. Physical and chemical nature of the Earth and dynamic processes that shape it, plate tectonics, Earth's interior, materials it is made of, age and evolution, earthquakes, volcanism, erosion and deposition; introduces physical and chemical principles applied to the Earth. Not open to students who have taken GEOL 104 or GEOL 320.
9. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Principles of Geology. Physical and chemical nature of the Earth and dynamic processes that shape it, plate tectonics, Earth's interior, materials it is made of, age and evolution, earthquakes, volcanism, erosion and deposition; introduces physical and chemical principles applied to the Earth. Not open to students who have taken GEOL 104 or GEOL 320.

a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>FICE Code</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO</td>
<td>101</td>
<td>PRINCIPLES OF GEOLOGY</td>
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<td>0.00</td>
<td></td>
<td>3.00</td>
<td>40.0601 0020</td>
<td>1305</td>
<td>00363 2</td>
<td>1</td>
</tr>
</tbody>
</table>

b. Change to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
<th>Lect.</th>
<th>Lab</th>
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<td>40.0601 0020</td>
<td>1305</td>
<td>00363 2</td>
<td>1</td>
</tr>
</tbody>
</table>

Approval recommended by:

[Signatures]
Department Head or Program Chair (Type Name & Sign) Date
Chair, College Review Committee Date
Dean of College Date
Chair, GC or UCC Date

Submitted to Coordinating Board by:

[Signatures]
Associate Director, Curricular Services Date
Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 08/14

RECEIVED
NOV 18 2015
CURRICULAR SERVICES
Course title and number: GEOL 101: Principles of Geology
Term: Fall 2015
Meeting times and location

Course Description and Prerequisites
Physical and chemical nature of the Earth and dynamic processes that shape it; plate tectonics, Earth's interior, materials it is made of, age and evolution, earthquakes, volcanism, erosion and deposition; introduces physical and chemical principles applied to the Earth. Not open to students who have taken GEOL 104 or GEOL 320.

Prerequisites: none

Learning Outcomes
Upon successful completion of this course, students will be able to

1. Describe how the scientific method has led to our current understanding of the Earth's structure, processes and evolution.
2. Interpret the origin and distribution of minerals, rocks and geologic resources.
3. Use the theory of plate tectonics to explain the formation and distribution of the Earth's crustal features.
4. Quantify the rates of physical and chemical processes acting on the Earth and how these processes fit into the context of geologic time.
5. Communicate how surface processes are driven by interactions among the Earth's geosphere, hydrosphere, atmosphere and biosphere.
6. Describe the internal structure and dynamics of the Earth.
7. Evaluate human interactions with the Earth, including sustainable development of natural resources and the assessment and mitigation of hazards.

Textbook and/or Resource Material

Grading Policies
Grades will be assigned based on the following assessments: three tests (total of 30%), lab (30%), and final exam (40%). All grades will be rounded to the nearest tenth of a percent (i.e. 89.95% → 90.0%, 89.94% → 89.9%) and converted to a letter grade as follows: 90.0–100.0 = A, 80.0–89.9 = B, 70.0–79.9 = C, 60.0–69.9 = D, <60.0 = F.
### Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading (Tarbuck page numbers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Aug. 31-Sept. 4</td>
<td>Introduction to class and geology; the scientific method; introduction to geologic time; origin of the solar system; Earth's internal structure and external features; plate tectonics</td>
<td>1-22, 22-29</td>
</tr>
<tr>
<td>2. Sept. 7-Sept. 11</td>
<td>Minerals and the rock cycle</td>
<td>29-34, 87-105</td>
</tr>
<tr>
<td>4. Sept. 21-Sept. 25</td>
<td>Volcanoes; weathering and sedimentary rocks</td>
<td>137-171, 173-186, 199-214</td>
</tr>
<tr>
<td>5. Sept. 28-Oct. 2</td>
<td><strong>Test 1;</strong> sedimentary rocks</td>
<td>214-227</td>
</tr>
<tr>
<td>6. Oct. 5- Oct. 9</td>
<td>Metamorphic rocks; relative time</td>
<td>229-253, 255-267</td>
</tr>
<tr>
<td>7. Oct. 12- Oct. 16</td>
<td>Absolute time; crustal deformation</td>
<td>267-277, 279-290</td>
</tr>
<tr>
<td>8. Oct. 19- Oct. 23</td>
<td>Crustal deformation</td>
<td>290-301</td>
</tr>
<tr>
<td>10. Nov. 2- Nov. 6</td>
<td>Divergent plate boundaries; convergent plate boundaries</td>
<td>381-403</td>
</tr>
<tr>
<td>11. Nov. 9- Nov. 13</td>
<td>Convergent plate boundaries; groundwater</td>
<td>381-403, 461-487</td>
</tr>
<tr>
<td>12. Nov. 16- Nov. 20</td>
<td>Groundwater and streams; deserts and winds</td>
<td>429-459, 515-535</td>
</tr>
<tr>
<td>13. Nov. 23- Nov. 27</td>
<td><strong>Test 3;</strong> Glaciers and glaciations</td>
<td>489-517</td>
</tr>
<tr>
<td>14. Nov. 30-Dec. 4</td>
<td>Geologic record of global climate change; petroleum geology</td>
<td>575-607</td>
</tr>
</tbody>
</table>

#### Aggie Honor Code

"An Aggie does not lie, cheat, or steal or tolerate those who do." For more information, see Honor Council Rules and Procedures. http://www.tamu.edu/aggiehonors Academic integrity is an essential force in the academic life of a university. It enhances the quality of education and celebrates the genuine achievements of others. It is, without reservation, a responsibility of all members of the Texas A&M University Community to actively promote academic integrity. Apathy or acquiescence in the presence of academic dishonesty is not a neutral act—failure to confront and deter it will reinforce, perpetuate, and enlarge the scope of such misconduct. http://aggiehonor.tamu.edu

#### Plagiarism

All materials used in this class are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.

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

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, http://student-rules.tamu.edu, under the section "Scholastic Dishonesty."
TO: Dr. Chris Houser, Associate Dean  
College of Geosciences

FROM: Dr. David Sparks, Associate Head  
Department of Geology and Geophysics

SUBJECT: Certification of GEOL 101 and GEOL 102

The Department of Geology and Geophysics is proposing two courses be certified as satisfying the Life and Physical Sciences requirement of the Core Curriculum, Geology 101 and Geology 102. The existing course Geology 101, a 4-credit course with a lab, has been certified as a part of the Core for many years. For Fall of 2016, we have split this course into a 3-credit Geology 101 and a new 1-credit laboratory-only course Geology 102, to create more options for students to fulfill the 9-hour science requirement.

Geology 101 includes 3 hours of lecture and 1.0 weekly lab hour for students to participate in group work and online assignments, to allow us to assess the Core Objectives.

Geology 102 is a 2-hour laboratory that consists of weekly exercises and quizzes using provided samples and data sets. These courses are complementary and could be taken together, but are designed to be two stand-alone courses.

Attached are the new course/course change forms, the Core Curriculum Cover pages and the Core Curriculum Foundational Component sheets for each course.
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2015 Core Curriculum

1. This request is submitted by (department name): Geology and Geophysics

2. Course prefix and number: GEOL 101

3. Texas Common Course Number: GEOL 1303

4. Complete course title: Principles of Geology

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:

☐ Communication
☐ Mathematics
☒ Life and Physical Sciences
☐ Language, Philosophy and Culture
☐ Creative Arts
☐ American History
☐ Government/Political Science
☐ Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:

☐ Yes ☐ No

8. How frequently will the course be offered? Every semester

9. Number of class sections per semester: 4 to 6

10. Number of students per semester: 600 to 1000

11. Historic annual enrollment for the last three years: 1675 1540 1152

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

13. Submitted by:

[Signature]

Course Instructor

Date

14. Approvals:

[Signature]

Date

15. Department Head

[Signature]

Date

15. College Dean/Designee

[Signature]

Date

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

See form instructions for submission/approval process.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2016 Core Curriculum

Foundational Component Area: Life and Physical Sciences

In the box below, describe how this course meets the Foundational Component Area description for Life and Physical Sciences. Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

GEOLOGY 101 focuses on the principles that govern the formation and evolution of the solid Earth, and its interactions with water, the atmosphere, life and other bodies in the solar system. This course covers the growth of the field of geology through the application of the scientific method. Geology is an inherently integrative science, involving physical, chemical and biological principles. Particular focus is given to the development of the unifying theory of plate tectonics, and the way it integrates and explains a large variety of data. The relevance to societal problems is stressed through discussion of geological hazards and the use and conservation of natural mineral and groundwater resources.

---

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

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

In-class activities (e.g., supplementary text Lecture Tutorials for Introductory Geoscience (Kortz and Smay, 2012)) focus on team-based problem solving that encourages students to confront concepts that are often difficult to grasp. Excerises require students to apply fundamental principles to solve real world problems. In-class excercises are complemented by homework problems that interpret real data sets, geologic maps and three-dimensional drawings of the subsurface.

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

Problem sets and some in-class activities will involve written communication of concepts. In-class collaborative activities and sharing of each team’s solution necessitates oral communication. Visualization is a critical part of the geologic sciences. Lectures, problems sets and in-class activities all require students to learn to visualize Earth structures and materials in two-and three-dimensions, as well as the how they move and deform through time. Student will be required to visually communicate three-dimensional objects in two-dimensional planes (maps).

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

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Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2016 Core Curriculum

Students will work with real data sets (provided by the instructor or available from web-based sources) to solve problems that require quantitative analysis, graphing of data and interpretation of graphs to quantify and understand geological processes.

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

In-class activities (e.g. from Kortz and Smay, 2012) are designed as team-based problems. Students will collaborate in small groups to problem solve, requiring them to communicate (oral, written and visual communication), learn from each other’s knowledge, and consider different perspectives in order to reach consensus on conclusions.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Texas A&M University

Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Course request type:  ☑ Undergraduate  ☐ Graduate  ☐ First Professional (DOS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Journalism Studies Program
3. Course prefix, number and complete title of course: JOUR 304 Editing for the Mass Media

Attach a brief supporting statement for changes made to items 4a thru 4d, and 10 below.

4. Change requested
   a. Prerequisite(s): From: Junior or senior classification; or approval of program director.
      To: Junior or senior classification; or approval of program director.
   b. Withdrawal (reason): Cross-listed courses require the signature of both department heads.
   c. Cross-list with: JOUR 203, junior or senior classification and enrollment in journalism minor; or approval of program director.
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.
5. Is this an existing core curriculum course? ☐ Yes  ☑ No
6. If grade type is changing for existing course, indicate the new grade type: ☑ Grade  ☐ S/U  ☐ P/F (CLMD)
7. If this course will be stacked, please indicate the course number of the stacked course: I verify that I have reviewed the FAQ for Export Controls Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).
8. Complete current course title and current catalog course description:
   JOUR 304 Editing for the Mass Media, credits 3, 3 lecture hours, 2 lab hours
   Principles and practice of editing including: improving and tightening print and broadcast copy; writing headlines, titles and subheads; photo editing and cutlines; graphics and layout.
   Prerequisites: JOUR 203, junior or senior classification and enrollment in journalism minor; or approval of program director.

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   JOUR 304 Editing for the Mass Media, credits 3, 3 lecture hours
   Principles and practice of editing including: improving and tightening text; writing headlines, titles and subheads; self-editing and editing others; tailoring texts for specific audiences; understanding style guides.
   Prerequisites: Junior or senior classification; or approval of program director.

10. Approval recommended by:
    Approval Date 11/18/15
    Chair, College Review Committee 11/18/15

11. a. As currently in course inventory:
    Prefix  Course #  Title (excluding punctuation)
    JOUR  304  EDITING FOR THE MASS MEDIA

    Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  FICE Code  Level
    2.00  2.00  0.00  3.00  0907020001  1735  0  0  3  6  3  2

    b. Change to:

   Prefix  Course #  Title (excluding punctuation)
   JOUR  304  EDITING FOR THE MASS MEDIA

   Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  FICE Code
   3.00  0.00  0.00  3.00  0907020001  1735  16  -  17  0  0  3  6  3  2

   Date 11/18/15
   Level 3

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 08/14
Supporting statement for changes sought in credits and catalog description of JOUR 304

The catalog course description and format of JOUR 304 has not been updated in decades. We are modernizing the catalog description and the content of the course to reflect current journalistic practices. We also are moving the course to a 3-credit class, from its current 2-hour class and 2-hour lab. Additionally, we are eliminating the prerequisites of JOUR 203 and enrollment in the minor to make the course more widely available to students outside of Journalism Studies whose career plans include a significant amount of writing for general publications.
JOUR 304 – Editing for Mass Media
T/Th
Bolton Hall
Fall 2016

Instructor: Hannele Rubin
Email: hrubin@tamu.edu
Office: Bolton 305F
Office Hours: Tuesdays and Thursdays 11 a.m.-noon or by appointment

Course Description
Principles and practice of editing including: improving and tightening text; writing headlines, titles and subheads; self-editing and editing others; tailoring texts for specific audiences; understanding style guides.

Prerequisites: Junior or senior classification; or approval of program director.

Learning Outcomes
At the end of this course, students should be able to:

- Demonstrate the differences between levels of editing
- Discuss the importance of clarity and consistency
- Find and correct major (and minor) errors in text
- Fix problems with style, structure, and content
- Discuss editing controversies such as language changes, “gender neutrality,” and descriptive vs. prescriptive

Required Readings and Materials
AP Stylebook

COURSE POLICIES
Attendance – Your attendance is required. Only university-excused absences are permitted. Please refer to Texas A&M Student Rule 7, which is available here: http://student-rules.tamu.edu/rule7.htm

Make-up Work – Students may make-up quizzes and other assignments only for university-excused absences or absences discussed in advance with the instructor. Proper documentation must be submitted in a timely manner.

Submissions – All work must be typed and printed or emailed to me. Late assignments will be assessed a penalty – the equivalent of one letter grade on the assignment – unless students have a university excused absence (see http://student-rules.tamu.edu/rule7.htm).

Special Accommodations – If you require accommodation for a disability, please contact me during the first week of class so I can make arrangements for you. 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 Honesty – An Aggie does not lie, cheat or steal, or tolerate those who do. Texas A&M University encourages academic integrity and strictly enforces policies against any form of scholastic dishonesty. For additional information please visit: http://aggiehonor.tamu.edu

Grades (with point breakdown)
Your assignments will get progressively more valuable as the course advances. This system is designed to forgive early mistakes and to reward skills mastery. The class mantra is, “Make NEW mistakes.” You are not expected to begin this class as an expert, but the stakes rise as the semester goes on, and repeated mistakes will be increasingly costly.

The average of grades taken in each category will be weighted with the following percentages in calculating the overall course grade:
- Weekly editing assignments 40%
- Style and usage quizzes 30%
- Participation in discussions 10%
- Final editing assignment 20%

Participation is counted as being in class and actively contributing to discussions, taking quizzes, and fulfilling weekly editing assignments.

Assignments
Mastering style and usage: style/usage quizzes at the beginning of class each Tuesday followed by discussion of that week’s editing topic. Thursdays will generally be spent putting the editing topic into practice by editing a text. In place of a final exam, students will edit a 1,500-word text.

Schedule (subject to minor revisions)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Day 1: Course overview, editing tools and techniques (style sheets, Track Changes, etc.), references, reliable Internet sources, levels of editing (proofreading copyediting, content/structure editing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1:</td>
<td>Day 2: Lecture: What is style? Why is it important? Editing principles; the importance of self-editing; the writer’s “voice”</td>
</tr>
<tr>
<td>Week 2:</td>
<td>Day 3: First quiz: Diagnostic (what do you know about</td>
</tr>
</tbody>
</table>
editing?)
Lecture: Case studies; costly editing mishaps
Day 4: Practice proofreading; using the AP Stylebook; how can spellcheckers can hurt you

Week 3:
Day 5: Second quiz: Confused words (homophones, etc.) and idioms
Lecture: English grammar basics, parts of speech
Day 6: Editing for the basics; more proofreading

Week 4:
Day 7: Third quiz: English grammar basics
Lecture: Capitalization; problems with pronouns; mastering prepositions; misplaced modifiers
Day 8: Editing for the basics; copyediting

Week 5:
Day 9: Fourth quiz: Capitalization, pronouns, prepositions, misplaced modifiers
Lecture: Basic sentence, paragraph, and story structure
Day 10: Editing for sentence, paragraph, and story structure

Week 6:
Day 11: Fifth quiz: Sentence, paragraph, story structure
Lecture: Verbs, tenses, subject-verb agreement (collective nouns, etc.)
Day 12: Editing for content; checking facts

Week 7:
Day 13: Sixth quiz: Subject-verb agreement
Lecture: Pesky punctuation: commas, colons, semicolons
Day 14: Editing for pesky punctuation

Week 8:
Day 15: Seventh quiz: Commas, colons, semicolons
Lecture: Pesky punctuation: Apostrophes, quotation marks
Day 16: Editing for pesky punctuation

Week 9:
Day 17: Eighth quiz: Apostrophes, quotation marks
Lecture: Pesky punctuation: Hyphens, dashes, and slashes
Day 18: Editing for pesky punctuation

Week 10:
Day 19: Ninth quiz: Hyphens, dashes, and slashes, etc.
Lecture: Numbers, statistics
Day 20: Editing for numbers, statistics, numerical facts

FINAL EDITING ASSIGNMENT DISTRIBUTED

Week 11:
Day 21: Tenth quiz: Numbers, statistics
Lecture: Quotations, attributions, sources
Day 22: Editing for quotations, attributions, sources

Week 12:
Day 23: Eleventh quiz: Quotations, attributions
Lecture: Euphemisms, jargon, gobbledygook
Day 24: Plain language editing

Week 13:
Day 25: Twelfth quiz: Plain language/clear writing
Lecture: Levels of editing; editing for content and structure
Day 26: Content, structural editing

FINAL EDITING ASSIGNMENT DUE

Week 14:
Day 27: Thirteenth quiz: Review
Lecture: Language controversies, descriptivism vs. prescriptivism
Day 28: Lecture: Non-errors; editing in the news; navigating relationships with writers and others
Texas A&M University  
Departmental Request for a Change in Course  
Undergraduate • Graduate • Professional  
• Submit original form and attachments •

Form Instructions
1. Course request type:  
   □ Undergraduate  □ Graduate  □ First Professional (DDS, MD, JD, Phmd, DVmd)
2. Request submitted by (Department or Program Name):  Department of Health and Kinesiology
3. Course prefix, number and complete title of course:  KINE 223 Introduction to the Science of Health and Fitness

   Attach a brief supporting statement for changes made to items in thru 4d, and 10 below.

4. Change requested
   a. Prerequisite(s): From:  
   To:  
   b. Withdrawal (reason):  
   c. Cross-list with:  
   Cross-listed courses require the signature of both department heads.
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.
5. Is this an existing core curriculum course?  
   □ Yes  □ No
6. If grade type is changing for existing course, indicate the new grade type:  
   □ Grade  □ S/U  □ P/F (CLMD)
7. If this course will be stacked, please indicate the course number of the stacked course:  
   □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

8. Complete current course title and current catalog course description:  
   Introduction to the Science of Health and Fitness: Overview of the human body systems; interdisciplinary focus on wellness, fitness, nutrition, disease, drug use; integrated physical activity centering on principles and applications of conditioning; collect data, evaluate information, formulate plans based on findings; experience with pedometers, heart rate monitors, bioelectrical impedance devices, software, and other technology. Not open to students who have taken KINE 120

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):  
   Introduction to the Science of Health and Fitness: Overview of the human body systems; interdisciplinary focus on wellness, fitness, nutrition, disease, drug use; integrated physical activity centering on principles and applications of conditioning; collect data, evaluate information, formulate plans based on findings; experience with pedometers, heart rate monitors, bioelectrical impedance devices, software, and other technology.

11. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE</td>
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<th>Course #</th>
<th>Title (excluding punctuation)</th>
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<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
<th>Level</th>
</tr>
</thead>
</table>

   Approval recommended by:  
   Richard B. Kreider  
   Department Head or Program Chair (Type Name & Sign)  
   Date  
   Chair, College Review Committee  
   Date  
   Chris Cherry  
   Date  
   Dean of College  
   Date  
   Tim Scott  
   Chair, GC or UCC  
   Date  
   Effective Date  
   Level

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.  
Curricular Services – 08/14
Sandra Williams

From: PJ Miller <pjm@hlkn.tamu.edu>
Sent: Sunday, November 15, 2015 11:07 AM
To: Sandra Williams
Subject: RE: December UCC Items

Sandra,

The request to change the description of KINE 223 is being made to allow students the option of taking KINE 223 even if they have already taken KINE 120. The content of KINE 223 is significantly more detailed than content of KINE 120. Students can benefit from the more in-depth content even if they have had KINE 120. Students will not be allowed to take KINE 120 if they have already taken KINE 223.

Thanks,

PJ

Paula J. Miller
Clinical Professor
Department of Health and Kinesiology
Texas A&M University
TAMU-4243
College Station, TX. 77843-4243
Phone: 979-845-1471
Fax: 979-847-8987
pjmiller@tamu.edu

From: Sandra Williams [sandra-williams@tamu.edu]
Sent: Wednesday, November 11, 2015 8:13 AM
To: Houser, Christopher A; 'Kisha Bryan'
Cc: 'Tim Scott'; Miller, Paula J; Anderson, Kristy K
Subject: December UCC Items

Good morning.

I received the following courses for the December UCC meeting without the required brief statement attached. Please send it so that I can have it for the December UCC meeting. Reference attached forms.

GEOG 479
GEOG 484 (also missing College Dean signature) KINE 223

Thank you.

Sandra Williams | Associate Registrar
Office of the Registrar, Academic Affairs | Texas A&M University
Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 06/14
LAND200
Introduction to Landscape Architecture Practice
Fall 2015, 1 credit hour

Class Time: F 10:20 am - 11:10 am
Class Room: Langford C105
Instructors: Jun-Hyun Kim, Ph.D.
Office: A318A Langford Building
Email: jhkim@arch.tamu.edu
Phone: 979.845.2532
Office Hours: Friday 11:10 am - 12:00 pm or by appointment

INTRODUCTION

"Landscape architecture combines art and science. It is the profession that designs, plans and manages our land. Today, landscape architects deal with increasingly complex relationships between the built and natural environments. Landscape architects plan and design traditional places that people live, work, play, study, and contemplate, such as parks, residential developments, campuses, gardens, commercial centers, resorts, transportation facilities, corporate and institutional centers, mixed-use communities, cemeteries, and waterfront developments.

They also design and plan the restoration of natural places disturbed by humans such as wetlands, stream corridors, mined areas and forested land. Their appreciation for historic landscapes and cultural resources enables landscape architects to undertake preservation planning projects for national, regional and local historic sites and areas. Working with architects, city planners, civil engineers and other professionals, landscape architects play an important role in environmental protection by designing and implementing projects that respect both the needs of people and of the environment. Meeting the human needs by making wise use of our environmental resources is work that is in demand today and will continue to be needed in the future.” - Modified from American Society of Landscape Architects (www.asla.org)

"Urban planning or city and regional planning, is a dynamic profession that works to improve the welfare of people and their communities by creating more convenient, equitable, healthful, efficient, and attractive places for present and future generations. Planning enables civic leaders, businesses, and citizens to play a meaningful role in creating communities that enrich people's lives. Good planning helps create communities that offer better choices for where and how people live.

Professional planners help create a broad vision for the community. They also research, design, and develop programs; lead public processes; effect social change; perform technical analyses; manage; and educate. Some planners focus on just some of these roles, such as transportation planning, but most will work at many kinds of planning throughout their careers. The basic element is the creation of a plan. Planners develop a plan through analysis of data and identification of
goals for the community or the project. Planners help the community and its various groups identify their goals and form a particular vision. A plan can take a variety of forms including: policy recommendations, community action plans, comprehensive plans, neighborhood plans, regulatory and incentive strategies, or historic preservation plans. Other examples of plans include: redevelopment plans, smart growth strategies, economic development strategic plans, site plans, and disaster preparedness plans.” – Modified from American Planning Association. (www.planning.org)

COURSE DESCRIPTION
This course covers the following:
Explores and evaluates the diversity of landscape architectural practice; defines the traditional practice forms and examines evolving and boundary expanding opportunities for future practice; introduces the departmental curriculum and faculty. Cross listing: URPN 200/LAND 200.

LAND 200 reviews the definition of Landscape Architecture and Urban Planning profession, its formal educational preparation, and its professional and interdisciplinary practices. This course focuses on a few primary questions:

- What is landscape architecture? What is urban planning?
- What do landscape architects and planners do in their professional practice?
- What interdisciplinary activities are landscape architects and planners engaged in?
- What does a landscape architecture or a planning student need to learn in terms of knowledge, skills and abilities to be successful in a professional career?

The course introduces the students to the diversity of landscape architectural and urban planning education and practices both as a discipline and as a profession. It defines traditional practice forms and examines evolving and expanding interdisciplinary opportunities for future landscape architects and planners. LAND 200 is intended to be an introduction to the field and is focused on a breadth of general understanding rather than the depth of specific knowledge.

LEARNING OUTCOMES
The learning objectives of the course are:

- Define understanding of the nature of landscape architecture and urban planning as a profession, and the disciplinary and interdisciplinary role of landscape architects and planners in shaping our living environment to improve our quality of life by providing summaries from guest speakers from a variety of professional backgrounds.
- Analyze comprehensive view of the discipline and the knowledge, skills, abilities and attitudes required for the professional success by submitting lecture summaries.
- Exhibit familiarity of faculty members in the department, particularly the landscape architecture and urban planning faculty, and their academic interests or professional specialities by presenting faculty profile.
- Explain understanding of the history of the profession and examples of excellence in design and planning by submitting lecture summaries.
TEACHING METHODS
The classroom activity for LAND 200 will consist of lectures by various guest speakers, discussions (with the speakers and student panels), tour of the studio exhibitions, etc. Invited guest speakers are from landscape architecture and related disciplines/ professions with a wide range of expertise and experiences. They include faculty members, practicing landscape architects, planners and student leaders.

REQUIRED TEXTBOOKS
Required readings for speakers and topics will be posted in digital format on the class eCampus website. You are expected to read this material prior to the designated class.

COURSE EXPECTATIONS AND STUDENT RESPONSIBILITIES

- **Attend all classes for the fully scheduled time allotment.** Absence due to health-related problems, emergency situations, or mandatory participation in university-excused activities may be excused, providing that written proof is provided prior to the next class. Three late arrivals or early departures are to be calculated as one absence.
- **Participate in class or group discussions actively.** Failure to participate is understood to be a lack of interest in learning.
- Complete course assignments independently and submit all assignments by the due date. Late submissions will not be accepted.
- Communicate with the instructor actively and inform them of any questions, concerns and suggestions you have for the class in timely fashion.

COURSE EVALUATION
The student’s final grade for the course will be determined by the following:

1. **Class Notes (50%):**
   Students are required to take notes on each lecture. Detailed notes on each lecture should be submitted to eCampus before the beginning of the next class. The notes should be typed on a letter-sized paper in Word using the template provided and following all instructions for the format and style. The word limit is 600 for each lecture (about 1-1.5 pages, single-spaced). Emphasis should be placed on:
   - completeness of the entire lecture’s subject matter,
   - effective organization (flow, indentation, numbering, bullets),
   - using complete sentences (no fragments),
   - summarizing the key points learned, and
   - legibility and meeting the required format.

2. **Class Attendance (50%):**
   Unexcused absences will result in zeros for the missed days’ attendance and zeros for the class notes. Excused absences must be made up with an alternate reading/note taking
3. Grading Scale
Individual assignments will be graded as follows:
A (100-90 percent): Turned in on time and is professionally complete, relevant and thorough
B (80-89 percent): Turned in on time and is professionally finished but has a few missing items
C (70-79 percent): Turned in on time and has several missing items OR turned in on time, is complete but less-professionally finished
D (60-69 percent): Turned in on time but more than half of the required information is missing, or information is not in complete sentences
F (below 60 percent): Not turned in

Note: Work to be considered for grade in this course must be turned in by the assigned due date and time. Late submissions will result in one letter grade downgrade. Any deviation from the assigned date and time of submission must be arranged with the instructor in advance.

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

ACADEMIC INTEGRITY STATEMENT and POLICY
“An Aggie does not lie, cheat or steal, or tolerate those who do.”

The Aggie Code of Honor states that the students at Texas A&M University should value honesty and person integrity. Therefore, it is the responsibility of students and faculty members to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty.

Students are referred to the Honor Council Rules and Procedures that may be found at the website: http://aggiehonor.tamu.edu.

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.

**TENTATIVE CLASS SCHEDULE**
The schedule below is tentative and it is the student’s responsibility to stay aware of any changes to the schedule.

<table>
<thead>
<tr>
<th>Date</th>
<th>Presenter</th>
<th>Topic</th>
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<tbody>
<tr>
<td>9/4</td>
<td>Dr. Jun-Hyun Kim</td>
<td>Introduction</td>
<td>C105</td>
</tr>
<tr>
<td>9/11</td>
<td>Dr. Ming-Han Li</td>
<td>Overview of BLA and Stormwater Management</td>
<td>C105</td>
</tr>
<tr>
<td>9/18</td>
<td>Prof. June Martin</td>
<td>Overview of BSURPN and Career Options</td>
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<tr>
<td>9/25</td>
<td>Dr. Jeremy Merrill</td>
<td>Edible Landscapes and Urban Design, Participatory Community Design</td>
<td>C105</td>
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<tr>
<td>10/2</td>
<td>Dr. Shannon Van Zandt</td>
<td>Urban Planning</td>
<td>C105</td>
</tr>
<tr>
<td>10/9</td>
<td>Mr. Mark Mielke</td>
<td>Money Management for College Students</td>
<td>C105</td>
</tr>
<tr>
<td>10/16</td>
<td>Ms. Amanda Haney</td>
<td>BLA Program and Professional Experience</td>
<td>C105</td>
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<tr>
<td>10/23</td>
<td>Ms. Wonmin Sohn</td>
<td>Landscape Design Projects</td>
<td>C105</td>
</tr>
<tr>
<td>10/30</td>
<td>Prof. Geoffrey Booth</td>
<td>Creating Real Estate Value through Landscape Architecture</td>
<td>C105</td>
</tr>
<tr>
<td>11/6</td>
<td>Dr. Wei Li</td>
<td>Transportation Planning</td>
<td>C105</td>
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<tr>
<td>11/13</td>
<td>Ms. Madison Thomas</td>
<td>PLAN Program and Professional Experience</td>
<td>C105</td>
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<td>11/20</td>
<td>Prof. Bruce Dvorak</td>
<td>Green Roof</td>
<td>C105</td>
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<td>11/27</td>
<td>No Class - Thanksgiving Holiday</td>
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<tr>
<td>12/4</td>
<td>Dr. Jun-Hyun Kim</td>
<td>Reflection and Wrap-up Discussion</td>
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Other Optional Venues:
- October 17-19: TX APA Conference
- October 19: CARC Global Symposium
- October 22-25: ACSP Conference
- November 6-9: National ASLA Conference
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Course request type: □ Undergraduate □ Graduate □ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Landscape Architecture and Urban Planning
3. Course prefix, number and complete title of course: LAND 254 Landscape Architecture Communications I

Attach a brief supporting statement for changes made to items 4a thru 4d, and 10 below.

4. Change requested
   a. Prerequisite(s): From: ___________ To: ___________
   b. Withdrawal (reason):__________________________________________
   c. Cross-list with:______________________________________________

Cross-listed courses require the signature of both department heads.

d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course? □ Yes □ No

6. If grade type is changing for existing course, indicate the new grade type: □ Grade □ S/U □ P/F (CLMD)

7. If this course will be stacked, please indicate the course number of the stacked course:)

8. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

9. Complete current course title and current catalog course description:

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

11. a. As currently in course inventory:

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Approval recommended by:
Dr. Ming-Han Li
Department Head or Program Chair (Type Name & Sign) Date 10/6/15
Chair, College Review Committee Date 10/15/15

Department Head or Program Chair (Type Name & Sign) Date 10/6/15
(if cross-listed course)

Dean of College Date 10/15/15

Submitted to Coordinating Board by:
Chair, GC or UCC Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 08/14
COURSE SYLLABUS

I. INTRODUCTION

Graphics are the language of design. The ability to develop and document design ideas and to communicate your ideas to others is essential for success in any design profession. This course will focus on the symbolic and representational hand drawn graphics that are the basis for the development and communication of design ideas.

II. COURSE DESCRIPTION

Through a series of studio project exercises, this course will teach students basic hand drafting and landscape design graphic presentation techniques. It will also introduce to students basic concepts and principles of graphic composition. No prerequisites are required.

III. LEARNING OUTCOMES

1. Analyze and apply basic hand drafting techniques (line quality control, use of scale, etc.) by showing examples and class demonstrations.
2. Analyze and apply basic types of landscape architectural communication graphics (plan, section, elevation, and perspective) by submitting class exercises for evaluation.
3. Utilize shade and shadow and value contrast to express a sense of light and depth by completing two specific exercises.
4. Utilize graphic composition elements, concepts and principles to organize their design graphic presentation by completing two specific exercises.
5. Apply drawing knowledge and skills of basic landscape features (vegetation, water, building, ground, and people) by submitting two perspective drawings.
6. Articulate an understanding of color theory and color rendering techniques by reading literature and submitting two exercises.
IV. TEACHING METHODS

Studio projects--The course will be taught primarily through a series of graphic exercises. Studio projects will be on-going and will vary in duration ranging from one to four class periods. At completion of each studio project, there will be project review at which each student’s project will be discussed by the whole class.

Lectures --Lectures and reading assignments relevant to each studio project will be given at beginning of and or during each project. These lectures will be used to present new projects and to demonstrate new graphic techniques.

V. COURSE EXPECTATIONS AND STUDENT RESPONSIBILITIES

Students of LAND 254 are expected to spend 8 hours a week (including 4 hours in class) at average in order to complete course assignments. Never expect that scheduled regular class time is adequate enough to finish all the course assignments with satisfactory quality. All students in LAND 254 are required to do the following:

1. Attendance: Attend all classes. Attendance is mandatory! Absence due to health-related problems, emergency situations, or mandatory participation in university-excused activities may be excused, providing that a written proof is provided to the instructor within one week. More information can be found at http://student-rules.tamu.edu/rule07

2. Be adequately prepared for instructor's desk critiques every time and for class presentations.

3. Participate in class group discussions actively. Students are strongly encouraged to discuss or critique each other's work both inside and outside the class.

4. Complete course assignments independently or make your own contribution and submit all the assignments on time.

5. Communicate with the instructors actively and inform the instructors of any concerns and suggestions you have for this class in timely fashion.

6. 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.

7. 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, please check the Honor Council

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.

**Please notice:** All student projects are property of the department according to the
university policy. Although most projects will be retumned to students after they are
graded, some student projects will be kept by the department for the purpose of
accreditation review and as teaching references for future classes. However, those kept
projects will be available for students to take photographs for their portfolios.

**VI. CRITERIA FOR EVALUATION OF STUDENT PERFORMANCE**

The student's final grade in this course is determined by the following components and
formulas:

<table>
<thead>
<tr>
<th>A. Studio Projects</th>
<th>70% (The relative weight of each project is determined on the time spent)</th>
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<tbody>
<tr>
<td>B. Lettering Exercises</td>
<td>5%</td>
</tr>
<tr>
<td>C. Graphic Portfolio</td>
<td>5%</td>
</tr>
<tr>
<td>D. Instructor’s Evaluation</td>
<td>20%</td>
</tr>
</tbody>
</table>

*This will consider the following:*

| Attendance, 5\% |
| Class preparation, 5\% |
| Class participation, 5\% |
| Overall improvement, 5\% |

\[
\text{Final Grade} = A + B + C + D
\]
Grading Scale:
A = 90 – 100; B = 80 – 89; C = 70 – 79; D = 60 – 69; F = 0 – 59

Notes: Late submission of work will result in a reduction of 5% of full grade for each half hour late.

VII. TEXTBOOKS

Required textbooks:


Recommended references:


VIII REQUIRED MATERIALS AND EQUIPMENT

Drafting equipment:
An engineer's scale
An architect's scale
T-square 36" minimum
Triangles (45 and 60 degree)
A circle template (up to 3" dia.)

Paper products:
A roll of yellow tracing paper (24" wide)
A roll of white vellum paper (24" wide)

Pencils:
314 pencils (10)
Drafting pencils (5B, 3B, HB, 2H, 4H, 2/each)
Prismacolor Pencils (Set of 48)

*AD Markers (see recommended color list on page 5)

Other Materials:
Masking Tape or Tape Dots
Erasers
Pencil sharpener
Fixatif
3"x5" index cards (white)

*Alternative Marker sets:
Prismacolor Premier Color Markers: Set of 48
Prismacolor Premier Cool Grey Markers: Set of 12
Prismacolor Premier Warm Grey Markers: Set of 12


Recommended AD Markers and Prismacolor pencils

**AD Markers**

**Green**
- Apple green
- Celery
- Dark mint
- Dark olive
- Emerald green
- Evergreen
- Forest green
- Grass green
- Leaf green
- Light Olive
- Mint
- Moss green
- Nile green
- Olive
- Palm green
- Slate green
- Spruce green
- Willow green
- Yellow green

**Blue**
- Azure
- Ice blue
- Sky blue

**Yellow/brown**
- Cream
- Light ivy
- Light Sand
- Maize
- Sand
- Sepia
- Sunbeam Yellow
- Suntan

**Red/pink/purple**
- Brick red
- Buff
- Deep Salmon
- Flesh
- Red/pink/purple (continued)
- Lilac
- Maroon

**Gray**
- Cool Gray # 4
- Cool Gray # 6
- Cool Gray #2
- Warm Gray # 3
- Warm Gray # 5
- Warm Gray #1

**Prismacolor Pencils**

24 color set (minimum requirement)

or

48 color set (preferred)
**LAND 254**
**LANDSCAPE ARCHITECTURAL COMMUNICATIONS**
Fall Semester 2015
Instructors: Dr. Chang-Shan Huang, and, Prof. Russell Reid

### Daily Class Activity Schedule

<table>
<thead>
<tr>
<th>Week #</th>
<th>Date</th>
<th>Class Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part I:</strong> Basic Drafting and Design Graphics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wk1</td>
<td>8/31(M)</td>
<td>Introduce course&lt;br&gt;Lecture: Graphic Interpretation&lt;br&gt;Issue project 1: Graphic Exercise (Tone and Texture)&lt;br&gt;Issue lettering exercise&lt;br&gt;Issue scale exercise&lt;br&gt;9/02(W) Desk critiques</td>
</tr>
<tr>
<td>Wk2</td>
<td>9/07(M)</td>
<td>Project 1 due @ 10:20 am&lt;br&gt;Review project 1&lt;br&gt;Issue project 2: Base Map Drafting&lt;br&gt;9/09(W) Desk critiques</td>
</tr>
<tr>
<td>Wk3</td>
<td>9/14(M)</td>
<td>Project 2 due @ 10:20 am&lt;br&gt;Review project 2&lt;br&gt;Issue project 3: Illustrative Site Plan&lt;br&gt;9/16(W) Desk critiques</td>
</tr>
<tr>
<td>Wk4</td>
<td>9/21(M)</td>
<td>Project 3 due @ 10:20 am&lt;br&gt;Review project 3&lt;br&gt;Issue project 4: Illustrative Master Plan&lt;br&gt;9/23(W) Desk critiques</td>
</tr>
<tr>
<td>Wk5</td>
<td>09/28(M)</td>
<td>Project 4 due @ 10:20 am&lt;br&gt;Review project 4&lt;br&gt;Issue project 5: Trees, people and cars&lt;br&gt;09/30 (W) Desk critiques</td>
</tr>
<tr>
<td>Wk6</td>
<td>10/05(M)</td>
<td>Project 5 due @ 10:20 am&lt;br&gt;Review project 5&lt;br&gt;Issue project 6: Section/Elevation&lt;br&gt;10/07(W) Desk critiques</td>
</tr>
<tr>
<td>Wk7</td>
<td>10/12(M)</td>
<td>Project 6 due @ 10:20 am&lt;br&gt;Review project 6&lt;br&gt;Issue project 7: Tree Study (photo sketch)</td>
</tr>
<tr>
<td>Week #</td>
<td>Date</td>
<td>Class Activities</td>
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<tr>
<td>--------</td>
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<tr>
<td>Wk7</td>
<td>10/14(W)</td>
<td>Desk critiques</td>
</tr>
<tr>
<td>Wk8</td>
<td>10/19(M)</td>
<td><em>CARC Symposium (no class)</em></td>
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<td>10/21(W)</td>
<td><strong>Project 7 due @ 10:20 am</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review project 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Issue project 8: Value composition exercise (residential)</strong></td>
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<tr>
<td>Wk9</td>
<td>10/26(M)</td>
<td><strong>Project 8 due @ 10:20 am</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review project 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Issue project 9: Value composition exercise (park)</strong></td>
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**Part II: Color Theory and Color Rendering Techniques**

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Activities</th>
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<tbody>
<tr>
<td>10/28(W)</td>
<td><strong>Project 9 @ 10:20 am</strong></td>
</tr>
<tr>
<td></td>
<td>Review project 9</td>
</tr>
<tr>
<td></td>
<td>Video: 1) Basics of Color; 2) Color in Everyday Life</td>
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<td><strong>Issue project 10: Garden Perspective (color pencil)</strong></td>
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<tr>
<td>Wk10</td>
<td>11/02(M)</td>
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<tr>
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<td>Review project 10</td>
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<td></td>
<td><strong>Issue project 11: Park Perspective (color pencil)</strong></td>
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<td>11/04(W)</td>
<td><strong>Project 11 due @ 10:20 am</strong></td>
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<td>Review project 11</td>
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<td></td>
<td><strong>Issue project 12: Color Rendered Illustrative Site Plan</strong></td>
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<td>11/09(M)</td>
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<tr>
<td>11/11(W)</td>
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<td>Review project 12</td>
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<td><strong>Issue project 13: Color Rendered Illustrative Master Plan (marker)</strong></td>
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<td>Wk12</td>
<td>11/16(M)</td>
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<td>Review project 13</td>
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<td><strong>Issue project 14: One-point perspective</strong></td>
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<td>11/18(W)</td>
<td>Project 14 Line work review</td>
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<tr>
<td>Wk13</td>
<td>11/23(M)</td>
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<tr>
<td></td>
<td>Review project 14</td>
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<td></td>
<td><strong>Issue project 15: Mini package</strong></td>
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<td>11/25(W)</td>
<td>Desk critiques: line work review</td>
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<td>Wk14</td>
<td>11/30(M)</td>
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<td>12/02(W)</td>
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<td>Review project 15</td>
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<td>Work on portfolio</td>
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Texas A&M University
Departmental Request for a Change in Course
Undergraduate ✗  Graduate ✗  Professional ✗
Submit original form and attachments

Form Instructions
1. Course request type:  ☑ Undergraduate  ☐ Graduate  ☐ First Professional (DDS, MD, JD, PharmD, DPM)
2. Request submitted by (Department or Program Name): Department of Landscape Architecture and Urban Planning
3. Course prefix, number and complete title of course: LAND 255 Landscape Architectural Communications II

Attach a brief supporting statement for changes made to items 4a thru 4d, and 10 below:

4. Change requested
   a. Prerequisite(s): From: ____________________________ To: ____________________________
   b. Withdrawal (reason):
   c. Cross-list with: ____________________________

Cross-listed courses require the signature of both department heads.
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course? ☐ Yes  ☑ No
6. If grade type is changing for existing course, indicate the new grade type:  ☐ Grade  ☑ S/U  ☐ P/F (CLMD)
7. If this course will be stacked, please indicate the course number of the stacked course:
   ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).
8. ☑ Complete current course title and current catalog course description:

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

11. a. As currently in course inventory:

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<td>LAND ARCH COMMUNICATION II</td>
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b. Change to:

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<tr>
<td>LAND</td>
<td>112</td>
<td>LAND ARCH COMMUNICATION II</td>
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<th>Lab</th>
<th>Other</th>
<th>SCH</th>
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<th>Admin. Unit</th>
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Approval recommended by: ____________________________

Dr. Ming-Han Li  10/6/15

Department Head or Program Chair (Type Name & Sign) Date: 10/6/15

Chair, College Review Committee  Date: 10/6/15

Department Head or Program Chair (Type Name & Sign)
(if cross-listed course) Date: 10/6/15

Dean of College  Date: 10/6/15

Submitted to Coordinating Board by: ____________________________

Chair, GC or UCC  Date: 10/6/15

Associate Director, Curricular Services  Effective Date: 10/29/2015

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra wiltam@tamu.edu.
Curricular Services – 08/14
Texas A&M University  
College of Architecture  
Department of Landscape Architecture and Urban Planning

LAND 255  
Design Foundations and Communications  
Spring Semester 2015

Class Time:       MW: 01:50 p.m. - 04:20 p.m.  
Class Room:      A300 Langford Architecture Center  
Instructors:    Prof. Russell W. Reid, Assoc. AIA, M. Arch, ASAI, AIGA  
                 Email: rreid@arch.tamu.edu  
                 Office: A435  Langford Architecture Center  
                 Office Hours: TBA

Kenneth R. Hurst, RLA, MLA, ASLA, CLARB, CPSI  
Email: khurst5775@tamu.edu

Yiwei Lu  
Email: luyiwei@tamu.edu

Prerequisite:     LAND 254 or instructor's permission

COURSE SYLLABUS

I. INTRODUCTION

Landscape architecture is "the art of design, planning or management of the land, arrangement of natural and man-made elements thereon through the application of cultural and scientific knowledge, with concern for resource conservation and stewardship, to the end that the resultant environment serves a useful and enjoyable purpose." This is one of the few professional fields that seek to address both the artistic and scientific skills and abilities, which are required to create meaningful, useful places for people. The study of landscape architecture is a life-long exploration of the dynamic natural world and ever-changing needs of human beings.

II. COURSE DESCRIPTION

Advanced study in traditional and computer-based communication techniques in landscape architecture including studio explorations in concept and analysis graphics, color sketching, perspective drawing and rendering, desktop publishing, image capturing and manipulation, and compilation of graphic presentations; lecture, demonstrations and studio assignments.  
Prerequisite: LAND 254 or approval of instructor.

LAND 255 is a beginning course in landscape architectural design studio sequence. The course develops basic form-making design skills into application related to landscapes. LAND 255 will explore making art through development of meaning and
form using landscape space and materials. LAND 255 begins to develop in the student an understanding of the design application involved in the creation of outdoor environments and introduces the student to the scope of the current practice of landscape architecture.

The course concentrates on developing creative thinking and the means of expressing design ideas and conceptualizing form as perceived by the human being in outdoor space. The vocabulary of basic design elements and principles that are required to create dynamic landscape space, form and site/structure will be studied. In addition to the design component of the course, LAND 255 further develops the student's skill in graphic language with an emphasis on drawing that reinforces the material introduced in LAND 254.

III. LEARNING OUTCOMES

Our objectives in this course are:

- Apply creative problem-solving skills (including creative attitude, way of thinking, and basic techniques) from two problem-solving modules and exercises;

- Utilize form-making and space-making skills in outdoor environments (i.e., to apply design elements and principles to transform an abstract idea or concept into a concrete 3-dimensional spatial form) from two small-scale landscape projects;

- Apply and improve design communication skills (e.g. graphic, model-making, verbal presentation) from basic skills learned in LAND 254 (prerequisite of LAND 255);

- Describe and explain the sources of landscape design inspirations (such as arts, nature, culture, human needs, technology, and the historical tradition of landscape design) by studying various contemporary landscape architects;

- Analyze small sites by conducting two-three site analysis exercises

IV. TEACHING METHODS

Juried Studio Projects: The course will be taught primarily through juried studio projects. Students learn by presenting their progress on project for review and direction from the faculty. In this way, revisions are undertaken and the project is developed; students learn by doing. Making images, writing, drawing and talking about design ideas are critical to successful completion of the studio projects. Each student is required to present/submit complete design projects as assigned.
Discussions, Group Crits and Individual Review: All discussion and review during the course applies directly or indirectly to your work and development. Students are required to participate in all juried reviews at project submission. Because this is a learn-by-doing method of instruction: the more you produce and participate, the better.

V. ATTENDANCE AND GRADING POLICY

Attendance to all classes is mandatory. Class attendance is expected and required unless prior arrangements have been made with the instructor. Absences or late submissions due to health-related problems, emergency situations, or mandatory participation in University-sanctioned activities will be excused if written verification is supplied to the instructor within one week. Please notify us of any intended absences so as to avoid a reduction of 2 points each in your final grade, based upon two or more absences. Late project submission will result in 5 points reduction for each hour. Incomplete work will not be acceptable for credit. Excused absences and alternative graded activities are defined in TAMU Student Rule 7: http://student-rules.tamu.edu/rule07.

A final grade for this course is determined by the following components:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studio Projects</td>
<td>70%</td>
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<tr>
<td>Portfolio</td>
<td>10%</td>
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<tr>
<td>Instructor Evaluations</td>
<td>20%</td>
</tr>
</tbody>
</table>

(The relative weight of each project is equal to the proportion of the semester in terms of the time spent)

(see breakdown as follows)

- Attendance 5%
- Preparation and participation 5%
- Improvement 5%
- Learning attitude and self-motivation 5%

VI. TEXTBOOKS

Required:


VII. SUPPLY LIST

Computer software and hardware as per department standards. All graphic supply as required for Land 254 are required for Land 255, including:
Color markers (12-24 colors - all primary, secondary, black, gray, etc.)
Color pencils (12-24 colors – variety of colors, including white and earth tones)
Pencils (314, HB, 2B, 4B, H, etc.)
Scales (architect and engineering)
Circle template
Sketchbook
Drafting tape
Trace paper (18” min. roll)

VIII. SEMESTER OUTLINE & STUDIO PROJECT GRADE FACTOR

<table>
<thead>
<tr>
<th>Week #</th>
<th>Project #</th>
<th>Studio Project Grade Factor</th>
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<tr>
<td>1-3</td>
<td>1</td>
<td>18 %</td>
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<tr>
<td>3-7</td>
<td>2</td>
<td>25%</td>
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<tr>
<td>7-11</td>
<td>3</td>
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<tr>
<td>11-16</td>
<td>4</td>
<td>36 %</td>
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IX. DISABILITIES AND 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](http://disability.tamu.edu).

X. AGGIE CODE OF HONOR

<table>
<thead>
<tr>
<th>Week No.</th>
<th>Date</th>
<th>Class Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk1</td>
<td>1/19 (M)</td>
<td>M.L. King, Jr. Day (No class)</td>
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<tr>
<td></td>
<td>1/21 (W)</td>
<td>Review course syllabus</td>
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<td></td>
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<td>PPT presentation</td>
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<td><strong>Issue project 1: Form-making exercise (2D composition)</strong></td>
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<tr>
<td>Wk2</td>
<td>1/26 (M)</td>
<td>Lecture 1: Composition Theory</td>
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<td></td>
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<td>Desk critics (pattern exploration)</td>
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<td></td>
<td>1/28 (W)</td>
<td>Desk critics (color composition)</td>
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<td>Wk3</td>
<td>2/02 (M)</td>
<td>Desk Critics (final graphic presentation)</td>
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<td>2/04 (W)</td>
<td><strong>Project 1 due @ 2:00 pm</strong></td>
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<td>Review project 1</td>
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<td>2/05 (R)</td>
<td>LAUP Career Fair</td>
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<td>2/06 (F)</td>
<td>ASLA Aggie Workshop</td>
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<td>Wk4</td>
<td>2/09 (M)</td>
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<td><strong>Issue project 2: Visual Garden Design (3D composition)</strong></td>
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<td>Lecture 2: Landscapes of Different Moods</td>
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<td>2/11 (W)</td>
<td>Desk critics (design concept)</td>
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<td>Wk5</td>
<td>2/16 (M)</td>
<td>Desk critics (design development)</td>
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<td>2/18 (W)</td>
<td>Desk critics (design development)</td>
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<td>Wk6</td>
<td>2/23 (M)</td>
<td>Desk critics (model making)</td>
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<td>Desk critics (graphic preparation)</td>
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<td>Wk7</td>
<td>3/02 (M)</td>
<td><strong>Project 2 due @ 2:00 pm</strong></td>
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<td>Review project 2</td>
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<td></td>
<td>3/04 (W)</td>
<td>Review project 2 (Continued)</td>
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<td><strong>Issue project 3: Designer's philosophy and signature</strong></td>
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<td>Lecture 3: Influential Landscape Architects and their work</td>
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5
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<thead>
<tr>
<th>Week No.</th>
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<th>Class Activities</th>
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<tbody>
<tr>
<td>Wk8</td>
<td>3/09 (M)</td>
<td>Desk critics (Data collection and project selection and design philosophy and project analysis)</td>
</tr>
</tbody>
</table>
|         | 3/11 (W)  | **Lecture 5: Poster Design Principles**  
Desk critics (poster design concept) |
| Wk9     | 3/16-20   | **Spring Break**                                                                   |
| Wk10    | 3/23 (M)  | Desk critics (final poster preparation)                                            |
|         | 3/25 (W)  | **Project 3 due @ 2:00 pm**  
Review project 3                      |
| Wk11    | 3/30 (M)  | Review project 3 (Continued)                                                      |
|         | 4/01 (W)  | **Issue Project 4: Garden Art and Application in Residential Design**  
**Lecture 6: Introduction to Residential Design Process** |
| Wk12    | 4/06(M)   | Desk critics (design concept)                                                     |
|         | 4/08(W)   | Desk Critics (design development)                                                 |
| WK13    | 4/13 (M)  | Desk critics (design development)                                                 |
|         | 4/15 (W)  | **Pin-up mid-review**                                                            |
| WK14    | 4/20(M)   | Desk critics (refinement)                                                         |
|         | 4/22(W)   | Desk critics (graphic preparation)                                                |
|         |           | **4/22-24(W-F)Texas ASLA Conference Galveston, Tx**                               |
| Wk15    | 4/27(M)   | Desk critics (graphic preparation)                                                |
|         | 4/29(W)   | **Project 4 due @ 2:00 pm**  
Review project 4                      |
| Wk16    | 5/04(M)   | Review project 4 (Continued)                                                      
**Wrap-up discussion**  
**Last Day of Class**  
**Portfolio Due @ 5:00 pm** |
Note: Total class periods: 28
Texas A&M University
Departmental Request for a Change in Course
Undergraduate + Graduate + Professional
* Submit original form and attachments *

Form Instructions
1. Course request type:  
   - Undergraduate  
   - Graduate  
   - First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):  
   Department of Landscape Architecture and Urban Planning
3. Course prefix, number and complete title of course:  
   LAND 318 Landscape Design I
4. Change requested
   a. Prerequisite(s): From:  
      To:  
   b. Withdrawal (reason):  
   c. Cross-list with:  
   Cross-listed courses require the signature of both department heads.
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.
5. Is this an existing core curriculum course?  
   - Yes  
   - No
6. If grade type is changing for existing course, indicate the new grade type:  
   - Grade  
   - S/U  
   - P/F (CLMD)
7. If this course will be stacked, please indicate the course number of the stacked course:
   I verify that I have reviewed the FAQ for Export Controls Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).
8. Complete current course title and current catalog course description:
9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

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<th>Title (excluding punctuation)</th>
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Approval recommended by:  
Dr. Ming-Han Li  
Department Head or Program Chair (Type Name & Sign)  
Chair, College Review Committee  
Date  
Dean of College  
Date  
Submitted to Coordinating Board by:  
Chair, GC or UCC  
Date  
Effective Date  

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu  
Curricular Services – 08/14
Texas A&M University
College of Architecture
Department of Landscape Architecture and Urban Planning

LAND 318 LANDSCAPE DESIGN I: LANDSCAPE AS ART
Fall Semester 2015

Class Time: MW, 8-11:30 am (8-11)
F, 9-9:50 (8-9:50)
Class Room: A300 Langford Architecture Center
Instructors: Prof. Bruce Dvorak
Email: bdvorak@tamu.edu
Telephone: (979) 458-0628
Office: A305 Langford Architecture Center
Office Hours: M 1:15 – 2:15, TU 4-5 with appointment

Dr. Jeremy Merrill
Email: jmerrill42@tamu.edu
Telephone: (979) TBD
Office: A331 Langford Architecture Center
Office Hours: Th 10:30-11:30, Fri 1:30-2:30, by appointment

Prerequisite: LAND 254, 255 or instructor's permission

COURSE SYLLABUS

I. INTRODUCTION

Landscape architecture is "the art of design, planning or management of the land, arrangement of natural and man-made elements thereon through the application of cultural and scientific knowledge, with concern for resource conservation and stewardship, to the end that the resultant environment serves a useful and enjoyable purpose (N. Booth, 1989)." This is one of the few professional fields in which the educational process develops your artistic and scientific skills and abilities for the creation of meaningful, useful and ecologically-sound places for people. The study of landscape architecture is a life-long exploration of the dynamic natural world and ever-changing needs of human beings. The focus of this studio is the further development of your design and design communication skills and knowledge of the natural environment.

II. COURSE DESCRIPTION

LAND 318 is a lower-level course in the landscape architectural design studio sequence. The course develops upon skills developed in LAND 254 and 255. LAND 318 further develops basic
form-making and spatial design skills through the use of art principles, meaning, form, spatial definition and exploration of materials and media. LAND 318 begins to develop your understanding of how basic design principles are applied to the landscape design process and introduces you to the scope of the current practice of landscape architecture.

The course concentrates on developing creative thinking and the means of expressing design ideas and conceptualizing form. The vocabulary of basic design elements and principles that are required to create dynamic landscape space, form and site/structure will be learned and expressed. In addition to the design component of the course, LAND 318 further develops the student's skill in effective verbal and graphic communication with an emphasis on drawing that reinforces the material introduced in LAND 254 and LAND 255.

III. LEARNING OUTCOMES

The student learning outcomes for this course are:

- Develop and apply creative design skills (including creative attitude, ways of thinking, conceptualization and basic problem-solving approaches) and exhibit skills in 3-4 small scale landscape projects;
- Refine form-making and space-making skills already learned from LAND 255 (prerequisite of LAND 318) through assigned projects;
- Apply and improve design communication skills learned from LAND 255 through lecture summaries;
- Articulate understanding of the literature about inspirations for landscape design (such as arts, nature, human needs, technology, and the historical tradition of landscape architecture) through relevant assignments;
- Develop learning and investigative skills and demonstrate the results in the final project.
- Make professional presentations in public setting.

IV. TEACHING METHODS

Juried Studio Projects: The course will be taught primarily through juried studio projects. Students learn by presenting progress on their work for individual and group reviews and specific direction and feedback from the studio instructors. In this way, revisions are undertaken and the project is developed and redeveloped: students learn by doing. Making images, writing, drawing and talking about design ideas are critical to successful completion of the studio projects. Each student is required to present/submit complete design projects as assigned.

Discussions, Group Crits and Individual Review: All discussion and review during the course applies directly or indirectly to your work and development. Students are required to participate in all juried reviews at project submission. Students are expected to review their work individually with instructors multiple times before a project is presented for final evaluation. Because this is a learn-by-doing method of instruction: the more you produce and
participate, the more often you have something to discuss with the instructors, the more opportunities you will have to learn.

V. ATTENDANCE AND GRADING POLICY

Attendance to all classes is mandatory. Records will be kept of your attendance and preparedness for individual or group review of your work. Please notify us in writing of any intended absences. Late project submissions (more than 10 minutes beyond due date/time) will result in 5 points reduction for each hour assignment is late up a minimum of one letter grade per day. Assignments more than 2 days late (unexcused) will not be accepted for credit and will receive a score of 0. Incomplete work will not be acceptable for credit. It is the student’s responsibility to know what date and time assignments are due. More information can be found at http://student-rules.tamu.edu/rule07

A final grade for this course is determined by the following components:

- Studio Projects 75% (The relative weight of each project is outline below)
- Design journal/sketchbook 5%
- Portfolio 5%
- Instructor Evaluations 15% (see breakdown as follows)
  - Classroom involvement 5%
  - Preparedness (i.e. crits, presentations) 5%
  - Improvement 5%

The studio instructors will use letter grades for evaluation of student work. Student work will be evaluated based upon A, B, C, D and F, with A as the highest level and an F is the lowest. A grade of an F is considered failing. Each instructor will grade each project. The student grade for the project will be the average grade of the instructor evaluations. For example, instructor 1 grade for student work is 85.5 and instructor 2 grade is 87. Average grade is 86.25 and the final project grade for the student. If the work is late, additional points will be deducted from the final grade. For example, the 86.25 graded work was submitted 2 hours late and thus a 10 point reduction for an amended grade of 76.25.

This is the breakdown of letter grade performance categories:

- A (89.50 - 100) Excellent Work that demonstrates original insights, extraordinary refinement of work, professional quality, or a highly creative and convincing resolution of project requirements.
- B (80.00 – 89.49) Above Average Very good or above average work, but lacks extraordinary insights or has aspects project requirements that are not fully resolved.
- C (70.00 – 79.99) Average Work that is acceptable and satisfies the stated requirements, though there may be substantial flaws in design resolution, craftsmanship, or presentation.
• D (60.00 – 69.99) Below Average Work that does not meet minimum requirements, poor execution, lack of refinement.
• F (0 – 59.99) Unsatisfactory Work that is unfinished and incomplete or is clearly below program standards

Design Journal/sketchbook
Keep a design journal for LAND 318. It must be a separate journal/notebook binder for LAND 318 only. Keep notes from all lectures and crits. Keep notes from class readings. There will be no quizzes in this course, but notes from assigned readings are required to be a part of your design journal. Keep notes and sketches for support of all project work. Include sketches and an analysis assignment during the class field trip. Each project should have a heading in your journal with the related materials included in that section. For example, Project 1 would be labeled, include notes from lecture/readings, conceptual ideas for the project, and conceptual ideas. Your journal is not a collection of trace paper drawings, but a collection of your design ideas related to each project accumulated throughout the semester.

Portfolio
Keep electronic images of all your complete projects. Resolution of images should be greater than 150 dpi but no more than 300 dpi. Include a cover, table of contents, and selected images to represent your work. Each project must be included in your portfolio. You may include works in progress or earlier versions of your work. On the last day of class you will present your portfolio. Submit a single PDF file that contains your portfolio. Save a screen resolution PDF and submit to the class folder. PDF files over 10MB will be returned to the student for resubmittal.

VI. TEXTBOOKS
Required:

Highly Recommended:


Additional readings will be posted to the e-learning website for the class.
VII. SUPPLY LIST

Required:
- Scales (architect and engineering)
- Journal/Sketchbook (details to be discussed in class)
- Drafting tape
- Trace paper (18” min. roll)
- Color markers (12-24 markers)
- Black Sharpie ultra fine, fine and wide markers
- Laptop with computer software and hardware as per college & department standards.

Suggested:
- Color pencils (12-24 colors – variety of colors, including white and earth tones)
- Pencils (314, HB, 2B, 4B, H, etc.)
- Circle template

VIII. SEMESTER OUTLINE & STUDIO PROJECT GRADE FACTOR

<table>
<thead>
<tr>
<th>Week #</th>
<th>Project #</th>
<th>Studio Project Grade Factor</th>
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<tbody>
<tr>
<td>1-3+</td>
<td>1</td>
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<td>3-5</td>
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<td>3-7</td>
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IX. DISABILITIES AND 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](http://disability.tamu.edu).

X. AGGIE CODE OF HONOR

An Aggie does not lie, cheat, or steal, or tolerate those who do. Please check the Honor Council Rules and Procedures on the web [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor). Presenting work as your own, without proper citation could be liable for plagiarism.

XI. SAFETY

Throughout the semester, you may engage in activities where you choose to handle tools, equipment, and/or materials that require care in their use. Maintain your desk and workspace
so that no obstacles that could harm others (i.e. cutting tools) are left unattended. Keep your work environment clean. If you make use of the woodshop, you must complete the safety course found through the woodshop web page located at http://archone.tamu.edu/College/Services/Operations/Woodshop/.

XII. PERSONAL INVESTMENT

Your full investment in this formative studio is essential for your maturity as a landscape architect. A balance of skills and qualities is required for a well-rounded landscape architect:

“Anyone familiar with the ever widening practice of landscape architecture is fully aware that this is not likely to be an overpopulated profession. There is a good reason for its relatively small size, as professions go. An unusual combination of concerns and capacities has proved essential in a well-rounded landscape architect. He/she must have a compelling interest in and sensitivity to, the environment as a whole. This requires of him a total view of ecology: a deep and abiding grasp of the natural world as an ongoing process of which humans are an integral part. And he/she needs innate responsiveness to people, to their problems, and to the quality of life surrounding them. With that all he/she must be a visualist: fundamental to his/her approach is a sense of design, and intimate concern for specific form at every scale, and a keen appreciation of visual relationships as these affect human behavior. His/her mission insists on a creative urge and a dedicated search for excellence. It asks of him/her the ability to see, feel, and think—with all clarity—and to communicate visually as well as verbally.

Then, above all, he/she must possess the capacity, both as a lone practitioner and in collaboration as an equal with other professionals, to blend his/her outlook, knowledge, and skills into effective action for the service of society at all levels. Ideally, this demands of every landscape architect a combination of faculties not to be found in many individuals, even in the embryonic form of early interest and aptitudes. Landscape architecture accordingly is not, and in the opinion of some probably never can be a massive profession. The public need which becomes greater every day in the face of society's destruction of the environment—will inevitably—exceed the supply of competent landscape architects” (Norm Newton, Design on the Land, p. 391 (1971)).”

XIII. COURSE SCHEDULE

See attached work plan.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic Activity &amp; Due</th>
<th>P1</th>
<th>P2a</th>
<th>P2b</th>
<th>P3</th>
<th>P4</th>
<th>Readings</th>
<th>Remarks</th>
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<tr>
<td>1</td>
<td>31-Aug</td>
<td>Introduction to the course review of syllabus, Issue Project #1 (Lines in the Landscape)</td>
<td>Studio desk assignments/name cards/Woodshop (10am)</td>
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| 2     | 2-Sep  | P1 Lecture on gardens and the role of lines, base maps, site analysis. | | | | | | | Motloch, Introduction. 
| 5-Sep  | P1 | Schol Nature Preserve | | | | | | | Motloch 212-214. 
| 7-Sep  | P1 | Bubble diagrams Concept design (team review) | | | | | | | |
| 9-Sep  | P1 | Group review, plant groups, seasonal change | | | | | | | General guidelines for native seeding.
| 11-Sep | P1 | Group review | | | | | | | 
| 16-12018 | P1 | Draft paper (4/14) for review | | | | | | | 
| 3     | 18-Sep | P2 Week 1, Introduce Project 2 Forms in Nature Presentation, Issue P2 | | | | | | | | 
| 22-Sep | P1 | Work day at School layout | | | | | | | 
| 23-Sep | P2 | Individual team review | | | | | | | 
| 25-Sep | P2 | Review of natural processes, diagrams, & poster layout. | | | | | | | 
| 28-Sep | P2 | Lecture Site Circulation & studio exercise, Natural Process - Past Due (9pm) | | | | | | | 
| 30-Sep | P2 | Individual review, refined site circulation | | | | | | | 
| 1-Oct  | P2 | Group review | | | | | | | 
| 5-Oct  | P2 | Reviews (guest critic) draft model spatial layout | | | | | | | 
| 7-Oct  | P2 | Individual review | | | | | | | 
| 9-Oct  | P2 | Individual review | | | | | | | 
| 12-Oct | P2 | Reviews (individual poster draft) Due | | | | | | | 
| 14-Oct | P2 | Student presentations | | | | | | | 
| 16-Oct | P2 | Presentations, Issue P3 Sculpture Garden | | | | | | | 
| 15-Oct | P2 | No class meeting | | | | | | | 
| 21-Oct | P2 | Project 3 Reviews: bubble diagram | | | | | | | 
| 23-Oct | P2 | Field Trip to the Fort Worth Botanical Garden | | | | | | | CARC Symposium 
| 26-Oct | P2 | Schol Praljat Planting Day | | | | | | | 
| 28-Oct | P2 | Individual review | | | | | | | 
| 2-Nov | P2 | Group review/review model | | | | | | | 
| 4-Nov | P2 | Reviews P4, Introduce P5: Musical Garden | | | | | | | 
| 6-Nov | P2 | Field trip | | | | | | | 
| 9-Nov | P2 | Lecture, review day P3, P4, and selection | | | | | | | 
| 11-Nov | P2 | Present P3 | | | | | | | Motloch Ch 7, 8. 
| 13-Nov | P2 | Present P3 | | | | | | | 
| 15-Nov | P2 | Review day, diagram | | | | | | | Last day of Q-drop (11/20) 
| 18-Nov | P2 | | | | | | | 
| 20-Nov | P2 | Review day | | | | | | | Thanksgiving (11/25-28) 
| 22-Nov | P2 | Review day, Final examination | | | | | | | Thanksgiving (11/25-28) 
| 27-Nov | P2 | No class meeting | | | | | | | 
| 30-Nov | P2 | Preliminary review of media presentation | | | | | | | 
| 2-Dec  | P2 | Due end of day | | | | | | | 
| 3-Dec  | P2 | Presentations (Project #4) Final Presentations | | | | | | | 
| 7-Dec  | P2 | Class Journal/Portfolio Due Present Portfolio in class (course ends) | | | | | | | Last day of class (Revised day, Attend Friday class) 
| 15 | | Color key | | | | | | | 

Indv = Individual, Grp = Group
Texas A&M University

Departmental Request for a Change in Course
Undergraduate ♦ Graduate ♦ Professional

Submit original form and attachments

Form Instructions
1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Landscape Architecture and Urban Planning
3. Course prefix, number and complete title of course: LAND 319 Landscape Design II

Attach a brief supporting statement for changes made to items 4a thru 4d, and 10 below.

4. Change requested
   a. Prerequisite(s): From: To:
   b. Withdrawal (reason):
   c. Cross-list with:

   Cross-listed courses require the signature of both department heads.

   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course?
   ☐ Yes ☑ No

6. If grade type is changing for existing course, indicate the new grade type:
   ☐ Grade ☐ S/U ☐ Pass/Fail (CLMB)

7. If this course will be stacked, please indicate the course number of the stacked course:
   I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://pfr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

8. Complete current course title and current catalog course description:

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

11. a. As currently in course inventory:

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b. Change to:

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<th>Title (excluding punctuation)</th>
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<td>LAND</td>
<td>212</td>
<td>LANDSCAPE DESIGN II</td>
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Approval recommended by:

Dr. Ming-Han Li
Department Head or Program Chair (Type Name & Sign) Date
Chair, College Review Committee Date
Dean of College Date

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu

Curricular Services – 08/14

RECEIVED CURRICULAR SERVICES 10/6/15
LAND 319  LANDSCAPE DESIGN II
Spring 2015 (4 credits)
Class Time: MW 8:00 am to 11:00 am
F 9:10 am to 11:10 am
Classroom: 300A Studio, 348A

Instructors: Prof. Russell Reid, Academic AIA, ASAI, AIGA
Assistant Professor of Practice
Office: A435 Langford Architecture Center
Office Hours: TR 11:00 am-12:00 pm or by appt. (recommended)
E-mail: reid@arch.tamu.edu

Prof. Mike Teal, RLA
Office: A332 Langford Architecture Center
Office Hours: MWF 11:10 am-12:10 pm or by appt. (recommended)
E-mail: tealdesign@wicksonwireless.com

Course: LAND-319, Spring 2014
Texas A&M University
College of Architecture
Department of Landscape Architecture and Urban Planning
Prerequisites: Land 254, Land 255, Land 318, and Land 329

COURSE DESCRIPTION

This course covers the following:
Continuation of LAND 318: basic design principles that combine natural systems (such as landform, water, vegetation, wildlife habitat, soils, climate) and human-built systems (such as roads, building utilities).
Prerequisites: LAND 318 and LAND 329.

LAND 319 is the second introductory studio course in landscape design. Following LAND 318, this course shifts the focus of decision-making from the form of design to the meaning of form. LAND 319 introduces the students to basic understanding of human-environment interactions that influence and are influenced by design decision-making. This course introduces how to design physical settings that foster social interactions, improve people's psychological well-being, as well as support active living behaviors. Students are also introduced to the basic design knowledge of environmental perception, human preferences and fears, way finding, cognitive mapping and restorative environments as a basis for making design decisions. The course will concentrate on developing the students' ability to apply basic site design principles that combine human factors with natural systems to create usable three dimensional spaces that are environmentally, socially, and culturally equitable. Students are also introduced to the tools and methods to be used during systematic design process, including mapping, trace measures, and observation to understand and analyze human behaviors. Students are expected to develop the ability to apply basic site design principles that combine natural elements (landform, vegetation, water, climate, etc.) and human-built elements (roads, paths, buildings, utilities, furniture, etc.), to design responsively to the functional, environmental, aesthetic and cultural requirements of the
site.

This design studio continues to build on student's design, communication, and technical skills. It employs several small- to medium-size projects to introduce students to different behavioral settings, such as places to live, work, play and learn. This course also continues to develop the students' visual thinking and graphic problem-solving skills.

LEARNING OUTCOMES

The student learning outcomes include:
1. Utilize refined skills of landscape space and form arrangement, as a means to resolve conflicting functional relationships and creating desired design outcomes; demonstrate skills through 3-4 semester projects.
2. Articulate understanding of landscape design process and methods with an emphasis on developing students' creative problem-solving ability, including creative attitude, critical thinking, place sensitivity, analytical skills, and evaluation and synthesis skills through assignments.
3. Explain basic understanding of the natural and cultural systems, forces, and dynamic processes that affect landscape design and demonstrate the results in 3-4 semester projects.
4. Describe how to observe, map, and trace human behaviors and cultural data systematically, and interpret the findings through 2 campus walking tours designed to audit human behaviors.
5. Analyze site- and culture-specific landscape design approaches and principles required in creating environmentally sensitive and culturally appropriate design solutions.
6. Effectively communicate ideas graphically and verbally, with an emphasis on developing visual thinking and graphic problem-solving skills, especially with quick perspective sketch methods as a tool to generate, assess, and communicate design ideas. This should be accomplished in 3-4 semester projects.

TEACHING METHODS

Juried Studio Projects: The course will be taught primarily through juried studio projects. Studio projects will be ongoing and will vary in duration ranging from three to four weeks. There will be three studio projects throughout the entire semester. Each student is required to complete design projects individually and in teams.

Individual Studio Reviews: These will be graded class reviews based upon student work reviewed on an individual or small group basis. When a student or group fails to have work that can be reviewed and critically assessed on any specific day, the evaluation for that graded exercise will reflect a missed studio critique.

Lectures and Discussions: Lectures relevant to each studio project will be given at the beginning of and/ or during each project. These lectures will be used to present new projects, review current projects and to discuss information from the text and other selected reference materials. Guest lecturers and speakers will be announced and students are expected to make every effort to attend lectures given during class periods. Credit opportunities will be offered for attending lectures outside class time.

Readings: Reading will be assigned to prepare students for the content and context of studio assignments and to provide the knowledge base to comprehend the critical issues to be addressed.
Field Research: On-site investigations will be conducted to develop an understanding of user behaviors and preferences for shared open space settings. The understanding gained will be incorporated into design performance criteria on which studio project decisions will be based.

Field Trips: Two one-day field trips are planned (preliminary destinations are Local and Dallas area) during which landscape architecture projects will be toured and introduced by the professionals who designed them. Students are expected to document their observations and to be able to analyze and discuss the sites. More explicit instructions on documentation are forthcoming.

COURSE EXPECTATIONS AND STUDENT RESPONSIBILITIES

Students of LAND 319 are expected to spend 16 hours a week (including 8 hours in class) on average in order to complete course assignments. Never expect that scheduled regular class time is adequate to finish all the course assignments with satisfactory quality. All students in LAND 319 are required to do the following:

1. **Attend all classes.** Class attendance is expected and required unless prior arrangements have been made with the instructor. Absences or late submissions due to health-related problems, emergency situations, or mandatory participation in University-sanctioned activities will be excused if written verification is supplied to the instructor within one week. Excused absences and alternative graded activities are defined in TAMU Student Rule 7: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07). Absence of more than 3 studio days will result in a grade reduction for the course.

2. **Be adequately prepared** for instructors’ desk critiques and class discussion — every class period. Learning design is not a passive activity and will require considerable effort — and reflection — for success.

3. **Actively participate in class** or group discussions. Students are strongly encouraged to discuss and provide critique of one another’s work both during and outside of class periods.

4. **Complete course assignments independently,** or make individual contributions to team efforts, and submit all assignments on schedule.

5. **Communicate with the instructors** proactively and inform them of any concerns, questions, or suggestions you may have for the class in a timely manner.

6. **Submit all assigned work** in both digital and hard copy formats for final evaluations on time and in the proper format. Original work is expected — plagiarism is unacceptable.

**Please note:** All student projects become the property of the Department according to University Policy. Although most projects will be returned to students after they have been graded, some student projects may be retained by the Department for the purpose of accreditation review and as teaching references for future classes. However, kept projects will be available for students to document for portfolio purposes.

**GRADING POLICY**

The student's final grade of this course is determined by the following components and formulas:

Project 1: 20%, project 2: 25%, project 3: 30%

- A. 75% -- Studio Projects
- B. 15% -- Research Case Studies and critical summaries
- C. 10% -- Instructor Evaluation
Including the following considerations: Preparation and participation in all class activities and discussion, graded individual studio reviews, experimentation, exploration, and improvement of work during the term.

**Final Grade = A+B +C+**  
Final grades for the course will be assigned as letter grades. Letter grades indicate:  
**A = The work is excellent** (90 – 100) It represents the highest level of academic performance, mastery of the subject material, accuracy in execution, communication and completeness for the level of complexity undertaken at the level of preparation the student has achieved: exceeds expectations.  
**B = The work is good** (80 – 89) It represents good work, or above average standard of academic performance regarding technical accuracy, communication and completeness for the level of complexity undertaken at the level of preparation the student possesses: meets or slightly exceed expectations.  
**C = The work is average** (70 – 79) It represents average performance for the level of complexity it addresses at the student’s level of advancement in the program, consistent with performance rated as an unqualified passing grade: meets expectations.  
**D = The work is below average** (60 - 69) It represents below average performance relative to the level required or expected for advancement in the program. It is representative of performance consistent with a qualified passing grade but demonstrates a lack of basic understanding and mastery: fails to meet expectations.  
**F = The work is below the minimum passing standard** (below 60) It is a level of performance demonstrating no mastery of the subject and below that required for a passing grade: exhibits no understanding of expectations.

**Note:** To be considered for grade in this course, work must be turned in on the assigned due date and time. Late submission of work will result in a reduction of 10% (a full letter grade) for each day late. Incomplete work shall not be accepted.

**REQUIRED TEXTBOOK**  

**ASSIGNED READINGS**  


*Additional readings will be announced/circulated with the project(s) and whenever possible posted on eLearning.tamu.edu*

**SCHEDULE:** A schedule of Projects and week-by-week timeframe is attached. The week-by-week schedule as well as this Syllabus is subject to changes and modifications as needed. Particular changes in the dates and times in the schedule would be for the Field Trips and Field Research. Field Trips WILL require time outside of the normal scheduled studio time and written Instructor/Departmental documentation will be provided.
ACADEMIC HONESTY: The Aggie Honor Code states, "An Aggie does not lie, cheat, or steal, or tolerate those who do." In our attempt to live up to the ideal that education advances honesty, integrity, and individual responsibility, it is anticipated that students will adhere to the tenets of the code in all respects as an integral part of their education — that is, we are here to teach ourselves how to become honorable, contributing citizens. Adherence to the code is expected as a condition of enrollment in this class. Students are referred to the Honor Council Rules and Procedures found at the website: http://www.tamu.edu/aggiehonor. Turning in studio graphic work that has already been submitted previously in another class is considered to be cheating in this program.

AMERICANS WITH DISABILITY ACT 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.

SEE SEMESTER SCHEDULE BELOW
### Spring 2015
#### LAND 319
#### TENTATIVE SEMESTER SCHEDULE

<table>
<thead>
<tr>
<th>Week No.</th>
<th>Date</th>
<th>Class Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk1</td>
<td>1/19 (M)</td>
<td><em>M.L. King, Jr. Day (No class)</em></td>
</tr>
<tr>
<td></td>
<td>1/21 (W)</td>
<td>Review course syllabus (Rm.: 486 Course overview of projects</td>
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<tr>
<td></td>
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<td><strong>Issue Project 1:</strong> “Campus Plaza” (formally: Diversity Plaza)</td>
</tr>
<tr>
<td></td>
<td>1/23 (F)</td>
<td>Film presentation Divide into teams (6 Groups) Reading Assignment #1</td>
</tr>
<tr>
<td>Wk2</td>
<td>1/26 (M)</td>
<td><strong>FIELD TRIP:</strong> Plaza research, information gathering, onsite mapping. Case Study Assignment: <em>Teams will compile a PowerPoint on 3 case studies each.</em></td>
</tr>
<tr>
<td></td>
<td>1/28 (W)</td>
<td>Workday - studio</td>
</tr>
<tr>
<td></td>
<td>1/30 (F)</td>
<td><strong>DUE:</strong> Presentation of Case Studies @ 9:00 am Reading Assignment #2</td>
</tr>
<tr>
<td>Wk3</td>
<td>2/02(M)</td>
<td>Information Diagramming Team Concepts Desk critiques - studio</td>
</tr>
<tr>
<td></td>
<td>2/04 (W)</td>
<td>Begin Preliminary Designs PowerPoint Lecture A Desk critiques - studio Reading Assignment #3</td>
</tr>
<tr>
<td></td>
<td>2/05 (R)</td>
<td><strong>LAUP Career Fair</strong></td>
</tr>
<tr>
<td></td>
<td>2/06 (F)</td>
<td><strong>ASLA Aggie Workshop (no class)</strong></td>
</tr>
<tr>
<td>Wk4</td>
<td>2/09 (M)</td>
<td><strong>DUE:</strong> Preliminary Designs @ 8:00 am Begin Finished Design Desk critiques - studio</td>
</tr>
<tr>
<td></td>
<td>2/11 (W)</td>
<td>PowerPoint Lecture B Desk critiques - studio</td>
</tr>
</tbody>
</table>
2/13 (F)  Desk critiques – studio
**DUE:** Project 1 @ 6:00 pm, Sunday 2/15

**Wk5**  2/16 (M)  TEAM PRESENTATIONS of Project 1
25 minutes per team (includes Q&A)
Begin promptly at 8:00 am
Location: TBA

2/18 (W)  Issue Project 2: “Henderson Park” (multi-purpose neighborhood park)
Project Lecture
Reading Assignment #4

2/20 (F)  **FIELD TRIP** to park location (local)
Information Gathering – *on location*

**Wk6**  2/23 (M)  Information Diagramming
Desk critiques - *studio*

2/25 (W)  Team Concepts
Preliminary Designs
Desk critiques - *studio*

2/27 (F)  Preliminary Designs
Desk critiques - *studio*

**Wk7**  3/02 (M)  **DUE:** Preliminary Designs @ 8:00 am
Team pin-up critiques - *studio*

3/04 (W)  Begin Final Design
Desk critiques - *studio*

3/06 (F)  PowerPoint Lecture C
Desk critiques - *studio*

**Wk8**  3/09 (M)  Final Design Package
Desk critiques - *studio*

3/11 (W)  **DUE:** Final Design Package @ 8:00 pm
Desk critiques - *studio*

3/12 (F)  TEAM PRESENTATIONS of Project 2
20 minutes per team (includes Q&A)
Begin promptly at 9:00 am
Location: TBA
<table>
<thead>
<tr>
<th>Wk9</th>
<th>3/16-20</th>
<th>Spring Break</th>
</tr>
</thead>
</table>
| Wk10 | 3/23 (M) | Issue **Project 3**: “Salado” (Urban streetscape)  
Project Lecture  
Case Studies - *studio* |
|      | 3/25 (W) | **DUE**: Case Study Reports @ 8:00 am  
Gather information on Salado - *studio* |
|      | 3/27 (F) | **FIELD TRIP** – City of Salado, TX  
Leave at 8:00 am – Return at 5:00 pm |
| Wk11 | 3/30 (M) | Information Diagramming  
Desk critiques - *studio* |
|      | 4/01 (W) | Begin Preliminary Design/Design Development  
PowerPoint Lecture D  
Desk critiques - *studio*  
Reading Assignment #5 |
|      | 4/03 (F) | Preliminary Design/Design Development  
Desk critiques - *studio* |
| Wk12 | 4/06 (M) | Preliminary Design/Design Development  
Desk critiques - *studio* |
|      | 4/08 (W) | **DUE**: Preliminary Designs @ 8:00 am  
Begin Final Design  
Desk critiques - *studio* |
|      | 4/10 (F) | PowerPoint Lecture E  
Final Design Development  
Desk critiques - *studio* |
| Wk13 | 4/13 (M) | Final Design Development  
Desk critiques - *studio* |
|      | 4/15 (W) | Final Design Development  
Desk critiques - *studio* |
|      | 4/17 (F) | **DUE**: Informal Pin-up & Critique  
Class Member Critique - *studio* |
| Wk14 | 4/20 (M) | Final Design Documentation  
Desk critiques - *studio* |
4/22 (W) Final Design Documentation
Desk critiques - studio

4/22-24(W-F) Texas ASLA Conference Galveston, TX*
*NOTE: You may be excused from this Friday class meeting if you attend the Texas ASLA Conference in Galveston. You MUST provide proof of attendance. (Friday only).

If you do not attend the conference then you will still be expected in the Friday studio.

Wk15 4/27 (M) Final Design Documentation
Desk critiques - studio

4/29 (W) **DUE:** Final Design Documentation
Soft Project Presentation @ TAMU
TEAM PRESENTATIONS of Project 3
25 minutes per team (includes Q&A)
Begin promptly at 8:00 am
Location: (TBA)

5/01 (F) **FIELD TRIP** – City of Salado, TX
Leave at 8:00 am – Return at 5:00 pm
TEAM PRESENTATIONS of Project 3
25 minutes per team (includes Q&A)
Begin promptly at (TBA)
Location: (TBA)

Wk16 5/04 (M) Review Semester
Wrap-up discussion
Last Day of Class
**DUE:** LAND-319 Portfolio @ (TBA)

Note: Total class periods: *39 to 41
Texas A&M University
Departmental Request for a Change in Course
Undergraduate ♦ Graduate ♦ Professional
• Submit original form and attachments •

Form Instructions
1. Course request type:  ☑ Undergraduate ☐ Graduate ☐ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Landscape Architecture and Urban Planning
3. Course prefix, number and complete title of course: LAND 320 Landscape Design III

4. Change requested
   a. Prerequisite(s): From ______________ To: ______________
   b. Withdrawal (reason): ______________
   c. Cross-list with: ______________

   Cross-listed courses require the signature of both department heads.

   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course? ☑ Yes ☐ No

6. If grade type is changing for existing course, indicate the new grade type: ☐ Grade ☐ S/U ☐ P/F (CLMD)

7. If this course will be stacked, please indicate the course number of the stacked course:
   ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controle/export-control-basics-for-distance-education)

9. Complete current course title and current catalog course description:
Design process, synthesis and design refinement; problems to stimulate highly creative self-motivated results, design thinking to integrate behavioral settings into natural and/or built landscape systems.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
Design process, sustainable landscape design, synthesis and design refinement; problems to stimulate highly creative self-motivated results, design thinking to integrate behavioral settings into natural and/or built landscape systems.

11. a. As currently in course inventory:

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<td>LAND</td>
<td>320</td>
<td>Landscape Design III</td>
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<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
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b. Change to:

<table>
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<th>Course #</th>
<th>Title (excluding punctuation)</th>
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<tbody>
<tr>
<td>LAND</td>
<td>311</td>
<td>Landscape Design III</td>
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</tbody>
</table>

Approval recommended by:
Dr. Ming-Han Li 10/4/15
Department Head or Program Chair (Type Name & Sign) Date
Chair, College Review Committee 10/4/15
Department Head or Program Chair (Type Name & Sign) Date
Dean of College 10/4/15
Department Head or Program Chair (Type Name & Sign) Date
Chair, GC or UCC 10/4/15

Submitted to Coordinating Board by:

Associate Director, Curricular Services 10/29/2015

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 8/14
Class: Class Title: LAND 320 - Landscape Design III
Class Hours: Mon., Wed.: 12:40pm-4:00pm + Fri: 12:40pm - 3:10pm
Location: ARCA 348 and 300B
Course Credits: 5

Professors: Galen Newman, PhD, ASLA, APA
Office: Scoates Hall 103
Email: gnewman@arch.tamu.edu
Office Hours: M-W – 10:00am-12:00pm

Kenneth Hurst, PLA
Instructor of Record
Email: khurst5775@tamu.edu
Office Hours: W & F - 11:00am - 12pm, or by apt.

Ryun Jung Lee
Teaching Assistant
Email: ryunjungle@gmail.com
PhD Student, Urban and Regional Sciences

 COURSE DESCRIPTION:
Studio Title: The G.R.I.D.D. Studio: Geospatial Research and Innovative Digital Dialogues

Introduction: This design studio stresses design process, synthesis and design refinement, problems solving, highly creative self-motivated results, and design thinking which integrates behavioral settings into natural and/or built landscape systems. You will demonstrate your command of these skills through a semester long studio stressing multi-scaled analyses and digital representation. You are expected to bring to class an understanding of expectations required of an emerging landscape architect such
as creative thinking and expression, the discipline and camaraderie fostered in the design studio, professionalism, and skills required during the process of preparing suitable communications products. Your expectation for quality of work from the studio should be that your products will provide suitable and professional quality material for you to use in your design portfolio as you search for an internship and/or job. Presentations and products developed during the semester will facilitate a deeper understanding of the processes and procedures of professional design services.

This studio builds applies the theoretical knowledge and design skills you have learned thus far in reference to architecture, urban design, and landscape architecture, and introduces new skill sets on how to design using Low Impact Development strategies. This studio project will based on a service learning project on the regional/community scale which takes an approach to design which engages the site as an integrated design problem which is best solved through a multi-scalar design process. Drawing on multiple disciplines, you will study the process of exploring alternatives for site visions and master planning in an effort to promote Low Impact Development based design which emphasizes water quality and hydrological sensitivity. The studio is also intended inform your understanding of designs in relation to an existing context. Students explore multicultural and ecological layers of existing spaces, as well as the role of landscape management and the creative design process to compose and arrange these elements in an effective manner.

Site: Manchester Community, Houston, TX

Learning Outcomes:

- Articulate knowledge of the design process by producing a site inventory, site analysis, project program, design concepts, master plan, and detailed drawings.
- Enhance creative problem-solving skills (including creative attitude, way of thinking, and basic techniques) learned from LAND 318 & 319; and demonstrate the results in 3-4 semester projects.
- Conduct site analysis on the 3-4 semester projects by producing site inventories and analysis maps (application of research to design);
- Apply and improve design communication skills (e.g. graphic, written and verbal communication) from previous courses including LAND 254, 255, 318 & 319.
- Refine form-making and space-making skills in outdoor environments (i.e., to apply design elements and principles to transform an abstract idea or concept into a concrete 3-dimensional spatial form) by completing 3-4 semester projects.
- Apply principles related to Low Impact Development strategies and innovative techniques for creating living systems from lectures and assigned reading by submitting lecture summaries.
Expectations: In this studio certain information, as appropriate, will be delivered through lectures, presentations, or demonstrations. However, much of the actual learning will occur through interactions with your professors, visiting professionals, clients, and colleagues. There is a high expectation that you will explore the subject matter on your own—read current articles in professional publications, browse the library for books, bring questions and observations to the studio. Be diligent and stay current with reading assignments, be prepared to discuss them in class, or write a summary, or respond to a quiz.

You are expected to make productive use of your studio time, to attend class punctually and regularly, and to meet deadlines. To work in the studio is especially important as it fosters the interaction among students that is vital to the studio experience. You are responsible for presenting design ideas in the form of drawings, models and questions as necessary for discussion for each day of studio. Initiative and self-motivation is highly valued.

Phases: I - Define the Scope of the Project/Issues to be Addressed II - Gathering Information/Analysis and Case Studies (Contextual and Site Specific) III - Design System/Conceptual Development IV - Design Development /Master Plan Development V - Design Schematics/Design Implementation and Phasing VI - Graphic Refinement

Principles for Success: 1. Executing a design strategy from conception to final design 2. Intensively researching your site, subject, and design investigation 3. Intelligently incorporating criticism from faculty into your design response 4. Developing an internal criticism methodology 5. Utilizing carefully constructed drawings to communicate ideas

Field Trips: Students are expected to participate in scheduled field trips. These will be announced well ahead of time and incorporated as closely as possible into class schedules. Excuse letters will be provided requesting students be allowed to make up any missed work due to absences from other courses.

Class Routine: Workday: Critically important work time for you to independently produce your project without distraction. I will be available during this time for questioning.

Crits: More informal desk interactions/studio pin-ups where you can engage a single faculty member in a longer design dialogue. Normally, these are performed for pre-specified specific students during workdays. Each student/group is required to pin-up/show work, at minimum, TWICE A WEEK.
Interim Reviews: These will be pre-final review pin-up sessions in which you will present to myself and your studio colleagues.

Final Reviews: Formal assessments of projects by a jury of faculty and professionals.

Groups: Each term will consist of work done in group efforts. Each group will be assigned a particular area of interest for analysis/design. These areas will be distributed during the semester.

Final Course Submission Requirements
All text, drawings, photographs of models, images, and boards are to be saved onto a disk and submitted to the instructor. Exact specifications for saving format will be issued after final presentations. No final passing grade will be issued without the project saved per the instructor’s requirements.

ASSESSMENT Evaluation: Projects will be evaluated by the instructor and this evaluation will be impacted by visiting critics. Evaluations will include the thoroughness of research and analysis, the quality of the design premise, the process used in originating and developing design ideas, the final design drawings, the craftsmanship exhibited in drawings, models or other products, and the effectiveness of graphic and oral communication. Specific elements to be evaluated include project background, problem statement/rationale, site, setting, contextual analysis and existing trends, research and/or case studies, design framework or concept, design process/response to criticism and work ethic, and the final product. Students are expected to engage in all of the following:

- Independent work ethic and thorough design process
- Critical and creative thinking skills
- Contributing to the knowledge of the studio
- Clear understanding and general grasp of the issues at hand (project substance)
- Rigorous work effort and diligence in questioning and exploring
- Creativity and exploration of ideas (insight, originality, innovation)
- Development of specific design strategies which address an existing issue
- Craftsmanship which displays care, interest, and skill in learning mediums

Evaluation Criteria: The following standards will be used in grading project work:

- A (89.50 - 100) Distinction: Work that is truly superior and demonstrates original insights, extraordinary depth of research, professional quality, or a highly creative and convincing design resolution.
- B (79.50 - 89.49) Above Average: Work that is above the norm and goes beyond the stated requirements, but lacks extraordinary insights or has aspects which are not fully resolved.
- C (69.50 - 79.49) Average: Work that is acceptable and satisfies the stated requirements, though there may be substantial flaws in design resolution, craftsmanship, or presentation.
- D (59.50 – 69.49) Below Average: Work that barely meets minimum requirements.
- F (0 – 59.49) Unsatisfactory: Work that is unfinished and incomplete or is clearly below program standards

Grade Components
Assignments (80%):
- 5% - GIS Modules
- 2.5% - Case Study
- 5% - Orientation/Problem Statement Infographics
- 7.5% - Inventory/Analysis
- 15% - Mid-Term Presentation
- 7.5% - Conceptual Design
- 7.5% - Master Plan
- 10% - Design Schematics
- 20% - Final Presentation

Design Skills (20%):
- 5% - Representation (Diagrams, Plans, Perspectives, Modeling, etc...)
- 5% - Design Ability
  - design evolution and process
  - research, analysis, and work effort
  - conceptual strength, clarity, and project substance
  - graphic refinement/presentation
- 10% Critical Response/Participation
  - criticism incorporation and design development
  - professional attitude and studio activity
  - attendance + interaction

POLICIES
Class Policy: You are enrolled in one of the top Landscape Architecture programs in the world at a world class university. We will regard each and every one of you as adults and treat you as such. We will also require that you conduct yourselves as adults and will hold you to the highest academic standards. You are, by association, Ambassadors of the College of Architecture at Texas A & M University and carry with you the responsibility of that representation. Also, respect must be maintained at all class times. Thus:
- No cell phone conversations/no ringtones
- Be ready on time (prepare before)
- Inter-student learning is highly encouraged
- Criticism must be incorporated or answered

Attendance: Your presence is required and expected in class at all designated times. As a student, you are already aware of the role of the studio plays as a microcosm for timeliness, deadline meeting, thought and filtering, and as a venue for information obtainment.

Your attendance is critical to your success in this course. We will cover an extensive amount of material at a very fast pace. If you have an unexcused absence, you will
not be permitted to make up the material you missed. Punctual and regular attendance is necessary and mandatory. For a full set of university policies on missed classes please see the following link for student rule #7: http://student-rules.tamu.edu/rule07

Disability Access: 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.

Work Obtainment: Noteworthy work may be retained by the Dept. of LAUP for future display and review by the Landscape Architecture Accreditation Board. Please document your work for your records.

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

Expectations: Students are expected to engage in self-motivated questioning, critical and creative thinking, rigorous exploration, and personal position making and a willingness to engage in dialogue, exchange ideas, and contribute to the collective growth of the studio. All students are expected to exhibit courtesy to all others working in the studio, including, but not limited to avoiding excessive noise, sharing in the maintenance and use of shared resources such as the light table and computers, and maintaining the studio space in a clean and safe manner.

Special Requirements: Full size boards, models, and other project work may be retained by the Program for future display and review by the Landscape Architecture Accreditation Board.

All students are expected to supply their own standard drafting equipment and supplies. For funded public service projects, some funding may be available for travel and supplies.

Equipment: You are responsible for the project costs associated with providing the materials and services listed below and any other costs associated with completion of your individual project:

- Drafting and model media (sketch paper, boards, markers, pens, etc.)
- Various materials for assignments (common and easily found items in stores)
- Computer and Software (i.e. - Adobe Illustrator, Adobe Photoshop, AutoCAD, GIS)
- Digital storage media as needed (such as DVDs or Flash Drives)
- Reproduction and photography costs (this includes plotting and printing costs/copying/mounting/binding, etc.)
- At least one role of tracing paper (30"). You may want a smaller one as well or the ability to use smaller sizes for sketches.
Scales: engineers and architects  
Digital camera or access to one  
Laptop with Adobe Photoshop/Illustrator, Acrobat, Auto CAD, PowerPoint, Word, SketchUp, Excel

Software Utilized:  
Because this is a studio is primarily digitally based, there will be many programs necessary. All of these programs are installed on the computers in Langford and are therefore not necessarily required for purchased on your own personal laptop. However, you will need these programs throughout your career so I suggest you go ahead and bite the bullet.

Student Versions of Software:
ARC GIS
- Arc Map
- Arc Catalog
- Arc Toolbox
- Arc Scene
  We will set you up with this through the library

AutoCAD
- Free student version:
  http://students.autodesk.com/?nd=register&tag=Pai-SearchEngineMarketing-JG-4-20
  2011&utm_source=Google&utm_medium=cpc&utm_term=autocad%20studen
  nt%202012&utm_medium=Branded%20Student%20Broad&utm_campaign=
  Autodesk%20-%20Education%20TX%20A%26M

LandFX
- Free student version
  https://www.landfx.com/academic.html

Adobe Creative Suites
- Photoshop
- Illustrator
- InDesign
- Acrobat Pro
  o Available for student discount on campus (software.tamu.edu)

Google Sketchup Pro
- Trial version:
  http://sketchup.google.com/product/gsup.html

Site Visits:  
You will be required to the site one or more times throughout the semester for observational research. Be forewarned that these visits are mandatory.

Syllabus Changes:  
Both the syllabus and the attached course calendar are tentative. The instructor reserves the

Texas A&M University • Galen Newman, PhD • Department of Landscape Architecture and Urban Planning
right to make changes in the syllabus or schedule throughout the course as it may become necessary.

Course Schedule: See Attached
<table>
<thead>
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<td></td>
<td>SEPT 2 - Workday-GIS Modules</td>
<td>SEPT 4 - Workday-GIS Modules</td>
<td>SEPT 11 - Case Study Presentations/Site Orientation Assign.</td>
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<td>SEPT 8 - Workday-GIS Modules</td>
<td>SEPT 9 - Workday-GIS Modules Due/Case Study Assign.</td>
<td>SEPT 16 - Crit-Site Orientation/Problem Statement</td>
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<td>SEPT 25 - Workday - Context Inventory/Analysis</td>
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<td>SEPT 23 - Workday - Context Inventory/Analysis</td>
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<td>SEPT 30 - Crit - Context Inventory/Analysis</td>
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<td>OCT 9 - Site Analysis</td>
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<td>OCT 12 - Crit-Site Analysis</td>
<td>OCT 14 - INTERIM PRESENTATIONS</td>
<td>OCT 16 - MID-TERM PRESENTATIONS</td>
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<td>OCT 19 - LAUP RESEARCH SYMPOSIUM</td>
<td>OCT 21 - Workday; Conceptual Design</td>
<td>OCT 23 - ACSP / POTENTIAL SITE VISIT</td>
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<td>OCT 26 - Workday; Conceptual Design</td>
<td>OCT 28 - Crit; Conceptual Design</td>
<td>OCT 30 - Workday; Master Plan Development</td>
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<td>NOV 2 - Workday; Master Plan Development</td>
<td>NOV 4 - Crit; Master Plan Development</td>
<td>NOV 5 - Concept and Master Plan Presentations</td>
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<td>NOV 9 - Workday - Design Schematics</td>
<td>NOV 11 - Workday - Design Schematics</td>
<td>NOV 13 - Crit; Design Schematics</td>
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<td>NOV 16 - Design Schematics Presentations</td>
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<td>NOV 23 - INTERIM PRESENTATIONS</td>
<td>NOV 25 - READING DAY</td>
<td>NOV 27 - THANKSGIVING HOLIDAY</td>
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<td>NOV 30 - Design Refinement/Criticism Response</td>
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Texas A&M University  
Departmental Request for a Change in Course  
Undergraduate  Graduate  Professional  
* Submit original form and attachments *

**Form Instructions**
1. Course request type:  
   - ☑ Undergraduate  ☐ Graduate  ☐ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):  
   - Department of Landscape Architecture and Urban Planning
3. Course prefix, number and complete title of course:  
   - LAND 321 Landscape Design IV
4. Change requested  
   a. Prerequisite(s):  
      - From:  
      - To:  
   b. Withdrawal (reason):  
5. Cross-listed with:  
   - Cross-listed courses require the signature of both department heads.
6. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
7. Is this an existing core curriculum course?
   - ☑ Yes  ☐ No
8. If grade type is changing for existing course, indicate the new grade type:  
   - ☑ Grade  ☐ S/U  ☐ P/F (CLMD)
9. If this course will be stacked, please indicate the course number of the stacked course:  
   - I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

**Course Title and Current Course Description**
Continuation of LAND 321; land design projects of increased complexity with site scale problems used to demonstrate complete design thought. One or more field trips may be required as part of the course.

**Course Title and Proposed Catalog Course Description**
Continuation of LAND 321; land design projects of increased complexity and emphasis on sustainability, with site scale problems used to demonstrate complete design thought. One or more field trips may be required as part of the course.

### Prefix  Course #  Title (excluding punctuation)

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**Change to:**

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**Approval recommended by:**

Dr. Ming-Han Li

Department Head or Program Chair (Type Name & Sign)  Date  10/6/15

Chair, College Review Committee  Date  10/6/15

Dean of College  Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services  Date

Curricular Services – 08/14
LAND321

Landscape Design IV
Spring 2015, 5 credit hours

Class Time:       MW 12:40 pm - 4:15 pm / F 1:45 pm - 4:15 pm

Class Room:       A348 / A300 Langford Architecture Center

Instructors:
Jun-Hyun Kim, Ph.D.
Office:           A318A Langford Building
Email:            jhkim@arch.tamu.edu
Phone:            845.2532
Office Hours:     M/F 11:00am - 12:00pm
                  or by appointment

Young Jae Kim, Ph.D., Lecturer
Office:           A307 Langford Building
Email:            yjkim2011@tamu.edu
Phone:            845.5041
Office Hours:     M 10:30am - 12:00pm
                  T 10:00am - 11:00am
                  or by appointment

Prerequisite:     LAND 320, 330 or instructor’s permission

I. COURSE DESCRIPTION

LAND 321 is intended to be the most productive design studio of the five year BLA program. The underlying theme for the course addresses landscape design at the community scale. The work will emphasize master planning with design of specific settings as the test of broad planning concepts. The work of this semester is intended to draw upon and provide opportunity to integrate the experiences and skills developed in all previous semesters of the studio design sequence. This will be accomplished through the provision of site plans and designs for major components of the urban/suburban landscape environment. The products of the semester are intended to provide you with the experience and the vehicle to refine and develop your competence in applying knowledge through design process to address the complex landscape development issues found in contemporary practice. Completed projects should provide you with most accomplished examples of design and communication work for inclusion in your portfolio.

The specific theme for this semester is the design of the urban landscape for the enhancement of sustainability and healthy living in its broadest sense. Overall direction for the semester is established by the objectives for the course described later. The overarching goal of the course is to gain experience in addressing typical land planning and urban design projects of a comprehensive nature in which the holistic aspects of the landscape are considered as determinants of appropriate site form relationships.
The final products for the semester are to conform to the requirements for submission to the ASLA Student Design Competition. You are strongly encouraged to apply for at least one of the three competitions:

- **ASLA Student Design Competition** (Deadline: TBD)
- **Texas Chapter ASLA Student Design Competition** (Deadline: February 5, 2015)
  [http://www.texasasla.org/?page=Awards](http://www.texasasla.org/?page=Awards)
- **International Federation of Landscape Architects (IFLA) Student Design Competition**

### II. LEARNING OUTCOMES

Upon completion of this course, each student with a passing grade will:

1. **Demonstrate an operational understanding of an evidence-based and evidence-generating design process, at all phases**, as it is applied to the execution of complex land development projects.
2. **Understand the principles of design collaboration** to integrate an array of knowledge areas into comprehensive planning and design decisions.
3. **Demonstrate an ability to function effectively in a design team setting** as a productive and supportive member.
4. **Demonstrate an understanding of urban and landscape systems** and how they integrate to create a vibrant and sustainable human habitat.
5. **Demonstrate the ability to independently execute a comprehensive land design project** in which programming, schematic design, and design communication are integral components of service delivery.
6. **Demonstrate competence in shaping landscape form, space, landscape materials and processes** as intellectually defensible recommendations to create functional, ecological, behavioral, and aesthetically engaging settings.
7. **Demonstrate an understanding of the performance characteristics of landscape design** responsive to substantive theory considerations.
8. **Demonstrate an understanding of the linkage between design and communication** as the minimum requirements of successful practice.
9. **Demonstrate an ability to express complex ideas in written, oral and graphic formats** appropriate to the requirements of advanced knowledge-based landscape design.

### III. COURSE CONDUCT

This course will be conducted as if it were a “typical” design project, handled as it might be by a design firm. In some phases of the project you may expect to work in teams (as in gathering and analyzing base data to support design investigations). In other phases you will be working
independently (as in developing and refining design solutions for specific issues on specific sites).

Project phases with emphasis on a number of different design issues will be assigned. In addition, there will be short exercises and charrettes to focus on problem-solving skills in common design practices, and developing skills in innovation in specific types of landscape designs and larger projects in which these skills will be integrated into a comprehensive landscape project. Projects requiring field investigation may have field trips to gather site-specific information.

IV. EXPECTATIONS

The basic expectation of this course is that students enrolled are interested in learning the material and invest the time and effort required to master the subject matter throughout the course of the semester.

Studio Performance: All students will be expected to conduct a substantial portion of their studio work during the regularly scheduled class periods to assure the efficient exchange of useful information and to maintain an ongoing dialogue with instructors and fellow student collaborators. Although the studio is to be devoted to work, it should not be assumed that scheduled studio hours alone will be sufficient to adequately complete the assigned tasks. It should be generally anticipated that a minimum of one additional hour of work will be required for each hour spent in the studio to complete assigned work satisfactorily. Each student will be expected to review their progress with an instructor twice weekly. Performance evaluations in this course will be based on these expectations. Unannounced, graded pin-ups and reviews should be expected on any class day.

Class Preparation: There are research, design, or communication assignments for each studio period throughout the semester. Students are expected to have completed assigned work prior to arriving at class. In addition to completing the assigned tasks, each student is expected to arrive at class with material ready to be reviewed by the faculty in order to receive the feedback necessary to take the work to the next level. All presentations are to be rehearsed prior to delivery.

Class Participation: During all lecture/discussion/presentation/field trip periods, systematic note-taking is expected. Class note-taking will generally consist of documenting the information presented as reference in order to apply the knowledge or insights gained as they relate to design situations. Assignments or comments issued to the class verbally will carry the same weight as those issued in writing (as is true in dealing with clients). During presentations, those presenting work have the responsibility to clearly articulate the information/design concepts requiring feedback. Those to whom the work is being presented have the responsibility to listen attentively and respond fully in order that useful feedback can be obtained and learning can proceed.
Due Dates: To be considered for credit, all assigned work must be submitted on the date/time specified and in a format/method specified (e.g. eCampus vs. hard copy submissions, specific file format in PDF, PPT, etc.). All individual assignments are to be completed independently and on schedule. Group work is an integral aspect of the learning objectives for this course and has the same requirement for timely submission as individual work. It is important to note that, consistent with the normal requirements of professional practice, meeting deadlines is of vital importance. Unless otherwise indicated, the specified time for submission of work is the beginning of the class period on the assigned due date. Any circumstances necessitating a deferred time or date of submission must be arranged with the instructor in advance of the originally scheduled due date and time.

Classroom Decorum: Students are expected to conduct themselves with appropriate learning behaviors. Active, informed discussion is expected from all students when discussion is appropriate. During working periods it is necessary to maintain an effective working environment. Noise is to be kept to an appropriate level at all times. Discriminatory, defamatory, or dismissive language or attitudes toward others or ideas that differ from convention, will not be tolerated. Openness to new ideas and tolerance of diversity is a basic philosophical requirement for effective professionalism. It is a fundamental requisite for the development of a flexible and informed mind.

Studio Environment: Students are expected to conduct themselves as in a professional working environment. The studio is not to be used as a social space or a dining room. In accordance with College policy food, drink, and tobacco are not permitted. Cell phones, movies, and music are not to be used during scheduled class periods – this includes music with earphones. All other College and University policies about use of the facilities are to be followed.

V. ATTENDANCE AND GRADING POLICY

Attendance: Attendance is mandatory for all classes unless prior arrangements have been made with the instructor. Records will be kept of your attendance and preparedness for individual or group review of your work. Absences or late submissions due to health-related problems, emergency situations, or mandatory participation in University-sanctioned activities will be excused if written verification is supplied to the instructor prior to the event if it planned and within one week if an emergency. Students are expected to arrive at each class on time, be prepared in advance by completing the assigned research or design tasks. Attendance is defined as being present and fully engaged in the work of the course during the entire class/studio period, including having new work to review with instructors and participating in class reviews and discussions. Because much of the work for the semester will be collaborative, absences would adversely affect the work of others as well as that of students who are absent themselves. For this reason, attendance for all class periods is required. Late project submissions (more than 10 minutes beyond due date/time) will result in a 5 point reduction for each hour assignment is late up a minimum of one letter grade per day. Assignments more than 2 days late (unexcused)
will not be accepted for credit and will receive a score of 0. Incomplete work will not be acceptable for credit. It is the student's responsibility to know what date and time assignments are due. More information can be found at http://student-rules.tamu.edu/rule07

Evaluation: Evaluation of student progress will be based on individual participation in the studio, interaction with counterparts on design teams, the active search for design information and design solutions, the quality of design solutions, and the quality of research reporting, design communication, and presentation drawings. All work will be weighted by the number of class days devoted to that activity with the final overall calculation of components as follows:

- **Studio Projects**  70%  
  (The relative weight of each project is based on the number of weeks devoted for each project)
- **Award Submission Packet**  10%
- **Portfolio**  5%
- **Instructor Evaluations**  15%  (see breakdown as follows)
  ✓ Classroom involvement  5%
  ✓ Preparedness  5%
  ✓ Improvement  5%

Award Submission
Each team must prepare their final design output for submittal to one of the awards mentioned above. Each team will extract relevant information (text and images) to prepare submittal of their work for the selected award competition.

Portfolio
Keep electronic images of all your complete projects. Resolution of images should be greater than 150 dpi but no more than 300 dpi. Include a cover with table of contents and selected images to represent your work. Each project must be included in your portfolio. You may include works in progress or earlier versions of your work. Submit a single PDF file that contains your portfolio.

Grading Policy: Student assessment for the course will be based on the documentation and presentation of material in a thorough, technically appropriate, and intellectually persuasive way. Incomplete, inaccurate, or poorly documented and communicated information/design proposals will not receive full credit for grade. The level of performance expected is to be consistent with university students in the final semester of their fourth year of study, in essence, the expectation that they have mastered the basic knowledge and skills of their profession and are prepared to employ them in a (simulated) practice setting. Differentiation among grade levels will be established as follows:

**(A) 90–100 points Excellent.**
Work is executed with confidence, demonstrating advanced understanding and skill. Information documentation is of the highest quality; the communication of findings
and recommendations is exceptional. Information and communication persuasively supports the planning and design recommendations proposed. Recommendations are directly related to findings and established performance requirements, and demonstrated to serve as a corrective to the deficiencies found in the environment. Innovations are shown to create conditions that benefit environmental health and human well-being.

(B) **80-89** points **Good.**

Work presented is competent, demonstrating good understanding of the discipline's knowledge and skill. Information is thoroughly documented and communicated effectively. Information and design ideas are essentially complete and communicated with reasonable competence. Recommendations relate to findings and established performance requirements. Errors and omissions are minor and do not materially diminish the quality of the final result.

(C) **70-79** points **Average.**

Work is of average quality demonstrating basic functional competence with the discipline's knowledge and skill. Information is essentially complete. Communication of information and design concepts conveys a basic understanding of the issues and recommendations are reasonably related to performance requirements. Errors and omissions are not substantive. Final results demonstrate few major failures.

(D) **60-69** points **Marginal.**

Work is below average quality demonstrating less than functional competence with the discipline's knowledge and skill. Information is inadequate and/or incomplete leaving major lapses in the understanding required for reasonable project resolution. Recommendations do not address established performance requirements and communication reveals these inadequacies.

(F) **59** points or less **Unacceptable.**

Work is below the standard of passing, performance insufficient to demonstrate an understanding of the discipline's knowledge and skill. Information on which recommendations are based is too weak to provide an adequate understanding of the issues to be resolved or to base recommendations for improvement. Communication confirms these inadequacies.

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<tr>
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<th>Studio Project Grade Factor</th>
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<tr>
<td>13-15</td>
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*Find the more detailed course schedule in the attached work plan*

**VI. SEMESTER OUTLINE & STUDIO PROJECT GRADE FACTOR**

**VII. TEXTBOOKS**

There will be no single text for this course. Readings will be assigned from books, journals, and online sources as appropriate. Those available in PDF will be posted in eCampus.
VIII. REFERENCES


Metro (2002), Creating livable streets: Street design guideline.


IX. SUPPLY LIST

Required and at work station at all times:
- Scales (architect and engineering)
- Sketchbook
- Drafting tape
- Trace paper (18” min. roll)
- Color markers (12-24 markers)
- Black Sharpie ultra fine, fine and wide markers
- Laptop with computer software and hardware as per department standards.

Suggested:
- Color pencils (12-24 colors – variety of colors, including white and earth tones)
- Pencils (314, HB, 2B, 4B, H, etc.)
- Circle template

X. DISABILITIES AND 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.

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.
XI. AGGIE CODE OF HONOR

Academic Integrity: “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/aggiehonor.

The Center for Academic Integrity, affiliated with Duke University's Kenan Institute for Ethics, surveyed 18,000 public and private high school students over four years and found that more than 60 percent admitted to some form of plagiarism, according to a 2005 report. Because a majority of students may enter university with a history of accepting plagiarism as appropriate adult behavior, it is important to note that the practice is unprincipled and represents a serious breach of trust – the basis for the delivery of effective professional design services.

Students are cautioned about copying work that was not their own effort, this includes copying design work both whole or in part (that is individual features) from the internet or other sources, 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.

In addition, copying design impedes your learning experience since landscape architecture is not about the assembly of individual parts, but about the creation or original, site and human-need responsive wholes. Because learning is not transferable, it is assumed that students understand the necessity of doing their own work. Any students found to submit copied work will receive no grade (zero point) for that work and a letter outlining the incident will be placed in the student’s department file. Students are cautioned to guard their individual work and refrain from sharing, even as an example for others, because all students sharing work will be considered equally responsible for scholastic dishonesty and penalized equally. In addition, proper citations are needed for all data/information collected from the secondary sources including photos and other images.

XII. SAFETY

Throughout the semester, you may engage in activities where you choose to handle tools, equipment, and/or materials that require care in their use. Maintain your desk and workspace so that no obstacles that could harm others (i.e. cutting tools) are left unattended. Keep your work environment clean. If you make use of the woodshop, complete the safety course found through the woodshop web page located at http://archone.tamu.edu/College/Services/Operations/Woodshop/.
XIII. PERSONAL INVESTMENT

Your full investment in this formative studio is essential for your maturity as a landscape architect. A balance of skills and qualities is required for a well-rounded landscape architect:

“Anyone familiar with the ever widening practice of landscape architecture is fully aware that this is not likely to be an overpopulated profession. There is a good reason for its relatively small size, as professions go. An unusual combination of concerns and capacities has proved essential in a well-rounded landscape architect. He/she must have a compelling interest in and sensitivity to, the environment as a whole. This requires of him a total view of ecology: a deep and abiding grasp of the natural world as an ongoing process of which humans are an integral part. And he/she needs innate responsiveness to people, to their problems, and to the quality of life surrounding them. With that all he/she must be a visualist: fundamental to his/her approach is a sense of design, and intimate concern for specific form at every scale, and a keen appreciation of visual relationships as these affect human behavior. His/her mission insists on a creative urge and a dedicated search for excellence. It asks of him/her the ability to see, feel, and think—with all clarity—and to communicate visually as well as verbally.

Then, above all, he/she must possess the capacity, both as a lone practitioner and in collaboration as an equal with other professionals, to blend his/her outlook, knowledge, and skills into effective action for the service of society at all levels. Ideally, this demands of every landscape architect a combination of faculties not to be found in many individuals, even in the embryonic form of early interest and aptitudes. Landscape architecture accordingly is not, and in the opinion of some probably never can be a massive profession. The public need which becomes greater every day in the face of society’s destruction of the environment—will inevitably—exceed the supply of competent landscape architects” (Norm Newton, Design on the Land, p. 391 (1971)).

XIV. COURSE SCHEDULE

See attached work plan.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Activity &amp; Due</th>
<th>P1</th>
<th>P2</th>
<th>Remarks</th>
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</table>
| 1    | 21-Jan | First Day | - Welcome & Introducing Project 1  
- Teams select a concentration design area  
- Teams begin site inventory and analysis  
- Teams begin case studies | | | MKK Holiday (Jan 10) |
| 2    | 26-Jan | Site Inventory & Analysis  
Case Study | - Lecture: The ECO Overview (Jan. 23)  
- Conducting site analysis and case study  
- Reviewing historic examples | | | |
| 3    | 30-Jan | Field Trip | - Visiting project site | | | |
| 4    | 2-Feb | Site Inventory & Analysis  
Case Study | - Lecture: UD Application and Project Examples (Feb. 2)  
- Conducting site analysis and case study  
- Developing layout and graphic components for site analysis and case study report  
- Defining design goals and objectives  
- Finalizing portfolio for Career Fair | | | LAUP Career Fair (Feb. 3)  
Appige Workshop (Feb. 6) |
| 5    | 9-Feb | Site Inventory & Analysis  
Case Study | - Finalizing site analysis and case study  
- Finalizing layout and graphic components for site analysis and case study report  
- Defining design goals and objectives  
- Preparing site analysis and case study presentation | | | |
| 6    | 11-Feb | Site Inventory & Analysis / Case Study presentation | - Site analysis & case study presentation: Team Presentation & Submission  
Team overview of the class | | | Appige Workshop Saturday (Feb. 14) |
| 7    | 15-Feb | Concept & Program Development (Team) | - Defining design goals and objectives  
- Developing concept & spatial programming  
- Selecting UD facilities  
- Selecting plants | | | |
| 8    | 16-Feb | Concept & Program Development (Team) | - Defining design goals and objectives  
- Developing/refining concept & spatial programming  
- Developing team master plan  
- Selecting UD facilities  
- Selecting plants  
- Developing design presentation plan | | | |
| 9    | 20-Feb | Concept & Program Development (Team) | - Defining design goals and objectives  
- Developing/refining concept & spatial programming  
- Developing team master plan  
- Selecting UD facilities  
- Selecting plants  
- Developing design presentation plan | | | |
| 10   | 23-Feb | Concept & Program Development (Team) | - Defining design goals and objectives  
- Developing/refining concept & spatial programming  
- Developing team master plan  
- Selecting UD facilities  
- Selecting plants  
- Developing design presentation plan | | | |
| 11   | 27-Feb | Mid-point presentation (Team) | - Mid-point presentation: Teams draft master plan  
Due: beginning of the class | | | Determine drafts designed by individual members |
| 12   | 27-Feb | Master Plan (Team) | - Defining/refining concept & spatial programming  
- Developing Individual master plan | | | |
| 13   | 3-Mar | Concept & Detailed Program Development (individual) | - Refining concept & spatial programming  
- Refining templates (3D techniques) | | | |
| 14   | 4-Mar | Concept & Detailed Program Development (individual) | - Refining concept & spatial programming  
- Refining templates (3D techniques) | | | |
| 15   | 6-Mar | Master Plan (individual) | - Developing/refining concept & spatial programming  
- Developing Individual master plan | | | |
| 16   | 11-Mar | Mid-point presentation (Individual) | - Mid-point presentation: Individual draft master plan  
Due: beginning of the class | | | |
| 17   | 13-Mar | Spring Break | - Keep thinking about your project! The world is waiting to be surprised with your brilliant ideas! | | | Spring Break |
| 18   | 18-Mar | Spring Break | - Keep thinking about your project! The world is waiting to be surprised with your brilliant ideas! | | | |
| 19   | 23-Mar | Refined Design (team/individual) | - Refining master plan (team/individual)  
- Developing infographics (site analysis/concept/program/inf 1)  
- Developing sections/perspectives/detailed design  
- Developing final layout of poster & booklet | | | Dela Conference (Mar. 24-26 @ Manhattan, KS) |
| 20   | 25-Mar | Refined Design (team/individual) | - Refining master plan (team/individual)  
- Developing infographics (site analysis/concept/program/inf 1)  
- Developing sections/perspectives/detailed design  
- Developing final layout of poster & booklet | | | |
| 21   | 1-Apr | Final Project | - Defining master plan  
- Producing sections/perspectives/detailed design  
- Producing poster & PPT file  
- Reading Day (Apr. 3) | | | Reading Day (Apr. 3) |
| 22   | 3-Apr | No Class (Spring Break) | | | | |
| 23   | 6-Apr | Finalizing Project | - Combining individual design into the final format of each team  
- Producing final packet booklet / poster / PPT / Award submission | | | Class Field Trip (Apr. 9)  
PAC Weekend (Apr. 13) |
| 24   | 8-Apr | Final Presentation | - Combining individual design into the final format of each team  
- Producing final packet booklet / poster / PPT / Award submission | | | |
| 25   | 10-Apr | Final Presentation | - Combining individual design into the final format of each team  
- Producing final packet booklet / poster / PPT / Award submission | | | |
| 26   | 13-Apr | Detailed Design Development | - Refining master plan (team/individual)  
- Finalizing infographics (site analysis/concept/program/inf 1)  
- Developing sections/perspectives/detailed design  
- Developing final layout of poster & booklet | | | LAUP Award Banquet (Apr. 17) |
| 27   | 20-Apr | Finalizing Project | - Refining project materials  
- Combining Individual designs into the final format of each team  
- Producing sections/perspectives/detailed design | | | Q drop (Apr. 21)  
ASLA Conference (Apr. 22-24 @ Galveston Island) |
| 28   | 22-Apr | Finalizing Project | - Refining project materials  
- Combining Individual designs into the final format of each team  
- Producing sections/perspectives/detailed design | | | |
| 29   | 27-Apr | Finalizing Project | - Refining project materials  
- Combining Individual designs into the final format of each team  
- Producing sections/perspectives/detailed design | | | |
| 30   | 1-May | Final Presentation | - Final presentation of project  
Due: beginning of the class  
- Final presentation of project 1 | | | |
| 31   | 4-May | Last Day | - Public Show (Project 5)  
- Award submissions & printed bound copy with PDF file / Portfolio (Due Term) | | | PT |
| 32   | 5-May | Last Day | - Public Show (Project 5)  
- Award submissions & printed bound copy with PDF file / Portfolio (Due Term) | | | PT |
Texas A&M University

Departmental Request for a Change in Course

Undergraduate • Graduate • Professional

Submit original form and attachments

Form Instructions:

1. Course request type: ✓ Undergraduate  □ Graduate  □ First Professional (D.D.S., M.D., J.D., Ph.D., D.P.M.)

2. Request submitted by (Department or Program Name): Department of Landscape Architecture and Urban Planning

3. Course prefix, number and complete title of course: LAND 330 Landscape Construction II

4. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason): ___________________________
   c. Cross-list with: ___________________________

   Cross-listed courses require the signature of both department heads.

   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course? □ Yes ✓ No

6. If grade type is changing for existing course, indicate the new grade type: □ Grade □ S/U □ P/F (C/I/M/D)

7. If this course will be stacked, please indicate the course number of the stacked course:
   ✓ 1 verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

8. Complete current course title and current catalog course description:

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

10. As currently in course inventory:

   a. Prefix  Course #  Title (excluding punctuation)
   
   LAND  330  Landscape Construction II

   Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  FICE Code  Level
   2.00  4.00  0.00  4.00  0406010006  1694  0  0  3  6  3  2  3

   b. Change to:

   Prefix  Course #  Title (excluding punctuation)
   
   LAND  232  Landscape Construction II

   Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  FICE Code  Level
   2.00  4.00  0.00  4.00  0406010006  1694  16  -  17  0  0  3  6  3  2

   Approval recommended by: ____________________________ Date: 10/19/15

   Department Head or Program Chair (Type Name & Sign) ____________________________ Date: 10/19/15

   Chair, College Review Committee ____________________________ Date: 10/19/15

   Dean of College ____________________________ Date: 10/19/15

   Submitted to Coordinating Board by: ____________________________ Date: 10/29/15

   Chair, GC or UCC ____________________________ Date: Effective Date

   Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 08/14
Department of Landscape Architecture and Urban Planning
Texas A&M University, College of Architecture

COURSE SYLLABUS
LAND 330: LANDSCAPE CONSTRUCTION II (3 credits)

Spring Semester 2015

Class Time: TR 11:10 am – 12:00 pm (lecture)
TR 12:01 pm – 1:41 pm (studio)
Classroom: Langford Arch. Center: A348 (lecture), A300 (studio)

Instructors: Bruce Dvorak, RLA, ASLA
Associate Professor
Langford A305, Tel. 458-0628
bdvorak@tamu.edu
Office Hours: Mon. & Wed. 11am-1 pm

Mike Teal, RLA
Landscape Architect
Teal Design & Landscape
979-575-2213
tealdesign@wicksonwireless.com
Office Hours: TBD

Prerequisites for the Course: LAND 318, LAND 329; junior or senior classification.

I. COURSE DESCRIPTION

LAND 330: Essential construction materials and systems applied in landscape development. Topics include statics and mechanics of simple structures; properties and procedures of wood, masonry and concrete construction; construction sequencing and material costs. Development of a construction document package is required. Construction observation field trips are required.

LAND 330 is the second of a three-course construction sequence. The contents of this course include the following units:

- Horizontal dimensioning control techniques (layout design)
- Materials for landscape construction (design organization and assembly)
- Site construction details (design assembly and connectors)
- Construction documentation (plans, sections, working drawing reference)

II. LEARNING OUTCOMES

Upon completion of this course, each student with a passing grade will:

- Be familiar with basic landscape architecture layout techniques and to be able to apply them to develop a clear and efficient layout plan for design proposals.
- Understand the performance characteristics of basic types of materials for landscape construction including masonry, wood, concrete, asphalt, and typical construction process.
• Understand process, methods, and principles of site construction detail design.
• Demonstrate an ability to develop landscape construction details with minimum supervision.
• Demonstrate an ability to draft and produce construction drawings of professional quality using manual and CAD graphic conventions.
• Be able to identify, locate and access needed information efficiently and apply it to detail design requirements.
• Be able to assemble a construction document package.

III. TEACHING METHODS

This course will employ the following teaching methods:

• **Lectures and reading assignments** – Lectures and reading assignments will be given on a regular basis. The lectures will be used to introduce new topics, to discuss information from the assigned reading materials, and to present new assignments.
• **Studio projects and exercises** – Learning by doing is the primary approach used in this course. The course content will be presented primarily through reading and lectures, but learned through the execution of construction documentation exercises and assignments.
• **Site trips and field observation** – Learning by observing is another important approach used in this course. Site visits are to be considered as serious learning opportunities.
• **Journal documentation** – A construction and design detail journal is to be kept by all students throughout the semester. Specific journal assignments that represent the minimum effort will be outlined in the semester schedule. Journals are to be documented on 8 1/2" x 11" gridded notepads and kept organized in a 3-ring binder. Note taking and journal discipline are important aspects of learning and expected at all times.
• **Model Construction** – During the semester, students will be required to build a model construction detail at full scale. This group project will require COA Woodshop safety certification.

IV. EXPECTATIONS

The basic expectation of this course is that students enrolled are interested in learning the material and are able to arrange their time and invest the effort required to master the subject areas throughout the course of the semester.

**Attendance:** Attendance is mandatory for all classes unless prior arrangements have been made with the instructor. Attendance is defined as being present at the start of each lecture period and fully engaged in the work of the course during the entire class/studio period.

Absences or late submissions due to health-related problems, emergency situations, or mandatory participation in University-sanctioned activities will be excused if written verification is supplied to the instructor within one week. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

**Studio Performance:** Students will be expected to execute a substantial portion of their studio work during the regularly scheduled class periods to assure the efficient exchange of information and to maintain an ongoing dialogue with instructors. Although the studio is to be devoted to performance-based learning, it should not be assumed that the scheduled studio hours will be sufficient to adequately complete the assigned work. It should be generally anticipated that a minimum of one additional hour of work will be required for each hour spent in the studio to complete assigned work satisfactorily. Each student is expected to review their progress with an
instructor twice weekly, typically through desk critiques. Performance evaluations in this course will be based on the satisfaction of these expectations.

**Class Preparation:** Students are expected to have completed assigned work prior to arriving at class. In addition to completing the assigned tasks, each student is expected to arrive in class with new material ready to be reviewed by the faculty in order to receive the feedback necessary to take the work to the next level.

**Class Participation:** During all lectures, site visit or studio periods, systematic note-taking is expected. Class note-taking will generally consist of documenting the information presented as reference in order to have this information available as reference to apply the knowledge or insights as they relate to construction design situations. Assignments or clarifications issued verbally to the class will carry the same weight as those issued in writing. Students are expected to have done assigned reading prior to the class when the material is reviewed and be prepared to ask relevant questions at that time.

**Due Dates:** Consistent with the expectations of professional practice, meeting deadlines is of vital importance and all assigned work must be submitted on the date and time specified. All assignments are to be completed independently and on schedule. Unless otherwise indicated, the specified time for submission of work is the beginning of the class period on the assigned due date. Work turned in more than 10 minutes after the start of class lecture will receive a 50% grade deduction prior to review. Work that is greater than two weeks late will receive no credit. Any excused circumstances necessitating a deferred time or date of submission must be arranged with the instructor in advance of the originally scheduled due date and time.

**Classroom Decorum and Professionalism:** Students are expected to conduct themselves with appropriate learning behaviors at all times. Active, informed discussion is expected from all students when discussion is appropriate. During studio periods it is necessary to maintain an effective working environment. Openness to new ideas and tolerance of diversity of class opinion is a basic philosophical requirement for effective and compassionate professionalism. Students are expected to conduct themselves as landscape architects in training, with the studio as an opportunity to master the basic requirements of professional practice. In that regard, students are expected to develop and refine mature manners of interpersonal engagement and expression.

Using computers for activities other than note-taking during lectures or presentations is not appropriate to attentive listening behavior and is not permitted. Learning to listen actively is one of your most important educational objectives and one of your most useful professional skills.

**Academic Integrity:** "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 [aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

**Plagiarism.** Plagiarism is any act that reproduces and publishes or submits another person's ideas, words, writings, drawings, photographs, digital media etc., and represents it as being their own 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 from that person. Rules governing plagiarism can be found in the latest edition of the Texas A&M University Student Rules governing Scholastic Dishonesty.
Although information is transferrable, learning is not. Because learning is not transferable, it is assumed that students understand the necessity of doing their own work. Learning, and in particular, mastery comes from doing. It is possible with computer technology, and because everyone in the class will be working on the same exercises, to make or accept digital copies the work of others, or participate in the joint preparation of assignments. For assignments assigned as individual work, if more than one student is found to submit the same (or substantially similar) copied work, the grade for that project for all participants will be a grade of 0. On group work, however, there is only one product since the group acts as a unit in the development of the assigned tasks. The grade for group work will be the full marks assigned for these projects assigned to each participant as deemed appropriate by the instructors. Students who do not fully participate or contribute to group work may receive less credit.

V. 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 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.

VI. CRITERIA FOR EVALUATION OF STUDENT PERFORMANCE

In addition to studio projects and exercises, there will be three short examinations based on readings and lectures as well as practical problems related to construction details similar to those found in the L.A.R.E. (Landscape Architecture Registration Examination).

Grades are performance based, in that progress in learning is assumed on the basis of the student’s ability to apply what has been learned to resolve assigned practical problems.

Student work will be judged first through a comparison of what will be expected of entry-level landscape architects in professional practice. Comparison to the members of this class and the standards of performance established by students in previous years at a similar level of advancement in the curriculum will also be considered.

Grades assigned for work in this class will be as follows:

A  Excellent work - The work communicates excellence, is complete, accurate, clearly and effectively communicated, and has only minor errors or omissions that would not affect the ability of the documentation to be implemented in the field. (90 to 100 points)

B  Good work - The work is of good quality, complete, generally accurate, clearly communicated, with errors or omissions that are not substantial, but would still require clarification revisions in order for this documentation to be implemented in the field. (80 to 89 points)

C  Average work - The work is mostly complete, communicated with sufficient skill to convey the basic information required but includes errors or omissions that require moderate revisions to communicate the structure, form or critical materials to be employed in the solution being documented. (70 to 79 points)
Minimally passing work - The work is inaccurate and/or incomplete, communicated only well enough to reveal a minimum understanding of the material. (60 to 69 points). Major revisions are needed to adequately communicate the structure, form or materials required in the assignment solution.

Failing work - The work is largely incomplete or does not communicate even a minimum understanding of the material. (0 to 59 points)

Students receiving a grade of "D" or below for the overall course must repeat this course for credit toward the BLA. Work at this level does not demonstrate sufficient mastery of the material to warrant advancement in the curriculum.

Grading Scale:
A = 90-100 points; B = 80-89 points; C = 70-79 points; D = 60-69 points; F = 0-59 points.

Grade Determination:
Factors that determine your grade are weighted in value according to the emphasis of the material in the class. By not completing or submitting one or more of the determining factors, your grade will be affected. Your final grade for the course will be determined as follows:

- Assignments and Exercises: 40%
- Construction Journal: 5%
- Participation and Desk Critiques: 5%
- 3 Short exams/quizzes (5% each): 15%
- Construction model: 5%
- Construction documentation project: 30%

100%

VII. TEXTBOOK (Required)


VII. REFERENCES (available in the TRC, Evans, or from instructors)

Gary Austin. 1995. Layout Techniques for Landscape Architecture, Champaign, IL. -. Stipes Publishing L.L.C.,


<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Activity</th>
<th>Exercise</th>
<th>Due</th>
<th>Reading Due</th>
<th>Remarks</th>
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<tbody>
<tr>
<td>1</td>
<td>20-Jan</td>
<td>Introduction to the course and review of the syllabus, Woodshop Walk through.</td>
<td>Introduction, begin Woodshop Safety Certification and Bio card</td>
<td>Assignment Woodshop and Bio Card.</td>
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<td>ASCE LID Conf. Houston</td>
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<td>2</td>
<td>22-Jan</td>
<td>What are construction documents? Why do we create them? Who uses them? Introduction to semester project</td>
<td>Working with AutoCAD</td>
<td>EX1_11x17 AutoCAD CD Set Title block, Table of Contents &amp; Symbology</td>
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<tr>
<td>2</td>
<td>27-Jan</td>
<td>CD Conventions (concept/role of package, plans, details, symbols etc.)</td>
<td>Crits: Title block &amp; Symbology</td>
<td>Bio card and Woodshop Safety submittal due</td>
<td>Hopper 4-8; Harris and Dines pp. 110-8 to 110-10</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>29-Jan</td>
<td>Semester Project: Artist's Co-op</td>
<td>Review project existing conditions, campus walk</td>
<td>EX2_grading plan</td>
<td></td>
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<tr>
<td>3</td>
<td>3-Feb</td>
<td>Grading plan</td>
<td>Crits: grading plan</td>
<td>Journal entries (3) wood</td>
<td></td>
<td></td>
<td>Review Strom, Nathan and Woland as needed)</td>
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<tr>
<td>3</td>
<td>5-Feb</td>
<td>No lecture</td>
<td>Participate in Career Fair</td>
<td>EX2_grading plan (hand drawn)</td>
<td></td>
<td>2015 Carrier Fair &amp; Aggie Workshop</td>
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<tr>
<td>4</td>
<td>10-Feb</td>
<td>Introduction to site layout</td>
<td>In-class site layout</td>
<td>EX3_Site layout plan</td>
<td>In-class site layout</td>
<td>Strom pp. 291-302 (PDF), Hopper pp. 9-10</td>
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<tr>
<td>4</td>
<td>12-Feb</td>
<td>Site layout continued, stationing</td>
<td>Crits: site layout</td>
<td>FINAL GRADING PLAN, Site layout plan for review</td>
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<tr>
<td>5</td>
<td>17-Feb</td>
<td>Wood in the landscape: characteristics and uses</td>
<td>Quiz 1 (weeks 1-4)</td>
<td>EX3_Site layout plan (hand drawn)</td>
<td>Winterbottom pp. 3-43 (PDF), Hopper pp. 524-531</td>
<td></td>
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<td>5</td>
<td>19-Feb</td>
<td>Wood Deck Framing, decking, fasteners and methods</td>
<td>In-class deck layout</td>
<td>EX4_Full scale deck model (group project)</td>
<td>In-class deck layout</td>
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<td></td>
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<tr>
<td>6</td>
<td>24-Feb</td>
<td>Wood Deck Framing, decking, fasteners and methods - Continued</td>
<td>Work on deck model</td>
<td>EX5_Deck Framing plan</td>
<td>FINAL SITE LAYOUT PLAN, Journal entries (3) concrete</td>
<td></td>
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<tr>
<td>6</td>
<td>26-Feb</td>
<td>Deck Steps and Rails</td>
<td>Crits</td>
<td>EX6_Deck Steps and Rails</td>
<td>EX4_Full scale deck model (group project)</td>
<td></td>
<td></td>
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<tr>
<td>7</td>
<td>3-Mar</td>
<td>Overhead Structures</td>
<td>Crits</td>
<td>EX7_Overhead Structures</td>
<td>EX5_Deck Framing plan</td>
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<tr>
<td>5</td>
<td>5-Mar</td>
<td>Screens and Fences</td>
<td>In-class fence layout</td>
<td>EX8_Fence</td>
<td>EX6_Deck Steps and Rails</td>
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<td>8</td>
<td>10-Mar</td>
<td>Review</td>
<td>Crits: review</td>
<td>EX7_Overhead Structures</td>
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<td>12-Mar</td>
<td>Quiz</td>
<td>Quiz 2 (weeks 5-8)</td>
<td>EX8_Fence</td>
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<td>9</td>
<td>17-Mar</td>
<td>Spring break</td>
<td></td>
<td>March 16-20 Spring Break</td>
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<tr>
<td>9</td>
<td>19-Mar</td>
<td>Spring break</td>
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<tr>
<td>10</td>
<td>24-Mar</td>
<td>Concrete: characteristics and uses</td>
<td>Concrete Paver (including PDR)</td>
<td>Journal entries (3) walls</td>
<td>Hopper pp. 486-505</td>
<td>CELA March 24-28</td>
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<tr>
<td>10</td>
<td>26-Mar</td>
<td>Concrete Paver (including PDR)</td>
<td>Journal entries (3) walls</td>
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<td>11</td>
<td>31-Mar</td>
<td>Concrete Curb and Gutter Types</td>
<td>EX10_Concrete curb/gutter</td>
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<td>11</td>
<td>2-Apr</td>
<td>Concrete Steps, Ramps and Rails</td>
<td>EX11_Steps and rails</td>
<td>EX9_Concrete walk</td>
<td>Hopper pp. 266-268</td>
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<td>12</td>
<td>7-Apr</td>
<td>Concrete and Segmental Retaining Walls</td>
<td>EX12_Retaining Wall</td>
<td>EX10_Concrete curb/gutter</td>
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<td>12</td>
<td>9-Apr</td>
<td>Brick Veneer Walls</td>
<td>Crits</td>
<td>EX13_Freestanding Wall</td>
<td>EX11_Steps and rails</td>
<td>Hopper pp. 285-294</td>
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<td>13</td>
<td>14-Apr</td>
<td>Paving and edging</td>
<td>Crits</td>
<td>EX14_Paving Detail</td>
<td>EX12_Retaining Wall</td>
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<td>13</td>
<td>16-Apr</td>
<td>Asphalt characteristics and uses, Drainage structures (trench, drains, inlets)</td>
<td>Crits</td>
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<td>14</td>
<td>21-Apr</td>
<td>Tree Grates, Site Furniture, Planters and Benches (final design details)</td>
<td>Crits</td>
<td>EX14_Paving Detail</td>
<td>Texas ASLA 4-22 to 4-24</td>
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<td>23-Apr</td>
<td>Work Day</td>
<td></td>
<td></td>
<td>Journal entries (3) site furniture</td>
<td></td>
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<tr>
<td>15</td>
<td>28-Apr</td>
<td>Work Day</td>
<td>Quiz 3 (weeks 10-14)</td>
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<td>16</td>
<td>30-Apr</td>
<td>End of semester review</td>
<td>Final class</td>
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<tr>
<td>16</td>
<td>28-Apr</td>
<td>Final CD package due</td>
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Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

Form Instructions
1. Course request type: [ ] Undergraduate [ ] Graduate [ ] First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Landscape Architecture and Urban Planning
3. Course prefix, number and complete title of course: LAND 421 Landscape Design VI

4. Change requested
   a. Prerequisite(s): From _____________________________ To: _____________________________
   b. Withdrawal (reason): _____________________________
   c. Cross-list with: _____________________________

   Cross-listed courses require the signature of both department heads.

   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course? [ ] Yes [ ] No

6. If grade type is changing for existing course, indicate the new grade type: [ ] Grade S/U [ ] P/F (CLAS)

7. If this course will be stacked, please indicate the course number of the stacked course:

   [ ] I verify that I have reviewed the FAQ for Export Controls Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

8. Complete current course title and current catalog course description:
   Advanced study and research designed to take the student beyond the core design experience; introduction of issues, methodologies, tools and techniques developing in professional practice.

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Capstone Studio; advanced study and research designed to take the student beyond the core design experience; introduction of issues, methodologies, tools and techniques developing in professional practice.

11. a. As currently in course inventory:
    Prefix: LAND Course # 421 Title (excluding punctuation) Landscape Design IV

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>FICE Code</th>
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   b. Change to:
   Prefix: LAND Course # 412 Title (excluding punctuation) Landscape Design IV

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</table>

   Approval recommended by: Dr. Ming-Han Li
   Department Head or Program Chair (Type Name & Sign) Date 10/6/15
   Chair, College Review Committee Date 10/15/15
   Dean of College Date 10/15/15
   Department Head or Program Chair (Type Name & Sign) Date 10/6/15
   (If cross-listed course) Date 10/15/15
   Submitted to Coordinating Board by: Associate Director, Curricular Services Date

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
   Curricular Services – 08/14
SYLLABUS

LAND 421 (5 credits)
Spring Semester 2015
Instructor: Dr. Jon Rodiek
Email: j-rodiek@tamu.edu
Phone: 845.7059
Section 501 – Lab
502 – Lecture

Meeting Times: MWF Lab 1:30 – 4:00 PM Room TBA
MW Lecture 12:40 – 1:30 PM Room TBA

Course Description:
Advanced study and research designed to take the student beyond the core design experience;
introduction of issues, methodologies, tools and techniques developing in professional practice.
Prerequisite: LAND 321.

Course Purpose
• To develop the students’ skills in planning and design of a site with
emphasis on planting design. Planting design involves the skill sets
related to the application of plants to the landscape.
• Planting design in this capstone studio will emphasize the consideration of
ecological concerns and the identification and development of plant
community habitats.

Learning Outcomes
• Develop the ability to prepare planting plan documents using appropriate
plant materials
• Develop the ability to interpret a site’s ecological structure (Bailey’s
Ecoregions) and use appropriate plants representative of the ecoregion in
question.
• Develop an ability to create plant community habitats to benefit people
and wildlife needs for species found in the region.

Course Organization
The studio will undertake these projects
a) Conservation Subdivision Design
b) Site Planting Design for a New Residence
c) Wildlife Habitat Planning and Design
Each project will be organized under the following structure:
Problem Statement – Premise – Procedure – Products
• The problem statement outlines the planning/design needs of the site and users
- The **premise** defines the conditions and purpose for the problem statement
- The **procedure** defines a three step process: Research/Inventory, Analysis, Synthesis
- **Products**: A planting plan, strategic land use plan, environmental design concepts

### Learning Outcomes for BLA Students

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Master the Landscape Architecture knowledge by demonstrating an ability to</td>
<td></td>
</tr>
<tr>
<td>- Apply planning and design theory and concepts in the formation of a landscape</td>
<td></td>
</tr>
<tr>
<td>architecture project solution</td>
<td></td>
</tr>
<tr>
<td>- Synthesize problem solving knowledge and decision making</td>
<td></td>
</tr>
<tr>
<td>- Apply knowledge from core curriculum courses, discipline-based courses, and</td>
<td></td>
</tr>
<tr>
<td>internship and field work experiences to solve problems and generate</td>
<td></td>
</tr>
<tr>
<td>creative design and planning solutions</td>
<td></td>
</tr>
<tr>
<td>- Demonstrate an ability to apply critical thinking to</td>
<td></td>
</tr>
<tr>
<td>- Conduct a valid and comprehensive site inventory and analysis</td>
<td></td>
</tr>
<tr>
<td>- Use appropriate land use strategies to interpret and integrate relevant</td>
<td></td>
</tr>
<tr>
<td>site information</td>
<td></td>
</tr>
<tr>
<td>- Communicate effectively by demonstrating an ability to</td>
<td></td>
</tr>
<tr>
<td>- Conduct a verbal oral presentation to an audience and/or client</td>
<td></td>
</tr>
<tr>
<td>- Demonstrate visual/graphical communication skills in desktop publishing, free</td>
<td></td>
</tr>
<tr>
<td>hand sketching, conceptual diagramming, etc.</td>
<td></td>
</tr>
<tr>
<td>- Prepare to engage in lifelong learning by showing an ability to</td>
<td></td>
</tr>
<tr>
<td>- Use current technologies in visual/graphical communication skills</td>
<td></td>
</tr>
<tr>
<td>- Use case study examples and professional conventions to resolve landscape</td>
<td></td>
</tr>
<tr>
<td>architecture project problems</td>
<td></td>
</tr>
<tr>
<td>- Work collaboratively by showing an ability to</td>
<td></td>
</tr>
<tr>
<td>- Adjust and modify the original solutions to accommodate the worth of</td>
<td></td>
</tr>
<tr>
<td>other's professional opinions</td>
<td></td>
</tr>
<tr>
<td>- Work with others to support a shared purpose or goal</td>
<td></td>
</tr>
</tbody>
</table>

A student who graduates from Texas A&M University with a BLA degree will have acquired the knowledge and skills necessary to:
Rubric for BLA Learning Outcomes:

1. **Unacceptable quality** = work quality unacceptable to internship and professional employment in the field
2. **Poor student work quality** = mastery inconsistently demonstrated, commensurate with some evident deficiencies
3. **Fair student work quality** = mastery consistently demonstrated, commensurate with average student work quality
4. **Good student work quality** = strong mastery demonstrated, commensurate with above average student work quality
5. **Entry-level professional quality** = extraordinary mastery demonstrated, commensurate with entry level professionals

Performance Evaluation:

Grades for the class will be based on 100 points per project.

A: **100-92 points:**
Outstanding academic performance, only minor mistakes that would not affect the overall solutions. All technical data is complete and accurate. Work was graphically neat and handed in on time.

B: **82-91 points:**
Very good academic performance, minor mistakes, not critical. Overall solution is good, but improvement is needed. Work submitted on time.

C: **72-81 points:**
Average academic performance, mistakes are apparent which seriously affect the solution. Technical data is incomplete and not accurate. Graphic quality is average but needs improvement.

D: **65-71 points:**
Poor academic performance. Solutions unworkable with major mistakes. Lack of understanding the technical data. Work and graphic quality generally poor.

F: **Less than 65 points:**
Failing work not submitted on time or incomplete. Solutions totally unworkable. Not comprehensive of technical data.

**Grading Scale:** A = 100-92 points; B = 82-91 points; C = 72-81 points; D = 65-71 points; F = Less than 65 points
Criteria to be established at time of project assignment.

Grade Breakdown:

85%  Class Projects
15%  Progress and Improvement
100% Total

Note: All projects are due on the time indicated in the assignment handout. No project will be graded if it is not handed in on time. Incomplete projects that are handed in on time will receive a grade of a 50. Projects handed in after the due date will not be graded. If you desire a copy, make one PRIOR to handing in your assignment. All projects are the property of the department and will not be returned.

Textbook: TBA

General

Field Trips: Field Trips are not schedules at this time. There will be some out of class travel required.

Attendance: Attendance is required for all classes unless prior arrangements have been made with the instructor. Absences or late submissions due to health-related problems, emergency situations, or mandatory participation in University-sanctioned activities will be excused if written verification is supplied to the instructor within one week. Three unexcused absences will result in a letter grade drop in the course. More information can be found at http://student-rules.tamu.edu/rule07.

American 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.

American Integrity Statement and Policy:
(All syllabi should contain a section that states the Aggie Honor Code and refers the student to the Honor Council Rules and Procedures on the web: http://www.tamu.edu/aggiehonor.)

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

Helpful Links:

Academic Calendar: http://admissions.tamu.edu/registrar/general/calendar.aspx

Final Exam Schedule: http://admissions.tamu.edu/registrar/general/finalschedule.aspx

On-Line Catalog: http://www.tamu.edu/admissions/catalogs/

Student Rules: http://student-rules.tamu.edu

Teaching Methods:

Lectures will form the core of planning and design instruction. Included in the lectures are procedures, presentation techniques, technological applications, design and planning principles, current land use planning and design philosophies and project presentation procedures. General class decisions, presentation and reviews will play an important part of the studio experience.

LAND 421 - Spring 2015
Schedule

<table>
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<tr>
<th>Month</th>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>January</td>
<td>1) 20-24</td>
<td>Introduction, Conservation Subdivision Design (Project 1)</td>
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<td>2) 27-30</td>
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Project 1

Important Dates: 3/9 mid-semester; 3/16 Spring Break; 4/3 Reading Day; 5/4 No class; 5/5 Last day; 5/7 Exams
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<td>February</td>
<td>3) 2-6</td>
<td>Residential Design (Project 2)</td>
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<td>4) 9-13</td>
<td>Job Fair Workshop</td>
<td>Project 1</td>
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<td>5) 16-20</td>
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<td>6) 23-27</td>
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<td>Project 2</td>
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<td>March</td>
<td>7) 2-6</td>
<td>Spring Break</td>
<td>Project 2</td>
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<td>8) 9-13</td>
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<tr>
<td></td>
<td>9) 23-27</td>
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<td>Project 2</td>
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<tr>
<td>M-April</td>
<td>10) 30-3</td>
<td>Wildlife Habitat Certification Project (Project 3)</td>
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<td>11) 6-10</td>
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<td>13) 20-24</td>
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<td>April-May</td>
<td>14) 27-1</td>
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Texas A&M University

Departmental Request for a Change in Course
Undergraduate ▪ Graduate ▪ Professional

Submit original form and attachments

Form Instructions

1. Course request type:
   □ Undergraduate  □ Graduate  □ First Professional (DMD, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):
   Department of Landscape Architecture and Urban Planning

3. Course prefix, number and complete title of course:
   LAND 442 Professional Practice

4. Change requested
   a. Prerequisite(s): From: ____________________________ To: ____________________________
   b. Withdrawal (reason):
   c. Cross-list with:

   Cross-listed courses require the signature of both department heads.

   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course?
   □ Yes  □ No

6. If grade type is changing for existing course, indicate the new grade type:
   □ Grade  □ S/U  □ P/F (CLMD)

7. If this course will be stacked, please indicate the course number of the stacked course:
   646

   □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

8. Complete current course title and current catalog course description:

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

11. a. As currently in course inventory:

   Prefix  Course #  Title (excluding punctuation)
   LAND  442  Professional Practice

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   b. Change to:

   Prefix  Course #  Title (excluding punctuation)
   LAND  431  Professional Practice

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   Approval recommended by:
   Dr. Ming-Han Li  10/27/15
   Department Head or Program Chair (Type Name & Sign)
   Date  Chair, College Review Committee  10/28/15
   Date

   Department Head or Program Chair (Type Name & Sign)  10/27/15
   (If cross-listed course)
   Date  Dean of College  10/28/15
   Date

Sub�mitted to Coordinating Board by:
Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu
Curricular Services – 08/14

RECEIVED
CURRICULAR SERVICES

Oct 29 2015
Texas A&M University
College of Architecture
Department of Landscape Architecture and Urban Planning

LAND 442-500: Professional Practice in Landscape Architecture (3 credit hours)
LAND 646-600:
Spring 2015
Class Time: MW 04:10 pm – 05:20 pm
Classroom: Langford Architectural Center, Building C 111
Instructors: Chang-Shan Huang, Ph.D., RLA, AICP, ASLA
Office: A 325, Langford Architectural Center.
Telephone: 845-7873
Office hours: MW 11:30 am – 12:30 pm or by appointment
  e-Mail: changshan.huang@gmail.com

Prerequisites for Land 646: Graduate classification; approval of instructor.
Prerequisites for Land 442: Land 420; senior classification; approval of instructor.

COURSE SYLLABUS

INTRODUCTION

A great landscape architect is a gifted practitioner who 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.

COURSE DESCRIPTION

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.
Prerequisites: Senior classification; approval of instructor

This course will introduce to students the basic business and management aspects of
professional landscape architectural practice, including the following topics: forms of
practice, employment, proposal preparation, fee and contract structures, project
management, legal and ethical responsibilities of the landscape architect.

The course content will be organized around the five key questions as follows:
• How to get an entry-level position in design office?
• How to obtain a project for a design office?
• How to manage a design project?
• How to run a design office?
• How to start your own design business?

LEARNING OUTCOMES

This course is intended to prepare students for advanced placement responsibilities and early success after entering the profession. Upon the completion of this course, the students with a satisfactory grade are expected to be able to:

1. Prepare a job application package of professional quality;
2. Write a convincing proposal for professional service;
3. Understand the basic aspects of project management;
4. Develop a good business plan;
5. Communicate effectively through multiple mediums and to multiple audiences.

TEACHING METHODS

The course will be taught primarily through lectures, readings and discussions, guest lectures, assigned projects and student presentations. Several guest speakers are planned to present to you during the semester. These speakers are invited to share specific expertise and, importantly, to give you a sense of the broad range of perspectives found in our profession.

ASSIGNMENTS

The following class assignments are designed to help students better understand the lecture contents and to provide students with hands-on applications that can be drawn upon as they progress in their career:

1. Resume
2. Portfolio of classroom and professional internship work
3. Job Application Cover letter
4. Follow-up letter
5. Report on a case study of a design firm profile (team project)
6. Project Proposal for professional services (team project)
   a. Graduate Students Only: Prepare submission package for National ASLA competition
7. A Business Plan (team project)
8. LAND Exit survey

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. Therefore, the assignments given in this course will require significant amount 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.

COURSE EXPECTATIONS AND STUDENT RESPONSIBILITIES

Students of this course are expected to spend at least 5 hours a week at average in order to complete course assignments. All students are required to do the following:

1. **Attend all classes.** Attendance is mandatory! Absence due to health-related problems, emergency situations, or mandatory participation in university-excused activities may be excused, providing that a written proof is provided. Absence due to health-related problems, emergency situations, or mandatory participation in university-excused activities may be excused, providing that a written proof is provided to the instructor within one week. More information can be found at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

2. **Be adequately prepared** for every class discussion. Assigned readings 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.

3. **Participate in class or group discussions actively.** Students are strongly encouraged to discuss or criticize each other's work both inside and outside the class.

4. **Complete course assignments independently** or make your own contributions to a team where teamwork is required, and submit all the assignments on schedule.

5. **Communicate with the instructors actively** and inform the instructor of any concerns and suggestions you have for this class in timely fashion.

CRITERIA FOR EVALUATION OF STUDENT PERFORMANCE
The student's final grade of this course is determined by the following components and formulas:

**Class Assignments --**
1. Letter of interest (individual)  
2. Resume (individual)  
3. Portfolio (individual)  
4. Follow-up letter (individual)  
5. Proposal for professional services (team project)  
6. A case study of design firm (team project)  
7. Business plan (team project)  
8. LAND exit survey (individual)  

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<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Class Assignments</td>
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</tr>
<tr>
<td>Instructor’s Evaluation</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

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

**Notes:**
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 20% points penalty and after **two weeks** 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.

**TEXTBOOKS**


**DISABILITIES AND 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, 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:
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, please check the Honor Council Rules and Procedures on the web http://www.tamu.edu/aggiehonor.

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.
Land 442/646 Spring 2015

Tentative Class Semester Outline and Daily Schedule

01/20-05/4, 2015
(Revised on 1/19/2015)

<table>
<thead>
<tr>
<th>Week No.</th>
<th>Date</th>
<th>Class Topic and Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>1/19 (M)</td>
<td><strong>Martin Luther King, Jr. Day, Holiday</strong></td>
</tr>
<tr>
<td>Week 2</td>
<td>1/21 (W)</td>
<td>Course introduction &amp; review syllabus</td>
</tr>
<tr>
<td></td>
<td>1/26 (M)</td>
<td>Lecture No. 2: Preparation of design portfolio</td>
</tr>
<tr>
<td></td>
<td>1/28 (W)</td>
<td>Lecture No. 3: Preparation of job interview</td>
</tr>
<tr>
<td>Week 3</td>
<td>2/2 (M)</td>
<td>Guest Lecture: Interviewing Techniques - Brad Collett – TAMU Career Center</td>
</tr>
<tr>
<td></td>
<td>2/4 (W)</td>
<td>Lecture No.4: Pay, Advancement and Job Offer Negotiation</td>
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<td>2/5 (R)</td>
<td><strong>LAUP Career Fair</strong></td>
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</table>

Section I: Getting an entry-level position in a professional design office

Section II: Finding work for the firm

Week 4   2/9 (M)  | Lecture No.5: Marketing and Finding work for the firm
|          | 2/11 (W)  | Lecture No.6: Preparing for RFQ/RFP (Process, Products)      |

Week 5   2/16 (M) | Lecture No.7: Winning Strategies for Design Competition
|          | 2/18 (W)  | Lecture No. 8: Estimating Professional Service Fees          |

Week 6   2/23 (M) | Lecture No.9: Contract Law and Negotiation Strategies
|          | 2/25 (W)  | **Student Presentations: Proposal for Professional Services** |

Section III: Managing a project

Week 7   3/2 (M)  | Lecture No.10: Project management (1) - scheduling, team-building, quality control, product delivery
<table>
<thead>
<tr>
<th>Week 8</th>
<th>3/9 (M)</th>
<th>Lecture No.12: Cost control and construction observation</th>
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</thead>
<tbody>
<tr>
<td>3/11 (W)</td>
<td></td>
<td>Guest Lecture: Project Management</td>
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<tr>
<td><strong>Week 9</strong></td>
<td><strong>3/16 – 20 (M-T)</strong></td>
<td><strong>Spring Break</strong></td>
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**Section IV: Starting your own business in landscape architecture**

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<th>Week 10</th>
<th>3/23 (M)</th>
<th>Lecture No.13: Business Structure and Type of design firms</th>
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<tr>
<td>3/25 (W)</td>
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<td>Lecture No.14: Developing a Business Plan</td>
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<td><strong>Week 11</strong></td>
<td><strong>3/30 (M)</strong></td>
<td><strong>Lecture No.15: Establish and Maintain Core Competence of a Design Firm</strong></td>
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<td>4/1 (W)</td>
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<td>Lecture No.16: Human Resource Management for a Design Office (Hiring, retaining, training, promoting, awarding)</td>
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<td><strong>Week 12</strong></td>
<td><strong>4/6 (M)</strong></td>
<td><strong>Lecture No. 17: Development of organizational culture (value system, working environment, team spirit)</strong></td>
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<td><strong>Week 13</strong></td>
<td><strong>4/13 (M)</strong></td>
<td><strong>Lecture No. 19: Collaborative Design and Multi-disciplinary Team Leadership</strong></td>
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<td>Lecture No. 20: Legal and Ethical Responsibilities of the Landscape Architect</td>
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<td><strong>4/20 (M)</strong></td>
<td><strong>Lecture No. 21: Licensing, Registration and LARE</strong></td>
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<td>4/22 (W)</td>
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<td><strong>Student Presentations: Case study of a design firm</strong></td>
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<tr>
<td><strong>Week 15</strong></td>
<td><strong>4/27 (M)</strong></td>
<td><strong>Student Presentations: Case study of a design firm</strong></td>
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<td>4/29 (W)</td>
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<td><strong>Week 16</strong></td>
<td><strong>5/4 (M)</strong></td>
<td><strong>Student Presentations: Business Plan</strong></td>
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</table>

Total 28 class periods
Texas A&M University

Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
* Submit original form and attachments *

Form Instructions
1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Mathematics
3. Course prefix, number and complete title of course: Math 141, Business Mathematics I

Attach a brief supporting statement for changes made to items 4a through 9d and 10 below.

4. Change requested
   a. Prerequisite(s): From: _______________________________ To: _______________________________
   b. Withdrawal (reason): _______________________________
   c. Cross-listed with: _______________________________

Cross-listed courses require the signature of both department heads.

d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   c. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course? ☑ Yes ☐ No
6. If grade type is changing for existing course, indicate the new grade type: ☑ Grade ☐ S/U ☐ P/F (CLMD)
7. If this course will be stacked, please indicate the course number of the stacked course:

☐ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-control/export-controls-basics-for-distance-education).

9. Complete current course title and current catalog course description:
   Business Mathematics I. Linear and quadratic equations and applications; functions and graphs, systems of linear equations, matrix algebra and applications, linear programming, probability and applications, statistics. No credit will be given for more than one of MATH 141 and MATH 166.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
    Finite Mathematics. Linear equations and applications; systems of linear equations, matrix algebra and applications, linear programming, probability and applications, statistics. No credit will be given for more than one of MATH 140, MATH 141 and MATH 166.

11. a. As currently in course inventory:

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Approval recommended by:
Dr. Paulo Lima-Filho
Department Head or Program Chair (Type Name & Sign) Date: 11/20/15

Chair, College Review Committee Date: 11/23/15

Department Head or Program Chair (Type Name & Sign)
(If cross-listed courses)

Dean of College Date

Submitted to Coordinating Board by:
Chair, GCC or UCC Date

Associate Director, Curricular Services Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 08/14
Supporting statement for changes to Math 141:

With the creation of the new Math 140, entitled Mathematics for Business & Social Sciences, the title of Math 141 needs to be changed from Business Math I to Finite Mathematics because Math 141 is no longer Business Math I.

Additionally, since there is significant overlap in the material of Math 140 and Math 141, credit should not be allowed for both. Quadratic equations, functions and graphs have been removed from Math 141 and incorporated into Math 140.
Texas A&M University  
Departmental Request for a Change in Course  
Undergraduate • Graduate • Professional  
• Submit original form and attachments •

**Form Instructions**

1. Course request type:
   - [ ] Undergraduate  
   - [ ] Graduate  
   - [X] First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):
   Department of Mathematics

3. Course prefix, number and complete title of course:
   Math 142, Business Mathematics II

4. Change requested:
   - [ ] Prerequisite(s) From: High school algebra I and II and geometry or satisfactory performance on a qualifying examination.  
   - [ ] To: TAMU Math Placement Exam.

5. Change in course title and description:
   - Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

6. If grade type is changing for existing course, indicate the new grade type:
   - [X] Grade  
   - [ ] S/U  
   - [ ] F (CLMD)

7. If this course will be stacked, please indicate the course number of the stacked course:
   - [ ] I certify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-  
   - controls/export-control-basics-for-distance-education).

8. Complete current course title and current catalog course description:
   (MATH 1325) Business Mathematics II. Derivatives, curve sketching and optimization, techniques of derivatives, logarithms and exponential functions with applications, integrals, techniques and applications of integrals, multivariate calculus. No credit will be given for more than one of MATH 131, MATH 142, MATH 147, MATH 151 and MATH 171.

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   (MATH 1325) Business Calculus. Derivatives, curve sketching and optimization, techniques of derivatives, logarithms and exponential functions with applications, integrals, techniques and applications of integrals, multivariate calculus. No credit will be given for more than one of MATH 131, MATH 142, MATH 147, MATH 151 and MATH 171.

10. As currently in course inventory:

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Approval recommended by:

- [ ] Dr. Paulo Lima Filho  
- [ ] Chair, College Review Committee  
- [ ] Dean of College

Submitted to Coordinating Board by:
- [ ] Chair, GC or DGC  
- [ ] Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.  
Curricular Services – 08/14
Supporting statement for changes to Math 142:

With the creation of the new Math 140, entitled Mathematics for Business & Social Sciences, the title of Math 142 needs to be changed from Business Math II to Business Calculus because Math 142 is no longer Business Math II.

Additionally, Math 140 or equivalent or acceptable score on TAMU Math Placement Exam will be required to enroll in Math 142.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions

1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name): Department of Mathematics

3. Course prefix, number and complete title of course: Math 166, Topics in Contemporary Mathematics II

4. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason): ____________________________
   c. Cross-list with: ____________________________

   Cross-listed courses require the signature of both department heads.

   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course?

6. If grade type is changing for existing course, indicate the new grade type: ☑ Grade ☐ S/U ☐ P/F (CLMD)

7. If this course will be stacked, please indicate the course number of the stacked course:

8. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

9. Complete current course title and current catalog course description:

   Topics in Contemporary Mathematics II. Finite mathematics, matrices, probability and applications. No credit will be given for more than one of MATH 141 and MATH 166.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

    Topics in Contemporary Mathematics II. Finite mathematics, matrices, probability and applications. No credit will be given for more than one of MATH 140, MATH 141 and MATH 166.

   a. As currently in course inventory:

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   Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code |
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</table>

   Approval recommended by:

   Dr. Paulo Lima-Filho
   Department Head or Program Chair (Type Name & Sign) Date
   Chair, College Review Committee Date
   Dean of College Date

   Submitted to Coordinating Board by:

   Chair, GC or UCC Date

   Associate Director, Curricular Services Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 08/14
Supporting statement for changes to Math 166:

Since there is significant overlap in the material of Math 140 and Math 166, credit should not be allowed for both.
**Texas A&M University**  
**Departmental Request for a Change in Course**  
**Undergraduate • Graduate • Professional**  
*Submit original form and attachments*  

**Form Instructions:**  
1. **Course request type:**  
   - ☑ Undergraduate  
   - ☐ Graduate  
   - ☐ First Professional (DDS, MD, JD, PharmD, DVM)  
2. **Request submitted by (Department or Program Name):**  
   Department of Mechanical Engineering  
3. **Course prefix, number and complete title of course:**  
   MEEN 357 - Engineering Analysis for Mechanical Engineers  

   **Attach a brief supporting statement for changes made to items 4a through 10 below.**  

4. **Change requested:**  
   a. **Prerequisite(s):**  
      - **From:**  
      - **To:**  
   b. **Withdrawal (reason):**  
   c. **Cross-list with:**  
   d. **Change in course title and description:**  
      Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.  
   e. **Change in course number, contact hours (lab & lecture), and semester credit hours:**  
      Complete item 11a and b. Attach a course syllabus.  
5. **Is this an existing core curriculum course?**  
   - ☑ Yes  
   - ☐ No  
6. **If grade type is changing for existing course, indicate the new grade type:**  
   - ☑ Grade  
   - ☐ S/U  
   - ☐ P/F (CLMD)  
7. **If this course will be stacked, please indicate the course number of the stacked course:**  
   - ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).  
8. **Complete current course title and current catalog course description:**  
   MEEN 357 - Engineering Analysis for Mechanical Engineers  
   Credits 3  
   3 Lecture Hours.  
   Practical foundation for the use of numerical methods to solve engineering problems: Introduction to Matlab, error estimation, Taylor series, solution of non-linear algebraic equations and linear simultaneous equations; numerical integration and differentiation; initial value and boundary value problems; finite difference methods for parabolic and...  
9. **Complete proposed course title and proposed catalog course description (not to exceed 50 words):**  

**11. As currently in course inventory:**  

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**b. Change to:**  

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**Approval recommended by:**  
Dr. Timothy J. Jacobs  
Department Head or Program Chair (Type Name & Sign)  
Date  

<table>
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<tbody>
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Department Head or Program Chair (Type Name & Sign)  
(if cross-listed course)  

<table>
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**Submitted to Coordinating Board by:**  
Associate Director, Curricular Services  
Chair, GC or UCC  
Date  

<table>
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</tbody>
</table>

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.  
Curricular Services – 08/14  

[Stamp: RECEIVED CURRICULAR SERVICES 08/21/2015]
Texas A&M University
Request for a Change in Curriculum

1. Request change for: ☐ Degree Program ☐ Minor ☐ Certificate:

2. Request submitted by (Department or Program Name):

   Program Designation and Name: ☐ Department of Mechanical Engineering

3. (e.g., B.A. in History, Minor in History, Certificate in European Union):

   B.S. in Mechanical Engineering

4. Brief description of change: 1) Add MEEN 210 as a co-requisite of MEEN 357; 2) Add MEEN 210 as a pre-requisite for MEEN 360; 3) Remove CVEN 302 as a co-requisite for MEEN 363

5. Rationale for change: 1) MEEN 210 lays the foundation for taking an idea and representing it with a model; 357 builds upon this by exploring various mathematical techniques to model physical phenomena. 2) MEEN 210 teaches students how to graphically sketch simple components and machines, which is expected knowledge for students entering MEEN 360, 3) MEEN no longer accepts CVEN 302 as a substitute for MEEN 357 due to content modifications in MEEN 357

   Use the checkboxes below to make sure that all information is included.

6. a. Proposed curriculum attached. ☐ Yes ☐ No

   b. Current catalog curriculum with handwritten edits attached. ☐ Yes ☐ No

   c. Current Howdy degree evaluation with handwritten edits attached. ☐ Yes ☐ No

   Please make sure the attached proposed curriculum, catalog and Howdy degree evaluation match.

7. a. Will degree program hours change (increase/decrease) due to the proposed curriculum changes? ☐ Yes ☐ No

   b. If yes, degree program hours will change from: _______ to: _______

   c. If yes, is the Texas Higher Education Coordinating Board form attached? ☐ Yes ☐ No

http://www.thecb.state.tx.us/index.cfm?objectid=A6F9F7FA-9A92-4F11-2756AD3BBFF01D60

8. If proposed changes affect other unit(s), are letters of support attached? ☐ Yes ☐ No

IMPORTANT NOTE: Curriculum changes submitted through the approval process and fully approved by February (December-UCC/GC, January-Faculty Senate, February-President) will be effective in the next academic year. Changes requiring approval beyond the University should complete the internal approval process early in the fall semester whenever possible in order to ensure timely implementation.

Approval recommended by:

Dr. Timothy J. Jacobs
Department Head or Program Chair (Type Name & Sign) Date 11/12/15

Dean of College Date 11/14/2015

Chair, College Review Committee Date 11/14/2015

Chair, GC or UCC Date 11/14/2015

Questions regarding this form should be directed to Curricular Services at 845-8201 or scorda@tamu.edu.

Curricular Services – 07/12
Texas A&M University
Departmental Request for a Change in Course
Undergraduate + Graduate + Professional
- Submit original form and attachments -

Form Instructions
1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Mechanical Engineering
3. Course prefix, number and complete title of course: MEEN 360 - Materials and Manufacturing Selection in Design
4. Change requested
   a. Prerequisite(s): From: MEEN 222, MEEN 260; CVEN 305; junior or senior classification;
   To: MEEN 210, MEEN 222, MEEN 260; CVEN 305; junior or senior classification.
   b. Withdrawal (reason):
   c. Cross-list with:
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.
5. Is this an existing core curriculum course? ☐ Yes ☑ No
6. If grade type is changing for existing course, indicate the new grade type: ☐ S/U ☑ P/F (CLAS)
7. If this course will be stacked, please indicate the course number of the stacked course:
   ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controlbasics-for-distance-education).
8. Complete current course title and current catalog course description:
MEEN 360 - Materials and Manufacturing Selection in Design
Credits 3. 3 Lecture Hours.
Selecting materials and manufacturing processes in design; emphasis on material mechanical properties; microstructure production and control; manufacturing processes for producing various shapes for components and structures. Prerequisites MEEN 210, MEEN 220, MEEN 260, CVEN 305; junior or senior classification
9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

10. As currently in course inventory:

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b. Change to:

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Approval recommended by:

Dr. Timothy J. Jacobs
Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 08/14

Received Nov 20 2015
Texas A&M University
Departmental Request for a Change in Course
Undergraduate □ Graduate □ Professional
Submit original form and attachments

Form Instructions:
1. Course request type: □ Undergraduate □ Graduate □ First Professional (DMD, MD, JD, Ph.D., DVM)
2. Request submitted by (Department or Program Name): Department of Mechanical Engineering
3. Course prefix, number and complete title of course: MEEN 363 - Dynamics and Vibrations

4. Change requested: MEEN 225; MATH 308; MEEN 357 or CVEN 302, or MEEN 225; MATH 308; MEEN 357 (or registration therein); CVEN 305 (or registration therein)
   a. Prerequisite(s): From: MEEN 225; MATH 308; MEEN 357 or CVEN 302, or registration therein; CVEN 305 or registration therein
   b. Withdrawal (reason):
   c. Cross-list with:
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course?
   □ Yes □ No

6. If grade type is changing for existing course, indicate the new grade type:
   □ Grade □ S/U □ P/F (CLMD)

7. If this course will be stacked, please indicate the course number of the stacked course:
   I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://rptr.tamu.edu/resources/export-controls/export-control-basics-for-distance-education).

9. Complete current course title and current catalog course description:
   MEEN 363 - Dynamics and Vibrations
   Credits 3. 2 Lecture Hours. 2 Lab Hours.
   Dynamics and Vibrations. Application of Newtonian and energy methods to model dynamic systems (particles and rigid bodies) with ordinary differential equations; solution of models using analytical and numerical approaches; interpreting solutions; linear vibrations.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

11. a. As currently in course inventory:

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<tr>
<th>Prefix</th>
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<th>Title (excluding punctuation)</th>
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<td>Dynamics and Vibrations</td>
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Approval recommended by:
Dr. Timothy J. Jacobs

Department Head or Program Chair (Type Name & Sign) Date
Chair, College Review Committee Date
Dean of College Date

Submitted to Coordinating Board by:
Chair, GC or UCC Date
Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services -- 08/14
Departmental Request for a Change in Course
Undergraduate ∙ Graduate ∙ Professional

Form Instructions
- Submit original form and attachments -

1. Course request type: [✓] Undergraduate  ☐ Graduate  ☐ First Professional (DDS, MD, JD, PharmD, DFM)

2. Request submitted by (Department or Program Name): Department of Oceanography

3. Course prefix, number and complete title of course: OCNG 251

Attach a brief supporting statement for changes made to items 4a thru 4d, and 6 below.

4. Change requested:
   a. Prerequisite(s): From: ___________________________  To: ___________________________
   b. Withdrawal (reason): ___________________________
   c. Cross-list with: ___________________________

   Cross-listed courses require the signature of both department heads.

   d. Change in course title and description: Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.

5. Is this an existing core curriculum course?  [✓] Yes  ☐ No

6. If grade type is changing for existing course, indicate the new grade type:  ☐ Grade  ☐ S/U  ☐ P/F (CLM0)

7. If this course will be stacked, please indicate the course number of the stacked course: ___________

   If I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

9. Complete current course title and current catalog course description:

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

11. a. As currently in course inventory:

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   Approval recommended by:

   Deborah Thomas  
   Department Head or Program Chair  
   Date  11/3/15

   Chris Houser  
   Chair, College Review Committee  
   Date

   Kate Miller  
   Dean of College  
   Date  11/3/15

   Submitted to Coordinating Board by:

   Chair, GC or UCC  
   Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 07/14
12 November 2015

MEMORANDUM

TO: Office of the Registrar

THROUGH: Dr. Chris Houser  
AOC Dean College of Geosciences

FROM: Dr. Debbie Thomas  
Department Head  
Department of Oceanography

RE: add 1 hour lab to OCNG 251

We are requesting to add a 1 hour lab to OCNG 251. The labs will be used to support the added level of engagement required by the core curriculum for teamwork and communication. As we continue to improve this core curriculum course, it has become clear that smaller groups are needed for this, and a TA will be used to help manage the groups, grading, and providing feedback to the students.

If you have any questions, please contact our assistant Department Head, Dr. Shari Yvon-Lewis (syvon-lewis@tamu.edu; 979-458-1816).
Course title and number  OCNG 251-501: Oceanography  
Term (e.g., Fall 200X)  Fall 2016  
Meeting times and location  MWF 9:10-10:00, O&M Room 112  

Course Description and Prerequisites  
This course will provide a basic background on the properties of the ocean and its interactions with the atmosphere, continents and seafloor in a largely descriptive manner.  

While taking the lab (OCNG 252) is not required, it is recommended. Many students report that taking the lab helps them better understand some of the lecture material.  

Learning Outcomes or Course Objectives  
After you complete this course you will be able to:  
1. Describe how the oceans were formed  
2. Locate major oceanic features  
3. Explain how the oceans reflect and relate to global climate  
4. Describe how the oceans are important to society  
5. Discuss how society impacts the ocean environment  
6. Examine issues in oceanography that you will encounter in your day to day life  
7. Assess future policies/regulations that will apply to society’s use of oceanic resources or society’s impacts on the ocean environment.  

Instructor Information  
Name  Dr. Shari A. Yvon-Lewis  
Telephone number  979-458-1816  
Email address  syvon-lewis@tamu.edu  
Office hours  W 2:00-3:00 and F 10:15-11:15 or by appointment  
Office location  O&M 412  

Textbook and/or Resource Material  

The lecture slides will be posted on eCampus, and PDFs of any auxiliary reading material will be posted on eCampus.
Grading Policies

Grading will be based on the following: end of week quizzes (20%), 3 group projects (5% each) 2 exams (20% each), and a Final (25%). A (90-100%), B (80-89%), C (70-79%), D (60-69%), F (<60%). There will be no extra credit. I reserve the right to curve the final grade. Make-up quizzes and exams may be oral.

A quiz will be given at the end of each week except where noted in the schedule. The quiz material includes everything covered during the week's lectures and in the reading. There are 11 quizzes during the semester. I will drop the lowest quiz grade. The quizzes will be given in eCampus. They will open right after class on Friday (10:00am) and close at 8:00 am on the following Monday morning. They are timed with 10 minutes to take the quiz once you start it, and you will be allowed two attempts at the quiz. Each attempt may have different questions, as the questions will be drawn from a bank greater than the number for the quiz and randomized for each quiz attempt. The highest score of the two attempts will be kept. You will not see the correct answers to missed questions. If you have questions about a quiz, please see me to go over the material.

The group projects will be determined based on recent news worthy events centered around oceanographic phenomena. The class will be divided into groups of 5 for these projects. The assignments and discussion will be done through eCampus with moderation from the instructor and/or a TA.

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday/ date</th>
<th>Topics</th>
<th>Reading</th>
<th>Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Aug. 29</td>
<td>Overview; History; Origin of Earth and Oceans</td>
<td>Syllabus, Introduction, Chap. 1</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Sep. 5</td>
<td>Plate Tectonics; Marine Provinces</td>
<td>Chap. 2 &amp; 3</td>
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<tr>
<td>Week 3</td>
<td>Sep. 12</td>
<td>Sediments</td>
<td>Chap. 4</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Sep. 19</td>
<td>Water and Seawater</td>
<td>Chap. 5</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Sep. 26</td>
<td>Exam 1; Air-Sea Interaction - No Quiz on Friday; Project 1 Due Friday</td>
<td>Chap. 6</td>
<td></td>
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<tr>
<td>Week 6</td>
<td>Oct. 3</td>
<td>Air-Sea Interaction</td>
<td>Chap. 7</td>
<td></td>
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<tr>
<td>Week 7</td>
<td>Oct. 10</td>
<td>Ocean Circulation</td>
<td>Chap. 7</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Oct. 17</td>
<td>Waves and Water Dynamics; Tides</td>
<td>Chap. 8 &amp; 9</td>
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<tr>
<td>Week 9</td>
<td>Oct. 24</td>
<td>Beaches and Shoreline Processes; Coastal Oceans</td>
<td>Chap. 10</td>
<td></td>
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<td>Week 10</td>
<td>Oct. 31</td>
<td>Exam 2; Coastal Oceans - No Quiz on Friday; Project 2 due Friday</td>
<td>Chap. 11</td>
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<tr>
<td>Week 11</td>
<td>Nov. 7</td>
<td>Marine Life and the Marine Environment</td>
<td>Chap. 12</td>
<td></td>
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<tr>
<td>Week 12</td>
<td>Nov. 14</td>
<td>Biological Productivity and Energy Transfer</td>
<td>Chap. 13</td>
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<tr>
<td>Week 13</td>
<td>Nov. 21</td>
<td>Biological Productivity; Thanksgiving Break-No Classes W-F; No Quiz on Friday</td>
<td>Chap. 14 &amp; 15</td>
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</table>
Attendance and Make-up Policies

Excused absences will be based on Student Rule 7 (http://student-rules.tamu.edu/rule07). Make-ups will be allowed for excused absences. No make-ups will be allowed for unexcused absences.

Copyright

All materials generated for this class, which include but are not limited to syllabi, in-class materials, quizzes, eCampus materials, and exams, are copyrighted. You do not have the right to redistribute these unless I expressly grant permission. Posted lecture notes can be printed for your sole use and cannot be redistributed.

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."
Texas A&M University

Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

Submit original form and attachments

Form Instructions:
1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (DDS, MD, JD, Pharm, DVM)
2. Request submitted by (Department or Program Name): Department of Physics and Astronomy
3. Course prefix, number and complete title of course: PHYS 327 Experimental Physics I

Attach a brief supporting statement for changes made to items 4a thru 4d, and 10 below.

4. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason): ___________________________
   c. Cross-list with: ___________________________

   Cross-listed courses require the signature of both department heads.

d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course? ☑ Yes ☐ No

6. If grade type is changing for existing course, indicate the new grade type: ☑ Grade ☐ S/U ☐ P/F (CLMD)

7. If this course will be stacked, please indicate the course number of the stacked course:

8. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

9. Complete current course title and current catalog course description:

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

11. a. As currently in course inventory:

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Approval recommended by:
George R Welch
Department Head or Program Chair (Type Name & Sign) Date 11/2/15
Chair, College Review Committee Date 11-1-15

Department Head or Program Chair (Type Name & Sign) Date (if cross-listed course)
Dean of College Date

Submitted to Coordinating Board by:
Chair, GC or UCC Date

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201, sandra.williams@tamu.edu
Curricular Services – 08/14
Physics 327: Experimental Physics (2 credits) — Spring 2015

Course description: Laboratory experiments in modern physics and physical optics with an introduction to current, state-of-the-art recording techniques.

Prerequisites: PHYS 225; PHYS 309.

Learning outcome: Students will be able apply tools and techniques learned in the advanced laboratory. Students will be able to perform statistical analysis. Students will be able to present their results in writing and oral formats. Each student will choose one of the experiments to produce a formal paper written in the style of a PRL paper, as well as a presentation in the style of an APS talk. Students will be provided with example papers and talks and given feedback on initial drafts.

Instructor: Dr. Rupak Mahapatra, MIST 417, Phone: 229-4196. Email: mahapatra@physics.tamu.edu

Office Hours: TBA

Text: Experiments in Modern Physics, by Melissinos and Napolitano (optional).

Laboratory Notebook: Computation Book, Ampad #22-157. This exact model is absolutely required. No substitutions.

Grade Assignment:
- A: 90% ≤ total < 100%
- B: 80% ≤ total < 90%
- C: 70% ≤ total < 80%
- D: 60% ≤ total < 70%
- F: total < 60%

Course Topics and Calendar:

There will be 6 labs to be completed. Students will rotate through the labs, doing one each week. Lab notebooks will be due two days after the lab. Monday labs will be due on Wednesday, and Wednesday labs will be due on Friday. Notebooks will be returned before the next lab, with written feedback and grades.

Oral presentations will be done in class, towards the end of the course, over multiple weeks. The formal written paper draft will be due the last week of the class.

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

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

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Information and Operations Management
3. Course prefix, number and complete title of course: SCMT 340. Supply Chain Management

Attach a brief supporting statement for changes made to items 4a thru 4d, and 10 below.

4. Change requested
   a. Prerequisite(s): From: ____________________ To: ____________________
   b. Withdrawal (reason):
   c. Cross-list with: ____________________

   Cross-listed courses require the signature of both department heads.
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course? ☐ Yes ☑ No
6. If grade type is changing for existing course, indicate the new grade type: ☐ Grade ☐ S/U ☑ P/F (CLMD)
7. If this course will be stacked, please indicate the course number of the stacked course:
   ☐ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://ypr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).
8. Complete current course title and current catalog course description:
   Supply Chain Management. Focus on the integrated management of the total product delivery system; purchasing, inventory management and distribution functions, with emphasis on materials and information flows.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
    Global Supply Chain Management. From textbook readings, case studies, and discussions, extend knowledge of basic concepts of transportation and logistics to specialized situations in international business in order to understand (a) the international trade and commercial environment, (b) exporting and importing documentation and procedures, and (c) operations involving international shipping and transportation.

11. a. As currently in course inventory:

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</table>

Approved recommended by:

Rich Motter
Chair, College Review Committee
Date 11/13/15

Martina Louden
Dean of College
Date 1/6/16

Submitted to Coordinating 3oard by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu
Curricular Services – 08/14
Good morning, Sandra.

Here is a brief statement for the change in SCMT 340.

This title change will better describe the global perspective of this course. Further, this course focuses on international trade and the commercial environment, exporting and importing documentation and procedures, and international shipping and transportation issues. Therefore, the new title is more appropriate to the current course content.

Please let me know if you need anything further.

Best,

Michelle Chandler Diaz, CPA, PhD
Mays Business School
Department of Accounting
Texas A&M University
Departmental Request for a Change in Course
Undergraduate + Graduate + Professional

Form Instructions
1. Course request type:  [✓] Undergraduate  [ ] Graduate  [ ] First Professional (MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Soil and Crop Sciences
3. Course prefix, number and complete title of course: SCSC 305 Production Agronomy Experience
4. Change requested
   a. Prerequisite(s): From:  To:  
   b. Withdrawal (reason):  
   c. Cross-list with:  
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.
5. Is this an existing core curriculum course?  [ ] Yes  [✓] No
6. If grade type is changing for existing course, indicate the new grade type:  [✓] Grade  [ ] S/U  [ ] P/F (CLMD)
7. If this course will be stacked, please indicate the course number of the stacked course: N/A
8. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).
9. Complete current course title and current catalog course description:
   Production Agronomy Experience: Agronomy industry practices related to crop production; site visits in Texas and in the Mississippi Delta include a review of farming equipment, conservation agriculture practices, agro-chemical distribution and sales, grain product processing and distribution, and on-farm management techniques.
10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
    Professional Development in Agronomy: Enhancement of human relation skills related to a career in soil and crop sciences; field trip to Mississippi to interact with leadership from a global agricultural company; on-campus exercises to improve effective learning practices, job seeking and retention, and setting and achieving near-term and long-term professional goals.
11. a. As currently in course inventory:
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<th>Prefix</th>
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<th>Title (excluding punctuation)</th>
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Approval recommended by:
Wayne Smith  11-5-15
Department Head or Program Chair (Type Name & Sign)  Date

Bob Knight  11/13/2015
Chair, College Review Committee  Date

Kim Dooley  11/18/2015
Dean of College  Date

Submitted to Coordinating Board by:
Chair, GC or UCC  Date  Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 08/14
SCSC 305 Change in Course request

SCSC is requesting change in course due to needs of students within the industry and department, SCSC 305 Production Agronomy Experience to Professional Development in Agronomy.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Course request type:  
   - Undergraduate [✓]  
   - Graduate [ ]  
   - First Professional (DVM, MD, JD, PharmD, VMD)
2. Request submitted by (Department or Program Name):  
   Department of Soil and Crop Sciences
3. Course prefix, number and complete title of course:  
   SCSC 312 Introduction to Turfgrass Management
   
   Attach a brief supporting statement for changes made to items 4a through 4d and 10 below:
4. Change requested
   a. Prerequisite(s): From: SCSC 302 or registration therein, or approval of instructor
      To: SCSC 302 or registration therein, or approval of instructor
   b. Withdrawal (reason):  
   c. Cross-list with:  
      Cross-listed courses require the signature of both department heads.
      d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
      e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.
   f. Is this an existing core curriculum course?  
   g. If grade type is changing for existing course, indicate the new grade type:  
      - Grade [ ]  
      - S/U [ ]  
      - P/F (CLMD) [✓]
   h. If this course will be stacked, please indicate the course number of the stacked course:  
   i. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).
5. Complete current course title and current catalog course description:
   Introduction to Turfgrass Management: Fundamentals of turfgrass anatomy, growth habit, identification and characteristics of cool and warm season turfgrass species; understanding of seed and labeling, pesticide safety, handling, and application and fertilizer sources, safety, and application; specialized equipment used in the turfgrass industry.
6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Professional Development in Turfgrass: Topics covered will include, but not limited to: fertilizer, pesticide, irrigation calculations; turfgrass, insect, and weed identification and management, soils and rootzone construction; irrigation system operation and auditing, sprayer and spreader operation and calibration; This course will build upon and allow you to apply information you have obtained in SCSC 302 recreational turf; designed to better prepare students who intend to compete in the GCSAA and/or STMA Collegiate Turf Bowl Competitions.

11. a. As currently in course inventory:
   
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   Approval recommended by:
   Wayne Smith [Signature] 11-10-15
   Robert Knight [Signature] 11/13/2015
   Kim Dooley [Signature] 11/18/2015
   
   Department Head or Program Chair (Type Name & Sign)  
   Department Head or Program Chair (Type Name & Sign)  
   Date

   Submitted to Coordinating Board by:
   Chair, GC or UCC  
   Date  
   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 08/14
SCSC 312 Change in Course request

SCSC is requesting change in course due to name of class, Introduction to Turfgrass Science changing to Professional Development in Turfgrass.
Texas A&M University

Departmental Request for a Change in Course
Undergraduate + Graduate + Professional

Form Instructions
1. Course request type: ☒ Undergraduate  ☐ Graduate  ☐ First Professional (DMD, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Health and Kinesiology
3. Course prefix, number and complete title of course: SPMT 482 Seminar

4. Change requested
   a. Prerequisite(s): From:                        To:
   b. Withdrawal (reason):
   c. Cross-list with:
   
   Cross-listed courses require the signature of both department heads.

   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course? ☒ Yes ☐ No

6. If grade type is changing for existing course, indicate the new grade type: ☐ Grade ☐ S/U ☐ P/F (CLMD)

7. If this course will be stacked, please indicate the course number of the stacked course: ☒ I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

8. Complete current course title and current catalog course description: SPMT 482 Seminar - Acquaint students with current research and the research process in their chosen field of study (sport management). May be taken 4 times for credit.

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words): SPMT 482 Professional Writing Seminar - Acquaint students with a primary means of communicating contemporary research in sport management; extensive readings, intensive writings, and an oral presentation designed to complement the curriculum in sport management by introducing the application of sport management research to organizational decision making. (Not repeatable)

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</table>

Approval recommended by:

Richard Kreider
Department Head or Program Chair (Type Name & Sign) Date

CHRIS CHERRY
Chair, College Review Committee Date

CHRIS CHERRY
Dean of College Date

TIM SCOTT
Chair, GC or UCC Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 08/14
Sandra Williams

From: PJ Miller <pjm@hlkn.tamu.edu>
Sent: Tuesday, November 10, 2015 1:44 PM
To: Sandra Williams
Subject: SPMT 482

Sandra,

This is the rationale for SPMT 482 changes. Let me know if this doesn’t make sense!

Some sections of SPMT 482-Seminar class were offered as writing intensive sections and some were not, this was too confusing to the students to know whether they were in the right section or not. SPMT 482 is being changed to reflect that this is the writing intensive course. SPMT 481 is being added as a seminar class so students will get the remaining seminars through SPMT 481.

Thanks,

PJ

Paula J. Miller, PhD
Clinical Professor
Department of Health and Kinesiology
Texas A&M University
pjmiller@tamu.edu

4243 | College Station, TX  77843

Tel. 979.845.1471 | Fax. 979.847.8987
Departmental Request for a Change in Course
Undergraduate ▲ Graduate ▲ Professional
Submit original form and attachments

Form Instructions
1. Course request type:
   ☑ Undergraduate □ Graduate □ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):
   Department of Educational Administration and Human Resource Development
3. Course prefix, number and complete title of course:
   TCMG 308 Security and Ethics in the Digital World

Attach a brief supporting statement for changes made to items 4a thru 4d, and 10 below.

4. Change requested
   a. Prerequisite(s): From: ____________ To: ____________
   b. Withdrawal (reason):
   c. Cross-list with:

   Cross-listed courses require the signature of both department heads.
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course?
   ☑ Yes □ No

6. If grade type is changing for existing course, indicate the new grade type:
   ☑ Grade □ S/U □ P/F (CL/M)

7. If this course will be stacked, please indicate the course number of the stacked course:
   □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-control-basics-for-distance-education).

8. Complete current course title and current catalog course description: Security and Ethics in the Digital World. Introduction to cybersecurity; analysis of threats and risks from the environment; development of appropriate strategies to mitigate impact; ethics of extraordinary administrative access; ethics of digital forensics and implications to society.

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Cybersecurity and Digital Ethics. Introduction to cybersecurity; analysis of threats and risks from the environment; development of appropriate strategies to mitigate impact; ethics of extraordinary administrative access; ethics of digital forensics and implications to society.

10. As currently in course inventory:

    Prefix  Course #  Title (excluding punctuation)
    TCMG 308  SECURITY & ETHICS DIGITAL WORLD

    Level

    Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  FICE Code  Level
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b. Change to:

    Prefix  Course #  Title (excluding punctuation)
    TCMG 308  CYBERSECURITY & DIGITAL ETHICS

    Level

    Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  FICE Code  Level
    3.00  3.00  111003000  0876  16  0  17  0  0  3  5  3  2

Approval recommended by:

Department Head or Program Chair (Type Name & Sign)  Date
Chair, College Review Committee  Date

Department Head or Program Chair (Type Name & Sign)  Date
(if cross-listed course)
Dean of College  Date

Submitted to Coordinating Board by:
Chair, GC or UCC  Date

Associate Director, Curricular Services  Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Program faculty originally had wanted the course to be titled as “Cybersecurity and Digital Ethics” when created in the 2014-2015 curricular timeline cycle, however, at the request of the Department of Computer Science and Engineering, the course title was changed. The Director of Cybersecurity for Texas A&M University, Dr. Daniel Ragsdale, himself embedded in the Department of Computer Science and Engineering agrees that the course should reflect the use of the word “cybersecurity” and the Department of Educational Administration and Human Resource Development hereby submits the request to rename the course as originally intended.