New Courses
Texas A&M University
Departmental Request for a New Course
Undergraduate  •  Graduate  •  Professional
• Submit original form and attach a course syllabus.

Form Instructions

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

2. Request submitted by (Department or Program Name):  Select or Type Department/Program Name  Entomology

3. Course prefix, number and complete title of course:  ENTO 626 Methods in Vector-Borne Disease Ecology

4. Catalog course description (not to exceed 50 words):
Methodological understanding of how vector-borne diseases are studied in the field and the laboratory; hands-on exploration of the ecology disease systems in a one health framework; concepts of design, execution, and presentation of research projects; outdoor field work and bio-safety level 2 laboratory.

5. Prerequisite(s):  Graduate Classification or Approval of Instructor
Cross-listed with:  VIBS 626  Stacked with:  ENTO/VIBS 426

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

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

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

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

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

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

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

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

   MS/PhD programs across the University

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

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

13. Prefix  Course #  Title (excluding punctuation)

   ENTO  626  Methods Vector-Borne Diseases

   Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  EICE Code
   1.0  5.0  3.0  2605050002  1050  17  -  18  0  0  3  6  3  2

   Approval recommended by:  

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

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

   Submitted to Coordinating Board by:  

   Associate Director, Curricular Services  Date  Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:  ✔ Undergraduate  ☐ Graduate  ☐ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Select or Type Department/Program Name
3. Course prefix, number and complete title of course: ENTO 428 Methods in Vector-Borne Disease Ecology

4. Catalog course description (not to exceed 50 words):
Methodological understanding of how vector-borne diseases are studied in the field and the laboratory; hands-on exploration of the ecology disease systems in a one health framework; concepts of design, execution, and presentation of research projects; outdoor field work and bio-safety level 2 laboratory

5. Prerequisite(s): Junior or Senior classification or approval of instructor;
Cross-listed with: VIBS 426  Stacked with: ENTO/VIBS 626
Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course?  ☐ Yes  ✔ No  If yes, from ________ to ________
7. Is this a repeatable course?  ☐ Yes  ✔ No  If yes, this course may be taken ________ times.

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

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

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

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

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

BS-ENTO, other BS programs across the University

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

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

13. Prefix  Course #  Title (excluding punctuation)
ENTO  428  Methods Vector-Borne Diseases

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>CH</th>
<th>COP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>HCE Code</th>
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<tbody>
<tr>
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<td>18</td>
<td>0 0 3 6 3 2</td>
</tr>
</tbody>
</table>

Approval recommended by:
David Ragadale
Department Head or Program Chair (Type Name & Sign)  Date
Chair, College Review Committee  Date

Evelyn Tiffany-Castiglioni
Department Head or Program Chair (Type Name & Sign)  Date
(if cross-listed course)
Dean of College  Date

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

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
ENTO/VIBS 426/626
Methods in Vector-borne Disease Ecology

Overview

Vector-borne diseases (VBDs) represent one of the fastest growing threats to human and animal population health. Patterns of climate change, global travel, urbanization, and species invasions suggest that VBDs will continue to challenge populations in both developed and developing countries. The One Health initiative calls for a synergy of efforts to protect human, animal, and ecosystem health, utilizing approaches from veterinary and human medicine, environmental science, and other disciplines. Because vectors and the pathogens they transmit often bridge humans, wildlife, and domestic animals, a One Health approach provides a useful framework for their research and management. In this course, we aim to equip future medical practitioners, public health officials, entomologists, disease ecologists, and biomedical researchers with a methodological understanding of how VBDs are studied in the field and laboratory. The emphasis will be hands-on activities to explore the ecology of disease systems, and we will utilize a One Health framework to guide lectures, field labs, and research projects. Students will apply course concepts to design, conduct, and present small group research projects.

Prerequisites: Undergraduate students must be Junior or Senior classification. No graduate prerequisites.

Learning Outcomes- ENTO/VIBS 426

- Identify and compare the morphologic features and the ecology of the major vectors of disease in Texas, including mosquitoes, ticks, and triatomines.
- Demonstrate the use of field methods to study vector-borne disease by collecting biological specimens at local field sites.
- Follow protocols for serological and molecular processing of samples in a biosafety level 2 laboratory; organize experiments in a lab notebook.
- Design, conduct, and evaluate a research project from ‘start to finish’, including data collection in the field and lab and dissemination of results.

Additional Learning Outcomes- ENTO/VIBS 626

- Critically review published studies in a research area.
- Summarize research findings in a manuscript that is suitable for peer-review and publication in a scientific journal.

Co-Instructors

Gabriel L. Hamer MS PhD
Clinical Assistant Professor
http://hamerlab.tamu.edu
Dept. Entomology
Email: ghamer@tamu.edu
Office: 319 Heep Center
Phone: (979) 862-4067

Sarah A. Hamer MS PhD DVM
Assistant Professor
vetmed.tamu.edu/faculty/hamer-lab
Dept. Veterinary Integrative Biosciences
Email: shamer@cvm.tamu.edu
Phone: (979) 847-5693

Enrollment

Due to enrollment capacity of 15, enrollment is exclusively though an application process. Instructors will select enrollees based on:

1. Ratio of undergrad/graduate students to facilitate projects
2. Diversity of majors to provide complementary expertise and allow a focus on One Health
3. Career aspirations
4. Flexibility to participate in activities outside lecture/lab

Materials

Required Text: None
Readings: Available electronically through eCampus website
Notebooks: Two notebooks are required (one for field, one for lab)
Disease Detective Course Project
Students will select one of three pre-determined research topics and engage in hypothesis generation and study design, field-based sample collection, lab-based molecular diagnostics, and data analysis throughout the semester. Projects will be conducted in small groups with a graduate student leader. Teams will prepare an oral presentation to deliver at the end of the semester. Additionally, graduate students will prepare a manuscript including literature review. In some cases, these manuscripts could be submitted for publication, pending contributions of students beyond the expectations of the semester-long course.

Field Research Experiences
A series of field-based experiences are planned to expose students to vector and host populations in their natural environments. Because these experiences will include hands-on processing of vertebrate species (wild birds, rodents, etc), all students will be required to complete animal use training as required by the TAMU Institutional Animal Use and Care Committee (IACUC). Due to activity patterns of vectors and hosts, and travel to various field sites, not all such experiences can be attained within the restraints of regularly-scheduled class periods. Accordingly, some experiences will require meeting at night, early morning, or during weekends. Prior to any off-campus activity, students will be required to complete travel authorization forms with emergency contact information, and instructors will attain approval of department heads. Additionally, students will register with the Biosafety and Occupational Health Program and complete Blood-borne Pathogen Training.

Photo Policy
We want you to enjoy the hands-on field and lab work we will conduct this semester, and we invite you to take photographs of your experiences to share with others. While all the work we do will uphold strict protocols and humane treatment of animals, some photos taken out of context may be confusing to those not involved with our class. Therefore, you must obtain oral or written consent from instructors before distributing or posting to social media any photos taken of class activities.

Laboratory Research Experiences
Analysis of field-collected biological specimens in vector-borne disease ecology research often occurs within the laboratory. Students will gain proficiency with common research techniques and laboratory equipment used to study vectors and pathogens. Because the biological samples with which we will work pose health risks, all students will be required to complete Biosafety Level 2 training.

Career Opportunity Guest Lectures
Guest lectures are planned to feature different professionals who focus in vector-borne diseases. Invited speakers may include medical entomologists or zoonosis control veterinarians from the state health department, military entomologists, academic researchers with expertise in particular disease systems, or others. Each guest speaker will show the real-world application of the concepts learned in class, and asked to share their educational background and career path.

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

ENTO/VIBS 426: A total of 200 points are available
ENTO/VIBS 626: A total of 300 points are available

- Attendance and participation in class discussions (25 pts). Students will receive 0.5 pts for attending each session and 0.5 pts for participating in each session. Participation includes discussion, engaging with guest lecturers, asking and answering questions, and hands-on work in the field and lab.
- Quizzes (50 pts) and maintenance of field/lab notebooks (25 pts)
- Disease Detective course project (100 pts)
- The additional requirement of graduate students will be a manuscript (100 pts)

Additional:
- The Policy: Late assignments will have a 10% deduction in points for up to 1 week, after which no credit will be issued, except in the case of a University excused absence.

ADA Policy Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services Building at the Student Services Center at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Academic Integrity Statement
The Texas A&M University Honor Code, based on the long-standing affirmation that “An Aggie does not lie, cheat, or steal or tolerate those who do” is fundamental to the value of the A&M learning experience and requires that Aggies will not involve themselves in any form of academic dishonesty. According to the Office of the Aggie Honor System, academic dishonesty consists of cheating, fabrication, falsification, multiple submission, plagiarism, and multiplicity. Clarification of each of actions may be found at the Aggie Honor System website at https://aggiehonors.tamu.edu/. This list, however, is not exclusive of any other acts that may reasonably be termed academic dishonesty. The penalty for a violation of academic dishonesty in this class shall be an “F” in the course and filing of an Honor Code Violation Report with the Office of the Aggie Honor System. Less severe penalties may be imposed if the circumstances warrant.
<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture/Lab Topics</th>
<th>Outside of classroom activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>- Introductions</td>
<td>BSL2 training:</td>
</tr>
<tr>
<td></td>
<td>- Course overview</td>
<td>Video: <a href="http://mediamatrix.tamu.edu/streams/521371/BL2_with_title">http://mediamatrix.tamu.edu(streams/521371/BL2_with_title</a></td>
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<tr>
<td></td>
<td>- Presentation of group project topics</td>
<td>Animal Use training: 'Working with the IACUC' course in CITI website; see eCampus for registration details</td>
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<td></td>
<td>- Compliance</td>
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<tr>
<td></td>
<td>- BSL2 training video</td>
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<td></td>
<td>- Animal Use training web class</td>
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<td></td>
<td>- Emergency info collected for online form</td>
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<tr>
<td>2</td>
<td>- Biosafety and Occupational Health compliance</td>
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<tr>
<td></td>
<td>o Complete BOHP initial screening questionnaire</td>
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<td></td>
<td>o Blood-borne pathogen training course provided by Sherri Kepnick</td>
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<td>o Optional form for Hepatitis B vaccination.</td>
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<tr>
<td>2</td>
<td>- Vector sampling methods</td>
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<tr>
<td>3</td>
<td><strong>Field Trip</strong> to Lick Creek Park for avian mist-netting, banding, and blood collection; tick drag sampling</td>
<td>Meet at Lick Creek Park instead of coming to class. Time/car pool to be determined.</td>
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<tr>
<td>3</td>
<td><strong>Guest Lecture</strong>: Texas Department of State Health Services</td>
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<td>4</td>
<td>- Vertebrate host sampling</td>
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<td></td>
<td>- Submit Disease Detective project preference</td>
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<tr>
<td>4</td>
<td><strong>Field Trip</strong> to Biodiversity Research and Teaching Collections (BRTC) for mammal trapping, blood and tissue collections</td>
<td>Evening- set mammal traps at BRTC. Meet at BRTC instead of coming to class. Time/car pool to be determined.</td>
</tr>
<tr>
<td>5</td>
<td>Identification of major arthropod vectors; microscopy; mounting; dissection</td>
<td>Grackle trapping in Kroger parking lot</td>
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<tr>
<td>5</td>
<td>- <strong>Quiz I</strong></td>
<td></td>
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<tr>
<td></td>
<td>- Vector-borne diagnostics: molecular, virology, parasitology and serological diagnostics</td>
<td>Grackle trapping</td>
</tr>
<tr>
<td>6</td>
<td><strong>Field Trip</strong> to Sam Houston National Forest for tick collections</td>
<td>Camp at Stubblefield Recreation Area, Sam Houston NF, Huntsville, TX</td>
</tr>
<tr>
<td>6</td>
<td><strong>NO CLASS</strong></td>
<td>Grackle trapping</td>
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<tr>
<td>7</td>
<td>- Blood meal Analysis</td>
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<td>7</td>
<td>- Spatial Epidemiology</td>
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<tr>
<td></td>
<td><strong>Guest Lecture/Lab</strong>: Harris County Public Health &amp; Environmental Services: Geographic Information Systems</td>
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<td>8</td>
<td>Flex time; topic to be determined</td>
<td>Grackle trapping</td>
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<tr>
<td>8</td>
<td><strong>Guest Lecture</strong>: State Medical Entomologist, Texas Department of State Health Services</td>
<td>Camp at Stubblefield Recreation Area</td>
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</table>

**SPRING BREAK**
<table>
<thead>
<tr>
<th>Day</th>
<th>Guest Lecture:</th>
<th>Description</th>
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<tbody>
<tr>
<td>9</td>
<td>Wildlife Disease Ecology</td>
<td>Grackle Trapping</td>
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<td></td>
<td></td>
<td>Camp at Stubblefield Recreation Area</td>
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<tr>
<td>10</td>
<td>Quiz 2</td>
<td>Grackle Trapping and mosquito trapping at roosts</td>
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<td></td>
<td>Epidemiological modeling</td>
<td>Subset of students collect mosquito traps during class time</td>
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<td></td>
<td>Vectorial capacity</td>
<td>Camp at Stubblefield Recreation Area</td>
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<tr>
<td>11</td>
<td>Dedicated Lab Time: Sam Houston group</td>
<td>Overnight trip to Matagorda County (plan to camp; bunk house if needed)</td>
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<td></td>
<td>- Tick ID and photography</td>
<td>- Assessment of exotic ticks arriving on spring migratory birds</td>
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<td>- DNA extractions from ticks, ear biopsies, blood</td>
<td>- Small mammal trapping</td>
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<td></td>
<td>- PCRs for tick-borne pathogens</td>
<td>- Saturday evening field guest lecture</td>
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<td></td>
<td>o Borrelia genus</td>
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<td></td>
<td>o Rickettsia genus</td>
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<td>o Ehrlichia genus</td>
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<td></td>
<td>- Gel electrophoresis</td>
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<td></td>
<td>- DNA sequence preparation</td>
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<td></td>
<td>- Sequence analysis</td>
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<tr>
<td>11</td>
<td>Dedicated Lab Time: Grackle Hemoparasite group</td>
<td>Grackle and mosquito trapping with Komar</td>
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<tr>
<td></td>
<td>- Staining and screening of blood films</td>
<td>Subset of students collect mosquito traps, identify mosquitoes</td>
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<td></td>
<td>- DNA extractions from blood</td>
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<td></td>
<td>- PCRs for hemoparasites</td>
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<td></td>
<td>o Filarial nematodes</td>
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<td></td>
<td>o Trypanosomes</td>
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<tr>
<td></td>
<td>o Avian malaria</td>
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<td></td>
<td>- Gel electrophoresis</td>
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<td></td>
<td>- DNA sequence preparation</td>
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<td></td>
<td>- Sequence analysis</td>
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<tr>
<td>12</td>
<td>Guest Lecture: CDC-NCEZID Division of Vector-borne Disease, Ft. Collins, CO</td>
<td>Grackle and mosquito trapping with Komar</td>
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<tr>
<td>12</td>
<td>Dedicated Lab Time: Grackle WNV group</td>
<td>Subset of students collect mosquito traps, identify mosquitoes</td>
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<tr>
<td></td>
<td>- ELISA for WNV antibody detection</td>
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<tr>
<td>13</td>
<td>Guest Lecture, 9am start time: US Army Medical Command at Fort Sam Houston, TX.</td>
<td>Grackle and mosquito trapping with Komar</td>
</tr>
<tr>
<td></td>
<td>Revised Introduction, Draft Methods, outline of Results and Discussion of manuscript due via email by end of day</td>
<td>Subset of students collect mosquito traps, identify mosquitoes</td>
</tr>
<tr>
<td>13</td>
<td>Insect Radio-telemetry! <strong>Bring large bugs to class as candidates for transmitters!</strong>* Glue on radio-transmitters; release around Heep Center</td>
<td>Camp at Stubblefield Recreation Area</td>
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<tr>
<td>14</td>
<td>Quiz 3</td>
<td>Telemetry, opportunistically</td>
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<td></td>
<td>Revised Introduction, Draft Methods, outline of Results and Discussion due via email by end of day</td>
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<tr>
<td>14</td>
<td>LAST CLASS: Course Evaluations; Presentation of Disease Detective Research Projects; Food party Preparations for Reading Days- No class meeting</td>
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</tbody>
</table>

****There will be NO FINAL EXAM during finals week for ENTO/VIBS 426/626****
31 March 2016

MEMORANDUM

To: Dr. David Ragsdale, Head

From: Evelyn Tiffany-Castiglioni, Head and Assoc. Dean for Undergraduate Education

Subject: Joint course offering VIBS-ENTO 426/626.

We wish to verify our support and collaboration for seeking permanent course numbers for our joint venture in a course entitled Methods in Vector-Borne Disease Ecology. Based upon our records, course numbers 426 and 626 are currently unassigned and recommended by our respective departments. Drs. Sarah and Gabe Hamer were very successful in designing and conducting a Special Topics 489/689 cross-listed and stacked course in 2015 that is now more than ever, most timely to training and educating future scientists, educators and practitioners that will be investigating vector-borne disease systems and protecting humans and animals from infection. Please inform appropriate curriculum committees of our shared interest and efforts as our joint proposals move through the approval process.

Cc: Dr. Gabe Hamer, ENTO, Instructor of Record
    Dr. Sarah Hamer, VIBS, Instructor of Record
    Demetria Cooper, Administrative Assistant, Academic Advisor, VIBS
    Rebecca Hapes, Sr. Academic Advisor, ENTO
    Dr. Pete Teel, Assoc. Head for Academic Programs, Entomology
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

From Instructions
1. Course request type: ☐ Undergraduate ☒ Graduate ☐ First Professional (PhD, MD, JD, PharmD, Other)
2. Request submitted by (Department or Program Name): Department of Management / MS- Human Resource Management Program
3. Course prefix, number and complete title of course: MGMT 629- Financial Analysis Modeling in HR
4. Catalog course description (not to exceed 50 words): Direct financial analysis techniques in context of HRM professionals; define, identify, and analyze common financial statement reports; apply finance concepts into HR operational decision making; business application modeling; Microsoft excel functionality.

5. Prerequisite(s):
   Graduate Classification
   Cross-listed with: N/A
   Stacked with: N/A

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

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

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

13. Prefix Course # Title (excluding punctuation)
    MGMT 629 FINC ANALYSIS MODELING IN HR

   Lect. Lab Other SCH CIP and Fund Code Admin. Unit Acad. Year FICE Code
   3.00 0.00 0.00 3.00 520801-16 1780 17 - 18 0 0 3 6 3 2

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

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

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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services - 07/14
Financial Analysis Modeling in HR
MGMT 629
MW 2:20 – 3:35
Spring 2016

Instructor: Tara Blasor
Office: 460G Webner
E-mail: tblasor@mays.tamu.edu
Office hours: See ecampus page Contact Info/Office Hours

COURSE CLASSROOMS (Classroom locations are subject to change and location changes will be communicated in class and as an Announcement on the course website)
M: WCBA 442
W: WCBA 106

COURSE DESCRIPTION: Financial analysis techniques, including interpreting financial statement information, familiarity of key financial ratios, developing budgets, applying time value of money and cost-benefit techniques for HR operational and financial decision-making; use of business application modeling technology to develop confidence in commonly used software and awareness of technology risks with HR information.

COURSE OBJECTIVES: This course is intended to prepare you with common financial analysis techniques. Without a clear understanding of financial analysis, you may lack credibility with finance managers and business leaders you will interact with during your career. This class is taught with the viewpoint that technology is a tool to help meet the information needs for decision makers. However, using these tools present new risks of which you need to be aware. By the end of the semester, students should be able to:

1) Define, identify and analyze common financial statement reports. For example, but not limited to: Balance Sheet, Income Statement/P&L, Budgets, Cash Flows statements, Trial Balance/General Ledger. This course is not intended to focus on debits and credits. Instead, we will focus on the end results of financial statements and what they mean to organizations and HR strategy. We will research current company's financial statements and familiarize with the layout of and common terms within the financial statements so that we can "talk the talk" when it comes to conversations centered around accounting and/or finance.

   Students should be able to locate publicly available financial statements and identify where HR may be discussed in the financials. Students should be able to use these financial statements to analyze performance in order to make HR decisions.

2) Apply finance concepts into decision-making. HR is constantly making decisions with a financial impact. We will use that information to develop realistic budgets and decisions to support future performance goals. Our budgets will factor in the impact of the time value of money. While the simple "return on investment" concept is important to understand, we will dig deeper into other financial measures that can be used in decision-making.

   Students should be able to apply time value of money techniques to financial data given or created by their own assumptions in order to make informed decisions.
3) **Demonstrate basic knowledge of Microsoft Excel functionality, including the ability to analyze data with these tools.** Each year, Mays surveys employers what skills they expect our students to have on the first day of the job and one answer is always given: Excel skills. This course assumes you have basic Excel skills and will build upon them. The first and second course objectives are illustrated through the use of realistic Excel assignments to prepare you for an internship or full-time position in HR. Information will include financial information as well as other information commonly used by HR professionals to make decisions.

Students should be able to design formulas for and create Excel documents that contain information. Students should be able to use basic functionality of these tools (for example, but not limited to: filters, lookups, and pivot tables) to interpret information.

4) **Articulate basic risks that the use of technology poses for HR professionals.** Technology is a part of your life and is now a huge part of supporting the operations of a business, too. This is relevant to HR majors. How? For example, if an IT system fails the company, revenue may be lost because customers can’t interact with the company; HR records may be deleted and have to be manually replaced by an HR function; payroll data may be compromised by third party and the organization is then subject to fines and litigation. While some of the responsibility of protecting data rests with an IT function, HR personnel should also implement procedures to protect data relevant to their area.

Students should be able to articulate examples of how they could protect HR data that they maintain as part of their job responsibilities.

**MATERIALS:**

- Supplementary materials may be assigned throughout the semester and will be posted to the course website
- Ability to store computer files from lab (e.g. USB drive that has ~1 GB of space reserved for course files)

**COURSE WEBSITE:** It is your responsibility to actively check the course e-campus site (ecampus.tamu.edu). I will use it regularly to post announcements, assignments, slides, and other communications.

**ASSIGNMENTS/COURSE SCHEDULE:**

Assignments, including test dates, are detailed in the course Assignment Schedule which is posted on the course website. The due dates on the assignment schedule are firm; however, if changes to the due dates are necessary, I will communicate them within three class days’ notice on the website through the schedule.

The overview of the conceptual material covered in the course, by week, is as follows:

<table>
<thead>
<tr>
<th>Week</th>
<th>Introduction</th>
<th>The income Statement</th>
<th>The Balance Sheet</th>
<th>Cash Flow Statement/Financial Statement Analysis</th>
<th>Time Value of Money &amp; Technology Risks</th>
</tr>
</thead>
</table>

Technology-focused material (Excel) will be integrated into the conceptual material discussed that week.

**GRADING:** Letter grades will be determined from the following:

- Midterm Exam: 100 points
- Final Examination: 100 points
- Group project: 45 points
- Practicals: 40 points
- Participation: 40 points
- Online Quizzes (beat 5 out of 6): 25 points
- Assignments (10 equally weighted): 150 points
- Overall course average: 500 points
After each of these examinations, the average grade for all persons taking the exam is calculated. If an examination's average raw score is below 75%, "curve" points are added to bring the average score up to 75%. Scores are never curved down. At semester's end, the total points accumulated by each student will earn a letter grade based on the following scale:

- A: 450 points and higher
- B: 400 points up to and including 449.99
- C: 350 points up to and including 399.99
- D: 300 points up to and including 349.99
- F: below 300 points

If you believe that there has been a grading error on an exam or assignment, it is your responsibility to notify your instructor within one week since your exam/assignment was returned. In no case will these be re-graded after that time.

**IMPORTANT DATES:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 18</td>
<td>Martin Luther King Day - no class today</td>
</tr>
<tr>
<td>March 9</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>March 14-18</td>
<td>Spring break - no class this week</td>
</tr>
<tr>
<td>March 25</td>
<td>Reading Day - no class today</td>
</tr>
<tr>
<td>April 21</td>
<td>Agile Muster</td>
</tr>
<tr>
<td>April 25</td>
<td>Computer Practical</td>
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<tr>
<td>May 2</td>
<td>Last day of class</td>
</tr>
<tr>
<td>May 9, 3:30 - 5:30 PM</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

**EXAMS:** Examinations will focus on the conceptual material of the course and may consist of multiple choice questions, essay questions, and problems applicable to the content covered in class prior to the exam. Role playing may also be expected. A computer-based practical will also be given during a portion of one assigned class period and students will use the allotted class time to complete the practical and submit their product at the end of class. The final exam will be cumulative.

**GROUP PROJECT:** You will be paired with a team to tackle a real-world HR challenge at an organization and develop a plan to address the problem using financial information to support your plan. A short class presentation will be required and detailed deliverables which will be turned in. More details will be provided in advance of the project.

**PARTICIPATION:** You are expected to participate in class to share your ideas with others. I focus on tracking attendance and participation on the days where we cover financial topics and guest speakers. I may note extraordinary participation on days where we cover Excel. Given below is a description of how I plan to assess your class contributions:

**Participation, etc.**

- **Outstanding Contributor:** Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide one or more major insights as well as direction for the class. Arguments, when offered, are well substantiated and persuasively presented. If this person were not a member of the class, the quality of the discussions would be diminished significantly.

- **Good Contributor:** Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Arguments, when presented, are generally well-substantiated and are often persuasive. If this person were not a member of the class, the quality of the discussion would be diminished considerably.

- **Adequate Contributor:** Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights, but seldom offer a major new direction for the discussion. Arguments are sometimes presented, and are fairly well substantiated and sometimes persuasive. If this person were not a member of the class, the quality of the discussions would be diminished somewhat.

- **Non-participant:** This person has said little or nothing in this class to date. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of the discussions would not be changed. This category includes those that miss classes.

- **Unsatisfactory Contributor:** Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive; provide few, if any, insights; and never a constructive direction for the class. Integrative comments and effective arguments are absent. Class contributions are, at
best, "cherry picking" efforts making isolated, obvious, or confusing points. If this person were not a member of the class, valuable air time would be saved.

**GUEST SPEAKERS:** To the extent possible, guest speakers will be invited to share real-world application of the material in their roles. The dress code on those class days will be business casual. I request that laptops, tablets, and other media are not used during those presentations. While you may normally use those devices to take notes, you must understand the perception you may give off when you use those devices (justified or not). Failure to adhere to the dress code or technology policies will affect your participation score in the course.

**LATE WORK POLICY:** Assignment due dates and times are posted on the course website and assignment schedule. I will accept late assignments within 24 hours of when they are due for 80% credit. Late work will not be accepted after 24 hours of the date/time due.

The makeup policy outlined below for exams applies to late assignments as well. When a university-excused absence is encountered during the semester, please discuss with me to determine a reasonable extension on the assignment due date. **Please note that university approved absences do not include job/internship interviews.** Assignments must be turned in electronically. Detailed instructions on how to submit assignments will be on the assignment schedule and also announced verbally in class and/or online.

**MAKEUP POLICY:** If an absence is excused, the student will be allowed to make up work (assignments or examinations) within 30 calendar days from the last day of the absence. Make-up exam dates and times will be determined by your professor on an individual basis. To be excused, the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence, and provide appropriate documentation for the absence. 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, including an explanation of why notice could not be sent prior to the class. The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details [here](http://student-rules.tamu.edu/rule7.htm). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.
ETHICS AND SCHOLASTIC DISHONESTY:
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 exculpate 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/
BUILDING: We have beautiful and state-of-the-art classrooms in the Wehner Building. We want to maintain the outstanding quality condition of these classrooms for current and future years. Thus, it is necessary for you to adhere to the firm policy of no beverages, food, or tobacco products within the Wehner classrooms. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.
Americans with Disabilities Act (ADA) Please see me within the first two weeks of the semester if you have an accommodation need for this course.
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
Submit original form and attach a course syllabus.

Form Instructions:
1. Course request type: 
   - Undergraduate
   - Graduate
   - First Professional (MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Management
3. Course prefix, number and complete title of course: MGMT 657 Entrepreneurship: The Lean Startup Approach

4. Catalog course description (not to exceed 50 words):
   Application of current lean startup methodologies working directly with existing student entrepreneurs and mentors in preparing for the launch of a real business at the student incubator (Startup Aggieland); act as advocates and consultants assisting with organizational structure, marketing and market validation, financial analysis and risk assessment. Prerequisites: Graduate classification and approval of instructor.

5. Prerequisite(s):
   - Graduate classification
   - Cross-listed with: MGMT 477
   - Stacked with: MGMT 477
   - Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? 
   - No

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

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

9. How will this course be graded? 
   - Grade
   - S/U
   - P/F (CLAD)

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

Any master's or doctoral program

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

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

13. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th>MGMT 657</th>
<th>ENTREPRNISHP:LEAN STARTUP APPRCH</th>
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<tbody>
<tr>
<td>Lec. 3.00</td>
<td>Lab 0.00</td>
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</tbody>
</table>

Approval recommended by:

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

Bila Shelly
Chair, College Review Committee Date

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

Daqo College Dean of College Date

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Associate Director, Curricular Services Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services - 07/14
Instructor Record: Don Lewis  
E-mail: dlewis@mays.tamu.edu
Cell: 979-229-1022  
Office & Hours: T/TH 11-12 @ Startup Aggieland Suite 150 and by appoint
Assistant : Alex Stewart  
Email: a_stewart-95@tamu.edu
Assistant : Sophia Mora  
Email : sophia.mora@tamu.edu
Class Times:  T/TH 9:35-10:50 am

Note class is held at the new Startup Aggieland location, 1700 Research Parkway, Suite 150 in the Re
is free. Bus 5 (Bush School) stops outside of building.

Course Materials:  LaunchPad Central, a cloud-based course management application (available t
launchpadcentral.com. Each student must create an account on current semesl
Register at https://launchpadcentral.com/signup,
Organization Code = see Instructor

Steve Blank, The Startup Owner's Manual
Note: Kindle Reader version is available at Amazon.com

Alexander Osterwalder & Yves Pigneur, Business Model Generation

Recommended Text: Eric Ries, The Lean Startup

Class materials and content are based extensively on the ideas and course materials created t
Bob Dorf. Learn more about Steve Blank and see examples of coursework using a similar sylla

Class Website: http://ecampus.tamu.edu Startup Aggieland Website: http://startupaggielan:

Note for Graduate Students: Graduate students taking this course will be expected to participate in more exte
interview sessions, develop more in depth product/market hypothesis/assumption deliverables and complete
assignments including the optional ones.
Catalog Course Description: Application of lean startup principles in exploring a student or team’s potential core business idea. Students work with other entrepreneurs and mentors in searching for a scalable and repeatable completion of this course students have the option of applying as an entrepreneur to Startup Aggieland or as a Student (SBC) assisting other entrepreneurial teams with organizational structure, marketing and market validation, financial analysis assessment. Prerequisites: approval of instructor.

Expanded Description: This course will be focused on implementing the resources, curriculum and activities necessary for a repeatable and scalable business model. Students completing this course may potentially progress into the Aggieland. This course and associated programs will be designed and promoted as a hands-on experiential approach to individual students serious about considering entrepreneurship and small business as a career or helping those individuals or teams process. This course provides realworld, hands-on learning on what it's like to start a company. This class is not about having an idea plan. It's not an exercise on how well a student can use the library to research markets. The end result is not a Powerpoint presentation. This is an experiential class – essentially a lab, not a theory or "book" class. Our goal, with classroom and a limited amount of time, is to create an entrepreneurial experience for you with all of the pressures and world in an early stage start up. You will be talking to customers, partners, and competitors, as you encounter the chaos a startup actually works. You will work in teams learning how to turn a great idea into a great company. You'll learn how to brainstorm each part of a company and the customer development and market validation process to get out of the dirty anyone other than you would want or use your product. Finally, based on the customer and market feedback you gather development to rapidly iterate your product to build something customers would actually use and buy.

Class Culture: Startups communicate much differently than inside a university or a large company. It is dramatically university culture most of you are familiar with. At times it can feel brusque and impersonal, but in reality is focused and immediate action in time- and cash-constrained environments. The instructors for this course have limited time and we question you in the hope you will quickly learn. The instructors will be direct, open, and tough – just like the real world. We also expect you to question us, to challenge our point of view if you disagree, and engage in a real dialog with the team approach may seem harsh or abrupt, but it is all part of our wanting you to learn to challenge yourselves quickly and objectively appreciate that as entrepreneurs you need to learn and evolve faster than you ever imagined possible.

Team Organization: This class is team-based. Working and studying will be done in teams. Team projects can be so product, or a service of any kind. The teams will self-organize and establish individual roles on their own. Besides the individual team will be assigned an industry mentor. Each team will be required to meet weekly to conduct customer interviews and Central.
Amount of Work NOTE: This class requires a large amount of work on the part of every student. The intent of this class is to launch a business so the workload will be more than in most classes. Getting out of the classroom is not about the lectures. In fact, lectures will be provided outside of the actual class sessions, using online video lectures. You will be spending a significant amount of time in between each of the class sessions talking to customers. This is what startups and entrepreneurship is like in the real world: chaos, uncertainty, impossible deadlines, insufficient time, and class pushes many people past their comfort zone. This is what startups are like. The pace and the uncertainty may increase as the course proceeds.

The Flipped Classroom: Unlike a traditional classroom where the instructor presents lecture material, our lectures are accessed through LaunchPad Central platform. A student can access these video lectures and more using their subscription to the course. Watching the assigned lectures are part of your weekly homework. We expect you to watch the assigned lectures and use them to discuss questions about the lecture material and progress/feedback on your business model search and product development.

Learning Objectives for the MGMT 689/489 Course
After Successful completion of this course students should be able to:

1) Describe: Customer Validation process and the guiding principles for startups deploying the Customer Development framework. 
   Activities/exercises may be employed to enhance these learning outcomes:
   • Utilization of Launchpad Central
   • Weekly Quizzes on E-Campus/Class Marker
   • Guest speakers in the field of entrepreneurship and Lean Startup Methodology
   • Lectures and other readings

2) Identify: The components of the Business Model Canvas and apply the concepts to a potential business opportunity. Be able to apply various techniques to facilitate customer interviews.

3) Locate, identify and efficiently use the West Campus Library (WCL) resources,

4) Identify faculty and programs at TAMU and within the Bryan College Station community that will further assist in the student's entrepreneurial propensity.
   The following activities/exercises may be employed to enhance this learning outcome:
   1. Networking and community involvement,
   2. The value of information and the availability at TAMU
      • Location of and how to use them
      • Faculty assets and programs for entrepreneurship at TAMU
      • Professional writing and proofing resources (University Writing Center Turnitin.com, other sources)
   3. Understanding and applying successful strategies for group collaboration
4. The importance of networking
   o Understanding the stakeholders
   o Meet local entrepreneurs
   o Brand your own legacy

Deliverables

- A data supported go/no-go decision at the end of the course on whether or not to launch the startup/product.
- Teams building a physical product/service must show a minimal viable product.
- Teams building a web product need to build the site, create demand and have early-adopter customers using.
- Your weekly entries on Launchpad Central is an integral part of your deliverables.
- Your team will present a weekly in-class summary of progress and lessons learned, as well as a final presentation.
- Overall, teams will experience and learn from a real world, hands-on experience on what it's like to actually and launch a product.

Grading Criteria: This course is team-based and 85% of your grade will come from your team progress and individual grading criteria are broken down as follows:

20% Class participation -
1) Providing insightful comments and asking great questions
2) Quality peer feedback - as proven by entries in Launch Pad Central
3) Demonstration of great listening
4) Watching online videos and taking quizzes as indicated on syllabus and being prepared for class

Quantified through entries in LaunchPad Central (comments made in LPC with ranking marked) and comments class and noted by the TA's. 20 points required throughout the course of the semester for full points.

Note: One half letter grade may be deducted for each unexcused absence. DO NOT MISS CLASS

35% LPC Progress Out-of-the-building progress as measured by entries into LaunchPad Central per team:

Using Launch Pad Central, team members must:
1) Update business model canvas weekly
2) Meet with 100+ customers by the end of the semester

10 customer interviews required per presentation. Without the 10 customer interviews, team present their presentation to the class and their grade will be reflected.
Customer interviews must include experts in the field of the business idea. Note, projects
technically based must talk to a faculty member with expert experience in the field.

3) Detail what the team did each week in Launch Pad Central
4) End of semester complete peer evaluation of other team member's participation.

20% Team Presentations "Lesson Learned" as indicated on calendar.
25% Final Team Deliverable Lessons Learned Presentation and Product/Service

NOTE: Grading will be based upon a team member's ability to demonstrably go through the process and customer and market validation. A failed business idea will not necessarily result in a low grade, and may receive high marks

Final Grades: A=100-90 B=89-80 C=79-70 D=69-60 F=59-below

Attendance and Absences

Unexcused absences on the day of an assignment or examination will result in a grade of zero (0) for that exercise. 1 ups for any class assignment or exam without a university excused absence. This policy is strictly enforced.

Make-up Policy: If an absence is excused, the student will be allowed to make up work within 30 calendar days from absence. To be excused the student must notify his or her instructor in writing (acknowledged e-mail message is accurate date of absence, and provide appropriate documentation for the absence. In cases where advance notification is not possible, the student must provide notification by the end of the second working day after the absen explanation of why notice could not be sent prior to the class. Excused Absences: The reasons absences are considered university are listed on the following link (Student Rule 7) for details (http://student-rules.tamu.edu/rules07). The fact that the university-excused absences does not relieve the student of responsibility for prior notification if possible and document notify and/or documentation properly may result in an unexcused absence. Falsification of documentation is a violation of

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 responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to commit to examinations, research papers, and other academic work. Ignorance of the rules does not excuse 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 (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 an environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability accommodation, please contact Disability Services, currently located in the Disability Services building at the St. Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu

Class Roadmap

Each week’s class is organized around:

- Student team presentations on “lessons learned” from getting out of the building and iterating or pivoting
- Comments and suggestions from other teams, and the teaching team, on the lessons learned.
- An online lecture, viewed prior to each week’s class, on one of the 9 building blocks of a business model. Lectures are available from LaunchPad Central
- Each team will capture their progression in learning by keeping a log of customer interviews, hypothesis tests, and Central.

Culture:

1. A mindset of hypothesis-testing, (running a series of experiments outside the building, determining the insinuations of experiments, and articulating the next steps to be taken,) not execution.
2. Active participation by all team members.
3. All members are held accountable for team performance.
4. High-speed pace and tempo.
5. Teams average 100 customer contacts (not including focus groups and surveys).
6. Bring your sense of humor—without it, you will suffer.

Agenda for Class Sessions (All Weeks)

Please be prepared to present your team’s progress in every class session. Teams will present during each class session. We will break up into smaller groups to present. Every team will present each week. Each team follows the same format of presenting the overall business model canvas, the hypothesis that was tested during results of the test, and the learning that came from that test. After the presentation, the teaching team will provide feedback on the presentation, team’s approach, methodology, execution, and conclusions. The teaching team may also request it.
Teaching Team

Dr. Richard Lester
Mays Business School
Office 430E Mays Business School rlester@mays.tamu.edu
979.862.7091

Professor Rodney Hill
Department of Architecture Office: Langford A #103
rhill@arch.tamu.edu
979-845-7058

Dr. Jorge A. Vanegas
Dean, College of Architecture Professor, Department of Architecture
And Research Professor,
Texas Engineering Experiment Station (TEES)
jvanegas@arch.tamu.edu
<table>
<thead>
<tr>
<th>Date/Area</th>
<th>In Class Lectures and Activities</th>
<th>Assignments/Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Introduction to course</strong>&lt;br&gt;Background Overview Entrepreneurial Ecosystem at TAMU Startup Aggieland, CNVE, Startup LLC&lt;br&gt;Initial Discussion Assignments and Grades Overview of Semester Assignments 1. Take a Business Idea thru Lean Startup Process</td>
<td><strong>Homework</strong>&lt;br&gt;1) Students need to have signed up for a LaunchPad Central (LPC) to sign up.&lt;br&gt;2) Students should have watched lecture videos #1, 1.5, and 2 locally.&lt;br&gt;3) Students need to have completed the quizzes that correspond to the marker.&lt;br&gt;4) On LPC Go to Resource HUB, Locate LPC Tutorial Videos at 5) Purchase text Books: i. Business Model Generation ii. The Startup Owner’s Manual</td>
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<tr>
<td>2</td>
<td><strong>Get to know your fellow students and start the process of forming teams (speed dating)</strong>&lt;br&gt;R Hill</td>
<td><strong>Homework</strong>&lt;br&gt;Begin developing first business model canvas</td>
</tr>
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</table>
| 3         | **Guest Speaker** | **Homework**<br>1) Read BMG pp. 14-49 The 9 Building Blocks of the canvas<br>2) Go to http://www.slideshare.net/sblank. Click *view all* and Locate the Final Slide Presentations of A) "Woofy Berkeley 2015" (Power point) (Notice # of Intervi B)
<p>| 4         | <strong>Guest Speaker</strong> | <strong>Homework</strong>&lt;br&gt;Review these power point and note: this is an example of the&lt;br&gt;Read SOM&lt;br&gt;1) pp. 1-75: Intro to Customer Development and Customer C&lt;br&gt;2) pp. 472: Market Size&lt;br&gt;3) pp. 112-122 &amp; 457-458: Market Type&lt;br&gt;4) pp. 123-124: Competitors. |
| 5         | <strong>Sticky Notes on Canvas</strong>&lt;br&gt;Initial elevator pitch using BMC&lt;br&gt;Make first business model hypotheses to test&lt;br&gt;Enter first data into LPC Demonstration on LPC Presentations | <strong>Homework</strong>&lt;br&gt;1. All Teams enter into LPC the initial entries of all nine box |</p>
<table>
<thead>
<tr>
<th>7</th>
<th>Guest Speaker</th>
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<tr>
<td>8</td>
<td>Customer Interview Workshop</td>
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<td></td>
<td>Group Exercise on:</td>
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<td></td>
<td>&quot;Customer Interview Best Practices&quot;</td>
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<td></td>
<td>Class Discussion on Process</td>
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<tr>
<td></td>
<td>Mock Good and Bad Interviews</td>
</tr>
<tr>
<td></td>
<td>Preparation for First Customer Interviews</td>
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<td>D Lewis</td>
</tr>
</tbody>
</table>

**Homework:**
Videos to help students understand how to prepare and conduct Customer Interview Best Practices

Watch:
1. [http://startupweekend.wistia.com/projects/zte1rzz0r7](http://startupweekend.wistia.com/projects/zte1rzz0r7)
2. [http://startupweekend.wistia.com/projects/8se0rm03p](http://startupweekend.wistia.com/projects/8se0rm03p)

<table>
<thead>
<tr>
<th>9</th>
<th>Presentation of First BMC Hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In class, students offer peer-to-peer input on all other team presentations as they are given. <strong>Note: Class participation begins</strong></td>
</tr>
</tbody>
</table>

**Homework:**
1. All Students Grade Each Team and provide feedback on Live Peer Review
2. Log 10 customer interviews into LPC by next class
3. 20% Class participation Points Earned By: Insightful comments both in class and on LPC
4. Great questions
5. Quality peer feedback - as proven by an email to instructor from
6. Demonstration of great listening

<table>
<thead>
<tr>
<th>10</th>
<th>Team Presentations Value Proposition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Hypothesis: Here's What we Thought</td>
</tr>
<tr>
<td></td>
<td>- Experiments: Here's What we Did</td>
</tr>
<tr>
<td></td>
<td>- Results: Here's What we Found (Interviews)</td>
</tr>
<tr>
<td></td>
<td>- Action: Here's What we Are Going to do next</td>
</tr>
</tbody>
</table>

**Homework:**
Customer Segments (10 Total Customer Intervie
1. All Students Grade Each Team and provide feedback on Live Peer Review
2. Watch LPC Video Lecture 3 Customer Segments
3. Conduct and log 10 Customer Interviews into LPC by next class

Optional Reading for Customer Segments:
1. BMG pp. 134-145: Ideation
2. pp. 161-169: Prototyping
11 Guest Speaker

Homework: Customer Segments Continued
1) SOM pp. 260-266: Product-Market Fit
2) pp. 476: Customer Segments Checklist
3) Log customers interviews
Optional Reading for Customer Segments:
4) pp. 203-217: Problem Understanding; pp. 218-221:
5) pp. 218-221: Gain Customer Understanding;
6) pp. 222-226: Market Knowledge

12 Team Presentations: Customer Segments
-Hypothesis: Here's What we Thought
- Experiments: Here's What we Did
- Results: Here's What we Found (Interviews)
- Action: Here's What we Are Going to do next

Homework: Channels (20 Total Customer Interviews Due in)
1) All Students Grade Each Team and provide feedback on LI
2) Watch LPC Video Lecture 4 Channels
3) Conduct and log 10 Customer Interviews into LPC by next
Optional Reading for Channels
4) BMG pp. 147-159: Visual Thinking
5) SOM pp. 98-111: Channels;
6) pp. 243-244: Meet the Channel;
7) pp. 332-343: Channel Roadmap;
8) pp. 406-412: Distribution Channels;
9) pp. 478: Channels Checklist

13 Team Presentations: Channels
Hypothesis: Here's What we Thought
- Experiments: Here's What we Did
- Results: Here's What we Found (Interviews)
- Action: Here's What we Are Going to do next

Homework: Customer Relationships
1) All Students Grade Each Team and provide feedback on LI
2) Watch LPC Video Lecture 5 Customer Relationships
3) Conduct and log customer interviews
Reading for Customer Relationships (Not Optional)
4) SOM pp. 126-168: Customer Relationships Hypotheses;
5) pp. 296-351: Get/Keep/Grow;
6) pp. 480-482: Relationships Checklist;
7) pp. 490: MVP Test

14 Guest Speaker

Homework: Conduct and log 10 Customer Interviews into LPC

15 Guest Speaker

Homework: Customer interviews

16 Guest Speaker

Homework: Conduct and log 10 Customer Interviews into LPC
| 17 | **Team Presentations Customer Relationships**  
Hypothesis: Here's What We Thought  
- Experiments: Here's What We Did  
- Results: Here's What We Found (Interviews)  
- Action: Here's What We Are Going to do next  
  
**Homework: Revenue Models**  
1) All Students Grade Each Team and provide feedback on Li  
2) Watch LPC Video Lecture 6 Revenue Model  
3) Log customer interviews into LPC by next class  
4) Optional Reading for Revenue Model  
5) SOM pp. 180-188: Revenue and Pricing Hypotheses;  
6) pp. 260-269: Verify Business Model;  
7) pp. 438-456: Metrics that Matter;  
8) pp. 528: Validate Financial Model |
|---|---|
| 18 | **Team Presentations Customer Relationships**  
Hypothesis: Here's What We Thought  
- Experiments: Here's What We Did  
- Results: Here's What We Found (Interviews)  
- Action: Here's What We Are Going to do next  
(50 Customer Interviews Should be Logged)  
  
**Homework**  
Conduct and log 10 Customer Interviews into LPC by next Thu |
| 19 | **Guest Speaker** |
| 20 | **Team Presentations Revenue Model**  
Hypothesis: Here's what we thought  
- Experiments: Here's what we did  
- Results: Here's what we found  
- Action: Here's what we Are Going to Do Next  
  
**Homework: Partners**  
1) All Students Grade Each Team and provide feedback on Li  
2) Watch LPC Video Lecture 7 Partners  
3) Conduct and log 10 more Customer Interviews into LPC by t  
4) Review Mark Leslie slides: [http://www.slideshare.net/mark](http://www.slideshare.net/mark) |
| 21 | **Guest Speaker** |
| 22 | **Team Presentations Partners**  
Hypothesis: Here's what we thought  
- Experiments: Here's what we did  
- Results: Here's what we found  
- Action: Here's what we Are Going to Do Next  
  
**Homework: Resources Activities and Costs**  
1) All Students Grade Each Team and provide feedback o  
2) Watch LPC Video Lecture 8 Resources Activities and C  
3) Conduct and log 10 Customer Interviews into LPC by r  
Reading for Resources Activities and Costs (Not Optional)  
4) SOM pp. 169-175: Resources;  
5) pp. 267-269: Can We Make Money;  
6) pp. 437-456 review again: Metrics that Matter  
7) pp. 528: Validate Financial Model |
| 23 | **Team Presentations Resources, Activities Costs**  
  
**Homework:** |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Team Presentations, Resources, Activities, Costs</td>
<td>1) All Students Grade Each Team and provide feedback on LFN 2) Watch Other Teams' Final Presentations: Go to <a href="http://www">http://www</a>. 3) Review these power points these provides examples of the fi</td>
</tr>
<tr>
<td></td>
<td>Intellectual Property, TAMU Law School (guest)</td>
<td><strong>Homework:</strong> 4) All Students Grade Each Team and provide feedback on LFN 5) Watch Other Teams' Final Presentations: Go to <a href="http://www">http://www</a>. 6) Review these power points these provides examples of the fi</td>
</tr>
<tr>
<td>26</td>
<td>Guest Speaker</td>
<td>Prep for Deliverable</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Homework:</strong> 1) Prepare final deliverable 2) Conduct and log 10 Customer Interviews into LPC by Thursday</td>
</tr>
<tr>
<td>27</td>
<td>Presentation of Deliverable (1-3)</td>
<td><strong>Homework:</strong> 1) Prepare final deliverable 2) Finish logging Customer Interviews into LPC</td>
</tr>
<tr>
<td>28</td>
<td>Last Day of Class</td>
<td>Presentation of Deliverable (4-6)  (100 Customer Interviews Should be Logged)</td>
</tr>
<tr>
<td></td>
<td>Redefined Friday</td>
<td><strong>Reading Day No Classes</strong></td>
</tr>
<tr>
<td></td>
<td>Finals</td>
<td></td>
</tr>
</tbody>
</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:
   - Undergraduate
   - Graduate
   - First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):
   Department of Information and Operations Management
3. Course prefix, number and complete title of course:
   SCMT 650 - Applied Predictive Analytics for Business
4. Catalog course description (not to exceed 50 words):
   "Develop an understanding of the role of predictive analytics in shaping business outcomes; provide hands-on, practical approach to implementing predictive analytics tools for gaining competitive advantage in business."

5. Prerequisite(s):
   Graduate Classification
   Cross-listed with:
   Stacked with:
   Cross-listed courses require the signature of both department heads.

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

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

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

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

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

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

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

13. Prefix
    Course #
    Title (excluding punctuation)
    SCMT
    650
    Applied Predictive Analytics

    Lect.
    Lab
    Other
    SCH
    CIP and Fund Code
    Admin. Unit
    Acad. Year
    FICE Code
    3.00
    0.00
    0.00
    3.00
    521301-16
    1634
    17
    18
    0
    0
    3
    6
    3
    2

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

Bala Shetty
Chair, College Review Committee Date

Eli Jones
Dean of College Date

Cheryl Griese
Chair, GC of UCC Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
SCMT 650 Applied Predictive Analytics for Business
Course Syllabus – Spring 2017

Instructor: Dr. Michael Ketzenberg
Office: 320H Wehner Building

Office Hours: TBD or by appointment
Office Phone: 979.845.9541
E-mail: mketzenberg@tamu.edu
The BEST way to contact me is via email

COURSE DESCRIPTION

Predictive analytics involves the process of developing models that harness data to better understand, anticipate and shape business outcomes. The course combines lectures, interactive exercises, business case discussions, and student presentations in a holistic manner to develop the necessary skills for predictive modeling and to enhance the learning experience. As such, this course provides a hands-on, practical approach to implementing predictive analytics as a tool to gain competitive advantage. Some prominent examples include:

- Predict whether a patient, hospitalized due to a heart attack, will have a second heart attack. The prediction is to be based on demographic, diet and clinical measurements for that patient.

- Predict the price of a stock in 6 months from now, on the basis of company performance measures and economic data.

- Identify the numbers in a handwritten ZIP code, from a digitized image.

- Estimate the amount of glucose in the blood of a diabetic person, from the infrared absorption spectrum of that person’s blood.

- Identify the risk factors for prostate cancer, based on clinical and demographic variables.

The process of predictive analytics involves exploring relationships among explanatory variables extracted from historical data. It is used extensively in businesses to identify risks and opportunities associated with a set of conditions. The science of learning and prediction plays a key role in the fields of statistics, data mining, and artificial intelligence, intersecting with areas of engineering and other disciplines. As such, this course is about learning from data.

This course covers the two core paradigms that account for most business applications of predictive modeling: classification and prediction. In both cases, predictive modeling takes data where a variable of interest (a target variable) is known and develops a model that relates this
variable to a series of predictor variables, also called features. In classification, the target variable is categorical ("purchased something" vs. "has not purchased anything"). In prediction, the target variable is continuous ("dollars spent"). A key element to the course is learning how to explore and visualize the data in order to understand the variables and how they are related. The primary approach will entail 'learning-by-doing' with the use of the state-of-the-art software such as Tableaux. As a side-benefit, this course helps students develop proficiency in using R for manipulating data, making statistical inferences and implementing predictive models. Even so, the course is practically oriented with a primary focus on applying data analytic tools to help companies answer business questions such as who is likely to respond to a new advertisement, which customers are most likely to be default on a loan/payment, what transactions are most likely to be fraudulent, and what combinations of products are customers most likely to purchase at the same time.

Predictive methods such as linear and logistic regression, decision trees and random forests, neural networks, support vector machines, and others will be studied. The course will also cover how to combine different methods, into what are called ensembles, to increase predictive accuracy beyond that achieved by individual methods. Emphasis will be placed on understanding the differences among methods, including requirements, strengths, and limitations. Managerial and technical issues in development and deployment of business analytics will be discussed. Overall, this course demonstrates how to leverage business data to design, develop and implement predictive models to enhance decision-making throughout an organization.

**COURSE OBJECTIVES**

[1] Introduce key concepts and issues in predictive analytics in order to design, develop, and implement predictive models

[2] Develop proficiency in core statistical concepts and modeling techniques so that students can participate in, and lead predictive analytics-based projects

[3] Develop proficiency in common methods for prediction and classification so that students understand how to work with data and apply the appropriate modeling technique to predict outcomes related to business.

[4] Use state-of-the-art software tools and statistical methods to effectively model, measure, test, and compare alternative analytical methods.
LEARNING OUTCOMES

Upon completion of this course, students will be able to:

- Understand the theoretical and conceptual issues regarding predictive analytics
- Execute the process of predictive modeling
- Code and run predictive models in R
- Evaluate, test, and validate predictive accuracy
- Develop and test a wide variety of predictive models
- Compare and contrast different predictive methods in terms of requirements, strengths, and limitations

COURSE MATERIALS

The required text for this course is *Applied Predictive Modeling*, by Max Kuhn and Kjell Johnson, and is published by Springer, 2013, ISBN 978-1-4614-6849-3 (eBook). There are also several additional required articles and cases that will be made available in class or on the course web site on eLearning. A tentative list of assigned readings is provided in course schedule, located within this syllabus.

The course web site will be used extensively throughout the semester for announcements and the distribution of various materials that will include the syllabus, course notes, handouts, and other supplemental materials. The web site is available through the TAMU eLearning web site at [www.elearning.tamu.edu](http://www.elearning.tamu.edu). This site will be continually updated, so make sure you check it daily. If you have access problems or other technical difficulties, please contact the Help Desk.

CLASS ORGANIZATION & ACTIVITIES

The day-to-day class activities will vary, but these are some important regular elements of class:

- *Procedures and class business*: The beginning (and end) of each class is set aside to cover any questions or issues with regard to the syllabus, course administration, deliverables, and expectations.

- *Lecture*: I do not like to do straight lectures – at least not for very long. So lectures will be minimized and used only to the extent necessary. Moreover, I actively seek your help in making these “lecture” sessions interactive. Please share your ideas, questions, and experiences during or after any of our discussions.

- *Interactive Class Exercises*: Since I firmly believe in learning by doing, a significant amount of in-class time has been set aside for you to work on exercises in-class. Generally, when I introduce a new modeling concept or technique, I will work through an example problem and then pose a second example problem for you to work on
immediately. This offers you the opportunity to test yourself on new skills and provides me an opportunity to provide immediate feedback and guidance. After you have been given sufficient time to work through the problem, I will then walk through the solution step by step. From time to time, I will also conduct interactive demonstrations to help clarify significant course concepts.

GRADING AND ASSIGNMENTS

Your grade will be determined by your performance on a variety of assignments and class participation. Assignments include individual and team deliverables. Teams will consist of four or five students, although accommodations will be made for class size and special circumstances. Team and individual assignments are discussed more fully in the sections that follow.

Based on the assignments planned for this course, you will have an opportunity to earn a total of 800 points towards your final course grade (if assignments are added, deleted, or modified, the points will be adjusted accordingly). The final course grade will be computed based on five evaluation categories:

<table>
<thead>
<tr>
<th>Assignment/Deliverable</th>
<th>Points</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>[1] Homework</td>
<td>300</td>
<td>30%</td>
</tr>
<tr>
<td>[2] Examinations (2)</td>
<td>400</td>
<td>40%</td>
</tr>
<tr>
<td>[3] Course Project</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>[4] Participation</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total Points Available</strong></td>
<td><strong>1000</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The total points earned from the above activities will serve as an index to your course grade based on the total percentage of points earned. For example, if you should earn 420 total points (84.0%) then 84.0% serves as your index. The most likely scale for the index is A: 90% - 100%, B: 80% - 89%, C: 70% - 79%, D: 60% - 69%, F: <60%. Although I reserve the right to modify the scale downwards based upon my judgment. The four evaluation categories are discussed in the following sections.

**Participation (100 points):** I encourage student participation in all classes. The purpose of class lectures, discussions, and interactive exercises is to develop, as a class, a complete analysis of the course material and to address the full range of problems and issues. To get a discussion going, I may call upon a few students at random in each session. A thorough preparation of the assigned materials is all that is necessary to answer such questions. Your participation will be evaluated over the course of the semester.

There are a total of 100 points available for class participation and professionalism. Please note that the grading system is setup to reward class participation and it should be clear that in order to participate, it is necessary to attend class. I heartily encourage you to actively participate in the class sessions, particularly with respect to case discussions. For example,
• If you are not clear about a concept being discussed in the class, please ask a question. I consider asking relevant questions a very important form of class participation.

• If you have an interesting experience or insight that either supports or contradicts the concept being discussed, please share it with the class.

The classroom is a place for you to express and defend your ideas. The consequences of being wrong in class are very low compared to being wrong in the corporate world. Take advantage of this opportunity to develop your analytical and communication skills. Express your well-thought-out views and be prepared to defend them.

Carry yourself with dignity and care while in the classroom, and while in the presence of your peers and professor. Attention to detail, timeliness, good communication, constructive comments, consideration for others, and leadership are all elements of professionalism.

**Homework (300 points):** There will be several homework assignments to be completed outside of class. The general purpose of these individual assignments is to keep you up to date on the material and to serve as preparation for the exams so that they are not surprising or overwhelming. Note that homework assignments are designated as individual work. You are free to discuss homework assignments with friends and colleagues. However, when preparing an assignment, do your own work. This means:

• You **may** discuss problems with one another
• You **may** help one another through difficulties and rough spots
• You **may** compare solutions with one another
• You **may not** copy work from one another
• You **may not** share computer files
• You **may not** submit assignments jointly (as a team)
• When you put pencil to paper, or fingers to keyboard, the work you do must be your own
• If you have questions, please ask...

**Examinations (400 points):** There will be two examinations. The exams are not designed to be cumulative, yet it should be clear that a competent understanding of the material covered later in the semester will rely on competence of material covered earlier in the semester. There will be no make-up for any exam, except for university qualified excused absences. For such cases, see the section entitled MAKEUP POLICY below in this document. Exams are closed-book, closed-notes. Any necessary formulas will be provided to you on the examination booklet.

**Course Project (200 points):** The course project is a team based (group) exercise that consists of both an oral presentation and a written report. You will be requested to form teams of three or four student. Although the preferences of individual students will be honored where possible, I reserve the right to alter the team membership by adding or deleting team members to accommodate class size.
The team signup sheet (available at the end of this document) is due by the end of the third class session. Your name should only be listed on one signup sheet. Incomplete team submissions of less than three students will be accommodated to the extent possible by combining with other incomplete teams. That is, I will assure that all students are members of a team. Teamwork consists primarily of the course project, but may include certain other class activities and exercises.

The course project will allow students to apply the predictive modeling techniques learned in this course to a real world data set. During the semester, each team will choose or be assigned a data set to serve as the basis of the course project. Critical to your success will be your creativity, ability to selectively apply course concepts, and of course, professionalism. Here is the procedure to be used:

1. The team will meet to determine availability for meeting times and places. In addition, the team should assess interests. Ideally, your project will be able to obtain a data set from a business or other institution of mutual interest. However, if a team is not able to agree or obtain a satisfactory data set, one will be provided for you.

2. Each team should submit a proposal for their course project that identifies and describes the data and the objectives of the project. The due date for the project proposal is provided in the course schedule below. I will approve the proposal to assure that a) the project is suitable and b) there is no duplication between teams.

3. Oral presentations will be scheduled during the last two class sessions. Each presentation should be no longer than 20 minutes in length. Obviously, in this short time you cannot inform the class of everything you learned so you should confine your presentation to a short description of the problem you addressed, your approach to addressing it, and results. Your written report should contain more detailed information. The due date for the written report is the last day of class. Of course, reports may be turned in earlier.

4. Once teams have been formed, there will be additional handouts providing greater detail on the course project.

Peer Evaluations: It is expected that all members of a team will carry a fair, and more—or—less equal, share of the work on group assignments. However, each team member will be allowed to provide a peer evaluation of other team members before the end of the semester. An individual student’s grade will be a composite of the team grade and peer evaluations. Note that by composite, your peer evaluations can impact your course grade by as much as a full letter grade – up (positive) or down (negative). Please keep this in mind when you consider your participation and attendance at team meetings, not to mention the quality of your participation.
REGRADING POLICY

If you feel that your performance has been under-evaluated on any course deliverable, please resubmit your work, along with a written statement directly to me within three business days (M-F) after receiving your grade, explaining clearly why you feel that your grade should be adjusted. In order to prevent "cherry-picking", the entire assignment or exam will be re-graded and this may result in a lower grade.

ATTENDANCE POLICY

Please attend class. We have a great deal of material to cover so it is important that you are present and prepared for class. It will not only significantly aid your learning, but it will also enable you to be a productive member on team activities. If you should have to miss a class, it is your responsibility to determine what you have missed from your classmates, and take appropriate action. There will be NO make-up work, except for University Approved Absences.

If you arrive late, please take a seat near an aisle to avoid disrupting the class. If you find you must leave class early, please do your fellow students (and me) the courtesy of:

- informing me of that need before class begins, AND
- sitting conveniently close to the aisle and door so your exit will cause minimal disruption.

All assignments are due at the beginning of the class on the day that they are assigned. Late work will not be accepted, unless excused. The definition of the term “late” is at any time past 5 minutes of the start of the class session. If you will miss a class on a day an assignment is due (or will be arriving late), either turn it in early or have a classmate do it for you.

MAKE-UP POLICY

If an absence is excused, the student will be allowed to make up work within 10 calendar days from the last day of the absence. To be excused the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence, and provide appropriate documentation for the absence. 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, including an explanation of why notice could not be sent prior to the class. The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details (http://student-rules.tamu.edu/rule7.htm). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

1) Participation in an activity that is required for a class and appears on the university authorized activity list.
2) Death or major illness in a student's immediate family.
3) Illness of a dependent family member.
4) Participation in legal proceedings or administrative procedures that require a student's presence.
5) Religious holy day.
6) Illness that is too severe or contagious for the student to attend class.
   a) Injury or illness of three or more class days -- student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1)
   b) Injury or illness of less than three class days - student will provide [one or both of these at instructor's discretion] the following within one week of the last date of the absence: (i.) Texas A&M University Explanatory Statement for Absence from Class form available at http://shs.tamu.edu/forms.htm, or (ii.) Confirmation of visit to a health care professional affirming date and time of visit
7) Required participation in military duties.
8) Other absences may be excused at the discretion of the instructor with prior notification and proper documentation.

STUDENT CONDUCT

Computers: You may use computers for note taking, interactive class exercises or calculations during class. If you have something else that MUST be done during class, please do not attend. If you are observed using your computer for non-class related activities (either by me or another member of the class), it will be taken into account in your participation and professionalism grade.

Arrival to Class: Classes will start at their scheduled start time. Please arrive promptly and take a seat towards the front of the room so that we may start on time.

Personal Electronics: Cell phones, pagers, etc. Please turn these devices to “off” or “stun” position during the class. If you are expecting emergency notification, contact me ahead of time so we can anticipate your departure from class and minimize disruption to the class.

Conversations: Do not carry on conversations with your fellow students during class.

Written Assignments: Spelling, punctuation, and correct word usage are necessary elements of professional written communications; they are as important as the message you are trying to communicate, and will be criteria in the grading of your work. Sloppy, crumpled, unstapled, torn, ripped, illegible, or otherwise degraded deliverables will be more than commensurately down graded.

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, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu

ACADEMIC INTEGRITY

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

You are expected to maintain the highest standard of academic integrity. Academic honesty includes, but is not limited to, accurate and appropriate citation of sources, acknowledging the help of others, preparing one’s own work, calling attention to deception, responding with directness and demonstrating the all-around diligence required of a student scholar. The honest student is acutely aware of the value of an education founded on attention to values and ethics. An education based on such a firm and unwavering foundation serves the student throughout life.

Academic dishonesty includes, but is not limited to acts of fraud or deception on an examination, project, paper or class assignment; acts of forgery or unauthorized alteration of any official academic record or document; and attempts to gain credit for work with the student has either not actually performed or has copied from another person’s work.

Plagiarism is defined as the act of taking ideas and writings from another person and passing them off as his/her own work. To avoid it, quotation marks, page numbers and author reference are required for adequate acknowledgment of word-for-word copying of another’s work. An author reference is sufficient acknowledgment for rephrasing in your own words the work of another person. Other forms of plagiarism include reproducing someone else’s paper in whole or in part and obtaining a paper from a paper preparation service. Furthermore, submitting any paper for academic credit in more than one course without the instructor’s permission is considered as an act of academic dishonesty and a form of deception.

The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions, including an “F” on the assignment or in the course (based on the instructor’s discretion in consideration of the violation). Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism or facilitating such activities. In all cases, academic integrity violations will be reported to university officials.
INFO STUDENT SERVICES COMMUNICATIONS PORTAL

The INFO Student Services Office (SSO) communicates with all INFO students (undergraduate and graduate) via eLearning. Students are made aware of important deadlines, scholarship and job opportunities, announcements of student activities and CMIS events, etc. through the INFO Student Services Communications portal in eLearning (http://elearning.tamu.edu/).

When accessing the INFO Student Services Communications portal through eLearning, students will see the following folders in the Course Content area: Announcements, Internships, Full-Time Jobs, and Local Part-Time Jobs. Information from the Department will be posted in the appropriate folders, and all INFO students will be able to access the posted content at any time.

In addition, there are four separate distribution groups within this portal: MS-MIS students, PPA-MIS students, Undergrad MIS students, and Undergrad SCM students. The same information that is posted in the folders will be sent to students through the e-mail function within eLearning; however, the messages will be sent only to the students for whom they are directly relevant.

In summary, all messages posted to the folders of this course will be available at any time to all INFO students. The students for whom a specific message is directly relevant will also receive the same information via e-mail.

It is recommended that students set the auto-forward option in the eLearning system in order to forward any e-mails received from the SSO to their tamu.edu accounts.

If a student is not receiving messages from the SSO, he/she should contact the SSO at INFOStudentServices@mays.tamu.edu to request to be added to the distribution list.

MAYS FOOD & BEVERAGE POLICY

We have beautiful and state-of-the-art classrooms in the Wehner Building and Cox Hall. We want to maintain the high quality of these classrooms for the students in future years. Thus, it is necessary for you to adhere to the established policy of no beverages, food, tobacco products, or animals (unless approved) within the Wehner Building and Cox Hall classrooms. Your assistance is greatly appreciated.
## Tentative Class Schedule
(Subject to Change)

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Assigned Reading</th>
<th>Deliverables</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/17</td>
<td>Course Introduction and Overview</td>
<td>Syllabus</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1/19</td>
<td>R Boot Camp: Manipulating Data</td>
<td>Appendix B</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1/24</td>
<td>R Boot Camp: Manipulating Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1/26</td>
<td>R Boot Camp: Manipulating Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>1/31</td>
<td>R Boot Camp: Manipulating Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2/2</td>
<td>Visualizing and Describing Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>2/7</td>
<td>Visualizing and Describing Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>2/9</td>
<td>Visualizing and Describing Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>2/14</td>
<td>Linear regression</td>
<td>Chapter 6</td>
<td>Homework 1</td>
</tr>
<tr>
<td>10</td>
<td>2/16</td>
<td>Linear regression</td>
<td>Chapter 12</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>2/21</td>
<td>Training, testing, and validating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>2/23</td>
<td>Logistic regression</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>2/28</td>
<td>Logistic regression</td>
<td></td>
<td>Project Proposal</td>
</tr>
<tr>
<td>14</td>
<td>3/2</td>
<td>Model performance and assessing accuracy</td>
<td>Chapter 11</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>3/7</td>
<td>Factors that affect model performance</td>
<td>Chapter 20</td>
<td>Homework 2</td>
</tr>
<tr>
<td>16</td>
<td>3/9</td>
<td>Midterm examination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>3/21</td>
<td>Decision trees</td>
<td>Chapters 8, 14</td>
<td></td>
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<tr>
<td>18</td>
<td>3/23</td>
<td>Pruning, bagging, and boosting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>3/28</td>
<td>Random forests and ensemble techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>3/30</td>
<td>Naïve Bayes</td>
<td>Chapter 13</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>4/4</td>
<td>Naïve Bayes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>4/6</td>
<td>Support vector machines</td>
<td>Chapter 7</td>
<td>Homework 3</td>
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<tr>
<td>23</td>
<td>4/11</td>
<td>Support vector machines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>4/13</td>
<td>Neural networks</td>
<td>Chapter 7</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>4/18</td>
<td>Neural networks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>4/20</td>
<td>Course Project Presentations</td>
<td></td>
<td>Homework 4</td>
</tr>
<tr>
<td>27</td>
<td>4/25</td>
<td>Course Project Presentations</td>
<td></td>
<td>Project Report Due</td>
</tr>
</tbody>
</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: □ Undergraduate  ✔ Graduante  □ First Professional (NRS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Soil and Crop Sciences
   SCSC 644 Physiological Basis of Crop Improvement

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

4. Catalog course description (not to exceed 50 words):
The course considers the underlying physiological basis of past, current and future crop improvement including the
associated molecular mechanisms. Traits considered include root and shoot architecture, radiation use efficiency,
flowering time, floral development and sex, high density planting tolerance, stress tolerance, crop-microbe interactions
and yield.

5. Prerequisite(s):
   SCSC 307 or approval of the instructor.

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

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

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

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

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

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

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

13. Prefix Course # Title (excluding punctuation)
   SCSC 644 Physiol Basis Crop Improv

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00</td>
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<td>0.00</td>
<td>3.00</td>
<td>01.1102.00</td>
<td>2620</td>
<td>17 - 18</td>
<td>0 0 3 6 3 2</td>
</tr>
</tbody>
</table>

   Approval recommended by:
   Wayne Smith 7-6-16
   Department Head or Program Chair (Type Name & Sign) Date

   Chair, College Review Committee 7-26-16
   Date

   Dean of College 7-26-16
   Date

   Submitted to Coordinating Board by:
   Associate Director, Curricular Services 8/12/16

   Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 843-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
The Physiological Basis of Crop Improvement

Course prefix and number  SCSC: 644
Term  Fall 2016
Meeting times and location  Lecture: TBA
Credit Hours  (3-0) Credit 3

Course Description and Prerequisites

The course considers the underlying physiological basis of past, current and future crop improvement including the associated molecular mechanisms. Traits considered will include: flowering time, root and shoot architecture, high density planting tolerance, radiation use efficiency, stress tolerance, crop-microbe interactions and yield.

Prerequisites: SCSC 307, or approval of instructor.

Learning Outcomes

Demonstrate comprehensive knowledge of the importance of selected key traits for modern agriculture, and of the physiological/molecular mechanisms that affect these traits.

- Describe and explain the goals of modern breeding for agriculture.
- Describe and explain the importance of root architecture, and the mechanisms targeted by breeding.
- Describe and explain the importance of shoot architecture including the mechanistic basis of stature, branching and leaf form/function/display, and the mechanisms targeted by breeding.
- Describe and explain the importance of photosynthesis and radiation use efficiency and the mechanisms targeted by breeding.
- Describe and explain the importance of flowering time, the mechanistic basis of flowering time regulation, and the mechanisms targeted by breeding.
- Describe and explain the importance of floral development, sex and selective sterility, and the mechanisms targeted by breeding.
- Describe and explain the importance of high density planting tolerance, and the mechanisms targeted by breeding.
- Describe and explain the importance of stress tolerance, and the mechanisms targeted by breeding.
- Describe and explain the importance of crop-microbe interactions, and the mechanisms targeted by breeding.
- Describe and explain the importance of yield and composition and the mechanisms targeted by breeding.
- Describe and explain potential targets for future breeding efforts, and the
mechanisms that may be involved.

- Describe and explain the methodologies used to study the physiological basis of crop improvement,

Apply knowledge of the methods and principles of the physiological basis of crop improvement to novel problems or situations.

- Predict the physiological basis of various crop traits.
- Provide rational approaches to the improvement of various traits, and explain the physiological mechanisms involved.

Communicate effectively in speaking and writing.

- Demonstrate effective communication among diverse stakeholders, policy makers, and professional peers.

Solve problems using scientific reasoning and critical thinking.

- Apply learned concepts to the solution of problems.

Instructor Information

Name Dr. Scott A. Finlayson
Telephone 979-847-9287
number
email address sfinlayson@tamu.edu
Office hours By appointment
Office location 220B Heep Center

Textbook and/or Resource Material

Current literature, no book required

Grading Policies

Grading System: No letter grade will be assigned to any assignment, only a numerical one. If there is an error in the grading of your paper, please see the instructor immediately as no grades will be changed after one week from the date the assignment is returned. You are responsible for reading assignments and lecture material. Assignments handed in late will receive a grade of zero, with exceptions given for a University authorized excuse.

Students will write two exams and make one or two short presentations on a topic negotiated with the instructor. A written assignment on a topic negotiated with the instructor will be due on the last day of class.

Assessment Method:
Exam1 25 points
Exam 2 25 points
Written Assignment 25 points
Oral Presentation(s) 25 points
Total 100 points
Grading Scale:
90 - 100%  A
80 - 89%    B
70 - 79%    C
60 - 69%    D
Below 60%   F

Make-up policy:
Missed assignments can only be made up in the case of a University Excused Absence.

Schedule of topics

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The goals of modern breeding for agriculture. Germination and seedling establishment.</td>
</tr>
<tr>
<td>2</td>
<td>Root architecture.</td>
</tr>
<tr>
<td>3</td>
<td>Shoot architecture- structure and stature.</td>
</tr>
<tr>
<td>4</td>
<td>Shoot architecture- branching.</td>
</tr>
<tr>
<td>5</td>
<td>Shoot architecture- leaf form/function/display.</td>
</tr>
<tr>
<td>6</td>
<td>Photosynthesis and radiation use efficiency.</td>
</tr>
<tr>
<td>7</td>
<td>Flowering time.</td>
</tr>
<tr>
<td>8</td>
<td>Floral development, sex and sterility.</td>
</tr>
<tr>
<td>9</td>
<td>High density planting tolerance.</td>
</tr>
<tr>
<td>10</td>
<td>Stress tolerance- water deficit.</td>
</tr>
<tr>
<td>11</td>
<td>Stress tolerance- temperature extremes.</td>
</tr>
<tr>
<td>12</td>
<td>Crop-microbe interactions.</td>
</tr>
<tr>
<td>13</td>
<td>Crop-microbe interactions- Thanksgiving.</td>
</tr>
<tr>
<td>14</td>
<td>Yield and composition.</td>
</tr>
<tr>
<td>15</td>
<td>Anticipated future traits of interest.</td>
</tr>
</tbody>
</table>

Exam 1
Exam 2

Attendance Policy

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

The Americans with Disabilities Act

*The Americans with Disabilities Act*: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)

Academic Integrity Statement

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

Upon acceptance of 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 of the processes of the Honor System. For additional information please visit: http://aggiehonor.tamu.edu/Students/. 
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. Course request type:  □ Undergraduate  ❑ Graduate  □ First Professional (MS, MEd, MAR, PhD)

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

3. Course prefix, number and complete title of course:  SOCI 610: Reproduction, Birth, and Power

4. Catalog course description (not to exceed 50 words):
An examination of topics related to reproductive practices, experiences, and ideologies and of the constructed and contested meanings surrounding womanhood, motherhood, sexuality, reproductive freedom, and eugenics.

5. Prerequisite(s):

Graduate classification

Cross-listed with:     WGST 610

Stacked with:    SOCI 410: Reproduction, Birth, and Power

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

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

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

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

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

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

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

M.S. and Ph.D. in Sociology

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

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

13. Prefix  Course #  Title (excluding punctuation)

<table>
<thead>
<tr>
<th>SOCI</th>
<th>610</th>
<th>REPRODUCTION, BIRTH, AND POWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect.</td>
<td>Lab</td>
<td>Other</td>
</tr>
<tr>
<td>3.00</td>
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</tr>
</tbody>
</table>

Approval recommended by:

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

Leroy G. Dorsey  □
Chair, College Review Committee  Date

Pamela H. Matthews  □
Dean of College  Date

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

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
SOCI 610: REPRODUCTION, BIRTH, AND POWER

Spring 2017
Texas A&M University
Location: TBD
Meeting Times: TBD

Dr. Theresa Morris
Academic, 416
Office Hours: TBD & by appt.
theresa.morris@tamu.edu

COURSE DESCRIPTION: An examination of topics related to reproductive practices, experiences, and ideologies and of the constructed and contested meanings surrounding womanhood, motherhood, sexuality, reproductive freedom, and eugenics. This course is stacked with SOCI 410.

PREREQUISITES: Graduate Classification

LEARNING OUTCOMES:

- Students will be able to describe concepts, theories, methods, and perspectives used by sociologists in the study of reproduction and birth.
- Students will be able to critically analyze and evaluate academic research on reproduction and birth.
- Students will be able to apply theories and concepts learned in class to their community learning experiences.
- Students will be able to synthesize and discuss course materials.

BOOKS:

Required:


Recommended:

There will also be required readings distributed on the Library Course Reserves site.

**SERVICE LEARNING EXPERIENCE:** This course includes a service-learning component for undergraduates students. Undergraduate students are required to complete a volunteer assignment of at least 20 hours over the semester with an organization that deals with reproduction. Graduate students will each be assigned a group of undergraduates who they will shepherd through this experience. [At this point, these organizations are tentative and have not been finalized.]

**Organizations:**  
Baylor Scott and White Health  
Brazos Valley Women’s Center  
College Station Medical Center  
Jubilee Birth Center  
The Prenatal Clinic  
St. Joseph Hospital  
The Advanced Fertility Center of Texas  
The Physicians Centre Hospital

**COURSE GRADES:**

**Attendance and Oral Communication (10%):**  
This seminar is student-driven, and thus you, the students, bear the responsibility for keeping it going. I will not lecture in this course, but rather we will use our time together engaging in discussions, debates, and theoretical and conceptual applications. It is important to come to every class meeting prepared to discuss the assigned materials. Students will be graded each class on a 4-point scale in which both attendance and engagement in classroom discussion and activities are assessed: 0 (absent); 1 (present, limited/no participation through oral communication); 2 (present, participates through oral communication with prompting); 3 (present, participates through oral communication actively).

**Discussion-Leader and Paper (25%):**  
On days that we discuss readings, one or two graduate students will lead class discussion. The student(s) will present an overview of the issues and questions derived from the readings and will lead class discussion. **When you are discussion leader, you are required to submit a four-to-five page summary and analysis of the readings and 5-10 questions you will present to the class to stimulate discussion.** Your paper should discuss the main ideas of the readings and briefly analyze them from a critical perspective. What other questions do they lead to? Are there any contradictions in the readings? How do these readings tie to other ideas we’ve explored in the class? These
are just a few ideas to get you started. **You will be a discussion leader two times during the semester.** Your grade will be an equal combination of your preparation and performance as discussion leader and your paper. On days for which there are two leaders, the leaders may collaborate on the questions, but not on the. The paper must be turned into Dr. Morris at the end of class for which the student serves as discussion leader.

**Virtual Guest Speaker Questions and Discussion (10%)**: We will have three virtual guest speakers over the course of the semester. For each speaker, one group (including undergraduates and graduate students) will be responsible for collaborating on Google Docs to develop 6-8 questions over the speaker’s book and to facilitate the discussion (The questions should be designed to encourage discussion). Graduate students are responsible for creating the document and sharing it with all students in the group and Dr. Morris. Note: the graduate student will be responsible for reading the speaker’s entire book, while the undergraduates will read a few chapters. Graduate students are responsible to ensuring the quality of the questions and for submitting the final question to course reserves **at least two days before the virtual guest speaker will be in class.** Note that you will need to complete the reading earlier than usual when you are a facilitator for a virtual guest speaker. Your grade will be an equal combination of the quality of your questions and your facilitation of discussion. I will also ask each group member to rate the performance of the other group members to ease the free rider problem that sometimes happens with group assignments.

**Guest Speakers (10%)**: We will have a variety of guest speakers over the semester, and listening to these speakers provides students with an opportunity to learn about reproduction from a variety of perspectives. All students are expected to come to these class meetings prepared to listen and to ask informed questions. This is an incredible opportunity and I expect you each to take full advantage. **Graduate Students** are required to find an outside source deals some how with the speakers topic. For example, if the speaker talks about the difficulty of obtaining abortions in rural areas, you might discuss an article that looks at other constraints on abortion access or how access in rural areas has changed over time. Then, in 500 words or less briefly summarize the main points of the guest speaker’s talk and your outside source. The outside reading and your summary must be submitted on eCampus by 5 p.m. on the day after the guest speaker’s visit.
Service Learning Responses (10%):
Undergraduate students are required to write a response to Service Learning experiences two times during the semester. These responses should be about 5 double-spaced pages and should focus primarily on how the readings from at least one class meeting relate to your Service Learning organization and the experiences they have had at the organization; although they may use readings from more than two class meetings in the same paper if appropriate. For example, what experiences in the organization relate to these readings? How do the readings illuminate their experiences? And, conversely, how can they use their experiences to better understand the readings? How do the readings and their experiences further their overall understanding of the sociological study of reproduction, pregnancy, and/or birth? They may also share any overall feelings that emerge as they think and write about their experiences. A hard copy of the first paper must be submitted to your graduate leader by March 9th. The second paper must be submitted to their graduate leader by Thursday, April 13th. Graduate student leaders will provide feedback to students by email within one week. Dr. Morris must be CCed on this email. Undergraduate students must then integrate that feedback and turn in the papers to Dr. Morris on e-Campus. The first paper must be submitted by Tuesday, March 28th for the first paper and by Thursday, April 27th for the second paper. Graduate students: It is your responsibility to guide your assigned undergraduate students in through the service-learning responses. Before they begin volunteering, provide ideas about questions they might want to ask, or things they should carefully observe. You might provide your own experiences about volunteering or participant-observations. Help them formulate their own links about their experiences to the readings. Class time will be regularly set aside for you to discuss serving learning with your group. You will also be responsible for reading the two papers your undergraduates will turn in. You will provide feedback and recommendations on structure, grammar and content for each student. Your feedback is due back to the undergraduates and Professor Morris within one week after they submit a paper to you.

Research Proposal (35%)
Graduate Students will produce a 15-20 page research proposal based on a topic or reading discussed in class. PLEASE CONTACT DR. MORRIS TO APPROVE YOUR TOPIC BY THURSDAY, FEBRUARY 13TH. Treat this like the early stages of a research project. You will do all but gather the data. Your proposal will include a hypothesis, the theory guiding your research, a literature review, and your methods of data collection and analysis. Please cite in ASA format.
In sum, your course grade will be based on:

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<th>Attendance &amp; Oral Communication</th>
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Semester Grades will be based on your course average

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COURSE POLICIES:

ATTENDANCE:  Students are required to attend class on a regular basis. Seminars simply don’t work if everyone is not committed to attending each class. Class attendance will be taken at the beginning of each class. Poor attendance will be reflected in one’s attendance and oral communication grade.

MAKE-UP POLICY:
If an absence is excused, the instructor will either provide the student an opportunity to make up any work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for the absence. Among the reasons absences are considered excused by the university are the following (see Student Rule 7 for details http://student-rules.tamu.edu/rule07). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

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

OUT OF CLASS HELP: Students are encouraged to see Dr. Morris about questions or concerns regarding the course. Please do not hesitate to visit during office hours or contact by telephone or email. Also, please feel free to set up an appointment for a time other than during our office hours.

ACADEMIC INTEGRITY STATEMENT AND POLICY:
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 more information on the Aggie Honor Code and Honor Council Rules and Procedures, please go to http://aggiehonor.tamu.edu or http://student-rules.tamu.edu.

ADA POLICY:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Schedule of Topics and Readings

➢ Denotes readings only assigned to graduate students

Tuesday January 17

Introduction to the Course and Service Learning

No reading


Thursday January 19

How Reproduction and Birth Happens-The Basics

• Our Bodies, Ourselves Chapters 1-4, 10 (course reserves)

➢ Birth “In the Beginning” and Chapters 1 and 3 (course reserves)

• Guest Speaker: [Doula/Childbirth Educator]

Tuesday, January 24

Theoretical and Historical Approaches to Reproduction


**Thursday, January 26**  
Stratified Reproduction: Who Should Have Babies?  
Part I: Gay and Lesbian Parents

❖ Before class, view *Daddy and Papa* (Media Matrix)

• *Reproduction and Society*, Chapters 13 and 14


**Tuesday, January 31**  
Stratified Reproduction: Who Should Have Babies?  
Part I: Gay and Lesbian Parents (Continued)

• Guest Speaker(s): [Lesbian or Gay parents]

**Thursday, February 2**  
Stratified Reproduction: Who Should Have Babies?  
Part II: Race and Class

❖ Before class, view No Más Bebés (Media Matrix)

• *Reproduction and Society* 3, 24, 26,

• *Our Bodies Our Crimes*, Chapters 1-4

**Tuesday, February 7**  
Stratified Reproduction: Who Should Have Babies?  
Part II: Race and Class
➢ *Our Bodies Our Crimes*, Chapters 4-8

**Thursday, February 9**

*Stratified Reproduction: Who Should Have Babies?*

**Part II: Race and Class (Continued)**

- *Virtual Guest Speaker: Jeanne Flavin*

**Tuesday, February 14**

**Abortion**

- *Reproduction and Society*, Chapters 5, 6, and 7

➢ *Willing and Unable*, Chapters 1-4

**Thursday, February 16**

**Abortion (Continued)**

➢ *Willing and Unable*, Chapters 5-7

- *Reproduction and Society*, Chapter 8

**Tuesday, February 21**

- *Virtual Guest Speaker: Lori Freedman*

**Thursday, February 23**

**Planned Parenthood and Reproductive Health**

- Guest Speaker: [Planned Parenthood Rep]

**Part II: A Focus on Reproductive Practices**

**Tuesday, February 28**

**Contraception**

- *Reproduction and Society*, Chapters 1, 2, 4


**Thursday, March 2**

**Pregnancy**

- *Reproduction & Society*, Chapters 17, 18, 19

➢ Han, Sallie. 2013 *Pregnancy in Practice: Expectation and Experience in the Contemporary United States*, Berghan. Pp. 59-75. (course reserves)

**Tuesday, March 7**

**Contemporary Childbirth in the United States**

- *Reproduction and Society*, Chapters 21,


**Thursday, March 9**

**Contemporary Childbirth in the United States**

- Fieldtrip to local hospital L&D Unit

**March 13-17**

**Spring Break**

**Tuesday, March 21**

**Contemporary Childbirth**

Guest Speaker

[Nurse or Doctor]

**Thursday, March 23**

**Assisted Reproductive Technologies/Prenatal Diagnostic Testing**

✓ Before this class, view *Eggsplotation* (Media Matrix)

- *Reproduction and Society*, Chapters 11 and 12


**Tuesday, March 28**

**Assisted Reproductive Technologies/Prenatal Diagnostic Testing**

- NPR Audio Files (course reserves)
- CDC ART Information (course reserves)
- Guest Speaker: [Reproductive Endocrinologist]

**Thursday, March 30**

The Role of Men in Reproduction

- *Exposing Men*, entire book

**Tuesday, April 4**

The Role of Men in Reproduction (continued)

- *Virtual Guest Speaker: Cynthia Daniels*

**Thursday, April 6**

Reproductive Aging


- Friese, Carrie, Gay Becker, and Robert Nachtigall. 2006. “Rethinking the Biological Clock: Eleventh-Hour Moms, Miracle Moms, and Meanings of Age-Related Infertility.” *Social Science & Medicine* 63:1550-60. (course reserves)


**Tuesday, April 11**

Maternal Mortality

- Before this class, view *Dead Mums Don’t Cry* (Media Matrix)

- *Reproduction and Society*, Chapter 16

- Peruse “The Safe Motherhood Quilt Project” course reserves http://rememberthemothers.org/

**Thursday, April 13**

Maternal Mortality

- Guest Speaker: Christine Morton (CMQCC)

**Tuesday, April 18**

Reproductive Justice

Thursday, April 20        CLI Work Day

- Come to class prepared to help undergraduates with any concerns or questions they have about their CLI project or paper.

Tuesday, April 25        Undergraduate CLI Project Presentations

Thursday, April 27       Undergraduate CLI Project Presentations

Last Class Day Thursday, April 27th

Tuesday, May 2nd, Spring Classes Redefined Day: Students attend Friday Classes
Texas A&M University

Departmental Request for a New Course

Undergraduate + Graduate + Professional

Submit original form and attach a course syllabus.

Form Instructions:

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

2. Request submitted by (Department or Program Name): Department of Veterinary Integrative Biosciences

3. Course prefix, number and complete title of course: VIBS 426 Methods in Vector-Borne Disease Ecology

4. Catalog course description (not to exceed 50 words):
Methodological understanding of how vector-borne diseases are studied in the field and the laboratory; hands-on exploration of the ecology of disease systems in a one health framework; concepts of design, execution, and presentation of research projects; outdoor field work and bio-safety level 2 laboratory

5. Prerequisite(s):

Junior or Senior classification or approval of Instructor; Graduate Prerequisite: None

Cross-listed with: ENTO 426

Stacked with: VIBS/ENTO 626

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

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

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

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

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

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

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

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

   BS across the University

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

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

13. Prefix Course # Title (excluding punctuation)

<table>
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<tr>
<th>VIBS 426</th>
<th>Methods in Vector-Borne Diseases</th>
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Approval recommended by:

Evelyn Tiffany-Castiglioni  
Department Head or Program Chair (Type Name & Sign) Date

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

Submitted to Coordinating Board by:

Chair, GC or UCC  
Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services - 07/14
Texas A&M University  
Departmental Request for a New Course  
Undergraduate • Graduate • Professional  
• Submit original form and attach a course syllabus. •

**Form Instructions**

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

2. Request submitted by (Department or Program Name):  
   Department of Veterinary Integrative Biosciences

3. Course prefix, number and complete title of course:  
   VIBS 626 Methods in Vector-Borne Disease Ecology

4. Catalog course description (not to exceed 50 words):  
   Methodological understanding of how vector-borne diseases are studied in the field and the laboratory; hands-on exploration of the ecology of disease systems in a one health framework; concepts of design, execution, and presentation of research projects; outdoor field work and bio-safety level 2 laboratory

5. Prerequisite(s):  
   Junior or Senior classification or approval of instructor; Graduate Prerequisite: None

6. Cross-listed with:  
   ENTO 626  
   Stacked with: VIBS/ENTO 426

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

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

9. Is this a repeatable course?  
   - [ ] Yes  
   - [x] No  
   If yes, this course may be taken ______ times.

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

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

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

13. Prefix:  
    VIBS  
    Course #: 626  
    Title (excluding punctuation): Methods in Vector-Borne Diseases

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Approval recommended by:  
Evelyn Tiffany-Castiglioni  
Chair, College Review Committee

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

(If cross-listed course)

Submitted to Coordinating Board by:  
Chair, GC or UCC

Date

Associate Director, Curricular Services

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

Departmental Request for a New Course
Undergraduate • Graduate • Professional

• Submit original form and attach a course syllabus.

Form Instructions

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

2. Request submitted by (Department or Program Name):
   - Women’s & Gender Studies

3. Course prefix, number and complete title of course:
   - WGST 610 Reproduction, Birth, and Power

4. Catalog course description (not to exceed 50 words):
   An examination of topics related to reproductive practices, experiences, and ideologies and of the constructed and contested meanings surrounding womanhood, motherhood, sexuality, reproductive freedom, and eugenics.

5. Prerequisite(s):
   - Graduate Classification

   Cross-listed with:
   - SOCI 610

   Stacked with:
   - WGST 410/SOCI 410

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

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

   If yes, from _______ to _______

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

   If yes, this course may be taken _______ times.

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

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

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

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

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

   WGST Graduate Certificate; M.S. and Ph.D. in Sociology

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

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

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

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Level 6

Approval recommended by:

Marian Eide
Department Head or Program Chair

Jane Sell
Department Head or Program Chair

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu
Curricular Services – 07/14
WGST 610/SOCI 610: REPRODUCTION, BIRTH, AND POWER

Spring 2017
Texas A&M University
Location: TBD
Meeting Times: TBD

Dr. Theresa Morris
Academic, 416
Office Hours: TBD & by appt.
theresa.morris@tamu.edu

COURSE DESCRIPTION: An examination of topics related to reproductive practices, experiences, and ideologies and of the constructed and contested meanings surrounding womanhood, motherhood, sexuality, reproductive freedom, and eugenics. This course is stacked with SOCI 410.

PREREQUISITES: Graduate Classification

LEARNING OUTCOMES:

- Students will be able to describe concepts, theories, methods, and perspectives used by sociologists in the study of reproduction and birth.
- Students will be able to critically analyze and evaluate academic research on reproduction and birth.
- Students will be able to apply theories and concepts learned in class to their community learning experiences.
- Students will be able to synthesize and discuss course materials.

BOOKS:

Required:


Recommended:
There will also be required readings distributed on the Library Course Reserves site.

SERVICE LEARNING EXPERIENCE: This course includes a service-learning component for undergraduates students. Undergraduate students are required to complete a volunteer assignment of at least 20 hours over the semester with an organization that deals with reproduction. Graduate students will each be assigned a group of undergraduates who they will shepherd through this experience. [At this point, these organizations are tentative and have not been finalized.]

Organizations:
Baylor Scott and White Health  
Brazos Valley Women’s Center  
College Station Medical Center  
Jubilee Birth Center  
The Prenatal Clinic  
St. Joseph Hospital  
The Advanced Fertility Center of Texas  
The Physicians Centre Hospital

COURSE GRADES:

Attendance and Oral Communication (10%):  
This seminar is student-driven, and thus you, the students, bear the responsibility for keeping it going. I will not lecture in this course, but rather we will use our time together engaging in discussions, debates, and theoretical and conceptual applications. It is important to come to every class meeting prepared to discuss the assigned materials. Students will be graded each class on a 4-point scale in which both attendance and engagement in classroom discussion and activities are assessed: 0 (absent); 1 (present, limited/no participation through oral communication); 2 (present, participates through oral communication with prompting); 3 (present, participates through oral communication actively).

Discussion-Leader and Paper (25%):  
On days that we discuss readings, one or two graduate students will lead class discussion. The student(s) will present an overview of the issues and questions derived from the readings and will lead class discussion. When you are discussion leader, you are required to submit a four-to-five page summary and analysis of the readings and 5-10 questions you will present to the class to stimulate discussion. Your paper should discuss the main ideas of the readings and briefly analyze them from a critical perspective. What other questions do they lead to? Are there any contradictions in the readings? How do these readings tie to other ideas we’ve explored in the class? These
are just a few ideas to get you started. **You will be a discussion leader two times during the semester.** Your grade will be an equal combination of your preparation and performance as discussion leader and your paper. On days for which there are two leaders, the leaders may collaborate on the questions, but not on the. The paper must be turned into Dr. Morris at the end of class for which the student serves as discussion leader.

**Virtual Guest Speaker Questions and Discussion (10%):** We will have three virtual guest speakers over the course of the semester. For each speaker, one group (including undergraduates and graduate students) will be responsible for collaborating on Google Docs to develop 6-8 questions over the speaker’s book and to facilitate the discussion (The questions should be designed to encourage discussion). Graduate students are responsible for creating the document and sharing it with all students in the group and Dr. Morris. Note: the graduate student will be responsible for reading the speaker’s entire book, while the undergraduates will read a few chapters. Graduate students are responsible to ensuring the quality of the questions and for submitting the final question to course reserves at least two days before the virtual guest speaker will be in class. Note that you will need to complete the reading earlier than usual when you are a facilitator for a virtual guest speaker. Your grade will be an equal combination of the quality of your questions and your facilitation of discussion. I will also ask each group member to rate the performance of the other group members to ease the free rider problem that sometimes happens with group assignments.

**Guest Speakers (10%):**
We will have a variety of guest speakers over the semester, and listening to these speakers provides students with an opportunity to learn about reproduction from a variety of perspectives. All students are expected to come to these class meetings prepared to listen and to ask informed questions. This is an incredible opportunity and I expect you each to take full advantage. Graduate Students are required to find an outside source deals some how with the speakers topic. For example, if the speaker talks about the difficulty of obtaining abortions in rural areas, you might discuss an article that looks at other constraints on abortion access or how access in rural areas has changed over time. Then, in 500 words or less briefly summarize the main points of the guest speaker’s talk and your outside source. The outside reading and your summary must be submitted on eCampus by 5 p.m. on the day after the guest speaker’s visit.
Service Learning Responses (10%):
Undergraduate students are required to write a response to Service Learning experiences two times during the semester. These responses should be about 5 double-spaced pages and should focus primarily on how the readings from at least one class meeting relate to your Service Learning organization and the experiences they have had at the organization; although they may use readings from more than two class meetings in the same paper if appropriate. For example, what experiences in the organization relate to these readings? How do the readings illuminate their experiences? And, conversely, how can they use their experiences to better understand the readings? How do the readings and their experiences further their overall understanding of the sociological study of reproduction, pregnancy, and/or birth? They may also share any overall feelings that emerge as they think and write about their experiences. A hard copy of the first paper must be submitted to your graduate leader by March 9th. The second paper must be submitted to their graduate leader by Thursday, April 13th. Graduate student leaders will provide feedback to students by email within one week. Dr. Morris must be CCed on this email. Undergraduate students must then integrate that feedback and turn in the papers to Dr. Morris on e-Campus. The first paper must be submitted by Tuesday, March 28th for the first paper and by Thursday, April 27th for the second paper. Graduate students: It is your responsibility to guide your assigned undergraduate students in through the service-learning responses. Before they begin volunteering, provide ideas about questions they might want to ask, or things they should carefully observe. You might provide your own experiences about volunteering or participant-observations. Help them formulate their own links about their experiences to the readings. Class time will be regularly set aside for you to discuss serving learning with your group. You will also be responsible for reading the two papers your undergraduates will turn in. You will provide feedback and recommendations on structure, grammar and content for each student. Your feedback is due back to the undergraduates and Professor Morris within one week after they submit a paper to you.

Research Proposal (35%)
Graduate Students will produce a 15-20 page research proposal based on a topic or reading discussed in class. PLEASE CONTACT DR. MORRIS TO APPROVE YOUR TOPIC BY THURSDAY, FEBRUARY 13TH. Treat this like the early stages of a research project. You will do all but gather the data. Your proposal will include a hypothesis, the theory guiding your research, a literature review, and your methods of data collection and analysis. Please cite in ASA format.
In sum, your course grade will be based on:

- **Attendance & Oral Communication** 10%
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- **Virtual Guest Speaker Q & Discussion** 10%
- **Guest Speakers Papers** 10%
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- **Research Proposal** 35%

Semester Grades will be based on your course average

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**ATTENDANCE:** Students are required to attend class on a regular basis. Seminars simply don't work if everyone is not committed to attending each class. Class attendance will be taken at the beginning of each class. Poor attendance will be reflected in one's attendance and oral communication grade.

**MAKE-UP POLICY:**
If an absence is excused, the instructor will either provide the student an opportunity to make up any work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for the absence. Among the reasons absences are considered excused by the university are the following (see Student Rule 7 for details http://student-rules.tamu.edu/rule07). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

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

OUT OF CLASS HELP: Students are encouraged to see Dr. Morris about questions or concerns regarding the course. Please do not hesitate to visit during office hours or contact by telephone or email. Also, please feel free to set up an appointment for a time other than during our office hours.

ACADEMIC INTEGRITY STATEMENT AND POLICY:
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 more information on the Aggie Honor Code and Honor Council Rules and Procedures, please go to http://aggiehonor.tamu.edu or http://student-rules.tamu.edu.

ADA POLICY:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Schedule of Topics and Readings

➢ Denotes readings only assigned to graduate students

Tuesday January 17 Introduction to the Course and Service Learning

No reading


Thursday January 19 How Reproduction and Birth Happens-The Basics

➢ Our Bodies, Ourselves Chapters 1-4, 10 (course reserves)

➢ Birth “In the Beginning” and Chapters 1 and 3 (course reserves)

➢ Guest Speaker: [Doula/Childbirth Educator]

Tuesday, January 24 Theoretical and Historical Approaches to Reproduction


Thursday, January 26    Stratified Reproduction: Who Should Have Babies?
Part I: Gay and Lesbian Parents

➢ Before class, view *Daddy and Papa* (Media Matrix)

• *Reproduction and Society*, Chapters 13 and 14


Tuesday, January 31      Stratified Reproduction: Who Should Have Babies?
Part I: Gay and Lesbian Parents (Continued)

• Guest Speaker(s): [Lesbian or Gay parents]

Thursday, February 2  Stratified Reproduction: Who Should Have Babies?
Part II: Race and Class

➢ Before class, view *No Más Bebés* (Media Matrix)

• *Reproduction and Society* 3, 24, 26,

• *Our Bodies Our Crimes*, Chapters 1-4

Tuesday, February 7    Stratified Reproduction: Who Should Have Babies?
Part II: Race and Class
➤ *Our Bodies Our Crimes*, Chapters 4-8

**Thursday, February 9**

**Stratified Reproduction: Who Should Have Babies?**

**Part II: Race and Class (Continued)**

- Virtual Guest Speaker: Jeanne Flavin

**Tuesday, February 14**

**Abortion**

- *Reproduction and Society*, Chapters 5, 6, and 7

➤ *Willing and Unable*, Chapters 1-4

**Thursday, February 16**

**Abortion (Continued)**

➤ *Willing and Unable*, Chapters 5-7

- *Reproduction and Society*, Chapter 8

**Tuesday, February 21**

- Virtual Guest Speaker: Lori Freedman

**Thursday, February 23**

**Planned Parenthood and Reproductive Health**

- Guest Speaker: [Planned Parenthood Rep]

**Part II: A Focus on Reproductive Practices**

**Tuesday, February 28**

**Contraception**

- *Reproduction and Society*, Chapters 1, 2, 4


**Thursday, March 2**

**Pregnancy**

- *Reproduction & Society*, Chapters 17, 18, 19

➤ Han, Sallie. 2013 *Pregnancy in Practice: Expectation and Experience in the Contemporary United States*, Berghan. Pp. 59-75. (course reserves)

**Tuesday, March 7**  
Contemporary Childbirth in the United States

- *Reproduction and Society*, Chapters 21,


**Thursday, March 9**  
Contemporary Childbirth in the United States

- Fieldtrip to local hospital L&D Unit

**March 13-17**  
Spring Break

**Tuesday, March 21**  
Contemporary Childbirth

Guest Speaker  
[Nurse or Doctor]

**Thursday, March 23**  
Assisted Reproductive Technologies/Prenatal Diagnostic Testing

- Before this class, view *Eggsploration* (Media Matrix)

- *Reproduction and Society*, Chapters 11 and 12


**Tuesday, March 28**  
Assisted Reproductive Technologies/Prenatal Diagnostic Testing

- NPR Audio Files (course reserves)
- CDC ART Information (course reserves)

- Guest Speaker: [Reproductive Endocrinologist]

Thursday, March 30  The Role of Men in Reproduction

   ➢ Exposing Men, entire book

Tuesday, April 4  The Role of Men in Reproduction (continued)

- Virtual Guest Speaker: Cynthia Daniels

Thursday, April 6  Reproductive Aging


   ➢ Friese, Carrie, Gay Becker, and Robert Nachtigall. 2006. “Rethinking the Biological Clock: Eleventh-Hour Moms, Miracle Moms, and Meanings of Age-Related Infertility.” Social Science & Medicine 63:1550-60. (course reserves)


Tuesday, April 11  Maternal Mortality

   ➢ Before this class, view Dead Mums Don’t Cry (Media Matrix)

- Reproduction and Society, Chapter 16

- Peruse “The Safe Motherhood Quilt Project” course reserves http://remembertimeothers.org/

Thursday, April 13  Maternal Mortality

- Guest Speaker: Christine Morton (CMQCC)

Tuesday, April 18  Reproductive Justice

   ➢ Reproduction and Society, Chapters 22-23, 25-26, and 29-30
Thursday, April 20  CLI Work Day

- Come to class prepared to help undergraduates with any concerns or questions they have about their CLI project or paper.

Tuesday, April 25  Undergraduate CLI Project Presentations

Thursday, April 27  Undergraduate CLI Project Presentations

Last Class Day Thursday, April 27th

Tuesday, May 2nd, Spring Classes Redefined Day: Students attend Friday Classes