New Courses

Texas A&M University
Departmental Request for a New Course
Undergraduate ♦ Graduate ♦ Professional

• Submit original form and attach a course syllabus.•

1. Request submitted by *(Department or Program Name)*: Department of Biochemistry and Biophysics

2. Course prefix, number and complete title of course: BICH 661 Advanced Genome Annotation with Ontologies

3. Catalog course description (not to exceed 50 words):

Advanced topics in functional annotation using ontologies; usage issues and quality control for ontologies and annotations; mentoring annotation activities from BICH 460 and evaluation of annotations.

4. Prerequisite(s): Graduate classification or approval of instructor

Cross-listed with: _____ Stacked with: BICH 461

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

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

6. Is this a repeatable course? ☑ Yes ☐ No If yes, this course may be taken 3 times.

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

7. This course will be:

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

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

M.S., Ph.D. in biochemistry

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

9.

Prefix	Course #	Title (excluding punctuation)
BICH	661	ADV GENOME ANNOT ONTOL

Lect.	Lab	SCH	CIP and Fund Code	Admin. Unit	Acad. Year	FICE Code
00	02	01	26020200 02	420	12-13	003632

Level 6

Approval recommended by:

Gregory Reinhart for — 5-2-12
Department Head or Program Chair *(Type Name & Sign)* Date

Chair, College Review Committee — 5/16/12 Date

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

Dean of College — 5/16/12 Date

Submitted to Coordinating Board by:

Chair, GC or UCC — Mark J. Zoran — 6-20-12 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 – 3/10

TEXAS A&M UNIVERSITY

Syllabus

Course title and number	BICH 461/661 Advanced Genome Annotation with Ontologies
Term	Fall 2012
Meeting times and location	T 7-9pm 106 Biochemistry http://aggiemap.tamu.edu/init.asp?Bldg=1507
	1CR

Course Description and Prerequisites

Utilizing the rapid growth of genome and metagenomic sequence data requires understanding the functions of genes encoded by these sequences. This course focuses on how genes and gene products are assigned annotations by genome databases. The course will involve an intensive introductory training period, followed by supervised practice of annotation and annotation evaluation in areas of interest to each student over the rest of the semester.

Undergrads must have completed BICH 460 Genome Annotation with Ontologies, junior or senior classification or approval of instructor.

Although there are no formal prerequisites for graduate students, students should have a good, solid understanding of Genetics and Molecular Biology. We strongly recommend students to take BICH/GENE631 and/or BIOL650.

Students will be expected to do independent work to supplement their background knowledge as needed. In addition, we will assume that students are familiar with the basic operational knowledge of computers and the internet.

Learning Outcomes or Course Objectives

The course will cover theory and practice of functional annotation of gene products.

After completing this course students will be able to:

- Describe different levels of Genome Annotation from gene models to functional annotation to systems annotation
- Describe the use of ontologies for annotation
- Discuss the nature of gene function
- Describe different systems used for classification of genes and gene products
- Describe automated and manual approaches to annotation
- Compare models for biocuration and the challenges for each model.
- Perform literature-based annotation using Gene Ontology (GO)
- Evaluate the quality of literature-based annotations done by others (peers or students in BICH 460)
- Write a curriculum development section for an NSF CAREER award based on student annotation
- Students who complete this course should be qualified to teach undergraduate annotation courses to their areas of interest, either at TAMU or in their future.

Instructor Information	
Name	Dr. Jim Hu, PhD
Telephone number	979-862-4054
Email address	jimhu@tamu.edu
Office hours	By appointment
Office location	Department of Biochemistry and Biophysics Room 443A, Biochemistry and Biophysics Building Texas A&M University College Station, Texas 77843-2128

Grading Policies

Letter graded.
Grades will be based on:

- Preparation for each lecture and participation in the discussions
- Evaluation of peer and student evaluations
- Grad only: Usage notes for ontology terms
- Grad only: Ontology term requests and Annotation requests to GO Consortium

Points Distribution			
Undergrad		Grad	
Mentoring	100	Mentoring	100
Annotation Evaluation	100	Annotation Evaluation	100
		Extra Activities	100
Total	**200**	**Total**	**300**
Grading Scale			
A	150+	A	250+
B	125-149	B	200-249
C	100-124	C	175-200
D	75-99	D	150-174
F	<75	F	<150

Mentoring: 100 Points

Each student is required to provide written feedback on annotations made by students in the Community Assessment of Community Annotation with Ontologies (CACAO) competition during the first round of participation by any student. Students may join CACAO during any point in the semester and BICH 461/661 students are expected to provide written evaluations for these students throughout the semester. Each student is expected to lead group discussions with students enrolled in CACAO at TAMU.

Annotation evaluations: 100 Points

Each student will review annotations of other students in the course, as well as annotations being done in parallel by undergraduates doing GO annotation as part of the Community Assessment of Community Annotation with Ontologies.

Extra Activities (Grad only): 100 Points

Students will be graded on extra activities that reflect deeper understanding and use of the Gene Ontology. This will include usage notes for Gene Ontology added to the GONUTS wiki, term requests to the GO Consortium on the GO Sourceforge tracker, and Annotation requests on the GO Sourceforge tracker. Undergrads are welcome to do these activities, but they are not required.

Course Topics, Calendar of Activities, Major Assignment Dates		
Meeting/Date	**Topic**	**Notes**
Tues Aug 28	• Introductions • Course organization and learning objectives • Set up accounts on GONUTS • Web resources	
Tues Sept 4	Training	• Pre-evaluation out
Tues Sept 11	Training	
Sept 17 - 23*	Written feedback for CACAO students	CACAO round 1
Sept 24 - 30*	Annotation assessment	
Oct 1 - 7*	Challenge judgements, written feedback for new CACAO students	CACAO round 2
Oct 8 - 14**	Annotation assessment	
Oct 15 - 21*	Challenge judgements, written feedback for new CACAO students	CACAO round 3
Oct 22 - 28**	Annotation assessment	
Oct 29 – Nov 4*	Challenge judgements, written feedback for new CACAO students	CACAO round 4
Nov 5 - 11**	Annotation assessment	
Nov 12 - 18*	Challenge judgements, written feedback for new CACAO students	CACAO round 5
Nov 19 - 25**	Annotation assessment	
Tues Nov 27	Wrap up Broader impacts and CACAO	

* Students will perform assessments of challenges made by students in CACAO and provide written feedback to the students.
** Students will meet individually and/or in small groups to discuss their annotations with instructors and to review their review of annotations done by students in CACAO rounds as indicated.

Other Pertinent Course Information

COURSE ORGANIZATION:

There is no textbook for this course. We will use online resources and the primary literature.

The course will begin with two weeks of intensive background and training in annotation theory and practice. This will be followed by real annotation activities by students and evaluation of competitive annotations by CACAO students at TAMU and elsewhere.

COURSE REQUIREMENTS:

E-mail and computer access:

All students are required to have an active e-mail account that can receive course announcements from Howdy. You will also need to be able to access the Internet to do class assignments, preferably with a high-speed connection, as you will need to access various Internet resources, including but not restricted to the class websites. If you have a laptop, it may be useful to bring it to class.

Attendance Policy:

Students start with 20 points for attendance, which is included in the points for mentoring. 10 points will be deducted for each unexcused absence. Note that the final attendance score can be a negative number. Attendance policy for this class conforms to student rule 7. See: http://student-rules.tamu.edu/rule07

Americans with Disabilities Act (ADA)
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu
Academic Integrity For additional information please visit: http://www.tamu.edu/aggiehonor **"An Aggie does not lie, cheat, or steal, or tolerate those who do."**
Copyright Policy All materials used in this class are copyrighted. Therefore, you do not have the right to copy class materials unless permission is expressly granted in writing. These materials include but are not limited to syllabi, in-class materials, and primary literature.

Texas A&M University
Departmental Request for a New Course
Undergraduate ♦ Graduate ♦ Professional

• Submit original form and attach a course syllabus.•

1. Request submitted by *(Department or Program Name)*: Department of Biology
2. Course prefix, number and complete title of course: BIOL 625 Structural and Molecular Biology
3. Catalog course description (not to exceed 50 words):

   The objective of this course is for students to successfully integrate structural knowledge into their own areas of interest. Literature examples will be used to integrate structural information from large macromolecular complexes to single proteins with functional information obtained through other methods.

4. Prerequisite(s): Graduate classification or permission of instructor.

   Cross-listed with: _____ Stacked with: _____

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

5. Is this a variable credit course? ☐ Yes ☑ No If yes, from _____ to _____
6. Is this a repeatable course? ☐ Yes ☑ No If yes, this course may be taken _____ times.

   Will this course be repeated within the same semester? ☐ Yes ☑ No
7. This course will be:

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

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

   M.S., Ph.D. in biology, neuroscience, and biochemistry
8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. **Attach approval letters.**
9.

Prefix	Course #	Title (excluding punctuation)
BIOL	625	STRUCT & MOLEC BIO

Lect.	Lab	SCH	CIP and Fund Code	Admin. Unit	Acad. Year	FICE Code	Level
03	00	03	26020400 2	0440	012-13	003632	6

Approval recommended by:

Department Head or Program Chair *(Type Name & Sign)* Date 4/9/12

Chair, College Review Committee Date 4-24-12

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

Dean of College Date 4-24-12

Submitted to Coordinating Board by:

Chair, GC or UCC Date 6-20-12

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.

BIOL 689 **Structural and Molecular Biology** **Fall 2011**

Tues/Thur 9:35 to 10:50 pm
Location TBD

Instructors:

Dr. Mark Harlow
ILSB 3126
458-5560
harlow@bio.tamu.edu

Dr. Steve W. Lockless
ILSB 3141
845-9824
lockless@bio.tamu.edu

Office hours - immediately following class or by appointment

Course Description and Prerequisites:
The growing structural and mechanistic information is likely to have a strong impact on the research of future generations in many diverse fields. The objective of this course is for students to successfully integrate structural knowledge into their own areas of interest. Literature examples will be used to integrate structural information from large macromolecular complexes to single proteins with functional information obtained through other methods. There are no prerequisites for this course but a basic understanding of chemistry is helpful.

Textbook and/or Resource Material:
Lectures, review articles and primary literature will be posted on the class website at http://elearning.tamu.edu.

The following textbook is optional:

Lesk, AM (2005) "Introduction to Protein Science", Oxford University Press, NY, ISBN:0-19-926511-9

Grading Policy:
Students will be evaluated on the basis of three equal criteria worth 100 points each:

1) Class participation – Students are expected to read and be prepared to discuss in class the primary literature and review articles assigned.
2) Final proposal – Students will prepare a proposal that utilizes structural & molecular biology. The proposal can center around the students current research interest.
3) In-class presentation – Students will present their final proposal to the class for comments and suggestions.

Grades will not be curved and are assigned on the following scale:

A = 270 to 300 points (≥90%)
B = 240 to 269 points (≥80%)
C = 210 to 239 points (≥70%)
D = 180 to 209 points (≥60%)
F = 179 or fewer points (<60%)

The Americans with Disabilities Act (ADA) Policy Statement:
The ADA is a federal anti-discrimination statue that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room 126 if the Koldus Building, or call 845-1637.

Academic Integrity:
Misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research. It does not include honest error or honest differences in interpretations or judgments of data. Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case. http://www.tamu.edu/aggiehonor/definitions.php

Texas A&M University
Departmental Request for a New Course
Undergraduate ♦ Graduate ♦ Professional

• Submit original form and attach a course syllabus.•

RECEIVED
MAY 23 2012
GRADUATE STUDIES

Form Instructions

1. Request submitted by *(Department or Program Name)*: TLAC

2. Course prefix, number and complete title of course: EDCI 606- Cognition, Culture and Literacies

3. Catalog course description (not to exceed 50 words): Exploration of complex interrelationships among cognition, culture, and literacies and their implications for education.

4. Prerequisite(s): Graduate Classification

   Cross-listed with: n/a Stacked with: n/a

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

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

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

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

7. This course will be:

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

   n/a

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

   Ph.d. in EDCI

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

9.

Prefix				Course #			Title (excluding punctuation)																								
E	D	C	I	6	0	6	C	O	G	N		C	U	L	T		&		L	I	T	E	R	A	C	I	E	S			

Lect.		Lab		SCH		CIP and Fund Code										Admin. Unit				Acad. Year				FICE Code					
0	3	0	0	0	3	0	3	0	3	0	1	0	0	0	4	2	8	0	4	1	3	-	1	4	0	0	3	6	3	2

Level 6

Approval recommended by:

Yeping Li — Yeping Li — 3-27-12
Department Head or Program Chair *(Type Name & Sign)* — Date

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

George Cunningham — 05/21/12
Chair, College Review Committee — Date

Doug Palmer — 05/21/12
Dean of College — Date

Mark Zoran — 6-20-12
Chair, GC or UCC — Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services — Date — Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10

Department of Teaching, Learning & Culture

GRADUATE COURSE SYLLABUS

EDCI 606: Cognition, Culture, and Literacies
Fall 2012

Instructor: Dr. L. Quentin Dixon
Harrington Tower 352 (office)
979-845-8384
E-mail: qdixon@tamu.edu

Classes: Wednesdays 1 pm-4 pm EDCT 225

Office Hours: By appointment only.

Course Description

This course will explore the complex interrelationships among cognition, culture, and literacies and their implications for education.

Prerequisite

Graduate student status.

Course Focus and Purpose

The focus of this course centers on such questions: Is the development of students' thinking universal and/or socio-culturally related? Is there a universal characterization of teacher's competence in teaching? Understanding of such issues directly relates to how we may examine the mechanism of teaching and learning activities that happens in classrooms across various social-cultural contexts and how we may create/generalize instructional activities to facilitate students' learning in a specific setting. Pursuit of such issues is of great interest to both cognitive psychologists and education researchers. Although researchers with different perspectives and approaches tend to agree that both socio-cultural factors and individual thinking/capability are two inseparable parts, the nature of different socio-cultural factors and teaching and learning activities and the relationship between them is far more complicated than we may think. In particular, students in this course will

- learn some fundamental knowledge about the brain, neurobiological base of cognitive functions, and its connection with culture;
- review theory and research of cognitive issues in teaching, learning, curriculum, and assessment;
- review theory and research in cultural studies and multicultural education through explorations of philosophical, anthropological, and psychological frameworks;
- review theory and research on the impact of culture on various literacies, including verbal, numerical, visual, critical and cultural literacies;
- consider various cultural influences on the cognitive development and process from multicultural, cross-cultural, and global perspectives;

• develop research capacities to explore the interrelationships of cognition, culture, and various literacies from multiple perspectives.

The course will be run as a seminar with the instructor and guest speakers giving some lectures and leading some discussions, and students also making presentations and leading discussions. In addition to participating in class discussions, all students will be involved in reading and writing about publications on cognition, culture and literacies, and in developing research proposals for possible studies related to the course's theme. All students will be expected to work collaboratively on some assignments but individually on others over the semester.

Course Required Materials

(BU) Bronfenbrenner, U. (Ed.) (2005). *Making human beings human: Bioecological perspectives on human development.* Thousand Oaks, CA: Sage.

(GG) Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice*. New York, NY: Teachers College Press.

(RB) Rogoff, B. (2003). *The cultural nature of human development.* New York, NY: Oxford University Press.

(SfN) Society for Neuroscience. (2008). Brain facts: A primer on the brain and nervous system. Washington, DC: The Author. (This book's pdf version can be downloaded for FREE from http://www.sfn.org/index.aspx?pagename=brainfacts)

(VL) Vygotsky, L. (1978). *Mind and Society.* Cambridge, MA: MIT Press.

There will be some other required readings. Specific reading information will be provided by the instructor. You will be able to locate most of these readings through "e-journals" online at http://library.tamu.edu/ . Additional readings (e.g., recommended readings) may also be assigned over the semester.

Recommended Readings

(LCD) Lee, C. D. (2007). *Culture, literacy, and learning*. New York, NY: Teachers College Press.

(LK) Li, Y., & Kaiser, G. (Eds.) (2011). *Expertise in mathematics instruction: An international perspective*. New York, NY: Springer. (You can download it from http://www.springer.com/education+%26+language/mathematics+education/book/978-1-4419-7706-9 when you access it through TAMU network on campus.)

(PJ) Piaget, J. (1950/2001). *The psychology of intelligence.* New York, NY: Routledge Classics.

(SH) Stigler, J., & Hiebert, J. (1999). *The teaching gap: Best ideas from the world's teachers for improving education in the classroom.* New York, NY: Free Press.

(SL) Shiraev, E., & Levy, D. (2007). *Cross-cultural psychology: Critical thinking and contemporary applications* (3rd ed.). Boston, MA: Pearson Education.

(WBE) Wexler, B. E. (2008). *Brain and culture: Neurobiology, ideology, and social change*. Cambridge, MA: The MIT Press.

(ZY) Zhao, Y. (2009). *Catching up or leading the way: American education in the age of globalization.* Alexandria, VA: Association for Supervision & Curriculum Development.

For information on APA style, refer to the manual. You may wish to purchase it to keep it as a standard part of your professional library.

American Psychological Association (2009). *Publication manual of the American Psychological Association.* (6th ed.). Washington, DC: APA. (Available through the TAMU bookstore, or purchase online at http://www.amazon.com or http://www.barnesandnoble.com).

Publications (selected) which you should get in the habit of perusing on a regular basis, and which we will refer to occasionally:

Educational Researcher (AERA)
Review of Educational Research (AERA)
British Journal of Educational Psychology
International Journal of Educational Research
International Journal of Psychology
Journal of Cross-Cultural Psychology
Journal of Educational Psychology

Computer Technology, Internet and E-mail

A course website on e-learning (http://elearning.tamu.edu) will be established for this course. Various notes, supporting information and readings, and assignment components will be posted on this website. Students should check this online site regularly.

Students are encouraged to ask questions and seek clarification of assignments through e-mails. Responses will be made in a timely manner.

To facilitate note-taking and some in-class assignments, students are encouraged to bring laptop notebooks to class when appropriate.

Requirements and Grading

Class attendance

Attendance is required for every class. Exchange of ideas is essential for the learning that occurs in this class. In some class meetings, students may work in pairs and/or in groups. The absence of one individual will affect the performance of all persons working in the group. If you are absent, it is each student's responsibility to make up the work and provide evidence that the absence can be excused. Without this evidence, the absence will be considered unexcused. The instructor reserves the right to lower a person's grade by one letter for every two unexcused absences.

You are also expected to complete required reading assignments before relevant class sessions. You should come to class sessions with questions and comments and be prepared to engage in seminar discussions related to issues raised in - but not limited to the content of - the respective required readings.

"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 "

Assignments

15% Class attendance, participation, and interactions
25% Oral presentations
20% Journal article reviews
20% Paper #1 (not required for Masters Students)
20% (for PhD students), 40% (for Masters Students), Paper #2 and conference proposal. (Note: it is not required for Master students to submit a conference proposal)

Only assignments submitted complete and on time will be considered for full credit.

Class attendance, participation, interactions (15%)

Each student will contribute to the class development and discussion of ideas in the following ways: (1) your class attendance and participations, and (2) your discussion online (http://elearning.tamu.edu), in the class, and in groups of the ideas from readings and other sources provided by the instructor.

Oral presentations (25%)

Each student will be expected to take responsibility for (1) presenting and leading the discussion of the readings for the assigned sessions, and (2) presenting one of your term papers at the end of the semester. In the first activity, the student is expected to provide direction and/or resources that will engage members of the class rather than only reading or lecturing on the required reading materials. You need to involve the class in at least a portion of your presentations. You must send a copy of the *Power Point* file to the instructor and make sure that it runs on the equipment available. Also, preparations for a conference proposal (for PhD students) must be completed.

When you select working on your term papers, the topics for your term papers need to be approved by the instructor.

Journal article reviews (20%)

Identify a researchable topic and locate at least 6 relevant articles to review. Reviews need to be submitted electronically. The articles must be research or theoretical articles (not teaching methods or similar how-to articles.) Your review, which includes a proper APA citation, should consist of (1) a one-page summary of the methods, results, and findings, (2) a critique of the methods, analyses, and/or author's interpretation, and (3) a justification or rationale for the relevance of the selected article to your topic. Select articles that were published within the past 10 years. (Your article reviews will be due every other week: on **9/12/2012, 9/26/2012, 10/10/2012, 10/24/2012, 11/7/2012, 11/21/2012**)

Paper #1 Theories of Cognition, Culture or Literacies (20%)

For this paper, you must choose two of the theories or perspectives we have examined on cognition, culture and/or literacies. You will need to find additional articles or book chapters to read more about your chosen theories/perspectives. You will compare and contrast these two theories' conceptions of learning, development, teaching, literacy, and/or education (all that are applicable).

Paper #2 Investigation in Cognition, culture & literacies; and conference proposal (20%)

Your paper can be (choice-A) to prepare a substantive review of relevant literature on a topic related to the course or (choice-B) to conduct an investigation involving the culturally-based cognitive analysis of curriculum and instructional activities. If you plan to collect your own data involving human subjects, be prepared to get the IRB approval as soon as possible. Your paper must include rationale, research questions, methodology, results, analysis, and discussion. Your paper should follow the publication guidelines of the American Psychological Association. The length of your paper should also be between 1800 and 2500 words, not including references, and footnotes.

(Your paper #1 will be due on **10/31/2012**, your paper #2 will be due on **12/05/2012**, and your conference proposal will be due on the date of your paper presentation.)

Grades

Percentages of the course grade are listed next to each requirement. Grades will be assigned as follows:

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

Attendance and class participation will also be used to decide the final grade if it is on a border, e.g., if the average grade is 89.5%.

Final notes

Whenever you write anything, put references in APA format. I suggest that you try to build a database of what you are reading, particularly if it is something you might use again. In the database you may want to enter the reference and a 2-3 sentence abstract. This will be invaluable to you later on. You can use RefWorks (through the library) or EndNote software to accomplish this goal as well.

Try to share articles with people in the class who might be interested in them.

Americans with Disabilities Act (ADA Policy Statement)

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

Copyrighted Materials

All materials generated for this class (which may include but are not limited to syllabi and online materials) are copyrighted. You do not have the right to copy or forward such materials unless the instructor expressly grants permission. This syllabus was originally developed by Dr. Yeping Li and is used by permission.

Statement on Plagiarism

As commonly defined, plagiarism consists of portraying someone else's ideas, words, writing, etc., as one's own work. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have permission of that person. **BE SURE TO CITE PROPERLY ALL SOURCES USED IN YOUR WORK.** Plagiarism is one of the worst academic violations, for the plagiarist destroys trust among others. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."

Academic Integrity Statement

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

All assignments and exams should contain the following statement and be signed before it is turned in:

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

_____

Signature of student

TLAC Discrimination Statement

The Department of Teaching, Learning and Culture (TLAC) does not tolerate discrimination, violence, or vandalism. TLAC is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. Texas A&M University is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmative action embraces the entire university community including faculty, staff, and students.

On-line Course Evaluations

Every student in the course will be required to fill out on-line course evaluations. An email notification will be sent at the time when such an evaluation is going to take place. PICA website – for student evaluation is https://pica.tamu.edu

Join the Research Community of Education in general and some other content-specific education community in specific

I strongly recommended that you become a member of as many of the following organizations as possible: American Educational Research Association (AERA), Special Interest Groups of AERA (e.g., Research in Mathematics Education - SIG/RME), International Reading Association (IRA), National Council for the Social Studies (NCSS), National Council of Teachers of Mathematics (NCTM), National Science Teachers Association (NSTA). Check out their websites for further information and take advantages of student membership rates.

I urge you to become a proposal reviewer of some professional meetings soon. I also urge you to attend and make a presentation at some professional meetings in near future.

EDCI 606: Cognition, Culture, and Literacies
Fall 2012

Class Schedule, Topics, and Partial Reading List
(Additional Readings will be Assigned)

Week 1: Wednesday, August 29, 2012
Introduction to Biological, Cultural & Ecological Perspectives
Partial readings: VL Preface & Intro

Week 2: Wednesday, September 5, 2012
Brain Facts and Neurobiological Base of Cognition
Partial readings: SfN Intro, Neuron, Brain Development, BU Ch. 11

Week 3: Wednesday, September 12, 2012
Sociocultural Perspectives on Cognitive Development
Partial readings: VL Ch. 1, 3, & 4, RB Ch. 1

Week 4: Wednesday, September 19, 2012
Sociocultural Perspectives on Learning & Development
Partial readings: VL Ch. 6, 7 & Afterword

Week 5: Wednesday, September 26, 2012
Neurobiological bases of learning
Partial readings: SfN Learning, Memory & Language, Stress, Neural Disorders

Week 6: Wednesday, October 3, 2012
Cultural Conceptions of Learning
Partial readings: RB Ch. 2, 5
Greenfield, P. M., Maynard, A. E. & Childs, C. P. (2003). Historical change, cultural learning, and cognitive representation in Zinacantec Maya children. *Cognitive Development, 18,* 455-487.

Week 7: Wednesday, October 10, 2012
Bioecological Perspectives on Development
Partial readings: BU: Ch. 1, 2, 4

Week 8: Wednesday, October 17, 2012
Bioecological Perspectives on Development, cont.
Partial readings: BU: Ch. 5, 10

Week 9: Wednesday, October 24, 2012
Literacy and Culture
Partial readings: VL Ch. 8, RB Ch. 7, 8

Week 10: Wednesday, October 31, 2012
Culture and Change
Partial readings: RB Ch. 9, BU Ch. 8, 9

Week 11: Wednesday, November 7, 2012
Culturally Responsive Teaching
Partial readings: GG Ch. 1, 2, 3

Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice, XXXI,* 132-141.

Week 12: Wednesday, November 14, 2012
Culture and Communication
Partial readings: GG Ch. 4, 6, 7

Chang, P. J., & Rosiek, J. (2003). Anti-colonist antinomies in a biology lesson: A Sonata-form case study of cultural conflict in a science classroom. Curriculum Inquiry, 33, 251-290. doi: 10.1111/1467-873X.00263

Week 13: Wednesday, November 21, 2012
Neuroscience and Education

Partial readings:

Pickering, S. J., Howard-Jones, P. (2007). Educators' views on the role of neuroscience in education: findings from a study of UK and international perspectives. *Mind, Brain, and Education, 1*(3), 109-113.

Varma, S., McCandliss, B. D., & Schwartz, D. L. (2008). Scientific and pragmatic challenges for bridging education and neuroscience. *Educational Researcher, 37*(3), 140-152.

Weisberg, D. S., Keil, F. C., Goodstein, J., Rawson, E., & Gray, J. R. (2011). The seductive allure of neuroscience explanations. *Journal of Cognitive Neuroscience, 20*, 470-477.

Willingham, D., & Lloyd, J. (2007). How educational theories can use neuroscientific data. *Mind, Brain, and Education, 1*(3), 140-149.

Week 14: Wednesday, November 28, 2012

Applying Research in Schools

Partial readings:

Christodolou, J. A., Daley, S. G., & Katzir, T. (2009). Research the practice, practicing the research, and promoting responsible policy: Usable knowledge in mind, brain, and education. *Mind, Brain, and Education, 3*(2), 65-67.

Immordino-Yang, M. H., & Damasio, A. (2007). We feel, therefore we learn: The relevance of affective and social neuroscience in education. *Mind, Brain, and Education, 1*, 3-10.

The instructor reserves the right to change the syllabus and/or hold some classes online.

Texas A&M University
Departmental Request for a New Course
Undergraduate ♦ Graduate ♦ Professional

• Submit original form and attach a course syllabus.•

Form Instructions

1. Request submitted by *(Department or Program Name)*: Hispanic Studies

2. Course prefix, number and complete title of course: HISP 605 Spanish for Reading and Translation

3. Catalog course description (not to exceed 50 words): Lexical and grammatical study and practice for the acquisition of research-practical reading and translation competence in Spanish; for graduate students needing foreign language reading competence; taught in English.

4. Prerequisite(s): Graduate classification

   Cross-listed with: _____ Stacked with: _____

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

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

6. Is this a repeatable course? ☐ Yes ☒ No If yes, this course may be taken _____ times.
   Will this course be repeated within the same semester? ☐ Yes ☐ No

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

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

   Non-HISP Graduate students with foreign language reading requirement

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

9.

Prefix	Course #	Title (excluding punctuation)
HISP	605	READING SPANISH

Lect.	Lab	SCH	CIP and Fund Code	Admin. Unit	Acad. Year	FICE Code
03	00	03	160905000 1		13-14	003632

Level 6

Approval recommended by:

Alberto Porreiras — April 3, 12
Department Head or Program Chair *(Type Name & Sign)* Date

Patricia A Hurly — 4-23-12
Chair, College Review Committee Date

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

Patricia Hurly — 5-11-12
Dean of College Date

6-20-12
Chair, GC or UCC Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10

TEXAS A&M UNIVERSITY
Department of Hispanic Studies
SUMMER 2012 Course Information Sheet

HISP 605: Spanish for Reading and Translation (TR 1:00-5:30)

Dr. Richard K. Curry **ACAD 200** **845-2125**
Office hours: TR 11:30 - 12:30 and by appointment **r-curry@neo.tamu.edu**

****
****

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Cain Hall. The phone number is 845-1637.

****
****

Academic integrity is essential to the academic life of this or any university. For that reason, the rules of academic integrity will govern the conduct of this course. Students at Texas A & M University assume the important responsibility of promoting the Aggie Honor Code. The ideals of the Code refer to cheating, one of the worst of academic violations. If you have any questions about cheating or other forms of scholastic dishonesty and the consequences of breaches of integrity, please consult the Aggie Honor System web site at *http://www.tamu.edu/aggiehonor/*.

Objectives of the course: At the end of this course, the student should be able to:

- use the dictionary to facilitate translation;
- identify the parts of the sentence (SVO) and the tense of the verb;
- understand how to translate particles in Spanish;
- sight-recognize important vocabulary in hir field of study;
- translate a previously unseen 600-word passage
- consider hir knowledge of Spanish as a valuable research tool.

Books/Readings: *The Oxford Spanish Dictionary* by Beatriz Galimberti Jarman, Roy Russell, Jane Horwood, Carol Styles Carvajal Hardcover - 3rd Edition, May 2003.

Cash, Annette G. and James Murray. *Spanish for Reading*. Upper Saddle River, NJ: Prentice Hall, 2005

In addition, you will work on reading a monograph, anthology, or text written in Spanish in your field of interest.

Student responsibilities: The following components will enter into a determination of a final course grade. Beside each component is the relative weighted value of same.

Weekly translations	25%
Final exam	50%
Class participation	25%

Grading: Technically, this is a P/F or S/U course, and it cannot be used on a student's degree plan. But, credit towards the Graduate Proficiency Requirement can be reported for students who earn no less than a B in the course. Students who earn less than a B may repeat the course, take another Spanish course, or seek other instruction. Then, reading proficiency testing may be requested of the Department.

Organization of the course: The sessions that we have together each week of the course will be dedicated to the presentation of different grammatical themes, to the acquisition of fundamental vocabulary, as well as to instruction and practice in reading/translation techniques. Additionally, on a bi-weekly basis class time will be dedicated to timed translation practice.

Weekly translations: Each week, once a grammatical and lexical baseline is established, the student will turn in a translation of material written in Spanish and related to his/her chosen field.

HISP 605 - Course plan - Summer 2012

Week 1 (5/29-6/1)

T Introduction + reading strategies, cognates and use of the dictionary
Gender and number of nouns, definite and indefinite articles, and prepositions

R Adjectives, subject pronouns, present tense, **ser** and **estar**
Timed reading/translation.

Week 2 (6/4-6/8)

T Imperfect tense and preterit tense
The Art of Reading without Knowing All the Words

R Future tense, conditional tense and affirmative and negative word pairs
Timed reading/translation

Week 3 (6/11-6/15)

T Review + Direct and indirect object pronouns, **gustar** and similar verbs, personal **a**, neuter pronoun lo, pronouns as objects of prepositions, reflexive pronouns, and reciprocal constructions
Timed reading/translation

R Compound tenses and progressive tenses
Commands, present subjunctive, and present subjunctive in noun clauses

Week 4 (6/18-6/22)

T Identification of subjects + Possessive adjectives and pronouns, demonstrative adjectives and pronouns, and relatives
Timed reading/translation

R Present subjunctive in adjective and adverbial clauses, imperfect subjunctive, and sequence of tenses

Week 5 (6/25-6/29)

T Compound tenses of the subjunctive, si clauses, adjective, adverbs, and superlatives
Timed reading/translation

R True passive voice, passive construction with se, se in accidental happenings, **estar** plus past participle, and hace in time expressions

RECEIVED
MAY 04 2012
GRADUATE STUDIES

Texas A&M University
Departmental Request for a New Course
Undergraduate ♦ Graduate ♦ Professional

• Submit original form and attach a course syllabus.•

Form Instructions

1. Request submitted by *(Department or Program Name)*: Maritime Administration

2. Course prefix, number and complete title of course: 684

3. Catalog course description (not to exceed 50 words): Professional Internship. Credit 1-4. On the job training in the field of maritime administration and logistics. Prerequisities: Graduate standing; approval of department head.

4. Prerequisite(s): Graduate Standing and approval of department head

   Cross-listed with: N/A Stacked with: N/A

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

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

6. Is this a repeatable course? ☐ Yes ☒ No If yes, this course may be taken _____ times.
   Will this course be repeated within the same semester? ☐ Yes ☒ No

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

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

   Master of Maritime Administration and Logistics

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

9.

Prefix	Course #	Title (excluding punctuation)
MMAL	684	PROFESSIONAL INTERNSHIP

Lect.	Lab	SCH	CIP and Fund Code	Admin. Unit	Acad. Year	FICE Code	Level
					-	0 1 0 2 9 8	

Approval recommended by:

Joan P Mileski — Joan P Mileski 4-20-12
Department Head or Program Chair *(Type Name & Sign)* Date

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

Chair, College Review Committee — Willis A. Sutz — Date

Dean of College — Willis A. Sutz — Date

Chair, GC or UCC — 6-20-12 — Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services — Date — Effective Date

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