RESUBMISSIONS
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Animal Science Department

2. Course prefix and number: AMSC 217

3. Texas Common Course Number: AGRI 1319

4. Complete course title: General Animal Science

5. Semester credit hours: _

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
   
   CURRENT CORE: NO

7. This course should also be considered for International and Cultural Diversity (ID) designation:
   
   [ ] Yes
   [ ] No

8. How frequently will the class be offered? Spring, Summer and Fall

9. Number of class sections per semester: 2 - 4

10. Number of students per semester: 300 (Spring) 50 (Summer) 650 (Fall)

11. Historic annual enrollment for the last three years: 994 | 1008 | 1002

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: ________________
    Course Instructor

14. Approvals:

15. College Dean/Designee

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.
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Initial Request for a Course Addition to the Fall 2014 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?

ANSC 107 General Animal Science explores the basic biological principles of each livestock species by furthering the student's understanding of topics such as anatomy, growth, genetic selection, environmental and human impacts on the production of livestock and food, meat science, animal health, reproductive physiology, and digestive physiology. Utilizing the scientific method, the fundamental science of each topic is developed within each species (beef cattle, dairy cattle, horses, poultry, swine, sheep and goats) in context with marketing and production forces. Gaining a thorough understanding of the animal sciences will help students analyze the livestock industry challenges and formulate responses. In response to these problem solving events, practical application and technological implementation is developed.

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):

How Addressed
Students will develop critical thinking skills through synthesis of the information in relation to 1) the causes and effects of animal diseases, 2) reproductive difficulties, 3) nutritional requirements and 4) animal breeding (genetic selection).

Strategies
Each topic will begin with scientific background, followed by how this relates to environmental and/or biological effects, then practical applications. Examples would be:

Lectures on animal breeding would begin with the general facts about each of the physiological and behavioral characteristics about breeds. Sample topics would include maternal proclivity, rate of growth, degree of heat tolerance and immune resistance. Subsequent discussions and examinations would then utilize this information as a basis for analyzing which breed of animal would be best suited for a specific region with known conditions considering the given attributes of that breed. Further, the class would use the application of this foundational knowledge to innovate outline breedings and management strategies in order to generate hybrid vigor and optimize animal performance. Another example lecture would be the presentation of basic endocrinological principles. As example students will be instructed on the basal mechanisms of hormone action as they relate to reproductive biology. The class would then be engaged in thought provoking scenarios that pose queries challenging the students to interpret scientific data (such as circulating hormone levels) for use in real world scenarios. An example, would be the question: “Progestrone is present in a high level in the blood of a doe on day 31 post ovulation. Is she pregnant?” Students would then have to utilize the given information in the appropriate context in order to come to a scientifically
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supported conclusion. Moreover, translational application of the course materials will also be integrated as the class will explore current reproductive technologies and develop strategies for potential manipulation of hormone cycles in livestock species. Students will be requested to provide innovative responses to the challenges and inquiries animal agriculture will face in the future. Another pillar of the course materials is a focus on nutritional biology. Specifically the nutritional value and purpose of a feedstuff will be presented, along with disorders and disfunctions associated with toxicities and deficiencies involved with each major nutritional requirement. Symptoms of abnormal activity would be revealed to the class, and the students would be expected to provide solutions to the problem after analyzing the animal’s diet. Students will also be given information regarding an animal’s stage of production and be prompted to provide the nutritional components of a diet, which would be most suitable during that phase. Additionally, the class would also analyze the physiological and environmental factors which influence, promote and inhibit animal growth and development. A general understanding of the interaction of breed physiology and behavior as influenced by genotype, endocrinology, and nutrition will provide the class a basis of knowledge of the collective influences on animal production and performance.

How Evaluated

Scenarios will be presented on exams in order to test the extent to which each student understands and is able to apply the material presented in lecture, and subsequently generate at an appropriate solution for the query given. Scenarios presented will vary from production oriented to occupation specific (i.e. veterinarian, A.I. specialist, feedlot manager, etc.) as to encompass the breadth of information disseminated in the lectures.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

How Addressed

Active learning is used in almost all lectures, which includes extensive question and answer dialogue with students during the class. Students will be asked critical thinking type questions throughout each lecture and will be expected to formulate a response (including both written and oral) to best describe how and why they would address the questions provided in their respective individual manners.

Strategies

Students are always prompted to ask questions and provide solutions to the questions asked during class. Students will be asked thought provoking, situation-type questions throughout each lecture in order to stimulate dialogue with the instructor during class. The class will also be asked random questions throughout lecture which will provide feedback on the level of understanding for the majority of the class while maintaining student interaction and classroom engagement. Another strategy that will be utilized to achieve communication in the class is “ask your neighbor time.” A question, statement or mechanistic principle will be provided to the class and students will be allowed to converse with their neighbor in order to either dispute or agree on an answer or explanation. Individuals throughout the room will then be expected to provide their conclusion and be open for discussion based upon it. This strategy will be implemented to keep the class engaged throughout the lecture and will also provide the students an opportunity to demonstrate their mastery of the subject matter by teaching one another. In addition to “ask your neighbor time,” whole brain teaching methods will be applied. This strategy will enhance the visual communication amongst the class. For example, by connecting a specific term to a gesture, the class will be actively engaged in order to make the gesture each time the term is stated. To encourage further scientific knowledge and aptitude, students will be asked to do supplemental readings which will promote professional development as animal scientists. Students will utilize the American Journal of Animal Science’s free membership offer for undergraduate students where they will be able to access journal articles, symposia archives, and public policy documents (www.asas.org). Reports and group projects will be geared to the style and format of professional documents and presentations at ASAS venues.
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How Evaluated
Many of the conclusions reached in class will appear on an exam type material, and the student will be expected to provide the answer which was generated by classroom at the end of the discussion time. Students will also be evaluated on the professional content and format accuracy of each report.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

How Addressed
Each day professionals such as livestock managers, food processors, nutritionists, and veterinarians make decisions based upon numerical (census), financial, or physiological data; therefore, students must achieve the knowledge and level of understanding to make profitable and ethical decisions when they enter the professional workforce. Students will acquire the skills necessary to effectively analyze data and further develop an accurate conclusion based upon facts such as breeding evaluation data via utilization of EPDs, market classifications and grades as well as diagnostic assessment of hormone levels and nutrient content of a particular feedstuff.

Strategies
Lectures will include the analysis of numerical data sets which are in support of the understanding of a specific topic. Sample lectures would include:
Evaluation of Expected Progeny Differences (EPD’s) will allow for interpretation of the data for specific heritable traits as well as predictions of the best sire to use in a given scenario. Carcass data traits will be examined and conclusions will be drawn in relation to the current market trends. Marbling score in conjunction with yield grade are traits upon which the market commonly emphasizes. Value determining traits, such as these, will also be discussed along with the impact of changes to the product in these specific quantitative areas. Students will also be expected to describe the correlation of differing numerical traits and the price margins. Another lecture will cover the topic of nutrient requirements in livestock and analysis of feedstuffs. Students must process statistical information and come to an informed decision or solution as to what to feed in order to maximize profits. For example, the digestibility and passage rate of a particular feedstuff alludes to the quality of a feedstuff and affects the rate of growth or efficiency of the individual to which it was fed. The class will also decipher hormone levels in accordance with the established profiles of certain stages of development, leading to the control of physiological phenomena in livestock species. The class will also be expected to utilize such information in order to predict the effectiveness and method of hormonal manipulations for breeding purposes.

How Evaluated
Numerical data will be given on exams and quizzes along with a scenario or situation. The students will be evaluated based upon the correct interpretation of the data and rationale for the answer/solution provided.

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):

How Addressed
The majority of the team work employed in this class is attributed to hands-on models, group interpretations, and peer explanation of a specific lecture topic.

Strategies
Lectures will present challenges to students’ full understanding of various topics in Animal Science and are designed in order to provoke thoughtful responses after peer collaboration. Examples include:
Creating a hormone flow chart that specifies the endocrine gland or cell where specific hormones are produced, upon what tissue targets the hormone acts, and the mechanism of regulation. Students are encouraged to make their own study materials and have them revised by peers. This ensures optimal achievement of comprehension for each student during their learning experience. Also, during the lecture over meiotic division and independent assortment,
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volunteers from the class are expected to pose as model pieces to the overall concept by acting as chromosomes and groups of cells. The same approach is used to further develop the understanding of hormone signals and regulation. Student volunteers act as a model of the female reproductive tract and communication system as they are assigned structures and specific hormones. Next, they are instructed to “send the appropriate signals” to achieve the desired event (ovulation, formation of a corpus luteum (CL), leutenization of the CL, etc.).

How Evaluated
The class will be evaluated as a whole based upon participation in class discussion. In smaller class sections, the students will also be evaluated on the quality of the team’s flow charts in relevance to the grading rubric.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Fall 2013 Course Syllabus
General Animal Science – ANSC 107-502
T/R 9:35-10:50- Kleberg Building – Room 115

Professor: Dr. Shawn Ramsey
Associate Professor
Office: 109 Kleberg
Phone: 979-845-7616
Email: gramsey@tamu.edu

Required Text: ANSC '07 Class Notes, MSC only
Optional Text: Scientific Farm Animal Production, Taylor, (any edition)
Course Description:
Introductory Animal Science will provide students with a general understanding of all aspects of the livestock industry. The class will start with basic agriculture nomenclature of breeds, species and types of livestock then progress to cover reproduction, nutrition, genetics, food safety, growth and development of beef cattle, sheep, horses, swine, dairy cattle and poultry. The class will also cover a brief description of the companion animal industry.

Grading Policy
Grades will be based upon the following:
- Posted Quizzes-4 (25 pts. each) 100 points
- Surveys of Knowledge – 4 400 points
- Without final total 500 points
- Comprehensive Final (optional based on absences) 100 points
- With final total 600 points

The standard grading procedure percentage scale will be used:
(90 and above = A, 80-89 = B, 70-79 = C, 60-69 = D, and below = F)

<table>
<thead>
<tr>
<th>No Final</th>
<th>With Final</th>
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<tbody>
<tr>
<td>450-500-A</td>
<td>540-600-A</td>
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<tr>
<td>400-449-B</td>
<td>480-539-B</td>
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<tr>
<td>350-399-C</td>
<td>420-479-C</td>
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<tr>
<td>300-349-D</td>
<td>360-419-D</td>
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<tr>
<td>299-000-F</td>
<td>359-000-F</td>
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Attendance Policy:
The FINAL SURVEY OF KNOWLEDGE is optional for those students who have PERFECT attendance. Students with more than 6 unexcused absences will lose 2 percentage points off their final average for each additional unexcused absence. University Policy - Make ups. If you require a make-up exam, this will only be possible if your reason for missing class is due to a properly documented and reported university excused absence in accordance with Texas A&M University Student Rule 7. To be excused the student must notify his or her instructor in writing (acknowledged email 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 and written documentation of why notice could not be sent prior to the class. I will need to keep a copy of your documentation. In this and all other areas, we follow university policy. Make-up quizzes will be given, but you are only eligible if the absence is University excused. Make-up quizzes will be fill in the blank, and short answer format. Please see www.student.rules.tamu.edu for more information on attendance policy.

Americans With Disabilities Act (ADA) Policy Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B116, or call 845-1637. For additional information visit http://disability.tamu.edu

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

**ANSC 107-502**  
**Fall 2013**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Subject:</th>
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<tbody>
<tr>
<td>Tuesday, August 27</td>
<td>International Agriculture</td>
</tr>
<tr>
<td>Thursday, August 29</td>
<td>Breeds of Livestock and General Terminology</td>
</tr>
<tr>
<td>Tuesday, September 3</td>
<td>Consumer Driven Product</td>
</tr>
<tr>
<td>Thursday, September 5</td>
<td>Livestock Production Systems – Vertical Integration</td>
</tr>
<tr>
<td>Tuesday, September 10 *</td>
<td>Livestock Production Systems – Beef and Dairy Cattle</td>
</tr>
<tr>
<td>Thursday, September 12</td>
<td>Livestock Production Systems – Sheep and Goats</td>
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<tr>
<th>Tuesday, September 17</th>
<th><strong>SURVEY OF KNOWLEDGE I</strong></th>
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<tbody>
<tr>
<td>Thursday, September 19</td>
<td>Classification Standards and Grades for Market Animals</td>
</tr>
<tr>
<td>Tuesday, September 24</td>
<td>Basic Meat Science</td>
</tr>
<tr>
<td>Thursday, September 26</td>
<td>Microorganism Contamination of Food</td>
</tr>
<tr>
<td>Tuesday, October 1</td>
<td>Animal Health and Welfare Practices</td>
</tr>
<tr>
<td>Thursday, October 3 *</td>
<td>Evaluation of Breeding Animals</td>
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<tr>
<td>Tuesday, October 8</td>
<td>Basic Genetics of Livestock</td>
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<tr>
<th>Thursday, October 10</th>
<th><strong>SURVEY OF KNOWLEDGE II</strong></th>
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<tbody>
<tr>
<td>Tuesday, October 15</td>
<td>Male and Female Reproductive Anatomy</td>
</tr>
<tr>
<td>Thursday, October 17</td>
<td>Hormone Mechanisms and Physiology</td>
</tr>
<tr>
<td>Tuesday, October 22</td>
<td>Artificial Insemination/Estrus Synchronization</td>
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<tr>
<td>Thursday, October 24</td>
<td>Embryo Transfer and Advanced Technologies</td>
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<tr>
<td>Tuesday, October 29 *</td>
<td>Management for Reproductive Efficiency</td>
</tr>
<tr>
<td>Thursday, October 31</td>
<td>Environmental Physiology and Thermoregulation</td>
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<tr>
<th>Tuesday, November 5</th>
<th><strong>SURVEY OF KNOWLEDGE III</strong></th>
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<tr>
<td>Thursday, November 7</td>
<td>Ruminant and Monogastric Anatomy</td>
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<tr>
<td>Tuesday, November 12</td>
<td>Physiology of Digestion</td>
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<tr>
<td>Thursday, November 14</td>
<td>Evaluation of Nutrients and Feedstuffs</td>
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<tr>
<td>Tuesday, November 19 *</td>
<td>Balanced Livestock Diet</td>
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<tr>
<td>Thursday, November 21</td>
<td>Companion Animal Science</td>
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<tr>
<td>Tuesday, November 26</td>
<td>Companion Animal Science</td>
</tr>
<tr>
<td>Thursday, November 22</td>
<td>Thanksgiving Break</td>
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<tr>
<th>Thursday, November 29</th>
<th><strong>SURVEY OF KNOWLEDGE IV</strong></th>
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<tbody>
<tr>
<td>Tuesday, December 4</td>
<td>Redefined day (attend Thursday classes)</td>
</tr>
</tbody>
</table>

| Friday, December 6 12:30-2:30             | **FINAL SURVEY OF KNOWLEDGE**                                           |

(*) denotes dates when quizzes will be given
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Initial Request for a lower division course included in the current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): ENGL

2. Course prefix and number: ENGL 228

3. Texas Common Course Number: 2328

4. Complete course title: American Literature: Civil War to Present

5. Semester credit hours: 03

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
   [手写内容: Current core - Yes, Current ICD - no]
   [手写内容: remove an English Dept (resubmitted for ICD 8/29/13)]

8. How frequently will the class be offered? every fall and spring semester

9. Number of class sections per semester: 2 - 5

10. Number of students per semester: 460 - 700

11. Historic annual enrollment for the last three years: 733 576 460

   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

12. Submitting request should be in attendance when considered by the Core Curriculum Council.


   Course Instructor

   Date


   Department Head

   Date

15. College Dean/Designee: [手写签名] 3/5/15

   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  
\textbf{Core Curriculum}  
\textit{Initial Request for a Course Addition to the Fall 2014 Core Curriculum}  

\textbf{Foundational Component Area: Language, Philosophy and Culture}  

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.  

How does the proposed course specifically address the Foundational Component Area definition above?  

English 228 is an exploration of American Literature from the Civil War to the present. Students will be introduced to the major themes and techniques of a number of important writers from this period. The course will focus on the aesthetic and historical values that mark the literary movements of realism, naturalism, and modernism, but the course also aims to improve the ability of each student to read, understand, and appreciate literary texts. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of American writers of different racial and ethnic origins, and ultimately, help students develop an appreciation for what the study of literature of ethnic groups that may be different from theirs can teach us about ourselves and our shared humanity. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.  

\textbf{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.  

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):  

\textit{Critical Thinking Skills (CTS):} The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in American Literature from the Civil War to the present. The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Class room discussion will focus on helping students better understand the nuances and complexities of American Literature from the Civil War to the present.  

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):  

\textit{Communication Skills (CS):} The course enhances communication skills through small and large group
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discussion of ideas, issues, questions, and themes central to course reading. The course will help
students learn how to develop a greater understanding of American Literature from the Civil War to the
present that may involve guided writing assignments in which they will receive feedback, exams in
which students will be expected to effectively convey key ideas from the course succinctly and clearly,
and classroom discussion in which students will learn how to express questions and thoughts about the
subtleties of each text under examination. Material from this course will include written texts and such
visual representations as photographs, illustrations, films, or theatrical performances.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage
effectively in regional, national, and global communities):

_Social Responsibility (SR):_ The course enhances social responsibility by providing students with a cross
cultural understanding of how history, region, and broader social forces have shaped the distinctive
literary traditions of American Literature from the Civil War to the present. The evaluation of social
responsibility will be based upon an end-of-the-semester short writing assignment in which students
will be asked to reflect upon how their knowledge of literatures from previous historical periods and
world cultures outside of their own has changed in light of the new information that they now possess.
Students will be expected to demonstrate how key insights from the course have helped broaden their
understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of
American Literature from the Civil War to the present.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

_Personal Responsibility (PR):_ The course will enhance personal responsibility through engagement with
moral and thorny ethical issues that arise in class readings. The course material throughout the
semester will offer students an opportunity to reflect upon personal responsibility through such topics
as alienation, free will, and the search for meaning, ambition, personal happiness, and the larger social
good, the quest for equality and human rights, Immigration and cross-cultural conflict, war and its
victims, and tradition vs. change. Students will explore these topics through group discussion, writing
assignments, and exams.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the
future course recertification process.
Department of English

ENGL 228: American Literature Civil War to Present

Request for International and Cultural (ICD) Designation

English 228 traces the diverse international, ethnic, and cultural influences that shape the development of American literature from the time of the Civil War to the present. Students will assess the impact of new voices from varied backgrounds on the American literary conversation in this key phase of its development.
English 228: American Literature Civil War to Present  
TR 12:45-2:00 PM LAAH 3XX

Professor Bendixen  
Office: XXX LAAH  
Phone: 845-2773  
Email: abendixen@tamu.edu

Office Hours: Tuesdays and Thursdays 2:10 – 3:30 pm.

American Literature: Civil War To Present. ENGL 228. Credit 3. Expressions of the American experience in realism, regionalism and naturalism; varieties of modernist and contemporary writing; the rise of ethnic literature and experimental literary forms; includes such writers as Dickinson, Twain, James, Crane; Frost, Eliot, Fitzgerald, Hemingway, Faulkner, O'Neill, Baldwin, and Rich.

Course Description and Goals: English 228 is an exploration of American Literature from the Civil War to the present. Students will be introduced to the major themes and techniques of a number of important writers from this period. The course will focus on the aesthetic and historical values that mark the literary movements of realism, naturalism, and modernism, but the course also aims to improve the ability of each student to read, understand, and appreciate literary texts and their visual representations.

LEARNING OUTCOMES
1. Identify the major themes and techniques of important writers from this period.

2. Articulate the aesthetic and historical values that mark the literary movements of realism, naturalism and modernism.

3. Apply methods and techniques presented in the course to analyze and discuss literary texts and their visual representations.

Core Curriculum Objectives:

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in American Literature from the Civil War to the present.

Communication Skills (CS): The course enhances communication skills through small and large group discussion of ideas, issues, questions, and themes central to course reading and their visual representations.

Personal Responsibility (PR): The course will enhance personal responsibility through engagement with moral and thorny ethical issues that arise in class readings.
Social Responsibility (SR): The course enhances social responsibility by providing students with a cross cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions of American Literature from the Civil War to the present.

Evaluation of Core Objectives

CTS: The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Classroom discussion will focus on helping students better understand the nuances and complexities of American Literature from the Civil War to the present.

CS: The course will help students learn how to develop a greater understanding of American Literature from the Civil War to the present that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and classroom discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

PR: The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as alienation, free will, and the search for meaning, ambition, personal happiness, and the larger social good, the quest for equality and human rights, immigration and cross-cultural conflict, war and its victims, and tradition vs. change. Students will explore these topics through group discussion, writing assignments, and exams.

SR: The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of American Literature from the Civil War to the present.

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

Assignments and Grading: Regular attendance and timely completion of all reading assignments are expected. Your final grade will be based on your performance on three
exams (80%) and a series of daily one-minute papers (20%). The three exams will be made up of objective and short answers. All three exams and scores will be added up for a maximum total of 160 which will divided into two for 80% of the grade. The exams will emphasize both the assigned reading and the material covered in class.

The daily one-minute paper consists of students writing a one sentence reflection about what they learned in class that day. In the daily one-minute papers students will be expected to demonstrate how key insights from the course have helped broaden their understanding of the way differing histories, cultures, and philosophical outlooks shape the development of a literary tradition, including their own.

On the final essay exam students will be asked to answer a question in which they will have to reflect upon how their knowledge of literatures from previous historical periods and cultures that may be different from their own has changed in light of the new information that they now possess.

**Attendance:** All students are expected to complete readings before the class period in which they will be discussed. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

**Academic Dishonesty:**
All policies, including those on academic dishonesty, outlined in TAMU's *Student Rules* (aggiehonor.tamu.edu) apply: "An Aggie does not lie, cheat, or steal or tolerate those who do."

**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.

**Required Texts:**
- Norton Anthology of American Literature (7th edition), Part II, Volumes C, D, E
- Hemingway, *In Our Time* (Scribner's)
- Fitzgerald, *The Great Gatsby* (Scribner's)
- Maxine Hong Kingston, *The Woman Warrior*

**Reading Assignments:** All page numbers below refer to the Norton Anthology of American Literature. You should have completed reading the assigned texts by the date noted below.

**Week 1**
- Introduction

Week 2 T Mark Twain, Adventures of Huckleberry Finn, 108-294. DMP


Week 3 T James, “Daisy Miller,” 391-429. DMP.


Week 4 T Chopin, The Awakening, 535-625. DMP.

TH Chopin continued. DMP.


TH London, “To Build a Fire,” 1057-1067; Wharton, “The Other Two,” 830-843. DMP.

Week 6 T First Exam (Realism and Naturalism)


Week 7 T Cather, My Antonia, 1214-1349 in volume D. DMP.

TH Cather, My Antonia, 1214-1349 in volume D continued. DMP.

March 15-19 Spring break


Week 9 T Hemingway, In Our Time. DMP.
TH Hemingway continued.
Fitzgerald, "Winter Dreams,"
Williams, "The Red Wheelbarrow," 1469, and "This Is Just to Say," 1472;
Millay, "I being born a woman," 1805. DMP.

Week 10 T Second exam (Modernism)

Wright, "The Man Who Was Almost a Man," 2067-2075.
Cullen, poems, 2061-2065.
Hughes, poems, 2027-2037. DMP.

Week 11 T Miller, Death of a Salesman, 2327-2392 in volume E. DMP.

TH Stevens, Poems on 1439-1455 in volume D: "The Snow Man,"

Week 12 T Ellison, selections from Invisible Man, 2298-2314.
Malamud, "The Magic Barrel," 2285-2297. DMP.

Roethke, "The Waking" and "I Knew a Woman" on 2143-2145.
Ginsburg, "Howl." 2574-2583. DMP.

Week 13 T Kingston, The Woman Warrior. DMP.

TH Kingston, The Woman Warrior continued. DMP.

Week 14 T LeGuin, Schroedinger's Cat," 2665-2670
Carver, "Cathedral," 2828-2838. DMP.

TH Walker, "Everyday Use," 3010-3016
Anaya, "Dos," 2807-2815. DMP.

Final Exam. The exams will emphasize both the assigned reading and the material covered in class. On the final essay exam students will be asked to answer a question in which they will have to reflect upon how their knowledge of literatures from previous historical periods and cultures that may be different from their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of American Literature from the Civil War to the present.
Texas A&M University

Core Curriculum Cover Sheet

Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Journalism Studies

2. Course prefix and number: JOUR 102

3. Texas Common Course Number: COMM 1307

4. Complete course title: American Mass Media

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:

- [ ] Communication
- [ ] Mathematics
- [ ] Life and Physical Sciences
- [X] 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? Each fall and spring semester

9. Number of class sections per semester: 1

10. Number of students per semester: 75 - 100

11. Historic annual enrollment for the last three years:

   - 2011: 98
   - 2012: 123
   - 2013: 173

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]

   Course Instructor

   Date: 3/28/13

13. Approvals:

   [Signature]

   Department Head

   Date: 3/28/13

14. College Dean/Designee

   [Signature]

   Date: 3/28/13

   Associate Provost for Undergraduate Studies

   Date: Mar. 28, 2013

Texas A&M University

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 2014 Core Curriculum

Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

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?

American Mass Media is an introductory survey of mass communication media, their history and social role designed to provide an understanding of the development and importance of mass communication media in modern society. It explores the relationship between society and mass media, and between individuals and the messages carried by mass media. The course explores and explains the empirical and quantitative approaches used by social science researchers to understand the relationship between humans and mass media. It also introduces students to the specific relationship of journalism and society and provides a basis for critical analysis of the media world.

---

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):

This course will develop critical thinking skills associated with media literacy and written analysis. It will be evaluated through class discussion and exams that include both critical thinking questions and brief written elements. As part of this exploration, students will examine issues such as the value to the individual of knowing who is sending potentially manipulative mass media message and why; the tension between individual privacy and the public’s right to know; and the way in which mass media messages are delivered to various audiences in an effort to achieve a particular impact on individuals or society.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

This course will develop communication skills that include interpretation and expression of ideas through written, oral and visual communication. Evaluation of progress in written communication will be measured through brief writing elements of each exam. Progress in oral communication will be evaluated through ongoing class discussion and monthly breakout discussions that include oral reports. Progress in visual communication will be evaluated through required viewing of assigned videos as well as class discussion and exams that address video content, photojournalism, film and documentaries, broadcast journalism and graphic elements of advertising.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

This course will examine empirical and quantitative research on communication model theories, including step-by-step explanation of how researchers collect and analyze data by exposing students to a variety of standard social science research concepts, including samples, P value, standard deviation, causation vs. correlation, and quantitative vs. qualitative studies. Student understanding will be measured through class discussion and exams.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

This course will educate students in social responsibility and values held by journalists and other communicators as part of the informed democratic process, including ethical professional behavior and free expression. Students will examine issues such as censorship, media bias and the legal and ethical limits imposed on journalists' reporting, as well as the differing effects those issues may have on the reporting of regional, national or global events. Student progress will be evaluated through class discussion and exams.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
PLEASE PRINT OUT THIS DOCUMENT.
IT IS YOUR COPY OF THE SYLLABUS. THANK YOU.

JOUR 102
Fall 2013
American Mass Media

Sect. 500 MWF 9:10 – 10 a.m.
HECC 200
Instructor: Dr. Ed Walraven
Office: Bolton Hall 302 G

Office Hours: By appointment; M-R 8-9 a.m.; MW 10:30 a.m.-1 p.m.; TR 11 a.m.- Noon, 2-2:30 p.m.
Contact Info.: *e-mail: e-walraven@tamu.edu

*E-MAIL: E-mail use should be reserved to inform the instructor of major extenuating circumstances such as medical or severe personal emergencies if you cannot inform me in person.

Course Description and Objective: American Mass Media is an introductory survey of mass communication media, their history and social role designed to provide an understanding of the development and importance of mass communication media in modern society. Prerequisite is freshman or sophomore classification, or approval of the program director.

Students completing the course should:

1) develop critical thinking skills associated with media literacy and written analysis, measured by class discussion and exam results that include both critical thinking questions and brief written elements;

2) observe various mass media messages delivered to various audiences, and analyze their impacts on individuals and society, measured by class discussion and exam results that allow brief written analysis;

3) examine empirical and quantitative research on communication model theories, including step-by-step explanation of how researchers collect and analyze data (student understanding to be measured through class discussion and exam results);

4) develop communication skills that include interpretation and expression of ideas through written, oral and visual communication (progress in written communication will be measured through brief writing elements of each exam; progress in oral communication will be measured through ongoing class discussion and monthly breakout discussions that include oral reports; progress in visual communication will be measured through required viewing of assigned videos as well as class discussions and exams that address video content, photojournalism, film and documentaries, broadcast journalism, and graphic elements of advertising);

5) be educated in the social responsibility and values held by journalists and other communicators as part of the informed democratic process, measured by class discussion and exam results that allow brief written discussion; and
6) be educated regarding individuals’ personal responsibilities stemming from understanding ethical professional behavior and free expression, measured by class discussion and exam results that allow brief written discussion.

Required:  
*Media & Culture, 8th ed, Campbell, Martín and Fabos*  
At least 5 Scantrons (No. 882-E) for taking required exams*

*Students who show up for any exam without a Scantron will be allowed to take the exam, but will be penalized 5 points for the first occurrence, 10 points for the second, 15 for the third, etc. Other hand-grading (damaged Scantron, for example) also has 5-point incremental penalties.

Grades: Grades are based on the average of five multiple choice exams worth 20% each. Each exam will feature both multiple choice questions and a brief essay element that will be worth 5% of each exam.

A=91 thru 100;  B=81 thru 90.99;  C=71 thru 80.99;  D=61 thru 70.99;  F=60.99 or lower

Any “rounding up” or “curving” is at the discretion of the instructor and will occur only if a student is less than a half-point away from the next highest letter grade, has an excellent record of attendance, and shows improvement over time. In other words, a 60.0 average is an F, but a 60.6 might be a D with good attendance, effort shown, and improvement -- while 60.9 remains an F for students with unexcused absences and decline of grades.

Exams: The first exam is Wednesday, Sept. 4, and will taken exclusively from the two-disc PBS documentary, “News War” (see below). Remaining exams cover lecture, handouts, assigned video viewings, in-class videos*, assigned readings and even some cultural references, common knowledge or critical thinking it is assumed you should possess at this level that can help you determine the correct answer. Exams contain 45-48 questions each plus a brief written element worth 5% of the grade of each exam. How much weight is given to lecture vs. reading vs. viewing may vary, but it is difficult to succeed without attending, taking notes, and completing both the readings and assigned viewings.

Assigned Viewings: Students will be required to view streaming video out of class and prior to the lecture time listed. Note the deadlines on the tentative schedule. You should be able to view these by logging onto http://mediamatrix.tamu.edu With Media Matrix, students should be able to view the DVDs as streaming video on their computers, hand-held devices or from any campus computer. Alternately, and in case of problems, students may view the videos from any computer lab on campus or may go to the Educational Media Center on the 4th Floor of Evans Library Annex, check out the individual DVDs, and view them there.

Required viewing:

1. “News War” (“What’s Happening to the News)
2. “News War” (“Secrets, Sources and Spin”)
3. “Shattered Glass”
4. “All the President’s Men”
5. “Miss Representation”
6. “Bronze Screen: 100 Years of Latino Image in Hollywood”
8. “The Slanted Screen”
10. “Killing Us Softly 4”

Accessing MediaMatrix:

1. Access the Web site: http://mediamatrix.tamu.edu
2. In the upper right corner, log in with your Net ID and password.
3. When MediaMatrix says, “Welcome,” then click on “Home” — you should see your name and JOUR 102.
4. Scroll down to “Published to My Courses” tab.
5. Select video and click “Play Stream” button.
6. In case of technical problems, plan on repeating these steps on a campus network computer or by going to the Educational Media Center, 4th Floor Evans Library Annex, and check out the individual DVDs and watch them there if there is not a long waiting list to do so. Plan ahead.

Make-Up Exams: Students may make up a missed exam only under Student Rules Handbook, Sect. 7.5:
1) the absence must be defined as University Excused, [not excused are oversleeping, car troubles, parking woes, late buses, etc.] and 2) the instructor must be notified within 2 working days of the test missed (unless circumstances legitimately prevent students from doing so).

2) Students must provide documentation requested within 5 working days (unless excusable circumstances prevent). See www.student-rules.tamu.edu. Make-up work or make-up exams are usually not possible if deadlines are missed, even if the absence is excused, unless legitimate reasons (hospitalization or distant travel for a family funeral, for example) prevented the student from meeting the deadline. In such a case, students are urged to contact the instructor as soon as possible so that appropriate credit for making up missed exams can be noted and make-up activities scheduled. Make-up tests may consist of short essay or brief identity questions that cover the same material, or a 10-page research paper related to the same material.

No Extra Credit is given. There is no need for additional credit if students attend lecture, take good notes, review, and keep up with readings. No grades of Incompletes are given except in cases of extreme personal/medical circumstances, and when a substantial portion of the course is already completed. Incompletes are not given because your exam average is lower than you wanted. Incompletes are not given because you missed a test by accident (including vehicle problems, late buses, oversleeping, etc.), nor are any make-up tests unless taken that same morning.

*IMPORTANT:  Four ways you can hurt your grade:

1) Missing class: Students lose points off their final grade from more than two unexcused absences. Attendance will be monitored with “pop” enrollment sign-ins and quizzes, by roll call or assigned seating.

Students must provide documentation for any excused absences within the Student Rules (see previous section). Documents will not accepted any later than 5 working days unless legitimate circumstances prevented the student from obtaining or presenting such documents until a later time.

Unexcused absences can drop your grade a letter or more!

Two unexcused absences are allowed without penalty. After that, a student may expect to lose one point from the final grade for every unexcused absence. This could cost you a letter grade or more.
2) **Falsifying attendance:** Falsifying your attendance or the attendance of others is considered a case of academic dishonesty, and students who sign in for absent classmates, or who have others sign in for them, will both receive grade penalties.

Students should monitor their own number of absences. The instructor will not keep students updated on absences individually.

3) **Work on projects for other classes during this class:** Students routinely observed working on assignments for classes other than JOUR 102, or believed to be, or repeatedly spending time on social media unrelated to class, will lose points from their final grade, possibly enough to cost a full letter grade.

4) **Scholastic Dishonesty:** Honesty and integrity are expected of all university students. This is especially true of those studying journalism, in which honesty and credibility are everything. Any student violating the categories of Scholastic Dishonesty as outlined in the Student Rules Handbook, Sects. 20 & 24.3.14, may be given an automatic grade of Zero for the exam or assignment in question, or for the course, and the matter may be turned over to the **Aggie Honor Code** system for possible further sanctions. Consult the **Aggie Honor Code Web sites** for an explanation of possible sanctions/procedures at [www.student-rules.tamu.edu/aggiecode](http://www.student-rules.tamu.edu/aggiecode) and [www.aggiehonor.tamu.edu](http://www.aggiehonor.tamu.edu) The Code: “Aggies do not lie, cheat, steal or tolerate those who do.”

**Americans with Disabilities Act Information:** The Americans with Disabilities Acts is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other provisions, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodations for their disabilities. Students who believe they have a disability requiring accommodation should contact The Department of Student Life, Services for Students with Disabilities, Room B118, Cain Hall, Phone 845-1637. Students requiring special assistance or accommodations for the course should meet with the instructor the first week.

**Tentative Schedule (subject to minor revision):**

<table>
<thead>
<tr>
<th>WEEK/DATE:</th>
<th>Topic:</th>
<th>Read:</th>
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<tbody>
<tr>
<td>Dates for Fall 2013 To Be Announced:</td>
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<tr>
<td>1</td>
<td>Jan 15</td>
<td>Introduction, Definitions</td>
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<td></td>
<td>Jan 17</td>
<td>The Role of Journalism, Changes, etc. Ch. 1</td>
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<tr>
<td>VIEW: “News War,” Disc Two</td>
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<td></td>
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<tr>
<td>VIEW: “News War,” Disc One</td>
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<tr>
<td>2</td>
<td>Jan 22</td>
<td>Freedom of Press, Roles, Changes, cont’d.</td>
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<td>Jan 24</td>
<td>TEST ONE (20%) – Bring small green Scanntron</td>
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<td>3</td>
<td>Jan 29</td>
<td>Role of Freedom of the Press Ch. 12</td>
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<td>Jan 31</td>
<td>Media Effects, Ethics Ch. 14</td>
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<td></td>
<td></td>
<td>Communication Research</td>
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<tr>
<td>VIEW: “Shattered Glass”</td>
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<tr>
<td>4</td>
<td>Feb 5</td>
<td>Free Expression, Censorship (legal/social) Ch. 15</td>
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<td>Feb 7</td>
<td>Media Bias, Balancing Elements</td>
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<td>Reporting’s Legal Limits/Ethics</td>
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<td>Date</td>
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<td>Feb 12</td>
<td><strong>TEST TWO (20%) – Bring small green Scantron</strong></td>
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<td>Feb 14</td>
<td>Newspapers                                                          Ch. 7</td>
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<td></td>
<td>VIEW: “All the President’s Men”</td>
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<td>Feb 19</td>
<td>Magazines                                                           Ch. 8</td>
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<td>Feb 21</td>
<td>Magazines &amp; Books                                                   Ch. 9</td>
<td></td>
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<td>Feb 26</td>
<td>Publishing Guest or TBA</td>
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<tr>
<td>Feb 28</td>
<td>History and Media</td>
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<td>Mar 5</td>
<td><strong>TEST THREE (20%) – Bring small green Scantron</strong></td>
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<td>Mar 7</td>
<td>Music: its role and power                                           Ch. 3</td>
<td></td>
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<tr>
<td>Mar 19</td>
<td>Radio/Music/News                                                    Ch. 4</td>
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<tr>
<td>Mar 21</td>
<td>TV, cont’d. (politics, war)                                         Ch. 5</td>
<td></td>
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<tr>
<td>Mar 26</td>
<td>Folklore and Mass (Social) Media</td>
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<tr>
<td>Mar 28</td>
<td>Cable &amp; the “WeberNet” © 2003…new skins? or new wine?</td>
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<td>View: “Bronze Screen”</td>
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<td></td>
<td>View: “Small Steps, Big Strides”</td>
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<td>Apr 2</td>
<td><strong>TEST FOUR (20%) – Bring small green Scantron</strong></td>
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<td>Apr 2</td>
<td><strong>Q Drop Deadline</strong></td>
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<td>Apr 4</td>
<td>Movies, their role, future, etc.                                    Ch. 6</td>
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<td></td>
<td>Films a “visual journalism”</td>
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<td></td>
<td>Consult: 100 Greatest Movies: <a href="http://www.afi.com">www.afi.com</a> and click on AFI’s 100 Years Series</td>
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<tr>
<td></td>
<td>VIEW: “Imaginary Witness”</td>
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<td></td>
<td>VIEW: “Slanted Screen”</td>
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<tr>
<td>Apr 9</td>
<td>Advertising                                                         Ch. 10</td>
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<td></td>
<td>VIEW: “Killing Us Softly 4”</td>
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<td>Apr 11</td>
<td>Advertising, cont’d.</td>
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<td></td>
<td>“The miniskirt’s the current thing. Teeny-bopper is our newborn king.”</td>
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<td></td>
<td>Are you a commodity instead of a consumer?</td>
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<tr>
<td>Apr 16</td>
<td>Intro., Public Relations                                            Ch. 11</td>
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<tr>
<td>Apr 18</td>
<td>Public Relations, cont’d.</td>
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<tr>
<td>Apr 23</td>
<td><strong>TEST FIVE (20%) – Bring small green Scantron</strong></td>
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<tr>
<td>Apr 25</td>
<td>Guest or TBA, Final Observations…Who’ll be “Most Trusted”?</td>
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<tr>
<td>Apr 30</td>
<td>Last Day of Classes…Redefined day…attend Friday class</td>
<td></td>
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</tbody>
</table>

**NO FINAL EXAM FOR THIS COURSE**
Texas A&M University  
Core Curriculum Cover Sheet  
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Marine Sciences - Galveston

2. Course prefix and number: MARS 210

3. Texas Common Course Number:  

4. Complete course title: Marine Geography

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:

- [x] Yes  
- [ ] No

8. How frequently will the class be offered?  
Every fall and spring semester

9. Number of class sections per semester:  
2

10. Number of students per semester:  
~75

11. Historic annual enrollment for the last three years:  
2010 = 153  
2011 = 122  
2012 = 179

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:  
Robert D. Mohler  
Course Instructor  

Date  
March 14, 2013

Approvals:

14. Department Head  

Date  
3-10-13

15. College Dean/Designee

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.

Elec. Subm  
3/31/13
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

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?

In this course students will learn about the human-coastal interface and factors which have led to the dominance of the coastal realm in human settlement preferences. Various cultures interact with the coastal and ocean environments differently, such as the value placed upon fish stocks and local fisheries, coastal wetlands, coastal armoring and water quality. The quantitative and empirical effects of climate, weather and oceanography on the coast and the human settlements and activities contribute to an overall appreciation of the importance of international cooperation to preserve and protect these 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):

The students will analyze the human-coastal interface with respect to the human perspective of what is meant by the coastal realm, how human settlements along the coast have developed and changed over time, and how climate, weather and oceanographic processes and changes affect human settlements along the coast. Students will examine what steps humans have taken to minimize or otherwise cope with these effects. Here are addressed many key concepts (e.g., spatial interaction, regionalization, questions of place, distribution patterns both local and regional and environmental interaction). Students examine concepts in terms of population locations/densities, energy systems, coastal processes and effects on settlements and coastal utilization and apply creative thinking to predict future effects on settlements and utilization as a result of rising sea levels and changing climates. Student learning will be evaluated through exams, class participation and presentations/discussions of reading assignments and projects.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

The students will interpret and discuss the human-coastal interactions of settlement, exploitation, and conservation along with human adaptations necessary to keep pace with various stakeholder changes in attitudes about the coastal environment and the resources therein. Effects on the coastal realm and planning for such as a result of events such as rising sea levels and climate change are communicated through class discussions. Students will develop strong visual communication skills through interpretation of images presented in each class. Lectures include a cadre of images taken from space platforms (earth-viewing astronaut photography and satellite data) as well as ground-based photography for other representations of the concepts being discussed (e.g., urbanization of coastal regions or planning for and recovery from major storms). Students interpret and synthesize the information presented from
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

lecture material, readings, and group discussions and present their summaries orally as either individual presentations or group projects. Students effectively express their synthesis of the concepts in written form with essays on midterms and exams.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

The students will utilize quantitative skills particularly through the study of population dynamics in coastal areas of the world, changes in fish stocks and commercial fisheries over time and water quality concerns. Students utilize numerical data also for such items as calculating water balances (changing with time) and drawing conclusions concerning such on settlements. Other examples include scenarios such as how coastal land-use planners/city planners would approach rapidly eroding beaches (economic concerns such as tourism), do they take a hardening of the coastline approach such as with a seawall or breakwater or, use soft methods such as beach nourishment, establish of no-build areas or wildlife preserves? Same for such items as causeway construction, does one take a "cheaper" approach and use land fill with maybe a small drawbridge for circulation of the water inlet or does one spend the money and develop an elevated causeway allowing for greater water circulation and fish migration.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

The students will learn the effect of humans on the coastal and ocean environment, how laws have evolved to protect fisheries and other resources from exploitation and the impact and the societal responsibility to limit uncontrolled waste streams (run-off, dumping, other forms of pollution). The students will also study approaches various communities have taken to protect coastal areas (includes examination of ecological or soft protection versus hardening of the coastal areas through engineering structures) and associated ramifications.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
EXAMINATIONS – 5 one-hour examinations 5 exams @ 100 points each 500 possible points

For each test the grading scale consists of:  A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = <60

Grading based on the 5 exams:  450-500 A
                                   400-449 B
                                   350-399 C
                                   300-349 D
                                   < 299  F

Course Description – Introduction to the physical (geographic and geomorphic) and cultural patterns of the coastal zones of the world. Interrelationships between the physical forms and the processes, and the cultural patterns used to analyze human use and sometime abuse of the sea and coastal zones. Physical forms and processes will include such things as various shapes of our coastlines and coastal environments and the processes which form them; continental drift (what caused the coasts to be in their current locations); climate affecting our coastal environments, and management techniques for the changing coastal environments as a result of population pressures as well as rising sea level. There is an examination of the cultural diversity/makeup and societal use of our coastal environments, especially as provided with the historical scrutiny of the book “Alongshore” where such things as: early use of salt marshes, development of harbors, coast-artillery emplacements, alongshore behavior of the “locals” (e.g., New England versus Texas Gulf Coast) and the changing of “coastal” perceptions and cultural use of coastal environments over time are discussed.


Students will be responsible for all lecture materials as well as outside reading assignments and can expected to be tested on any segment thereof. No prerequisites.

Cell phones are to remain off while class is in session.

Office hours: by appointment before class and via Chat Room (WebCT) Thursday @5:30 p.m.

COURSE OUTLINE
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<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Notes</th>
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<tr>
<td>1</td>
<td>8/27</td>
<td>Introduction and Perceptions of the Sea</td>
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<td>2</td>
<td>9/03</td>
<td>Cycles, Continental Drift;</td>
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<td>3</td>
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<td>Ocean Circulation, Waves &amp; Tides</td>
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<td>4</td>
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<td>Water Pollution &amp; Drainage Systems</td>
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<td>10/01</td>
<td>Landforms: Running Water &amp; Glaciers</td>
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<td>Climate, Weather Phenomena, concluded</td>
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<td>11</td>
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<td>Global Warming &amp; Future Coasts</td>
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<td>14</td>
<td>11/26</td>
<td>Final Exam</td>
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EXPECTED LEARNING OUTCOMES
1. Describe how “perception” of the “Coastal Realm” has changed through time ... intertidal wilderness, hazards, small boating versus open ocean sailing
2. Analyze coastal settlement (population settlement patterns) through time
3. Discuss the utilization of the coastal and ocean resources (from fishing to mineral exploitation) ... utilization often varying with cultures
4. Develop an appreciation of the various “colloquialisms” concerning the “Coastal Realm” such as New England versus the Texas Gulf.
5. Generalize the mechanisms for continental drift and examine various earth cycles
6. Understand macro-scale ocean circulation systems and processes for formation of waves and tides
7. Describe ocean fisheries; sustainability versus exploitation and major players (nations) in the commercial fishing arena
8. Review development of “Ocean Laws”, UN Laws of the Sea, International laws/treaties and “common understandings concerning the High Seas” as well as identify state versus national laws regarding coasts and coastal waters
9. Explain susceptibility and vulnerability of the coastal waters to water pollution and the various methods pollution is distributed to these waters, such as by drainage systems
10. Identify various natural processes which shape our coasts and the seven common types of coastlines
11. Review weather and climate affecting our coasts
12. Examine changing climate and rising sea levels and resulting effects on the world’s coastal environments
13. Summarize methodologies to protect coastlines from erosion and rising sea levels (hard versus soft-coastal forms of protection)

AMERICAN WITH DISABILITIES ACT
The Americans with Disabilities Act (ADA) is a federal non-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this law 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 Counseling Office, Seibel Student Center, or call (409)740-4587. For additional information visit http://www.tamug.edu/counsel/services/dssprocedures.htm.

ACADEMIC DISHONESTY
For many years Aggies have followed a Code of Honor: "Aggies do not lie, cheat, or steal, nor do they tolerate those who do." As such, 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. The Aggie Code of Honor and the Scholastic Dishonesty sections in the TAMUG University Rules handbook will be the standard upon which scholastic integrity is maintained in this course. Students are responsible for familiarizing themselves with the standards, definitions, and procedures
concerning academic dishonesty. Procedures are on the web:
http://www.tamu.edu/HonorSystem.

ABSENCES

Information concerning absences is contained in the University Student Rules Section 7
http://www.tamu.edu/stulife/Academic%20Rules/Rule%207.pdf. The University views
class attendance as an individual student responsibility. All students are expected to
attend class and to complete all assignments. Please consult the University Student Rules
for reasons for excused absences, detailed procedures and deadlines as well as student
grievance procedures (Part III, Section 45).

FAMILY EDUCATIONAL AND RIGHTS TO PRIVACY ACT (FERPA)

FERPA is a federal law designed to protect the privacy of educational records by limiting
access to these records, to establish the right of students to inspect and review their
educational records and to provide guidelines for the correction of inaccurate and
misleading data through informal and formal hearings. To obtain a listing of directory
information or to place a hold on any or all of this information, please consult the
Admissions & Records Office.

Items that can never be identified as public information are a student’s social security
number or institutional identification number, citizenship, gender, grades, GPR or class
schedule. All efforts will be made in this class to protect your privacy and to ensure
confidential treatment of information associated with or generated by your participation
in the class.

COURSE EVALUATIONS

The PICA (Personalized Instructor/Course Appraisal) is an online course evaluation for
Texas A&M. We highly encourage you to complete an evaluation for each course on
your schedule. Student input is a critical component used to improve curriculum and
teaching. Each faculty member values your input to improve his/her methodology. Your
comments can also significantly impact the mix and membership of faculty. The PICA
website is available at http://pica.tamu.edu, your howdy portal, or by scanning
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Educational Psychology

2. Course prefix and number: INST 301

3. Texas Common Course Number: NA

4. Complete course title: Educational Psychology

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
   ☑ Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   ✔ Yes
   ☑ No per David Byrd 4-9-13

8. How frequently will the class be offered? This course is offered every semester

9. Number of class sections per semester: 1-2

10. Number of students per semester: 65-100

11. Historic annual enrollment for the last three years: 2012-13/131 2011-12/170 2010-11/167

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:
   Course Instructor
   [Signature]
   Date 3/26/12

14. Department Head
   [Signature]
   Date MAR 26, 2013

15. College Dean/Designee
   [Signature]
   Date 3/29/13

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 2014 Core Curriculum

Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

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?

This course presents a wholistic coverage of several salient aspects pertinent to social and behavioral sciences; including an introduction into the best practices and research methods involved in data collection and reporting in the educational psychology field, an in-depth discussion of the trends and milestones involved in physical, intellectual, and personal development, a coverage of the important behavioral, cognitive, and social approaches related to learning and knowledge acquisition, and an understanding of the influence and impact motivational forces can have based on their contextual influence in dynamic settings. The class examines specific theories in each of the areas above to provide an empirical basis for a greater understanding of both the learner (individual) and the learning environment (society and culture) that they are embedded in.

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):

This class calls for students to react critically to a series of video segments that highlight and/or feature an application of one of the aspects we discussed in the previous unit. These assignments are known as “R.E.A.C.T.”s and encourage students to Respond to, Expand upon, Argue with, Comment on, or Think about the information that was viewed from their own perspective and relate it to what we have discussed in class. With specific regards to evaluation and synthesis of information, students are presented with scenario-based multiple choice questions on their examinations that call for them to ‘recognize, analyze, and respond to the data using higher-order thinking skills.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Writing and other communication skills are encouraged and developed in all students across the semester. In tandem with the R.E.A.C.T. assignment described above, that calls for students to compile their own thoughts on a specific educational psychology topic and present them clearly and competently in written form, this class also provides a forum for students to work on a personally meaningful semester ending project and present the information orally to the class with the utilization of visual aids.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

See attached revisions
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Students in this class are taught to be knowledgeable regarding the facts and figures specific to educational psychology and social and behavioral research as a whole. From a discussion of the descriptive statistics used to report information to a highlighting of the various statistical methods used to provide quantitative support of the effectiveness and usefulness of certain educational theories and approaches, students are actively able to critically consider information that is reported instead of being passive consumers of this data.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Through taking this course, students will be equipped with essential information about the principles of development, the processes of learning, the fundamentals of motivation, and the field of education psychology that these all directly pertain to. This knowledge should carry them successfully into a career in a classroom as an educator, assist with the interpersonal aspects of working with and effectively engaging a diverse collection of people in a corporate or professional setting, or providing background information and knowledge that is useful in understanding and raising their own children. These human principles are global in nature and this knowledge will travel with all students regardless of whether their career path takes them or their family roots are set.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
EMPIRICAL & QUANTITATIVE SKILLS:
Students in this class are taught to be knowledgeable regarding the facts and figures specific to educational psychology and social and behavioral research as a whole. From a discussion of the descriptive statistics used to report information to highlighting of the various statistical methods used to provide quantitative support of the effectiveness and usefulness of certain educational theories and approaches, students are actively able to critically consider information that is reported instead of being passive consumers of this data.

EVALUATION: This course is designed to help students in understanding, reporting, and analyzing statistical information as it pertains to the field. Empirical skills will be developed through the cultivation of item analysis skills (data manipulation) and a unit-based test over the empirical methods and quantitative procedures involved in the field of educational psychology (analysis of numerical data or observable facts to reach an informed conclusion).

For the latter, students will be taught and then subsequently tested on the various quantitative techniques and statistical procedures involved in data collection in the field. The questions will call for them to meaningfully interpret correlation coefficients, rank subjects according to the principles of the scales of measurements, compute measures of central tendency (mean, median, and mode), and be able to recognize all of these aspects in the context of scenario based application questions.

With regards to item analysis, students will be taught how to determine both the item difficulty and item discrimination scores of an achievement test so that they can utilize this information in their own classrooms and develop their item construction abilities and refine their test analyses skills.
SOCIAL RESPONSIBILITY:
Through taking this course, students will be equipped with essential information about the principles of development, the processes of learning, the fundamentals of motivation, and the field of education psychology that these all directly pertain to. This knowledge should carry them successfully into a career in a classroom as an educator, assist with the interpersonal aspects of working with and effectively engaging a diverse collection of people in a corporate or professional setting, or providing background information and knowledge that is useful in understanding and raising their own children. These human principles are global in nature and this knowledge will travel with all students regardless of whether their career path takes them or their family roots are set.

EVALUATION: Social responsibility will be evaluated through the assignment a final project that will fully incorporate all units of the class into a comprehensive research paper. The roots of this paper lie in the documentary video “Waiting for Superman” that is shown to the class and demonstrates several troubling aspects of our educational system. Using their own experiences, interests, and backgrounds as a basis, they will then be asked to identify a salient challenge, issue, or troubling aspect of our education (bullying, school violence, teacher turnover, standardized testing, achievement gaps, etc.) and suggest proposals for how this can be alleviated (or even eradicated). The paper will be comprised of independent research, where they will have to locate and cite current research findings and journal articles and demonstrate how prevalent this problem truly is. They will then conduct personal interviews with current K-12 teachers and have them comment on how they handle this issue in their own lives and classrooms. Finally, using this information, they will have to develop several proposals as to how they would address this issue using their own intuition and creativity. This project adds a “real world” aspect to the field of educational psychology and allows students to become good consumers of current empirical data, be knowledgeable as they discuss educational issues with professionals in the field, and be empowered as they take social responsibility for addressing issues that are current students, teachers, and administrators are facing.
COURSE OUTLINE and SYLLABUS
INST 301: Educational Psychology (SPRING 2013)

Instructor:
Dr. Robert S. Woodward, Jr. “JAY”
Office 602 Harrington
Office phone: 845-1802
Email: drjay@tamu.edu
Office Hours: (by appointment)

Textbook:

Course Purpose:
In INST 301 Educational Psychology, we will examine theory and research that has
direct implications for educational practice and some of the educational applications
that have developed from this theory and research. Topics that will be covered over the
course of the semester can be separated into four main areas:
✓ Introduction, overview of the terms and methods used in Educational Psychology
✓ Development, which will encompass physical, social, and cognitive realms;
✓ Learning, which will include theories and perspectives on knowledge acquisition;
✓ Motivation, which will involve individual, collective, and social aspects.

Course Objectives:
1. Gain insight into the nature of learners and of the learning process for the design
   and implementation of effective teaching strategies.
2. Compare and contrast “textbook” applications of educational, psychological,
developmental, and sociological theories to “real-life” practices and approaches.
3. Use your critical thinking skills and your knowledge of self and subject matter to
   fully develop your own personal concept of what aspects are essential and
   uniquely inherent to the realm of educational psychology

Student Responsibilities: Students enrolled in INST 301 are expected to:

1. Read all specified chapters/articles by the date indicated on the syllabus.
   (Assigned modules/pages listed under each scheduled session should be
   read prior to coming to class on that date)
2. Attend all class sessions ... while I follow the book, I also bring in a lot of outside
   material and unexcused and/or unauthorized absences will put you behind both
   in the classroom and in the gradebook!
3. Actively participate in and contribute to all in-class discussions and activities
4. Complete and hand in all assignments by the date listed on the syllabus
Course Evaluation: INST 301 meets on M/W from 4:10-5:25 p.m. in Harrington 204. Your grade in this course will be determined by the following:

- Attendance (5 days @ 6 pts. each) 30 pts.
- "MARVEL"ous Teacher Project
  Education Superheroes! 21 pts.
- R.E.A.C.T. Papers (4 @ 10 pts. each) 40 pts.
- Typical Evaluation of Student Thinking (T.E.S.T.)
  (4 @ variable points) 210 pts.

TOTAL 301 pts.

Grading: Letter grades will be assigned on the following basis:
A = 265 - 301 pts.
B = 230 - 264 pts.
C = 200 - 229 pts.
D = 175 - 199 pts.
F = anything below 175 pts.

Academic Honesty

As commonly defined, plagiarism consists of passing off as one's own words, writings, etc., which belong to another. Therefore, 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. In addition, all materials generated for this class are copyrighted. As such, you do not have the right to copy the handouts, unless I specifically grant permission. If you have any questions concerning plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section entitled "Scholastic Dishonesty."

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: http://aggiehonor.tamu.edu

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please contact the Department of Disability Services at Cain Hall Bl18. You may call 845-1637 or email disability@tamu.edu. Additional information is available at http://disability.tamu.edu

Students with Special Needs

Any student who could require assistance in the event of a necessary evacuation of the building in which this class is taught are asked to notify the instructor so that individuals can be identified to assist him/her during an evacuation.
Explanation of Assignments:

- **“Attendance”**
  Attendance is expected and encouraged for this class. To help ensure that this is the case, there will be 5 in-class assignments given at random during the semester. These will be short exercises involving some form of participation on your part & will be used to determine your class attendance, preparedness, and participation. Each will be worth 6 points apiece and cannot be made up, unless you have an approved university excuse for your absence.

- **“R.E.A.C.T. Papers”**
  Video “release” dates: Jan 28 / Feb 18 / March 18 / April 8
  Due Dates: Feb 4 / Feb 25 / March 25 / April 15
  The R.E.A.C.T. assignment will call for you to view an online educational video pertaining to the unit we are currently covering. The video can be watched at your convenience and class will not convene on days in which these assignments are scheduled. Each student will be provided the web link in an email to the site on which the video can be viewed. These videos have been selected to enhance textbook materials and classroom lectures, but more importantly, get you to think critically and contextually on your philosophy of education.
  For this assignment, you will be asked to “R”espond to, “E”xpand upon, “A”rgue with, “C”omment on, and/or “T”hink about (R.E.A.C.T.) what you have just viewed. There are no right or wrong responses – feel free to comment freely and openly on any or all of the content that affected, enlightened, inspired, outraged, or unnerved you (that should cover all the vowels). What particularly about this video impacted you in this way? Why?
  Each R.E.A.C.T. paper should be 2-3 pages in length (double spaced) and students should integrate classroom material (where applicable), previous educational experiences (personal or relational), and their persona into their discussion.

- **“MARVEL”ous Teacher Project**
  Due April 29
  As an individual, as part of a “dynamic duo,” or in a “fantastic four” group, students will study a specific education situation that is adversely facing students, teachers, and/or administrators in the school system. You will need to do outside research to demonstrate how pervasive this situation is by citing recent articles, reports, or studies that establish or verify the existence of this particular problem (can be local, state, or national in nature).
  As part of your information gathering, you will need to interview (in person, on phone, or by email) at least two current K-12 teachers and get their thoughts, reactions, and solutions to the scenario you are studying. From there, you will write a paper that provides a synopsis and summary of your education scenario, with all the information you found in your background research, selected quotes from the teachers you interviewed, and your opinions and recommendations on how best to solve the issue. With solving the issue in mind ...
  Finally, you will design a “SUPER” hero teacher to solve the problem that you are studying. This teacher can be created with any special powers you feel would be necessary to swoop in and save the day (and of course, they should have a cool name and creative costume).

- **T.E.S.T.S. (Typical Evaluation of Student Thinking)**
  - **January 30th**
    (Introduction ... 20 questions / 40 points)
  - **February 20th**
    (Development ... 30 questions / 60 points)
  - **March 20th**
    (Learning ... 30 questions / 60 points)
  - **April 10th**
    (Motivation ... 25 questions / 50 points)
  These T.E.S.T.S. are designed to assessed your understanding of the material presented in each topical unit (not cumulative). Items will be in a multiple choice format and will include information from the text, videos, class discussions, lectures, etc. They will require higher order thinking skills such as synthesis and application and students will need to study to do well. You will need to bring a grey 8.5" x 11" scantron for each test.
# TENTATIVE CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Dates</th>
<th>Manic Monday</th>
<th>What-a-Wednesday!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 14/16</td>
<td>(class will not meet)</td>
<td>Class Overview/Introduction</td>
</tr>
<tr>
<td>Jan 21/23</td>
<td>Research &amp; Theory in EPSY Module 2 (pp. 11-23)</td>
<td>Intelligence Theories Module 10 (pp. 137-147)</td>
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## DEVELOPMENT

<table>
<thead>
<tr>
<th>Feb 4/6</th>
<th>General Principles of Dev. Module 3 (pp. 30-43)</th>
<th>Cognitive Development Modules 4 &amp; 5 (pp. 45-70)</th>
</tr>
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<tbody>
<tr>
<td></td>
<td><strong>R.E.A.C.T. #1 DUE</strong></td>
<td></td>
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<tr>
<td>Feb 11/13</td>
<td>Physical &amp; Personal Development Module 8 (pp. 95-111)</td>
<td>Social and Moral Development Modules 7 &amp; 9 (pp. 81-94 &amp; pp. 119-127)</td>
</tr>
<tr>
<td>Feb 18/20</td>
<td>* &quot;Lessons from the Heart&quot;</td>
<td><strong>DEVELOPMENT T.E.S.T.</strong></td>
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## LEARNING

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<tr>
<td></td>
<td><strong>R.E.A.C.T. #2 DUE</strong></td>
<td></td>
</tr>
<tr>
<td>Mar 4/6</td>
<td>Social Views of Learning Modules 18, 27-28 (pp. 423-439)</td>
<td><strong>WALK DISNEY</strong></td>
</tr>
<tr>
<td>Mar 18/20</td>
<td>* &quot;Turning on the Switch&quot;</td>
<td><strong>LEARNING T.E.S.T.</strong></td>
</tr>
</tbody>
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## MOTIVATION

<table>
<thead>
<tr>
<th>Mar 25/27</th>
<th>Intro to Motivation Module 29 (pp 459-464)</th>
<th>Motivation in Context Module 30 (pp. 466-480)</th>
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<tbody>
<tr>
<td></td>
<td><strong>R.E.A.C.T. #3 DUE</strong></td>
<td></td>
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<tr>
<td>Apr 1/3</td>
<td><strong>APRIL FOOLS DAY!</strong> No Class</td>
<td>Self-Factors of Motivation Modules 31- 32 (pp. 482-500)</td>
</tr>
<tr>
<td>Apr 8/10</td>
<td>* &quot;Motivational Drive&quot;</td>
<td><strong>MOTIVATION T.E.S.T.</strong></td>
</tr>
</tbody>
</table>

## TEACHING/APPLICATION

<table>
<thead>
<tr>
<th>Apr 15/17</th>
<th>Waiting for Superman!</th>
<th>Final Project Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>R.E.A.C.T. #4 DUE</strong></td>
<td>Explanation of Rubric / Expectations</td>
</tr>
<tr>
<td>Apr 22/24</td>
<td>PANEL DISCUSSION Local Teachers from B/CS area schools</td>
<td>Final Project Work Day</td>
</tr>
<tr>
<td>Apr 29</td>
<td><strong>MARVELous Projects Due</strong></td>
<td></td>
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</tbody>
</table>

*A symbol means that an optional test review session will occur on that date*
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Sociology

2. Course prefix and number: SOCI 315

3. Texas Common Course Number: SOCI2301

4. Complete course title: The Marriage Institution

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
   □ Current Core: Yes
   □ Current ICD: No

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   □ Yes □ No
   Approved 9/2/13

8. How frequently will the class be offered? Every semester

9. Number of class sections per semester: 1

10. Number of students per semester: Average 47 [seats] (including honors and W-courses) (37) [enrolled]

11. Historic annual enrollment for the last three years: 195 (172) 115 (73) 115 (87)

   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

12. Submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by:

    [Signature]
    Course Instructor

    [Signature]
    Approvals:

14. Department Head

    [Signature]

15. College Dean/Designee

    [Signature]

Date August 19, 2013

Date August 19, 2013

Date 8/21/13

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.theb.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 2014 Core Curriculum

Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

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?

This course involves an analysis of the social construction and social experience of marriage and the family as institutions. In this course, we will discuss particular concepts of marriage and the family as important cornerstones of ways to structure social interactions on various levels, and especially relations of power and inequality in society. The objective of the course is to challenge our taken for granted notions about these topics, and ask the sociological questions, “How constructed/natural is the family?” and “What is marriage, and what is it for?” Students should leave the course with an understanding of the general sociological perspective on marriage and family as institutions and everyday practices, as well as be able to discuss and present informed and reasoned opinions upon these subjects. Students should be able to express themselves in a variety of written formats, and will produce basic analytical papers, involving mainly secondary research and preliminary primary research.

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):

Assignments assess students’ demonstration of critical engagement with various formats of micro and macro-level constructions and experiences of marriage and family as social institutions. This element will be evaluated through instructor’s assessment of 1) several pieces of analytical written work (written discussion responses, essay exams, and original papers). In class oral discussion (both spontaneous discussion based on course materials and connecting course materials to everyday experiences and prior/external knowledge) and oral responses to written discussion prompts) and interaction with lecture is also used to evaluate critical thinking skills.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Students will learn to evaluate information and arguments presented through different modes of communication including: statistical representation, verbal, written, and visual (including Census graphs and tables, and tables in research materials). There are two analytical papers, two essay exams, and several interactive discussion sessions (in class and in online group discussion) addressing their own interpretations of course materials, and linking those interpretations with the empirical world. The goal is to develop theoretical and methodological literacy, as well as their ability to present their own ideas in a nuanced and clear fashion. So, for example, early in the
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

course students are presented with graphical representations of family formation types in American history, and then presented with the various Census forms used over time to construct these representations. Discussion of how categories have been constructed (with attention to racial, sexual, and class categories), assessed, and applied over time connects individual, public policy/legal, and social scientific definitions of marriage and family.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

This element will be evaluated through instructor’s assessment of in-class and online exercises (e.g. discussion questions), essay exams, and analytical papers that convey the students’ ability to reflect upon course readings and lecture materials, making explicit connections between sociological concepts and the operationalization thereof, evidence, methodologies, and theoretical frameworks, students’ own past participation in local cultures, structures, and institutions, students’ observations of current cultural interactions, products, and values, and create sociologically analytical materials demonstrating understanding of & ability to apply theoretical frameworks. Quantitative and qualitative skills will be assessed by student’s performance on interpreting tables, statistics, and other empirical evidence (i.e. in-depth interviews, ethnographic research, and in-depth qualitative collection and assessment [e.g. of historical documents and/or media products]) that convey and analyze important aspects of different research materials.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Understanding how marriage and family are related to civic participation is a key component of understanding social responsibility. This element will be evaluated through instructor’s assessment of students’ written and oral work that analyses the multicultural and intersectional landscape of these fundamental building blocks of society, which includes an understanding that all subgroups, identities, and communities participate in making this complex, interconnected, and often volatile landscape through both everyday experience, the conveyance of values, and the creation, application, and contest over policies and laws that affect marital/familial definitions and practices.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of Sociology  
SOCI 315: The Marriage Institution  
Request for International and Cultural Diversity designation

This course focuses on the sociological understanding of marriage and family, and presents the students with a diverse array of claims to meaning making. While the bulk of course materials focus on the United States context, this context is explicitly recognized as a multicultural space, co-created by its members who have come, and continue to come, from a wide spectrum of the globe. The course begins with an examination of the classic and contemporary social scientific definitions and theories of marriage and family formation. In the remainder of the course, we investigate the idea that as institutions, marriage and family are important cornerstones of ways to structure social interactions on various levels, and how they are implicated in relations of power and inequality in society. The objective of the course is to challenge our taken for granted notions about these topics, and ask the sociological questions, “How constructed/natural is the family?” and “What is marriage, and what is it for?” Students should leave the course with an understanding of the general sociological perspective on marriage and family as institutions and everyday practices, as well as be able to discuss and present informed and reasoned opinions upon these subjects. The course takes an explicitly intersectional approach in terms of institutional frameworks for structuring micro- and macro-level social interaction and behavior, and thus focuses on the matrix of race, class, gender, and sexuality. Students specifically are assigned to bring in their own community, ethnic, racial, religious, national, etc. cultural identities and experiences into the classroom space in order to learn to approach their own experiences critically, and to engage in potentially contentious space with their peers in a literate and respectful way. The course includes a focus on the historical policy and legal apparatus that has structured marriage and family, but the bulk of the course materials (nearly all) were published in the last 50 years, and contemporary updates are always included, in lecture if not in assigned readings.
***THIS IS YOUR CONTRACT; PLEASE READ IT CAREFULLY***

Sociology/WGST 315-500: The Marriage Institution  
Fall 2011  
MWF, 11:30-12:20 p.m.  HECC 204  
Professor Sarah N. Gatson  
Academic 427 gatson@tamu.edu  
Office hours: 2-5 p.m. W, and by appointment

Course Description: This course will involve an analysis of the social construction and social experience of marriage and the family as institutions. In this course, we will discuss particular concepts of marriage and the family as important cornerstones of ways to structure social interactions on various levels, and especially relations of power and inequality in society. The objective of the course is to challenge our taken for granted notions about these topics, and ask the sociological questions, “How constructed/natural is the family?” and “What is marriage, and what is it for?” Students should leave the course with an understanding of the general sociological perspective on marriage and family as institutions and everyday practices, as well as be able to discuss and present informed and reasoned opinions upon these subjects. Students should be able to express themselves in a variety of written formats, and will produce basic research papers, involving mainly secondary research and preliminary primary research.

Learning Outcomes:

- **Articulate** and **Apply** an understanding of a sociological approach to marriage and family.
- **Interpret** analytical audiovisual media presentations and **Compose** original materials dealing with one’s own questions about course topics.
- **Examine** critically sociological literature and policy materials, and **Appreciate** multicultural media literacy.

Pre-requisites: Junior or Senior Classification, or permission of the instructor.

Books:

*Hard Choices: How Women Decide About Work, Career, and Motherhood* (selected chapters) & *No Man’s Land: Men’s Changing Commitments to Family and Work* (selected chapters), Kathleen Gerson  
*The Second Shift*, Arlie Hochschild, with Anne Machung  
*The Way We Never Were*, Stephanie Coontz  
*From the Front Porch to the Back Seat*, Beth Bailey  
*The Black Family* ed. by Robert Staples (selected chapters)

Articles & Chapters: All available on online course reserve or eLearning  
“The Family,” from *Origin of the Family, Private Property, and the State*, Frederick Engels, 1884
"Introduction," from The Hearts of Men, Barbara Ehrenreich, 1983.
"The Emergence of the Modern American Family," Carl N. Degler (from Family Relations)
"The Family as a Utopian Retreat from the City: The 19th Century Contribution, Kirk Jeffrey,
"Role-Making Among Married Mexican American Women: Issues of Class and Ethnicity,"
"The Origins of the Two-Channel Welfare State: Workmen's Compensation and Mother's Aid,"
Barbara J. Nelson, 1990 (from Women, the State, and Welfare).

Recommended Reading:
Loving v. Virginia, 388 U.S. 1 (1967)
Hollingsworth v. Perry (2013)
United States v. Windsor (2013) (Note: These cases may be found on Lexis/Nexis Academic, available from the TAMU Library electronic index/database search engine.)
Charlotte Perkins Gilman, *Herland*


"McBride meets McDreamy: Television Weddings, the Internet, and Popular Film," Chrys Ingraham, 2008 (from *White Weddings: Romancing Heterosexuality in Popular Culture*).
Course Requirements & Evaluation [200 points total; 180-200 (A), 160-179.5 (B), 140-159.5 (C), 120-139.5 (D), Below 120 (F)]

IT IS YOUR RESPONSIBILITY TO MAKE SURE I HAVE ALL YOUR ASSIGNMENTS IN, AND IN ON TIME. Additionally, please note that I WILL NOT RE-GRADE assignments in order to round up to a higher grade. For example, 179 and 179.5 are Bs, and will not be rounded up to a 180/A.

CLASS PARTICIPATION & ABSENCE POLICY: I do not take attendance; it is your responsibility to come to class on time and to be responsible for the material covered therein. While I am happy to answer questions pertaining to the course, I will not re-provide lectures or produce my lecture notes for you – THE POWERPOINTS USED IN CLASS AND AVAILABLE ONLINE ARE NOT FULL NOTES; THEY ARE OUTLINES. If you miss class for any reason, your best option for getting back up to speed is to communicate with other students whom you may ask to share their notes. Please see Rule 7 under Part I (http://student-rules.tamu.edu/search/rule7.htm) for details on excused absences, which I only need to be notified of in the event of missing an assignment or exam deadline, so that make-up work may be scheduled.

ASSIGNMENTS – All assignments should be uploaded to corresponding assignment areas on eLearning. Make sure to save a copy of all assignments. ALWAYS MAKE SURE TO MAKE A BACK-UP COPY; NEVER ERASE YOUR PAPER FROM DISK UNTIL AFTER THE SEMESTER ENDS, TO AVOID “LOST” PAPERS. If you ever have trouble uploading an assignment, MAKE SURE TO EMAIL A COPY to me either through eLearning or to my regular TAMU account by the deadline – emails are automatically time-stamped, and you will not be sanctioned for missing the deadline. When the assignment is one that other students need to review and give feedback on, I will upload it for you when necessary.

Class Participation: 15%/30 points (Class participation will be based on written responses to discussion questions; some of these will be in-class writings and discussion sessions, while many will be held online on eLearning). (6 X 5 points)

Papers (Papers should be turned in to the class eLearning website.)
#1 (10%/20 points) (5-7 pages) Discuss the conceptions regarding marriage and the family with which you entered the class. In light of the readings and discussions of the first five weeks, reflect on your own initial understandings, and those that the course has thus far highlighted for you. In other words, how has a structural, historical, and institutional/legal understanding of marriage and the family affected your understanding of these concepts? You may choose which readings and course materials to address, but you must use class sources. These are response papers, but this does not mean that they are solely opinion papers. You must deal adequately with the authors’ arguments which you choose to engage, but not in a summary form. Rather, choose critically which issues you want to discuss in light of the first part of the assignment above. DO NOT merely use summary references from the lecture slides.
#2 (20%/40 points) (10-12 pages) For this paper, you may choose from two options:
A: You will do some original research on your own family situation. You may gather data on the
date of your family and/or its various members. You may interview your parents or other
family members, etc. You may engage in constructing a sociologically-informed narrative of
yourself. Then, from among the theories and experiences dealt with during the course, present
the sociology of your family. **You must incorporate appropriate course materials in your
analysis, not merely tell a story about yourself and your family.**

B: Using a mass media source (e.g. a television series like Everybody Loves Raymond, or a film
like Parenthood; the source does not *explicitly* have to be about marriage/family), from among
the theories and experiences dealt with during the course, present the sociology of family as it is
presented in popular culture. **You must incorporate appropriate course materials into an
analysis, not merely provide a review of the source material** (e.g. no “book reports” or “TV
reviews.”) You may compare and contrast several episodes in one series, between two or more
series, or engage in an extended analysis of a film, or compare and contrast between two or more
films. What does the media source(s) say about the family? What sociological paradigm would
you say it falls into? What sociological concepts (e.g. gender ideology/gender strategy) does it
demonstrate? You should actually watch some specific episode(s)/film(s), not merely rely on
your memory of having seen a series; remember, Dr. Gatson is a pop culture geek, and will likely
have watched the source(s) that you use.

**DO NOT merely use summary references from the lecture slides, and DO NOT use a few
cursory references to the sources you choose. While you do not need to touch on every
concept/topic/source discussed/assigned during the class, in-depth use of several is the
pathway to a superior grade.**

Exam #1: (short answer format, 25%/50 points) I will hand out a study guide with the terms and
quotations from reading and lecture that you will be expected to know a week prior to the exam. You
should spend that time coming up with full and complete answers for all of the material in the guide.
For the exam itself, you will be given a number of both definitions and quotations, from which you
will be able to choose **four definitions/terms and two quotations to answer.** While these are short
answers, because you have time beforehand to prepare your answers, they must be thorough and
detailed, using examples from course materials to fully flesh out the definitions, and contextualize
the quotations. The following link provides information on how to write a good answer on an essay
type exam: [http://owl.english.purdue.edu/owl/resource/737/1/](http://owl.english.purdue.edu/owl/resource/737/1/)

Exam #2: (30%/60 points) See above. **Four terms/four quotations.**
Schedule ("*" highlights weeks when an assignment is due):

Week 1: 8/29-9/2:
- M: Introduction to course & Online resource tutorial
- W: Basic perspectives and concepts
- F: Ideological Codes and Frameworks (Smith)

**HISTORICAL & STRUCTURAL CONCERNS**

Week 2: 9/5-9:
- M: Parsons & The Black Family, pp. 18-24
- W: Lynd and Lynd, Ehrenreich.
- F: Discussion Question #1, in class

Week 3: 9/12-16:
- M: Engels
- W: The Black Family, pp. 25-39; 129-150; Pleck (Gatson, 2003; 2005)
- F: Discussion Question #2, in class

Week 4: 9/19-23: Topic: Nature & Culture
- M: Coontz, 1-121
- W: Bailey, 1-76; Discussion Question assignment
- F: Discussion Question #3, in class

*Week 5: 9/26-30: Gender & the system of “teaching” marriage
- M: Bailey, 77-144
- W: Degler, Jeffrey, (Perkins-Gilman)
- F: Griswolc, P#1 due, by 5pm Friday

**CONFLICTING EXPERIENCES: Gender, Race, Class, Sexuality.**

Week 6: 10/3-7: Hard Choices. (ch. 1-5; Appendices A-C)
- M: Gerson’s Pushes & Pulls
- W: Gerson’s Pushes & Pulls
- F: Exam #1 handout and discussion

*Week 7: 10/10-14: Changing concepts of masculinity & fatherhood
- M: The Black Family, pp.67-96
- W: Laquer
- F: Midterm Exam

Week 8: 10/17-21: Changing concepts of masculinity & fatherhood
- M: No Man’s Land (Part II; Appendix)
- W: No Man’s Land (Part II; Appendix)
- F: Discussion Question #4, in class

Week 9: 10/24-28: Tensions & negotiations in the home
- M: Hochschild, through ch.16.
- W: Hochschild, through ch.16.
- F: Discussion Question #5, in class

- M: The Black Family, pp. 333-356
- W: Williams
- F: Caldwell and Peplau
Week 11: 11/7-11
M: Dunne
W: Dalton & Bielby
F: Bock

POLICY

*Week 12: 11/14-18: Cultural Frames for Policy
   W: Moynihan (pp.2-17 in The Black Family), Lasch, and Norton, Coontz,
      121-254
   F: Sarkisian & Gerstel; Harknett & McLanahan

Week 13: 11/21-25: How would you formulate family policy?
   W: The Second Shift, ch.17
   F: Lubeck and Garrett

Week 14: 11/28-12/2:
   M: Discussion Question #6, online
   W: Discussion Question, in class
   F: NO CLASS FRIDAY: THANKSGIVING HOLIDAY

REDEFINED DAY: Last Class Meeting Monday, December 5: Final Exam handout and
discussion.

*Final Paper will be due on December 9, 2011 by 5 p.m.

*Exam #2 will be on December __, 2011 @ ___ p.m. (See final exam schedule online)
Teaching philosophy and structure of the course.
My teaching philosophy is based on the idea of non-passive learning. This means that I expect you to participate to a high degree in your own learning process. I expect you to do the reading, and to do it critically, and come to class prepared to discuss it, and be prepared to respond to it in writing. This doesn't mean that I expect you to have all the answers, or to be able to parrot minute details, but rather that you are willing to challenge your own first understanding of the materials. My lectures on will cover the broad outlines of the material, stress the important points of the materials and my approach to them, and introduce connections to materials not in your readings. Discussions are to provide the class with a more in-depth approach, and the opportunity to explore your response to the material and get a bead on that of your peers. As the formally graded discussion occurs in online venues, I also encourage to you to raise questions – for clarity and for exploration – during class.

I stress writing – this is due to my own pedagogical belief that having to use the material that you are learning in critical formats is the best way to retain any knowledge you gain. In addition, learning to communicate well in written form is a skill that will serve you generally in your life.
Format for Papers

All papers MUST conform to the following guidelines; points will be deducted in each area that does not meet these standards:

Cover page: This page should have your name, course and section number, and any other identifying information. Do NOT repeat any of this information in the text of your paper, unless it is in a header or footer (i.e. it should not be used to take up space in the body of the paper).

Margins: All margins (top, bottom, right and left) must be 1 inch. If you are using Microsoft Word, click on File; click on Page Set up; under Margins, enter the number “1.” If you have trouble doing this, SEE ME prior to turning in the paper.

Spacing: Double-spaced, except for any lengthy (taking up more than four lines of text) quotations, which should be indented and single spaced. Do NOT put an extra space between paragraphs or indented quotations and the body of the text.

Font: You must use 12-point font. Size matters. Style (as long as it isn’t one of the fancy or symbol fonts) doesn’t. Personally, I prefer Times New Roman.

Length: Adhere to the page-length requirement in the syllabus for each paper assignment – these length requirements are meant to highlight the need for editing to make your paper more concise and clear. If, before you turn in the paper, you find that you are more than a line or two under or over the required length, this is a signal to you that you need to do some re-writing. THE COVER PAGE AND WORKS CITED PAGE DO NOT COUNT AS PART OF THE PAGE-LENGTH REQUIREMENTS.

Grammar and Proofreading: Adhere to standard American English spelling and grammar requirements. Proofread your papers, as spell-checking with a computer program is not the same thing as using language properly, and spell-check will not alert you to typographical errors other than misspelled words. If you have concerns about your proofreading skills, ask a classmate to proof your paper for you, as it is often easier to catch someone else’s mistakes. You may also go to The University Writing Center (UWC), located in Evans Library 1.214, offers help to writers at any stage of the writing process including brainstorming, researching, drafting, documenting, revising, and more; no writing concern is too large or too small. These consultations are highly recommended but are not required. While the UWC consultants will not proofread or edit your papers, they will help you improve your proofreading and editing skills. If you visit the UWC, take a copy of your writing assignment, a hard copy of your draft or any notes you may have, as well as any material you need help with. To find out more about UWC services or to schedule an appointment, call 458-1455, visit the web page at writingcenter.tamu.edu, or stop by in person.

Sources/Works cited/Bibliography: If the paper is a research rather than a short response paper (i.e., you are required to do outside research of primary and/or secondary materials), please include a full bibliographic section, in alphabetical order, of the sources you used. Within the text itself, you may use whatever citation format with which you are most comfortable. If you are unfamiliar with citation formats, you may check out the online Chicago Manual of Style for commonly used formats: http://www.chicagomanualofstyle.org/tools.html. The parenthetical method of citation within the text – (Gatson, 1997: 56) or (Gatson, 1997, p.56) is generally more concise and easy to read. Online sources are fine for general research, but must be cited as such, and you must be able to explain why they are relevant when a research article was just as available as a source. News articles may be used as sources if they are being used to illustrate the existence of a phenomenon or cultural concept, but NOT as independent research sources like law review articles or scholarly journal articles or books.
All of the above are meant to be read as requirements aside from the content requirement of critical engagement with the course materials. These requirements may seem nit-picky to you, but they are required because the various ways students have of getting around length and style requirements often make the papers vastly unequal and difficult to grade on an acceptable standard.

The papers will be graded on the following percentage system: 40% for content, and understanding and application of the material; 30% for clarity and structure of your argument; and 30% for the grammar and style/format and proofreading rules. Making the same guidelines errors will result in more points off than that occurrence in the first paper.

**Sample Grading Rubric**

<table>
<thead>
<tr>
<th>Use of sociological concepts</th>
<th>The writer skillfully intertwines several sociological concepts to advance a sophisticated argument or understanding of social issues</th>
<th>The writer uses 2 or 3 sociological concepts well and develops them, but does not construct a framework that links all of the concepts together.</th>
<th>The writer uses a couple of concepts, but does not explain them in sufficient detail to demonstrate why they can explain or illustrate the social phenomena under examination.</th>
<th>The writer selects sociological concepts inappropriate for the topics under discussion/investigation, and misuses them.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>The paper is clearly organized. For instance, each paragraph's topic sentence clearly introduces a new topic or issue, while advancing an identifiable argument or interpretation of the issues.</td>
<td>The paper is well organized, but there are gaps in the writer's logic in moving from one concept or issue to another.</td>
<td>The paper's topic sentences and explanation of concepts are incomplete and misleading.</td>
<td>The paper lacks coherence. The lack of organization is unacceptable in college writing.</td>
</tr>
<tr>
<td>Presentation</td>
<td>The paper is polished and presented in a sophisticated manner.</td>
<td>The paper is relatively well written, but there are a few awkward sentences and phrases that could have been corrected.</td>
<td>The paper has many awkward sentences and phrases, and the sentences do not &quot;hang together&quot; in a way that propels the paper forward.</td>
<td>The paper is not written at a level appropriate for college writing.</td>
</tr>
<tr>
<td>Grammar</td>
<td>The paper contains no grammatical errors.</td>
<td>The paper contains minor grammatical errors that could have been corrected with more thorough revision.</td>
<td>The paper contains several grammatical errors unacceptable in college writing.</td>
<td>The paper is rife with grammatical errors that are unacceptable in college writing.</td>
</tr>
<tr>
<td>Overall score</td>
<td>Awesome!</td>
<td>Good work.</td>
<td>Satisfactory.</td>
<td>Needs considerable improvement.</td>
</tr>
</tbody>
</table>
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 Disability Services in Room B118 of Cain Hall. Phone/TTY: 979-845-1637 • Fax: 979-458-1214 • E-mail: disability@tamu.edu.
http://disability.tamu.edu/

Aggie Honor Code

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

Our conduct in this class should embody the spirit as well as the letter of the Aggie Honor Code. If you have any questions about the code or Honor Council and its Procedures, please consult the “Know the Code” website found at
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Health & Kinesiology
   SPMT (formerly KINE) 319; approved 1/2013

2. Course prefix and number: (crosslisted with SOCI 319) 3. Texas Common Course Number: N/A

4. Complete course title: Sociology of Sport 5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   □ Communication  □ Mathematics  □ Creative Arts  □ American History
   □ Life and Physical Sciences  □ Government/Political Science  □ Social and Behavioral Sciences
   □ Language, Philosophy and Culture
   KINE 319 current core- Yes, □

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   □ Yes  □ No

8. How frequently will the class be offered? Every Semester

9. Number of class sections per semester: 1 or 2

10. Number of students per semester: +/- 175 average

11. Historic annual enrollment for the last three years: 355 418 459

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:

   Course Instructor  Date  March 27, 2013

   Approvals:

   Department Head  Date  3-29-13

   College Dean/Designee  Date  4/12/13  7/30/13

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 2014 Core Curriculum

Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

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?

SOCI 319 (sociology of sport) involves the exploration of behavior and interactions among people in groups, organizations, institutions, and various events related to sport participation and consumption across multiple societies. Moreover, this course involves the study and examination of sport as a microcosm of society, and how sport impacts (and is impacted by) other social institutions (e.g., media, religion, economy, education, politics) in society.

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):

Critical thinking will be addressed by requiring students to read short articles (i.e., from both the academic and popular press) and write reaction papers to the readings. More specifically, students will not only have to provide a brief summary of the article key points, but most importantly, critically reflect on the arguments made in the article (i.e., discuss the strengths and weaknesses, detail why they agree and/or disagree with the arguments made, and provide implications the arguments have for theory and practice). We will use a rubric to grade and evaluate whether or not the students have sufficiently addressed the requirements: 1) summary, 2) critique, 3) implications.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Communication will be addressed by requiring students to write papers (e.g., socialization into sport paper). This paper requires students to reflect back as far as they can remember on how they became involved in the social institution of sport (as a participant/athlete and as a fan/consumer). A rubric will be created to test/evaluate how well the students adhere to proper grammar and the APA format in their writing. Students will also be required to give short oral presentations on various topics related to the sociology of sport and physical activity. In this case, students will be graded/evaluated on a) how well and clearly they convey their message, and b) level of knowledge/understanding of topic. In terms of visual communication, students will be required to provide a visual aid in their written paper assignments (e.g., for the socialization paper, student will develop a timeline diagram to illustrate the origins and evolution of their participation in and consumption of sport).
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

Empirical and Quantitative Skills will be addressed by requiring students to read about research and theory in the sociology of sport, and conduct brief field studies (i.e., interviews and observations) of social phenomena related to the study of sport. In fact, one of the chapters in the book we use discusses the importance of research and theory in the sociology of sport. Students’ knowledge of these skills will primarily be tested/evaluated on exams (i.e., multiple choice and true/false).

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Social Responsibility will be addressed primarily by having students read about various topics related to ethics in sport, international sport, religion in sport, race, ethnicity, gender, sexual orientation, and social class in sport. Students will be evaluated primarily on exams (i.e., multiple choice and true/false).

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
KINE 319 (599): Sociology of Sport (web-based)-3 credits
Spring 2013
January 14-May 8

General Course Information:
Instructor:
Dr. John N. Singer, Ph.D.
Associate Professor, Department of Health and Kinesiology
Division of Sport Management
355B Blocker
singerjn@hlkn.tamu.edu
979-845-5497
Office Hours: Wednesday and Thursday, 10am-12noon

Teaching Assistants:
Zack Damon (zack55damon@tamu.edu)

Course Orientation:
Please see and READ the KINE 319 “course orientation” document on the course website at http://elearning.tamu.edu

Required Course Materials:
The following textbook is REQUIRED for the course and can be purchased from the student book store on campus:

- Cunningham, G.B., & Singer, J.N. (Eds.) (2012). Sociology of sport and physical activity (2nd Ed.). College Station, TX: Center for Sport Management Research and Education. (Note: the book is blue)

- Video lectures for the course are available on the course website: http://elearning.tamu.edu

Nature of the Course
KINE 319: Sociology of Sport is taught online. Students are expected to A) read the chapters in the book, and B) listen to the lectures accessed through the course website. In addition, students are encouraged to print the PowerPoint slides associated with the lecture so that they can take notes while reading the chapter and watching the video lectures. The PowerPoint slides are also available on the course website. Students can listen to the lectures anywhere they have computer access (e.g., campus, home, etc.). Questions concerning the course should be directed FIRST to the teaching assistant at the appropriate email address above; and if for some reason your question or concern is not addressed after you’ve done this, then you should contact the instructor at the email address listed above or in person during office hours.
Correspondence related to the course is sent to your TAMU email account. Consistent with Student Rule 61.2.5 (http://student-rules.tamu.edu/rule61) students are expected to regularly check their TAMU email account for course-related communications.

Course Objectives:
As a result of this course, students should be able to understand and thoroughly discuss the following topics:
- an overview of the sociology of sport and the major principles of sport in society;
- the meaning and importance of social theories and research in sport;
- the ethical dilemmas, choices, and behaviors in sport and physical activity;
- the relationship between sport and health outcomes;
- the impact sport has on the economy;
- the nature and scope of sport on an international level;
- the symbiotic relationship between sport and the media;
- the impact of sport production and consumption on the environment;
- how sport can be used for social change and development in society;
- the types of deviant behavior in sport and ways to address its consequences;
- youth sport and its impact on children and adolescents;
- problems and issues in college sport;
- the significance of race and ethnicity, sex, gender, sexual orientation and social class in sport;
- the role of power, politics, and religion in sport

Course Policies and Expectations
Any exams/assignments missed without prior arrangements being made with the instructor and graduate teaching assistant MAY NOT BE MADE UP. The only exception to this policy is written documentation of a situation that absolutely prohibits you from completing that assignment in a timely manner.

Attendance. The attendance policy for this class will be administered in accordance with Student Rule #7: 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. 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.”
Email Professionalism. Consistent with Student Rule 61, email is an official means of communication. As such, you are expected to follow simple guidelines of professionalism. You should: (a) use a subject line that is relevant to your message; (b) clearly state your question or concern; (c) use standard English and complete sentences, as opposed to using abbreviations and texting-style communications; (d) include a signature block containing your name, phone number, and email address; and (e) proofread your email prior to sending it. You can also find additional information about writing emails at the University Writing Center website: http://writingcenter.tamu.edu/2010/how-to/business.getEmails/.

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

“Our honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

Americans with Disabilities Act (ADA) policy statement. The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information. The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B118 of Cain Hall or call 845-1637. Additional information is available at 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.

Extra Credit Policy. There is NO EXTRA CREDIT available in this course; any decision to deviate from this policy will be left solely to the discretion of the instructor for the course!
**Point Structure:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Point</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Exam 3</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Paper</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>350</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Grading Structure:**
- 90-100% A
- 80-89% B
- 70-79% C
- 60-69% D
- ≤ 59% F

**ASSIGNMENTS**

**Exams:**
Three exams will be held throughout the semester. The first covers material from chapters 1-6; the second covers material from chapters 7-12; the third covers material from chapters 13-18 (see course calendar at end for details). Exam questions will be true-false and/or multiple-choice. ALL exams will be taken online at the elearning website; students can take each exam as soon as they desire from the time the instructor makes each available to the students (so as long as you take each by the respective deadline). **Students can use their notes and books during the exam. However, students are NOT to work in groups in completing the exams, or receive outside help from other people in taking the exam (e.g., tutors, advisors, peers, etc.); students found to be doing so will be in violation of the honor code and will be reported!!**

**Socialization Paper:**
Socialization has been described as the process of interacting with other people and learning the social customs, morals, and values of a society or community. This description implies that we as human beings are born into a social environment that influences how we think and view the world, and the decisions that we make concerning our lifestyles and the activities that we engage in as members of a particular society. With this in mind, students should address the following things in this paper: a) provide a brief overview of your experiences as a sport participant and/or spectator; b) discuss some of your most important sporting experiences, and how they have impacted you to this point in your life; c) discuss who some of the most important people have been as it relates to your socialization into sport; and d) reflect upon the effect that your involvement with sport over the years has had on your self-concept and social identity (see [the sport socialization assignment guidelines on the course website for more details](#)).
Tentative Course Calendar

Unit I: Chapters 1-6

Foundations of the sociology of sport and physical activity

Sociological theory and research

Ethics

Sport and health

Sport and the economy

International sport

Exam 1: Due Date: Thursday, February 14, 2013

Unit II: Chapters 7-12

Sport and the media

Sport, physical activity, and the environment

Sport for social change and development

Deviant behavior and sport

Sport and community

Youth sport

Exam 2: Due Date: Thursday, March 21, 2013

Sport Socialization Paper Due Date: Friday, March 29, 2013

Unit III: Chapters 13-18

Intercollegiate sport

Race matters in sport and physical activity

Gender issues in sport and physical activity
Social class and sport

Power and politics

Religion, sport, and physical activity

Exam 3: Due Date: Thursday, April 25, 2013
Application for CEHD Undergraduate Curriculum Committee Action Items

In addition to this application and requisite forms from Curricular Services, a memorandum and any supporting documents with appropriate signatures should be submitted. Curricular issues require formal approval (i.e. the UCC, Faculty Senate, Provost, and President). Please indicate the type of curricular issue you are submitting for consideration:

☐ New course
☐ Deletion of a course
☐ Course credit change
☐ Contact hour change (lab and lecture)
☐ Course title change
☐ Course description change
☐ Course number change
☐ Course prefix change
☐ Curriculum changes which increase credit hours required to complete a degree

☐ New degree programs
☐ Prerequisite changes
☐ Non-substantive requests such as name changes for a program or Department or degree
☐ Catalog revisions
☐ Admission Requirements for transfer and upper-division including GPA and/or course completion

☑ Other: Core Curriculum Recert

Faculty will be invited to attend the CUCC meeting to provide further justification and/or clarification as necessary.

Date: 03/29/13 Submitted by: Paul Batista

Department: Health and Kinesiology Division: Sport Management

Justification for Request (Attach supporting or additional documents as necessary):

______________________________
Core recertification - SPMT 319

______________________________

Department Head: Richard Kreider Signature: [Signature]

To be completed by CJCC:

Date Considered: 4/12/13
Approved: [Stamp]
Not Approved: [Stamp]
Texas A&M University
Core Curriculum Cover Sheet

Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Health & Kinesiology
   SPMT (formerly KINE) 319; [signature]
   [Date: 2/2013]

2. Course prefix and number: (crosslisted with SOCI 319)  
   Texas Common Course Number: N/A

3. Complete course title: Sociology of Sport
   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
   [current course - Yes, as KINE 319]

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   ☑ Yes
   ☑ No

8. How frequently will the class be offered? Every Semester

9. Number of class sections per semester: 1 or 2

10. Number of students per semester: +/- 175 average

11. Historic annual enrollment for the last three years: 355 418 459

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
    [Signature]
    Date: March 27, 2013

14. Department Head
    [Signature]
    Date: 3-29-13

15. College Dean/Designee
    [Signature]
    Date: 4/12/13

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 2014 Core Curriculum

Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

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?

SPMT 319 (sociology of sport) involves the exploration of behavior and interactions among people in groups, organizations, institutions, and various events related to sport participation and consumption across multiple societies. Moreover, this course involves the study and examination of sport as a microcosm of society, and how sport impacts (and is impacted by) other social institutions (e.g., media, religion, economy, education, politics) in society.

---

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):

Critical thinking will be addressed by requiring students to read short articles (i.e., from both the academic and popular press) and write reaction papers to the readings. More specifically, students will not only have to provide a brief summary of the article key points, but most importantly, critically reflect on the arguments made in the article (i.e., discuss the strengths and weaknesses, detail why they agree and/or disagree with the arguments made, and provide implications the arguments have for theory and practice). We will use a rubric to grade and evaluate whether or not the students have sufficiently addressed the requirements: 1) summary, 2) critique, 3) implications.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Communication will be addressed by requiring students to write papers (e.g., socialization into sport paper). This paper requires students to reflect back as far as they can remember on how they became involved in the social institution of sport (as a participant/athlete and as a fan/consumer). A rubric will be created to test/evaluate how well the students adhere to proper grammar and the APA format in their writing. Students will also be required to give short oral presentations on various topics related to the sociology of sport and physical activity. In this case, students will be graded/evaluated on a) how well and clearly they convey their message, and b) level of knowledge/understanding of topic. In terms of visual communication, students will be required to provide a visual aid in their written paper assignments (e.g., for the socialization paper, student will develop a timeline diagram to illustrate the origins and evolution of their participation in and consumption of sport).
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

Empirical and Quantitative Skills will be addressed by requiring students to read about research and theory in the sociology of sport, and conduct brief field studies (i.e., interviews and observations) of social phenomena related to the study of sport. In fact, one of the chapters in the book we use discusses the importance of research and theory in the sociology of sport. Students’ knowledge of these skills will primarily be tested/evaluated on exams (i.e., multiple choice and true/false).

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Social Responsibility will be addressed primarily by having students read about various topics related to ethics in sport, international sport, religion in sport, race, ethnicity, gender, sexual orientation, and social class in sport. Students will be evaluated primarily on exams (i.e., multiple choice and true/false).

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
KINE 319 (599): Sociology of Sport (web-based)-3 credits
Spring 2013
January 14-May 8

General Course Information:

Instructor:
Dr. John N. Singer, Ph.D.
Associate Professor, Department of Health and Kinesiology
Division of Sport Management
355B Blocker
singerjn@hlkn.tamu.edu
979-845-5497
Office Hours: Wednesday and Thursday, 10am-12noon

Teaching Assistants:
Zack Damon (zack55damon@tamu.edu)

Course Orientation:
Please see and READ the KINE 319 “course orientation” document on the course website at http://elearning.tamu.edu

Required Course Materials:
The following textbook is REQUIRED for the course and can be purchased from the student book store on campus:

- Cunningham, G.B., & Singer, J.N. (Eds.) (2012). Sociology of sport and physical activity (2nd Ed.). College Station, TX: Center for Sport Management Research and Education. (Note: the book is blue)

- Video lectures for the course are available on the course website:
  http://elearning.tamu.edu

Nature of the Course
KINE 319: Sociology of Sport is taught online. Students are expected to A) read the chapters in the book, and B) listen to the lectures accessed through the course website. In addition, students are encouraged to print the PowerPoint slides associated with the lecture so that they can take notes while reading the chapter and watching the video lectures. The PowerPoint slides are also available on the course website. Students can listen to the lectures anywhere they have computer access (e.g., campus, home, etc.). Questions concerning the course should be directed FIRST to the teaching assistant at the appropriate email address above; and if for some reason your question or concern is not addressed after you’ve done this, then you should contact the instructor at the email address listed above or in person during office hours.
Correspondence related to the course is sent to your TAMU email account. Consistent with Student Rule 61.2.3 (http://student-rules.tamu.edu/rule61) students are expected to regularly check their TAMU email account for course-related communications.

**Course Objectives:**
As a result of this course, students should be able to understand and thoroughly discuss the following topics:

- an overview of the sociology of sport and the major principles of sport in society;
- the meaning and importance of social theories and research in sport;
- the ethical dilemmas, choices, and behaviors in sport and physical activity;
- the relationship between sport and health outcomes;
- the impact sport has on the economy;
- the nature and scope of sport on an international level;
- the symbiotic relationship between sport and the media;
- the impact of sport production and consumption on the environment;
- how sport can be used for social change and development in society;
- the types of deviant behavior in sport and ways to address its consequences;
- youth sport and its impact on children and adolescents;
- problems and issues in college sport;
- the significance of race and ethnicity, sex, gender, sexual orientation and social class in sport;
- the role of power, politics, and religion in sport

**Course Policies and Expectations**
Any exams/assignments missed without prior arrangements being made with the instructor and graduate teaching assistant **MAY NOT BE MADE UP.** The only exception to this policy is written documentation of a situation that absolutely prohibits you from completing that assignment in a timely manner.

**Attendance.** The attendance policy for this class will be administered in accordance with Student Rule #7: 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. 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.”
Email Professionalism. Consistent with Student Rule 61, email is an official means of communication. As such, you are expected to follow simple guidelines of professionalism. You should: (a) use a subject line that is relevant to your message; (b) clearly state your question or concern; (c) use standard English and complete sentences, as opposed to using abbreviations and texting-style communications; (d) include a signature block containing your name, phone number, and email address; and (e) proofread your email prior to sending it. You can also find additional information about writing emails at the University Writing Center website: http://writingcenter.tamu.edu/2010/how-to/business/emails/.

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

“On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

Americans with Disabilities Act (ADA) policy statement. The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information. The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B118 of Cain Hall or call 845-1637. Additional information is available at 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.

Extra Credit Policy. There is NO EXTRA CREDIT available in this course; any decision to deviate from this policy will be left solely to the discretion of the instructor for the course!
Point Structure:

<table>
<thead>
<tr>
<th>Item</th>
<th>Point</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Exam 3</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Paper</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

Total Points 350 100.0%

Grading Structure:

90-100% A
80-89% B
70-79% C
60-69% D
≤ 59% F

ASSIGNMENTS
Exams:
Three exams will be held throughout the semester. The first covers material from chapters 1-6; the second covers material from chapters 7-12; the third covers material from chapters 13-18 (see course calendar at end for details). Exam questions will be true-false and/or multiple-choice. ALL exams will be taken online at the elearning website; students can take each exam as soon as they desire from the time the instructor makes each available to the students (so as long as you take each by the respective deadline). **Students can use their notes and books during the exam. However, students are NOT to work in groups in completing the exams, or receive outside help from other people in taking the exam (e.g., tutors, advisors, peers, etc.); students found to be doing so will be in violation of the honor code and will be reported!!**

Socialization Paper:
Socialization has been described as the process of interacting with other people and learning the social customs, morals, and values of a society or community. This description implies that we as human beings are born into a social environment that influences how we think and view the world, and the decisions that we make concerning our lifestyles and the activities that we engage in as members of a particular society. With this in mind, students should address the following things in this paper: 
a) provide a brief overview of your experiences as a sport participant and/or spectator; b) discuss some of your most important sporting experiences, and how they have impacted you to this point in your life; c) discuss who some of the most important people have been as it relates to your socialization into sport; and d) reflect upon the effect that your involvement with sport over the years has had on your self-concept and social identity (**see the sport socialization assignment guidelines on the course website for more details**).
Tentative Course Calendar

Unit I: Chapters 1-6

Foundations of the sociology of sport and physical activity

Sociological theory and research

Ethics

Sport and health

Sport and the economy

International sport

Exam 1: Due Date: Thursday, February 14, 2013

Unit II: Chapters 7-12

Sport and the media

Sport, physical activity, and the environment

Sport for social change and development

Deviant behavior and sport

Sport and community

Youth sport

Exam 2: Due Date: Thursday, March 21, 2013

Sport Socialization Paper Due Date: Friday, March 29, 2013

Unit III: Chapters 13-18

Intercollegiate sport

Race matters in sport and physical activity

Gender issues in sport and physical activity
Social class and sport

Power and politics

Religion, sport, and physical activity

Exam 3: Due Date: Thursday, April 25, 2013
Application for CEHD Undergraduate Curriculum Committee Action Items

In addition to this application and requisite forms from Curricular Services, a memorandum and any supporting documents with appropriate signatures should be submitted. Curricular issues require formal approval (i.e. the UCC, Faculty Senate, Provost, and President). Please indicate the type of curricular issue you are submitting for consideration:

☐ New course
☐ Deletion of a course
☐ Course credit change
☐ Contact hour change (lab and lecture)
☐ Course title change
☐ Course description change
☐ Course number change
☐ Course prefix change
☐ Curriculum changes which increase credit hours required to complete a degree

☐ New degree programs
☐ Prerequisite changes
☐ Non-substantive requests such as name changes for a program or Department or degree
☐ Catalog revisions
☐ Admission Requirements for transfer and upper-division including GPA and/or course completion

☒ Other: Core Curriculum Recent

Faculty will be invited to attend the CUCC meeting to provide further justification and/or clarification as necessary.

Date: 03/29/13 Submitted by: Paul Batista

Department: Health and Kinesiology Division: Sport Management

Justification for Request: (Attach supporting or additional documents as necessary):

Core recertification - SPMT 319

Department Head: Richard Kreider Signature: [Signature]

To be completed by CUCC:
Date Considered: 4/1/13
Approved: [Signature]
Not Approved: [Signature]
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum
CCC238

1. This request is submitted by (department name): NFSC

2. Course prefix and number: NUTR 222

3. Texas Common Course Number: Click here to enter text.

4. Complete course title: Nutrition for Health and Health Care

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 class be offered? Fall, Spring, Summer

9. Number of class sections per semester: One to three

10. Number of students per semester: 100+

11. Historic annual enrollment for the last three years:

   Sp 12 - 48
   Sum 12 - 7
   Fa 12 - 57

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:
   
   Course Instructor

   Date: 6/24/13

14. Approvals:
   
   Department Head

   Date: 6/25/13

15. College Dean/Designee

   Date: 6/25/13

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 2014 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?  

The learning outcomes and teaching strategies used in Nutrition for Health and Healthcare, NUTR 222, fully meet the expectations for the Life and Physical Sciences foundational component area. The primary focus of this course is to describe the fundamental principles of nutrition and the role the diet plays in disease prevention and treatment. Basic understanding of impaired physiology that leads to diagnosis of disease is presented. Students then learn how specific dietary components such as nutrients influence the systems, which ultimately results in either enhanced or suppressed risk of chronic disease development. In addition, how the scientific method is used to develop correlations between dietary choices and disease incidence are also discussed. Finally, students learn how modifications to lifestyle choices related to food selections have a significant impact on health status. This is an online course that meets the core objectives through instructional techniques and individual assignments.  

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):  

Critical thinking is a key component of this course. Much of the lecture content will focus on examples of epidemiological and experimental observations that have lead to the scientifically grounded correlations between an individua’s diet and health status. In addition, questions will be posed in lectures in the latter half of the course that challenge the students to apply what we have been learning in the earlier examples to scientific questions relevant to that day’s lecture. The primary place that critical thinking will be assessed is in case study assignments. For these assignments students must take knowledge learned in the course and analyze a hypothetical situation regarding the health status of an individual(s). Typically these assignments result in the student needing to synthesize information from multiple sources and sections of the course in order to come up with novel answers to questions asked.  

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):  

Within the case study assignments described above a student’s ability to effectively communicate their interpretations of the problems and descriptions of correct answers to the questions will be routinely assessed in both peer- and instructor-evaluation formats. For the first case study, students will work in groups and students will be
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

required to communicate ideas in written format via the chat function in eLearning a specific grading rubric is used by team members to evaluate other students in their group while a separate rubric is used by the instructor to assess overall communication skills. For the second case study, students will complete the assignment individually and will submit their response to the questions in the form of a short oral presentation. This will be conducted in a live video conference via Skype. If enrollment in the course is such that this becomes impractical, students will submit their responses via recorded video. A video recorded lecture will provide instruction on how to effectively communicate complex scientific information to a general audience. The assignments will be graded using rubrics for content and oral communication and feedback provided by the instructor. In addition, students are encouraged to participate in online discussions that go on throughout the course and are incentivized to do so by offering bonus points on tests. These activities are not graded assignments because we have found that open communication between students results in an intriguing flow of ideas. However, the instructor will provide routine feedback to students as to how they may most effectively communicate their ideas to garner support for their point of view. Finally, the videos and slide sets used for lectures in this course are intended to teach students how appropriate visual aids and graphics can dramatically improve the effectiveness of communicating complex scientific ideas to multiple types of audiences.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

As stated above, much of the basis for what we know about the influence of diet on chronic disease is based on epidemiological and experimental findings. In the course, specific observational facts are presented and appropriate numerical data provided to support these claims. Students are then required to utilize these findings to draw conclusions to answer examination questions. These quantitative skills are also routinely assessed in the case study assignments depending on the hypothetical situation proposed. However, intentional instructor is provided as to how to quantitatively interpret these types of data and all exams include test questions related to evaluating a student’s competency in this area.

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):

As previously stated, the first case study assignment is a group project in which three to four students work together. The ability of students to express their opinions and views and to accept those of others is central to this assignment. The nature of the hypothetical situations presented in these assignments is that while they are based on scientific fact related to human physiology, they also very often have a sociological/psychological component that results in different points of view that must be resolved between students prior to completing the assignment. For example, we often challenge students to use scientific findings to come up with specific recommendations for complex problems such as the growing prevalence of childhood obesity.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Nutrition for Health and Health Care  
NUTR 222  
Department of Nutrition and Food Science  
Course Syllabus- Fall 2013

Instructor:  
Dr. Clinton Allred  
Office: 214B Cater Mattil  
Phone: 979-862-7767

Credits: 3  
Office Hours: by appointment

All e-mail communication should go through the e-Learning website.

Pre-requisites: None

Class Materials: Recorded lectures will be made available in a timely manner, usually two per week and will remain available the remainder of the semester. Lectures will be posted by 10:00 am Monday morning each week. In addition, copies of the slides from each lecture will be available in two different file formats so students can print them and take notes. All materials for each lecture will be provided in individual folders on the eLearning website.

Announcements: Please check the eLearning website frequently (i.e. daily) for important class announcements.


Course Content: Analysis of nutrition with emphasis on providing a basic understanding of nutrition and its role in disease prevention and treatment.

Course Objectives and Outcomes:
Upon completion of the course students will be able to
1. Describe the basic chemistry and biological functions of macro- and micro-nutrients in the body.
2. Summarize the digestion and absorption of these nutrients.
3. Identify nutritional and dietary factors that influence growth, development, maintenance of health, and development of chronic disease.
4. Evaluate dietary intake, nutritional needs, and overall health of individuals.
5. Understand the role that individual health care providers (e.g. nurses, registered dieticians, physicians, and health educators) play in clinical nutritional therapy.

Evaluation:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2 case studies 25 pts each)</td>
<td>50</td>
</tr>
<tr>
<td>Quizzes (best 5 of 6 given x 10 pts) covering most recent lecture material</td>
<td>50</td>
</tr>
<tr>
<td>Tests (4x 100 pts)</td>
<td>400</td>
</tr>
</tbody>
</table>

Total Points 500

[A=89.5%; B=89.4-79.5%; C=79.4-69.5%; D=69.4-59.5%; F=≤59.4% Total Points]
Readings: It is suggested that students get a copy of the text book and read the associated chapters at the same time as we are covering the materials in lectures. A reading list that coincides with each lecture is provided at the end of this syllabus.

Quizzes and Exams: All quizzes and tests will be of a multiple choice format. On the dates listed in the course timeline the appropriate quiz will be posted. Students will sign in to take the quiz and will be given a set amount of time (approximately 8 min) to complete the examination. Six quizzes will be given and the five best scores will be counted. Tests will be given on the dates listed at 7:00 pm in room 123 in the Kleberg Building, or otherwise coordinated with the instructor and student. Each quiz will be worth a total of 10 points and the tests will be worth 100 each. Each quiz/test will be weighted in the grading scale as described under the evaluation section of this syllabus.

Exam Make-Up Policy: Make-up tests will only be given for university excused absences. In this case, it is the student’s responsibility to arrange a date and time to make up the missed test with the instructor. Please reference Student Rule 7 regarding attendance and make-up policies. See http://student-rules.tamu.edu/rule07.

Assignments: The primary outside of lecture assignments will be case studies. For case studies, materials from class will be utilize to explain a underlying health concern for an individual in a hypothetical situation and typically what modifications to their lifestyle including diet can be made to improve/prevent the health problem. The first of these two assignments will be a group project. Each student will be assigned to a group of three to four people. It is anticipated that students will communicate with each other via the chat function on the eLearning website or by some other means that allows for equal exchange of ideas and documentation of the oral communications. After completing the case study each student will evaluate the other team members and accuracy of answers and written and oral communication during the project will be assessed.

Participation and Bonus Points: It is expected that students will be viewing the online lectures and taking notes in a timely manner throughout the class. Success in the class will depend on it as many of the questions on tests will come from material that I verbally provide in the lectures as opposed to the slides themselves. In addition, prior to each test, during one of the lectures, I will introduce a discussion topic. Then I will post a “starter comment” to a new discussion board topic on the classes’ eLearning webpage. If you enter a topic relevant statement in response to my comment or that of another student, then you will receive bonus points on the upcoming test. Topics will be chosen to induce debate and multiple comments per student are encouraged. However, comments need to be respectful and limited to the topic at hand. Inappropriate comments will result in no points for the offending student.
**Academic Dishonesty:** Texas A&M University students are responsible for authenticating all work to an instructor. The inability to authenticate one’s work, should the instructor request it, is grounds to initiate an academic dishonesty case.

Academic dishonesty includes, but is not exclusive to the following acts.

1. **Cheating:**
   Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise.

2. **Fabrication:**
   Making up data or results, and recording or reporting (submitting) them.

3. **Multiple Submissions:**
   Submitting substantial portions of the same work (including oral reports) for credit more than once without authorization from the instructor of the class.

4. **Plagiarism:**
   The appropriation of another person’s ideas, processes, results, or words without giving appropriate credit.

5. **Complicity:**
   Intentionally or knowingly helping, or attempting to help, another commit an act of academic dishonesty.

Additional information may be obtained at [http://aggiehonors.tamu.edu](http://aggiehonors.tamu.edu)

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**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, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).
Nutrition 222  
Fall 2013  
Tentative Course Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>What's Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 26th</td>
<td>Course introduction video and lecture 1</td>
<td>Lecture 1 &amp; 2</td>
</tr>
<tr>
<td>September 2nd</td>
<td>Lecture 2</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Day of Week</th>
<th>What’s Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 11th</td>
<td>Wednesday</td>
<td>Lecture 1 &amp; 2</td>
</tr>
<tr>
<td>September 18th</td>
<td>Wednesday</td>
<td>Lecture 3 &amp; 4</td>
</tr>
<tr>
<td>September 24th</td>
<td>Tuesday</td>
<td>Lecture 1 - 6</td>
</tr>
<tr>
<td>October 2nd</td>
<td>Wednesday</td>
<td>Lecture 7 &amp; 8</td>
</tr>
<tr>
<td>October 9th</td>
<td>Wednesday</td>
<td>Lecture 9 &amp; 10</td>
</tr>
<tr>
<td>October 15th</td>
<td>Tuesday</td>
<td>Lecture 7 - 11</td>
</tr>
<tr>
<td>October 23rd</td>
<td>Wednesday</td>
<td>Lecture 12 &amp; 13</td>
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<tr>
<td>October 31st</td>
<td>Thursday</td>
<td>Lecture 12 - 16</td>
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<tr>
<td>November 5th</td>
<td>Thursday</td>
<td>Lecture 17 &amp; 18</td>
</tr>
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<td>November 13th</td>
<td>Wednesday</td>
<td>Lecture 17 - 18</td>
</tr>
<tr>
<td>November 22nd</td>
<td>Friday</td>
<td>Lecture 17 &amp; 18</td>
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</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Day of Week</th>
<th>Topics</th>
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<tbody>
<tr>
<td>Lecture #</td>
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<tr>
<td>Lecture 1</td>
<td></td>
<td>Overview of nutrition</td>
</tr>
<tr>
<td>Lecture 2</td>
<td></td>
<td>Nutrition in health care</td>
</tr>
<tr>
<td>Lecture 3</td>
<td></td>
<td>Carbohydrates</td>
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<tr>
<td>Lecture 4</td>
<td></td>
<td>Health effects of sugars, starches and fibers</td>
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<tr>
<td>Lecture 5</td>
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<td>Lipids</td>
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<tr>
<td>Lecture 6</td>
<td></td>
<td>Health effects of fats</td>
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<tr>
<td>Lecture 7</td>
<td></td>
<td>Proteins and amino acids</td>
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<tr>
<td>Lecture 8</td>
<td></td>
<td>Health effects of protein</td>
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<tr>
<td>Lecture 9</td>
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<td>Energy balance and body composition</td>
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<tr>
<td>Lecture 10</td>
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<td>Weight management: over and underweight</td>
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<tr>
<td>Lecture 11</td>
<td></td>
<td>Vitamins</td>
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<tr>
<td>Lecture 12</td>
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<td>Water and Minerals</td>
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<tr>
<td>Lecture 13</td>
<td></td>
<td>Digestion and absorption</td>
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<tr>
<td>Lecture 14</td>
<td></td>
<td>Enteral and parenteral nutrition support</td>
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<tr>
<td>Lecture 15</td>
<td></td>
<td>Nutrition and upper gastrointestinal disorders</td>
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<tr>
<td>Lecture 16</td>
<td></td>
<td>Nutrition and lower gastrointestinal disorders</td>
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<tr>
<td>Lecture 17</td>
<td></td>
<td>Nutrition and liver diseases</td>
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<tr>
<td>Lecture 18</td>
<td></td>
<td>Nutrition in metabolic and respiratory stress</td>
</tr>
<tr>
<td>Lecture 19</td>
<td></td>
<td>Nutrition and diabetes mellitus</td>
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<tr>
<td>Lecture 20</td>
<td></td>
<td>Nutrition and disorders of the heart and blood vessels</td>
</tr>
<tr>
<td>Lecture 21</td>
<td></td>
<td>Nutrition and cancer and HIV Infection</td>
</tr>
</tbody>
</table>
SUGGESTED READING

The text for this course is *Nutrition for Health and Health Care, 4th Edition* and the suggested portions of the book to be read to accompany topics covered in class are listed below.

Textbook Readings:

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>CHAPTER</th>
<th>PAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture 1 Overview of Nutrition</td>
<td>1</td>
<td>1-32</td>
</tr>
<tr>
<td>Lecture 2 Nutrition in Health Care</td>
<td>1; 13</td>
<td>33-36; 381-405</td>
</tr>
<tr>
<td>Lecture 3 Carbohydrates</td>
<td>3</td>
<td>63-76</td>
</tr>
<tr>
<td>Lecture 4 Health Effects of Sugars, Starches, and Fibers</td>
<td>3</td>
<td>77-90</td>
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<tr>
<td>Lecture 5 Lipids</td>
<td>4</td>
<td>91-98</td>
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<tr>
<td>Lecture 6 Health effects of fats</td>
<td>4</td>
<td>98-118</td>
</tr>
<tr>
<td>Lecture 7 Proteins and amino acids</td>
<td>5</td>
<td>119-126</td>
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<tr>
<td>Lecture 8 Health effects of protein</td>
<td>5</td>
<td>126-140</td>
</tr>
<tr>
<td>Lecture 9 Energy balance and body composition</td>
<td>6</td>
<td>141-166</td>
</tr>
<tr>
<td>Lecture 10 Weight management: over and underweight</td>
<td>7</td>
<td>167-199</td>
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<tr>
<td>Lecture 11 Vitamins</td>
<td>8</td>
<td>200-236</td>
</tr>
<tr>
<td>Lecture 12 Water and Minerals</td>
<td>9</td>
<td>237-270</td>
</tr>
<tr>
<td>Lecture 13 Digestion and absorption</td>
<td>2</td>
<td>37-62</td>
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<tr>
<td>Lecture 14 Enteral and parenteral nutrition support</td>
<td>15</td>
<td>435-467</td>
</tr>
<tr>
<td>Lecture 15 Nutrition and upper gastrointestinal disorders</td>
<td>17</td>
<td>488-512</td>
</tr>
<tr>
<td>Lecture 16 Nutrition and lower gastrointestinal disorders</td>
<td>18</td>
<td>513-543</td>
</tr>
<tr>
<td>Lecture 17 Nutrition and liver diseases</td>
<td>19</td>
<td>544-561</td>
</tr>
<tr>
<td>Lecture 18 Nutrition in metabolic and respiratory stress</td>
<td>16</td>
<td>468-487</td>
</tr>
<tr>
<td>Lecture 19 Nutrition and diabetes mellitus</td>
<td>20</td>
<td>562-590</td>
</tr>
<tr>
<td>Lecture 20 Nutrition and disorders of the heart and blood vessels</td>
<td>21</td>
<td>591-620</td>
</tr>
<tr>
<td>Lecture 21 Nutrition and cancer and HIV infection</td>
<td>23</td>
<td>406-434; 648-672</td>
</tr>
</tbody>
</table>
Texas A&M University
Core Curriculum
Initial Request for a lower division course included in the current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): English

2. Course prefix and number: ENGL 103

3. Texas Common Course Number: ENGL 1301

4. Complete course title: Introduction to Composition and Rhetoric

5. Semester credit hours: 03

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 class be offered? every summer

9. Number of class sections per semester: 1 - 2

10. Number of students per semester: 25 - 50

11. Historic annual enrollment for the last three years:

   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]
   Course Instructor

   Date 5-28-13

13. Approvals:
    [Signature]

   Date 5/29/13

14. Department Head
    [Signature]

   Date 6/5/13

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 2014 Core Curriculum

Foundational Component Area: Communication

In the box below, describe how this course meets the Foundational Component Area description for Communication. Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

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?

ENGL 103 involves the intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. The course emphasizes effective rhetorical choices, including audience, purpose, arrangement, and style, with a focus on understanding multiple perspectives in argumentation and persuasion. Students will communicate and collaborate with one another in class discussions as they read, evaluate and respond to the ideas and different points of view of others, expressed both in the course readings, the student writings and in the visual images that accompany and illuminate the written discourse. The course focuses on writing the academic essay and understanding multiple perspectives as vehicles for learning, communicating, and critical analysis.

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):

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through regular reading, class discussion, and writing assignments focused on key ideas in various types of written and oral discourse and the visual images that represent those ideas. The evaluation of critical thinking skills will be based on written work, quizzes, and/or participation in class discussions.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Communication Skills (CS): The course promotes communication skills through small and large group discussion of major ideas, issues, and questions central to course readings and accompanying visual images and through regular practice in various forms of writing. The evaluation of communication skills will be based on written work, quizzes and/or participation during class discussions, individually and/or in teemed groups.
Texas A&M University
Core Curriculum

Initial Request for a Course Addition to the Fall 2014 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):

Teamwork (T): The course enhances the ability to work in teams by providing students with regular opportunities to address differing points of view in reading, writing, and in argument and persuasion, as well as to collaborate with classmates on techniques of invention, pre-writing, and peer critique. The evaluation of teamwork ability will be based on participation, written self-reports and peer evaluation of collaborative pre-writing and brainstorming sessions and peer critiques.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

Personal Responsibility (PR): The course teaches personal responsibility by enhancing students’ understanding of how to read and listen thoughtfully and to assess and respond appropriately to assertions made by text authors and their own classmates. They will also learn how to use sources ethically while composing an academic argument. The evaluation of personal responsibility will be based on assignments in which students are expected to ethically cite another person’s work in written research essay. In addition, written assignments will be evaluated based on the students’ ability to reflect on and respond to ideas and multiple perspectives in possible contradiction to their own perspectives via respectful and appropriate discourse in the academic setting.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Course title and number  ENGL 103: 
Term (e.g., Fall 200X)  Summer II, 2014
Meeting times and location  tba

Course Description and Prerequisites

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

Prerequisite: None

Learning Outcomes

Upon successful completion of this course, students will:
1. Apply appropriate methods in individual and collaborative writing processes.
2. Support their ideas with appropriate evidence and attribution.
3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays.

Core Curriculum Objectives:

- **Critical Thinking Skills (CTS):** The course will enhance critical thinking skills through regular reading, class discussion, and writing assignments focused on key ideas in various types of written and oral discourse and the visual images that represent those ideas.
- **Communication Skills (CS):** The course promotes communication skills through small and large group discussion of major ideas, issues, and questions central to course readings and accompanying visual images and through regular practice in various forms of writing.
- **Teamwork (T):** The course enhances the ability to work in teams by providing students with regular opportunities to collaborate with classmates on invention and pre-writing and on peer critique.
- **Personal Responsibility (PR):** The course teaches personal responsibility by enhancing students' understanding of how to read and listen thoughtfully and to assess and respond appropriately to assertions made by text authors and their own classmates. They will also learn how to use sources ethically while composing an academic argument.
Assessment of Core Objectives:

- **CTS**: The assessment of critical thinking skills will be based on written work, quizzes, and/or participation in class discussions.
- **CS**: The assessment of communication skills will be based on written work, exams and/or participation during class discussions, individually and/or in teemed groups.
- **T**: The assessment of teamwork ability will be based on participation, written reports and peer evaluation of collaborative pre-writing and brainstorming sessions and peer critiques.
- **PR**: The assessment of personal responsibility will be based on assignments in which students are expected to ethically cite another person's work in written research essay. In addition, written assignments will be evaluated based on the students' ability to reflect on and respond to ideas in possible contradiction to their own in a respectful and appropriate manner for an academic setting.

**Instructor Information**

<table>
<thead>
<tr>
<th>Name</th>
<th>Cecelia Hawkins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone number</td>
<td>979-845-3452</td>
</tr>
<tr>
<td>Email address</td>
<td><a href="mailto:c-hawkins@tamu.edu">c-hawkins@tamu.edu</a></td>
</tr>
<tr>
<td>Office hours</td>
<td>T/Th 12:00 – 2:00</td>
</tr>
<tr>
<td>Office location</td>
<td>LAAH XXX</td>
</tr>
</tbody>
</table>

**Textbook**


**Grading Policies**

Attendance and Absenteeism: see policies in general: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07), and policies in particular, Student Rules 7.1.6.1 and 7.1.6.2. Students are required to be in class at the stated times, and to turn in work as instructed, on the stated due dates.

**Grading Scale**: A (90-100) B (80-89) C (70-79) D (60-69) F (0-59)

**Grade Distribution**:  
4 - 200 word in class writing assignments @ 5% each = 20% of total grade  
4 - 500-word essays @ 15% each = 60% of total grade  
4 - first drafts-peer critiques = 2.5% each = 10%  
10 quizzes (averaged) = 10%

Brainstorming and pre-writing for the short (200-word) writing assignments may be conducted either as homework or in class in teams with the resulting final draft of each short writing
assignment being written during the class period.

There will be a quiz on each reading assignment at the beginning of the class period for which it has been assigned.

First drafts of the 500-word essays will be due at the last class period of the week for which they are listed. Peer critiques will be conducted during class when each first draft is due. Final drafts are due the first class period of the week in which they are listed.

Course Topics and Assignment Dates

All pages refer to the textbook. More specific deadlines, due dates and instructions will be posted weekly on the class eCampus site.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Reading &amp; Writing</td>
<td>pp. 2 - 19</td>
</tr>
<tr>
<td></td>
<td>Description</td>
<td>pp. 22 – 61</td>
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<tr>
<td></td>
<td></td>
<td>In class writing assignment</td>
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<tr>
<td>2</td>
<td>Narration</td>
<td>pp. 62 – 95</td>
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<tr>
<td></td>
<td></td>
<td>In class writing assignment</td>
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<tr>
<td>3</td>
<td>Example</td>
<td>pp. 96 – 121</td>
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<td></td>
<td></td>
<td>In class writing assignment</td>
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<tr>
<td>4</td>
<td>Division/Analysis/Classification</td>
<td>pp. 122 – 179</td>
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<td></td>
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<td>In class writing assignment</td>
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<td>5</td>
<td>Process Analysis</td>
<td>pp. 180 – 207</td>
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<td></td>
<td></td>
<td>In class writing assignment</td>
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<tr>
<td>6</td>
<td>Comparison/Contrast</td>
<td>pp. 208 - 243</td>
</tr>
<tr>
<td></td>
<td>Comparison/Contrast, cont.</td>
<td>First draft essay (C/C) due &amp; peer critique</td>
</tr>
<tr>
<td>7</td>
<td>Definition</td>
<td>pp. 244 – 276</td>
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<tr>
<td></td>
<td>Definition, cont</td>
<td>Final draft essay (C/C) due</td>
</tr>
<tr>
<td>8</td>
<td>Cause &amp; Effect Analysis</td>
<td>pp. 277 – 315</td>
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<tr>
<td></td>
<td></td>
<td>Final draft essay (def) due</td>
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<tr>
<td>9</td>
<td>Cause &amp; Effect, cont</td>
<td>First draft essay (C/E) due &amp; peer critique</td>
</tr>
<tr>
<td>10</td>
<td>Argument &amp; Persuasion</td>
<td>pp. 316 – 377</td>
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<td></td>
<td></td>
<td>Final draft essay (C/E) due</td>
</tr>
<tr>
<td>11</td>
<td>Argument &amp; Persuasion, cont</td>
<td>First draft essay (A&amp;P) due &amp; peer critique</td>
</tr>
</tbody>
</table>

Final Exam: Final draft of A&P essay due at final exam (tba)
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

Core Curriculum Cover Sheet

Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Sociology

2. Course prefix and number: SOCI 327

3. Texas Common Course Number: Click here to enter text.

4. Complete course title: Morality & Society

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
   - CURRENT Core: YES
   - CURRENT ICD: No

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - Yes
   - No

8. How frequently will the class be offered? Annually

9. Number of class sections per semester: 1

10. Number of students per semester: 60

11. Historic annual enrollment for the last three years: 56 60 60

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:

   Course Instructor
   [Signature]

   Department Head
   [Signature]

   College Dean/Designee
   [Signature]

   By: [Signature]

   Date: August 19, 2013

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 2014 Core Curriculum

Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

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?

This course examines the historical and contemporary effects of morality on society. We structure our examination by use of four major conceptual perspectives: how moral codes emerge; how moral orders are maintained over time; how moral orders sometimes collapse and require repair; and whether there is an international moral order. The objective of the course is to describe the social processes by which moral orders rise and fall in particular times and places. Students should leave the course with a clearer understanding that moral orders are objective and changeable social facts that may be studied sociologically, and social scientifically, no matter how we answer the philosophical question, are morals “really real.” Students should also leave with a clearer understanding of the various roles moral orders play to shape the course of society, both on a large scale and a small. Students should be able to create analytic arguments about how moral orders arise, change, and sometimes fail and to address the ways sociological study of morality may clarify contemporary debates about moral controversies we face.

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):

This element will be developed by the use, whenever possible, of course readings that take opposing stands on particular controversial theoretical issues. This conflict will spur students to reflect on their readings and on class discussions, to do the creative and innovative work of trying to resolve the conflict. Their success in this endeavor will be evaluated by the instructor’s assessment of several written argumentative essays, the topics for which require a synthetic evaluation of the relative worth of conflicting information.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

This element develops oral, visual, and written communication skills. Skills in oral argument will be evaluated by the instructor’s assessment of student performance in designated interactive discussion sessions. Skills in written argument will be evaluated by the instructor’s assessment of student essays. Significantly for this element, student papers will be assessed in part by how well they are written to persuade different primary audiences—general, scholarly, and political or other social leaders. The goal is to facilitate student abilities to present theories and evidence in ways that are accurate, simple, and direct. Visual communication is involved in the development and assessment of maps, charts, and graphs that summarize and elucidate information.
Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

With this element, the instructor evaluates the written works of students to assess their grasp of relevant sociological concepts and the uses of historical, comparative and quantitative methods. The evaluation includes assessment of the student's ability to interpret basic statistics and different kinds of data presentations. It includes a rudimentary awareness of when and why some methods are sometimes preferred over others. In all, the instructor evaluates the student's ability to link theory and data to make a logically sound and persuasive argument based on evidence.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Ours is an era when society is riven by moral differences and moral conflict, with terrific consequences for how we define our social responsibility to care for one another, assuming we accept that social responsibility is real. The element will be evaluated by instructor's evaluation of students' written and classroom work. In their work, students employ a sociological—an empirical and critical—approach to describe how various moral orders work in society. They assess from a sociological perspective what social consequences moral change (or moral stability) may have. Evaluation of this work allows the instructor to assess the extent to which students can exercise social responsibility, using sociological insights as a means by which to clarify why morals matter, whether in local neighborhoods or distant fields of battle.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of Sociology
SOCI 327: Morality and Society
Request for International and Cultural Diversity Designation

This course focuses on the effects of morality on society. The objective of the course is to examine the social processes by which moral orders rise and fall in particular times and places. Analyses focus on different times and different countries and states. Included in this analyses are issues regarding ethnicity/race/religion as they relate to cooperation and conflict. There is an emphasis upon different perspectives and how broad issues of morality matter both locally and globally. While a historical comparison is definitely part of the course, most of the analysis and most the readings are from the last 50 years.
Sociology 327

Morality & Society

Fall 2012

Instructor: James Burk
Office Hours: TR 11:00-12:15

Office: ACAD 426
Phone: 845-0813

Class Meets: Monday & Wednesday 5:45-7:00
Zachary 105C

Objective

The objective of this class is to examine the historical and contemporary effects of morality on society. We consider four substantive themes:

First, how do the moral codes that societies follow (to some degree) emerge in the first place? We will address this theme through a study of the emergence of moral claims based the concept of “human rights.”

Second, assuming that societies always change, how are moral orders and goods maintained over time? We will address this theme through a study of moral freedom as a fundamental good that helps define the moral order of contemporary American society.

Third, moral orders sometimes collapse, and subsequently require reconstruction or repair. What are the prospects for bringing about moral repair? When are some means of moral repair preferred over others? Is moral repair always possible? We will address this theme using a comparative case study approach, examining a range of possibilities from “getting even” to “forgiving.”

Finally we consider the claim that international order is no order at all but rather is a realm of independent and self-interested actors, a place where no holds are barred. Is there a place for morality and justice in international affairs? We will address this theme through case studies dealing with prohibitions against international assassination and against aerial bombing. The cases we examine are historical but their contemporary relevance is obvious and the historical readings will help us think through what is at stake in current affairs.

Remember, these themes provide only an introduction to a vast subject. They are not comprehensive. Yet tackling them should prepare us to continue studies of morality and society in other classes and in independent studies of our own.
Required Texts


Requirements

First, everyone is expected to do the readings assigned before class begins and to be ready to discuss the major arguments of the assigned readings during class. It is a good idea to take notes on your reading. Do not hesitate to read ahead.

Second, I expect you to write three papers, three to five pages in length. Each paper will assess your mastery of the readings in one of the major sections of the course. Your essay will address one of several topic questions that I will distribute one week before the paper due date. Each essay should clearly state its thesis, offer reasons why the thesis should be believed, and give evidence from the readings to back up the reasons.

Students taking the course for graduate credit will be required to do additional work worth an additional fifty points. See the instructor for further information.

Grading

Class attendance and participation count for 10% of your final grade. If you come to class on time (when roll is called), you receive full credit.

Paper grades count for 90% of your final grade. Each essay will earn a maximum of 30 points. I will assess the clarity of your prose (yes, grammar, spelling and composition "count") and the persuasiveness of your argument (that is, the quality of your thesis, the aptness of the reasons you give for it, and the thoroughness of your evidence). These papers must be the product of your own thought, not the product of collaboration with others. Final grades on each paper are subject to an oral examination.

*Note Well:* I do not accept late papers.
The final grade is calculated based on a 100-point scale in the usual fashion (90-100=A; 80-89=B; etc.)

(For graduate students the final grade is calculated based on a 150-point scale, also in the usual fashion, so 135-150=A; 120-134=B; etc.)

**Supplemental Information**

*A Reminder from the Faculty Senate*

The Faculty Senate advises that the following reminder be included in the course syllabus:

Handouts 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, in-class materials, etc. Because these materials are copyrighted, you do not have the right to copy them, without express written permission to do so.

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 safely be 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.”

**Aggie Honor Code**

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

We expect our actions in this class to embody the spirit as well as the letter of the Aggie Honor Code. If you have any questions about the code or Honors Council Rules and Procedures, please consult the "Know the Code" website found at [http://www.tamu.edu/aggiehonors/](http://www.tamu.edu/aggiehonors/).

**Americans with Disabilities Act**

The Americans with Disabilities Act 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 Support Services for Students with Disabilities in room 126 of the Student Services Building. The telephone number is 845-1637.
Course Outline

I. The Just and the Good

Aug 27  The Utility of Justice


Aug 29  The Good We Seek


II. Emergent Norms: The Case of Human Rights

Sep 3  The Self-Evident “Rights of Men”
Reading: IHR (pp. 15-34)

Sep 5  Cultivating Moral Empathy
Reading: IHR (pp. 35-69)

Sep 10  Abolishing Torture
Reading: IHR (pp. 70-112)

Sep 12  Declaring Human Rights in France and America
Reading: IHR (pp. 113-145)

Sep 17  What Followed from This?
Reading: IHR (pp. 146-175)

Sep 19  Nonsense on Stilts
Reading: IHR (pp. 176-214)

First Paper Due

A hardcopy of your paper is due in the Sociology Office, ACAD 311, before 5:00 pm on Monday, September 24th
III. Maintaining Moral Order: The American Good of Freedom

Sep 26  American Virtue and Vice
    Reading: MF (pp. 1-62)

Oct 1   Self Control Without Guilt or Judgment
    Reading: MF (pp. 63-96)

Oct 3   Ambivalent about Truth and Forgiveness
    Reading: MF (pp. 97-166)

Oct 8   Human Destiny, Character, and Self-Determination
    Reading: MF (pp. 167-197)

Oct 10  Balancing Freedom and Authority
    Reading: MF (pp. 167-231)

IV. Prospects for Moral Repair: After Justice Fails

Oct 15  When Moral Orders Fail
    Reading: BV&F (pp. 1-8)

Oct 17  Either/Or: Get Even or Acquit?
    Reading: BV&F (pp. 9-24)

Oct 22  Legal Proceedings
    Reading: BV&F (pp. 25-51)

Oct 24  Truth Commissions
    Reading: BV&F (pp. 52-90)

Oct 29  Reparations
    Reading: BV&F (pp. 91-117)

Oct 31  Remembering and Forgetting
    Reading: BV&F (pp. 118-147)

Nov 5   Movie: Death and the Maiden
    DOM (pp. 3-75)
Second Paper Due

A hardcopy of your paper is due in
the Sociology Office, ACAD 311, before 5:00 pm
on Thursday, November 7th

V. Morals and International Relations: A Non Sequitur?

Nov 12   Morals in International Affairs
Reading: EOD (pp. 1-26)

Nov 14   Power and Principle
Reading: EOD (pp. 27-46)

Nov 19   Assassination
Reading: EOD (pp. 47-86)

Nov 20   Aerial Bombing to 1945
Reading: EOD (pp. 87-146)

Nov 21   Documentary: Pray the Devil Back to Hell

Nov 26   Aerial Bombing since 1945
Reading: EOD (pp. 147-180)

Nov 28   What Role for International Ethics?
Reading: EOD (pp. 181-196)

Final Paper Due

A hardcopy of your paper is due in
the Sociology Office, ACAD 311, before 5:00 pm
on Friday, December 7th
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Sociology

2. Course prefix and number: SOCI 312

3. Texas Common Course Number: NA

4. Complete course title: Population and Society

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

   Currrent Core: YES
   Current ICD: NO

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - Yes ☒ Yes ☐ No
   - Approved 9/2/13

8. How frequently will the class be offered? Every semester

9. Number of class sections per semester: 2

10. Number of students per semester: 160

11. Historic annual enrollment for the last three years: 99 234 155

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: Aug 5, 2013

14. Department Head
    Date: Aug 19, 2013

15. College Dean/Designee
    Date: [Signature]
    Date: [Signature]

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 2014 Core Curriculum

Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

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?

The course is an introduction to the sociological study of populations, social demography. Demography is the scientific study of human populations— their size, composition, and distribution—and the changes in these factors as they occur through the three processes of fertility, mortality and migration. The course covers structural and context factors including the role of geography as well as community; it also consider the more micro factors such as human decision making.

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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 learn the general concepts and methods of sociological, demographic analysis. They will learn to evaluate different arguments on both logical and empirical grounds. They will learn to apply demographic principles to new questions and issues. This will be assessed by class discussion and exercises, as well as exams.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Students will learn to evaluate different arguments presented through different modes of communication: statistical or mathematical representation, verbal, written, and visual. So for example, students are required to learn how to write about and explain statistical evidence and they engage in class discussions about different sources of evidence and argument. Students will learn about standard demographic tools which include for example, life tables, population pyramids, etc. Charts, graphs and statistical tables are important visual types of communication and students will be required to develop and interpret them.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

A critical component of demography involves developing, critiquing, organizing and analyzing empirical data. Students will be able to interpret tables and graphs and assess the general reliability and validity of particular sources of data regarding human behavior. Assessment will be based primarily on exams, in-class or online discussion and exercises.
Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Students will learn to appreciate different cultural views of the same events. Students will learn how different concerns of different stakeholders can lead to cooperation or competition. Students will learn of successful and unsuccessful attempts to influence change through population changes. Contemporary issues surrounding migration, for example, provide materials for discussion of social and civic responsibility. Discussion might center on how different migration policies affect the population characteristics, and the ability to engage effectively will be assessed through in-class discussion and in-class student presentations.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of Sociology
SOCI 312: Population and Society
Request for International and Cultural Diversity Designation

This course focuses on the scientific study of human populations. The emphasis is upon the three processes of fertility, mortality and migration. These processes are examined in historical context and across many different countries. Recent case studies are developed to illustrate changes in demographic processes and these case studies are chosen to incorporate local as well as international experiences and perspectives. The course includes a focus on policy issues as they relate to all the population processes and the bulk of the course materials relate to (and were published in) the last 50 years.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Students will learn to appreciate different cultural views of the same events. Students will learn how different concerns of different stakeholders can lead to cooperation or competition. Students will learn of successful and unsuccessful attempts to influence change through population changes. Contemporary issues surrounding migration, for example, provide materials for discussion of social and civic responsibility.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Sociology 312: 900

Population and Society
Spring, 2013
T-Th, 11:10 to 12:25
CHEN 102

Instructor

Dudley L. Poston, Jr.
Office: Academic Building 425B
Office Hours: Wednesday & Thursday, 2-3 PM, & by appointment
Tel: 979-862-3947 (office), 979-574-5055 (cell)
e-mail address: d-poston@tamu.edu

Teaching Assistants

Kate Qian Xiong
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Cristina Cruz
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Yuting Chang
Office: Academic Building 409
Office Hours: Tuesdays, 3:45 to 5:30 pm
e-mail address: yuting0920@gmail.com

I. The Course. This is an introduction to the sociological study of populations, i.e., social demography. My definition of demography is: the scientific study of human populations - their size, composition, and distribution - and the changes in these factors as they occur through the three processes of fertility, mortality and migration.

Our course will focus in particular on the demography of the United States, China, and Texas.
This course is a "writing intensive" (W) course. You will note above that our class has a "900" extension, which is indicative of "W" courses. A full 50 percent of the final grade is based on your writing a demographic autobiography and a county demographic profile. See the detailed descriptions below.

The course outline (below) pretty much follows my above definition of demography. When you complete this course, you will be able to perceive, analyze and discuss at rather sophisticated levels the dynamics of human populations. You will be especially knowledgeable about the populations of the U.S., China and Texas. You will also be able to discuss with anyone the theme of our course, "Demography is Destiny." And, hopefully, you will have enhanced your writing skills.

Few issues in the world are as important these days as population growth and change. This course will enable you to view population issues from the perspective of the social sciences.

II. Texts.


3. There will be a few additional readings assigned, and I will place them on the e-learning page of our class.

III. Basis for Grade Computation. The final grade will be based on two examinations, a major writing assignment, and a shorter writing assignment, as follows:

--two 75-minute noncumulative examinations (25 points each, for a total of 50 points) will be held on March 7th and May 3rd. The exam on March 7th will be held at our regular class time; the exam on May 3rd will be from 1:00 to 3:00 pm.

--two written assignments, as follows:
the first written assignment is a short (about 4 pages) population autobiography which will be submitted to me at the end of class on January 24th (5 points).

the second written assignment is a "Demographic Analysis of Your Home County (CDP)." You will undertake a demographic study of your home county in Texas, i.e., the county in which you were raised. If you were not raised in Texas, you should choose a county in Texas. I will help you select one. No county may be chosen by more than one student. There are 254 counties in Texas, so there are more than enough counties for everyone to have his or her own county. Most of the demographic information that you will need to conduct your demographic study will be available on the internet. Each section of the "Demographic Analysis of Your Home County" will be submitted to me during the semester according to a schedule I will provide. My TAs and I will read and grade each section when it is submitted, and, if needed, we will provide you with information about the rewriting of the section. You will then revise and rewrite each section, as outlined by us, and will submit the final and revised version of your CDP to me on the last lecture day of our course (April 25th). The CDP will count for 45 points. I will assign a maximum of 30 of these points to the eight sections as you submit them during the semester; and I will assign a maximum of 15 points to the final revised copy of the CDP submitted to me on the last class day of the course (April 25, 2013).

IV. Extra Credit. Students may earn extra credit in this course by reading, and writing a review of, a book selected from a list of books attached at the end of this syllabus. The review will consist of no less than 8 double-spaced typed pages (about 250 words per page), consisting of no less than 4 pages of summary and 4 pages of critique, appraisal and reflection. I will assign one of three grades to the review: A, B, or C. The grade of A on the review will raise the student's final course grade by 2/3rds of a grade, for example, raising it from B to A-. The grade of B on the review will raise the student's final course grade by 1/3rd of a grade, for instance, raising it from C+ to B-. The grade of C on the review will result in no change in the student's final course grade. The book reviews will be submitted to me on the last class day of the course (April 25, 2013). No more than two students may choose the same book to review. So, if you decide that you will write a book review for extra credit, make your selection soon from the attached list, and inform me in writing over email of your selection. If two others have already chosen the book you wish to review, you will need to choose another book. Students who usually receive the grades
of A or B on these book reviews are those who write more than the minimum eight page book reviews.

V. Examinations. Each of the two examinations will be available in multiple-choice and essay formats. If the student wishes to take the essay examination, he/she must inform me via electronic mail, on no later than the class day before the exam day, of the intention to take the essay exam. If I am not informed otherwise I will assume the student will be taking the objective version of the test. **The two examinations will be administered on March 7th and May 3rd.** All students must take both exams. There will be no make-up exams unless there is some extraordinary and unique situation (e.g., extreme sickness, or death in the immediate family). In the case that the student misses an examination owing to such a situation, s/he must provide to me a written letter from a medical person (in the case of sickness) or a letter from a parent or close relative, accompanied by a copy of a death notice from a newspaper or a copy of the funeral program for the deceased person (in the case of a death in the immediate family). If I decide in such extreme cases to administer a make-up exam, the exam will be an essay exam.

VI. Written Assignments. As already noted, the first written assignment will be submitted on January 24th. The second assignment, the CDP, will be submitted to me in eight sections during the semester, and the final version of the revised CDP will be turned in on the last class day of the course (April 25, 2013). Each assignment will be typed double-spaced. Detailed instructions about each of the two assignments will be provided in writing. I will downgrade assignments if they contain spelling and grammatical mistakes. Both assignments must be submitted and completed to receive a passing grade in the course.

The first assignment will be considered "late" if I do not have it in my possession when I leave the classroom at the completion of the class lecture on the day (January 24th) it is due. If the first assignment is submitted late, the following rule will apply. The assignment will be read and graded. I will then reduce the assigned grade by one full grade (e.g., a B+ to a C+) for every class period it is late; the maximum reduction a late paper will receive is three grades, irrespective of how late it is turned in.

The final version of the second assignment, the CDP, will be considered "late" if it is not submitted to me by 3:00 PM on April 25th. If it is submitted to me after 3:00 PM on April 25th, but by 12 Noon of the day of the 2nd examination (May 3rd), I will downgrade it
by eight points. If the assignment is submitted to me after the date of the 2nd examination, I will downgrade it by 10 points.

Each of the eight sections of the CDP will be submitted to me according to a schedule I will provide you. Each section will receive a maximum of 3-4 points (eight sections for a maximum total of 30 points). If a section is submitted late, I will downgrade it by one point for every class period it is late, up to three periods.

Both assignments must be submitted and completed to receive a passing grade in the course.

VII. Attendance Requirements. Students are required to attend class on a regular basis. Class attendance will be taken during each class, beginning on January 22nd. At the end of the semester after I have calculated the student’s final course grade, I will raise by 1/3rd of a letter grade (e.g., from a B+ to an A-) the final grades of all students who have missed no classes or one class during the semester. I will reduce by 1/3rd of a letter grade (e.g., from a B- to a C+) the final grades of all students who have missed between four and seven classes during the semester. I will reduce by 2/3rds of a letter grade (e.g., from a B- to a C) the final grades of all students who have missed between eight and eleven classes during the semester. I will reduce by a full letter grade (e.g., from a B- to a C-) the final grades of all students who have missed twelve or more classes during the semester.

VIII. Powerpoint Lecture Notes/Slides. I will post on the e-learning page for our course at least one day prior to each class lecture a copy of the Powerpoint Slides of my lecture.

Also, I will also post on the e-learning page all class hand-outs (syllabus, assignments, etc.).

IX. Class Electronic List. I will use electronic mail to communicate on various topics with the students in this class. Also, students are encouraged to raise and send questions and reflections to me about any of the topics covered in this course. I will answer/respond to the questions, and will also send the questions/answers to all students on the electronic list. If you send me an electronic message and do not want your question, and my answer, sent to all the students in our class, indicate so by typing "PRIVATE" at the beginning of the message. I check my electronic mail several times daily.
The best way to communicate with me, outside the classroom, is through electronic mail. My e-mail address is: d-poston@tamu.edu

X. Schedule of Lecture Topics and Reading Assignments. Here is a general schedule, with reading assignments, for the various demographic topics to be covered in this class. The dates of the two non cumulative examinations are firm.

January 15
Course Introduction

January 17, 22, 24
Readings: 1. Poston/Bouvier, chapter 1.
2. Wattenberg, chapter 1.

January 29, 31
Lecture 2: The Sources and Materials of Demography
Readings: 1. Poston/Bouvier, chapter 2.

February 5, 7
Lecture 3: Population Increase/Decrease and the Demographic Transition
Readings: 1. Poston/Bouvier, chapters 9 and 10.
2. Wattenberg, chapters 2-3.

February 12, 14
Lecture 4: Population Composition: Age and Sex
Readings: 1. Poston/Bouvier, chapter 8.

February 19
Lecture 5: Population Composition: Marital Status

February 21, 25
Lecture 6: Sexuality
Readings:
1. Poston/Bouvier, pp. 231-236.

3. Poston and Baumle, “Patterns of Asexuality in the United States” (available on course e-learning page).


**February 28, March 5**
Lecture 7: Population Distribution and Urbanization
Readings: 1. Poston/Bouvier chapter 11.
2. Wattenberg, chapters 4 and 5.

**March 7**
First Examination

**March 11-15, SPRING BREAK**

**March 19, 21, 26**
Lecture 8: Fertility
2. Wattenberg, chapters 6 and 7.

**March 28**
Movie: “Kinsey” or “Mona Lisa Smile”

**April 2, 4, 9**
Lecture 9: Mortality
Readings: 1. Poston/Bouvier, chapter 5

**April 11**
Movie: “And the Band Played On”

**April 16, 18, 23**
Lecture 10: Migration
Readings: 1. Poston/Bouvier, chapters 6 and 7

April 25
Lecture 11: Population Policy and Applications of Demography
Readings: 1. Poston/Bouvier, chapters 12, 13 and 14
2. Wattenberg, chapters 8, 9, 10, 11, 12, 13.

May 3
Second Examination, 1:00 to 3:00 PM

XI. COPYING AND PLAGIARISM AND OTHER ISSUES. The handouts used in this course are copyrighted. By “handouts,” I mean all materials I have generated for this class, including but not limited to syllabi, quizzes, exams, course assignments, review sheets, etc. Also included are the powerpoint slides I will provide to you over email. Because these materials are copyrighted, you do not have the right to copy them, unless I expressly grant permission. I do hereby give each of you permission to make one copy of the powerpoint slides and articles for your own use. Making more than one copy is not allowed without my permission.

Use of Electronic Devices in the Classroom
Cell phones should be turned off during lectures. If a person’s cell phone rings, he/she is expected to turn it off immediately and to leave the classroom; in such an occurrence, the person will be counted as absent for that class.

Viewing your email or texts as well as sending text messages during my lectures or during examinations is strictly prohibited. Persons found to be texting during a lecture will be asked to leave the classroom and will be recorded as absent for that class. Persons found to be texting during an examination will be asked to leave the classroom and will receive a zero on the exam.

No electronic devices (laptop computers, palm pilots, blackberries, tablets, i-phones, translators, calculators, cell phones, etc.) may be used during any lecture sessions or examinations, unless specifically requested in advance by TAMU student services on the student’s behalf, or approved by the instructor.
Scholastic Dishonesty. The Aggie Code of Honor is simple: "Aggies do not lie, cheat, or steal, nor do they tolerate those who do."

Cheating in any form during quizzes, take-home assignments, or exams, will result in a zero for that examination and possible other disciplinary actions per current TAMU Student Rules. Students observed giving or receiving answers during an exam will receive a zero on that examination.

More generally, instances of scholastic dishonesty will be treated in accordance with Section 20 of the TAMU Student Rules. Please inform yourself about the rules regarding cheating, plagiarism, fabrication of information, and conspiracy at the website:

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, one is committing plagiarism if one copies the work of another person and turns it in as his or her own work, even if one should have the permission of that person to do so. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely conducted and communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules at:

http://student-rules.tamu.edu

Look under the section “Scholastic Dishonesty.”

Grade Disclosure. All personal information concerning your performance in this course is covered by federal privacy legislation, known as the Family Educational Rights and Privacy Act of 1974 (FERPA). I am not allowed to provide grades or grade/enrollment status questions to students by telephone or email.

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 the reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the
Department of Student Life, Services for Students with Disabilities, in Room 126 of the Koldus Building, or call 845-1637.

XII. Books for Review

Any of the books on this list may be used for the extra-credit book review in this course. The Texas A&M University Library should have most, if not all of them. I do not want more than two students to review the same book. So if you decide to review a book, make your choice and inform me in writing (electronic mail is best) right away. Once a book has been selected by two students, no one else may use it for his/her review.


