Social and Behavioral Sciences
1. This request is submitted by (department name): Construction Science

2. Course prefix and number: COSC-284

3. Texas Common Course Number: N/A

4. Complete course title: Introduction to Applied Workplace Ethics,

   Etiquette and Communications

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
   X No

8. How frequently will the class be offered? Every Summer-10 Week Session

9. Number of class sections per semester: Five (5)

10. Number of students per semester: 300

11. Historic annual enrollment for the last three years: N/A

12. 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] 8/30/13

   Date

14. Department Head

   [Signature] 8-30-13

   Date

15. College Dean/Designee

   [Signature] 8/30/13

   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: 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?

COSC 284 – Introduction to Applied Workplace Ethics, Etiquette and Communications addresses the interpersonal relationships and behaviors common to a professional working environment on the individual and group levels. Critical thinking skills are required to effectively apply one's understanding of accepted professional ethics, etiquette and communication in an experiential learning setting as a member of a work group. Verbal communications skills are refined through interaction with subordinates, peers and superiors in an organization to achieve common goals through team efforts. Critical thinking skills are developed by gaining a knowledge of acceptable workplace ethics, etiquette and communications principles from reading assignments, applying this knowledge within a diverse group of people, and evaluating in written reports the effectiveness of these principles. Students are required to assess the work culture unique to their experience learning setting, and determine how one must adapt to that culture. Working as member of a team, students learn to consider different points of view and work with others to achieve a shared goal. The dynamics present in an experiential learning setting requires students to make ethical choices and learn the consequences of those choices, as well as observe the ethical decision-making of others.

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 student acquires a knowledge of the principles of work ethics, etiquette and communications through reading assignments that discuss these principles. The student must apply creative thinking to determine how and when these principles can be effectively applied in an experiential learning setting. Verbal and non-verbal feedback from their associates must be evaluated, and work behaviors adjusted in order to adapt to the diversity and variety of people common to the work setting.

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

As a functional member of a working group, a student must learn and apply effective verbal and written communications as an essential element of developing effective interpersonal relationship skills. Communications external to the working group by telephone and electronic mail must be professional, in order to convey information in a clear, concise and grammatically correct manner. The quality of written reports as required by the course is evaluated as to the depth of understanding, content and clarity of the written report. Observing and participating in conflict resolutions enhances the student's ability to reach a common
Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

Observing the manner in which others in a work environment conduct themselves, and evaluating the conduct of others against a standard allows a student to reach their own conclusions as to what is acceptable and effective in a variety of situations. Preparation of reflective writing assignments will demonstrate the student’s ability to accurately articulate the various factors of human behaviors.

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

The student will be in a community of people in an experiential learning setting where a consciousness of cultural diversity will be required in order to function as a responsible member of the group. The importance of participating in and contributing to the community support activities of their group will be reinforced by observing and participating in the community actions of their work group. The student will gain a knowledge of the wide variety of societal and community activities that are available for their participation.

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: COSC 284: Introduction to Applied Workplace Ethics, Etiquette and Communications
Term: Summer 2015
Instructional Type and Method: Experiential Learning; Distance, Internet

DESCRIPTION AND PREREQUISITES

For students in an experiential learning environment; required reading assignments on topics concerning workplace ethics, etiquette and communications; apply and discuss in reflective writing assignments in order to prepare to meet the professional expectations of employers upon graduation.

This is a distance education course with non-resident status. Local night classes or on-line classes may be taken subject to the prior approval of experiential learning provider and on a not to interfere basis with your primary employee participation and responsibility.

This course follows the university calendar for start and finish dates only.

Prerequisites: Student must be participating in an internship, co-op or other experiential learning opportunity.

REQUIRED TEXT


LEARNING OUTCOMES

1. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
2. Acquiring skills in working with others as a member of a team
3. Developing skills in expressing oneself orally or in writing.

OBJECTIVES

1. Learn and apply soft skills desired by prospective employers
2. Become familiar with the company practices and procedures in a practical work environment over a range of duties;
3. Translate curriculum content into practical application;
4. Effectively communicate verbally and in writing
5. Develop time management skills
6. Apply the three components of a good work ethic: Interpersonal Relationship Skills, Dependability and Initiative
INSTRUCTOR INFORMATION
Name: George Eustace
Phone Number: Office: 979.458.0156
E-mail Address: All electronic correspondence will be through Course Messages within eCampus
Office Hours: MTWRF; 9:00AM to 4:30PM
Office Location: Room 321, Langford Building A

GENERAL INFORMATION/POLICIES
This course of instruction will be graded on the basis of the student’s ability to read, analyze and apply critical thinking skills in an experiential learning setting.

All assignments must be submitted electronically through eCampus a computer-based learning system. The site is available at http:\ecampus.tamu.edu

Each assignment has a required submission due date and time as shown under Course Assignments, Grading and Due Dates.

Each student must verify they have internet access and the ability to connect to eCampus prior to the first day of class. Assignments may be submitted starting at 5:00 P.M. (CST) on the prior Friday and ending at 08:00 A.M. on the following Monday.

READING ASSIGNMENTS
June 1 – June 7 No Reading Assignment
June 8 – June 14 Preface, Introduction, and Chapter 9 (pages 121 and 122)
June 15 – June 21 Chapter 1 – Ready, Set, Work, and Chapter 2 – When Reality Hits
June 22 – June 28 Chapter 3 – It’s All Up to You
June 29 – July 5 Chapter 4 – The Core Counts
July 6 – July 12 Chapter 5 – Like It or Not, This Stuff Matters, and Chapter 6 – Avoiding a Communications Crisis
July 13 – July 19 Chapter 7 – Spinning Out of Control, and Chapter 8 – Bosses: The Good, Bad and the Ugly
July 20 – July 26 Chapter 9 – Relationships to Have and to Hold, Chapter 10 – Never Pass Up a Lemonade Stand, and Chapter 11 – Random Words of Wisdom
July 27 – August 2 Review Entire Book
August 3 – August 10 No Reading Assignment

COURSE ASSIGNMENTS, DUE DATES AND ASSIGNED POINTS
Weekly Assignments 900 (100 points each)
Due NLT: 08:00 A.M. (CST) on Monday of the following weeks:

Weekly Assignment 1 – June 8, 2015
Weekly Assignment 2 – June 15, 2015
Weekly Assignment 3 – June 22, 2015
Weekly Assignment 4 – June 29, 2015
Weekly Assignment 5 – July 6, 2015
Weekly Assignment 6 – July 13, 2015
Weekly Assignment 7 – July 20, 2015
Weekly Assignment 8 – July 27, 2015
Weekly Assignment 9 – August 3, 2015

Nine (9) weekly assignments will be required based upon the assigned course textbook.
Within eCampus, a MS Word template will be provided in the Assignments tab for each weekly assignment that must be submitted. The MS Word template for an upcoming week should be downloaded each Friday and reviewed since the questions change each week.

File naming format to be used:  
**LastName_FirstName_WA#.doc**

**Completion Letter**  
**Due: Envelope must be postmarked on or before August 3, 2015**

The Completion Letter must be prepared as a business letter on *company letterhead*. An example of the required format and content will be provided within the eCampus assignment.

The letter must be typed and addressed to the instructor and certify the completion of the experiential learning engagement and all course requirements.

The completion letter is to be prepared and signed by the student and signed by the supervisor. There must be a "Reviewed by:" block and comment space for the supervisor. Comments by the supervisor are welcome, but not required.

The mailing address for the Internship Completion Letter is:

George N. Eustace, P.E.  
Senior Lecturer  
3137 TAMU, 321 Langford A  
College Station, Texas 77843-3137

**GRADING POLICY**

The final letter grade for this course will be based upon the total points earned based upon the following breakdown.  

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: 1000-900</td>
<td>B: 899-800</td>
</tr>
<tr>
<td>C: 799-700;</td>
<td>D: 699 –600;</td>
</tr>
<tr>
<td></td>
<td>F: &lt;600</td>
</tr>
</tbody>
</table>

All responses must be in the form of a complete sentence that is clear, concise, informative and devoid of vague relative and slang terms. One (1) point will be deducted for each grammatical error using a writing guide. A writing guide is provided in the Reference Materials tab within the eCampus section. A ten (10) point deduction will be made for each misspelled word.

The responses must fully address the issues or questions within the report template. Five (5) points will be deducted from the graded score at the discretion of the instructor for incomplete responses.

**Attendance:** Students are required to work a minimum of 20 hours per week. All excused absences will be as allowed by University Student Rule: 7 “Attendance” per [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07). Students with an excused absence will be allowed to turn in a scheduled assignment on a date as agreed upon by the student and instructor.

**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
SPECIAL REQUIREMENTS

Academic Integrity: Misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research. It does not include honest error or honest differences in interpretations or judgments of data.

Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case. For additional information please visit: http://aggiehonor.tamu.edu/

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

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.