Course Change Requests
Texas A&M University

Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

1. This request is submitted by the Department of Computer Science and Engineering.
2. Course prefix, number and complete title of course: CSCE 667 Seminar in Human-Centered Computing and Information
3. Change requested
   a. Prerequisite(s): From: [Provide information]
   b. Withdrawal (reason): [Provide information]
   c. Cross-list with: [Provide information]
   d. Change in course title and description. Enter complete current course title and current course description in item 4; enter proposed course title and proposed course description in item 5.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 6. Attach a course syllabus.
   f. Cross-listed courses require the signature of both department heads.

4. Complete current course title and current catalog course description: Collaborative Systems and Models
   Collaborative systems support group activities over computer networks; emphasis on human factors, system design is different from traditional systems; overviews existing research efforts to address various design issues; state-of-the-art knowledge and how to implement collaborative applications.

5. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Seminar in Human-Centered Computing
   Problems, methods and recent developments in human-centered computing and information. This course may be taken at multiple times for credit as content varies. Prerequisite: Graduate classification.

6. a. As currently in course inventory:
   Prefix | Course # | Title (excluding punctuation) |
   ------ | -------- | ----------------------------- |
   CSCE 667 | COLLABORATIVE SYSTEMS |
   Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | FICE Code | Level |
   0 | 3 | 0 | 0 | 3 | 6 | 3 | 2 |
   b. Change to:
   Prefix | Course # | Title (excluding punctuation) |
   ------ | -------- | ----------------------------- |
   CSCE 667 | HUMAN CENTERED SEMINAR |
   Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code | Level |
   0 | 3 | 0 | 0 | 3 | 6 | 3 | 2 |

Approval recommended by:
Donald Friesen
Department Head – Type Name & Sign
Date: 1/2/11

Chair, College Review Committee
Date: 2/15/11

Dean of College
Date: 4/7/11

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 12/08
Course title and number: CSCE 667 Seminar in Human-Centered Computing and Information
Term: Spring 2011
Meeting times and location: T, Th 3:55 – 5:10

Course Description and Prerequisites
Problems, methods and recent developments in human-centered computing and information. This course may be taken multiple times for credit as content varies. Prerequisite: Graduate classification.

Learning Outcomes or Course Objectives
Learn state of the art methods and techniques.
Learn to formulate research problems.
Learn to solve research problems.
Learn to research evaluation methods.
Learn to write research papers.

Instructor Information
Name: Andruid Kerne
Telephone number: 979-458-0024
Email address: andruid@cse.tamu.edu
Office hours: T, Th 5:15 – 6:15
Office location: RICH 901D

Textbook and/or Resource Material
Articles available in the ACM and other digital libraries, or electronic reserve.

Grading Policies
Grading: research literature presentations (20%) + project 1 (15%) + final project cycle, including paper (55%) + class preparation and participation (10%)

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
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<td>B</td>
<td>80 - 89</td>
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<td>C</td>
<td>70 - 79</td>
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<tr>
<td>D</td>
<td>60 - 69</td>
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<tr>
<td>F</td>
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Course Topics, Calendar of Activities, Major Assignment Dates
Please see attached for Fluid Information version.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Fluid Interaction - 2</td>
<td>Menu Techniques - 1</td>
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<td>Introduce Assignment 1</td>
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<td>Pen Based Interaction</td>
<td>Multitouch Interaction - 1</td>
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<td>4</td>
<td>Menu Techniques - 2</td>
<td>Interactive Visualization Techniques</td>
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<tr>
<td>5</td>
<td>Information Semantics - 1 Assignment 1 due</td>
<td>Tangibles - 1</td>
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<td>6</td>
<td>Physical Interfaces</td>
<td>Information Visualization - 1</td>
</tr>
<tr>
<td>7</td>
<td>Collaborative Interaction - 1</td>
<td>Final Project Proposal Presentation</td>
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<tr>
<td>8</td>
<td>Multitouch Interaction - 2</td>
<td>Alternative Input Interfaces</td>
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<tr>
<td></td>
<td><strong>Spring Break</strong></td>
<td>17-21 Apr</td>
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<tr>
<td>9</td>
<td>Information Visualization Evaluation</td>
<td>Bimanual Interaction</td>
</tr>
<tr>
<td>10</td>
<td><strong>Final Project Report + Demo</strong></td>
<td>Information Semantics - 2</td>
</tr>
<tr>
<td>11</td>
<td>Pen + Touch</td>
<td>Multitouch Interaction - 3</td>
</tr>
<tr>
<td>12</td>
<td>Information Visualization - 2</td>
<td>Tangibles - 2</td>
</tr>
<tr>
<td>13</td>
<td><strong>Final Project Report + Demo</strong></td>
<td>Information Visualization Theory</td>
</tr>
<tr>
<td>14</td>
<td>Collaborative Interaction - 2</td>
<td>Sketch</td>
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<tr>
<td>15</td>
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<td>Final Project Presentations</td>
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</table>
 Fluid Interaction - 1


 Fluid Interaction - 2


 Menu Techniques - 1


Pen-based Interaction


Multitouch Interaction - 1


Menu Techniques - 2


Interactive Visualization Techniques


Information Semantics - 1


Tangibles - 1


Physical Interfaces


Information Visualization - 1


Collaborative Interaction - 1


Multitouch Interaction - 2


Alternative Input Interfaces


Information Visualization Evaluation


Bimanual Interaction


**Information Semantics - 2**


**Pen + Touch**


**Multitouch Interaction - 3**


Information Visualization - 2

Collins, C., Viégas, F.B., Wattenberg, M. Parallel Tag Clouds to Explore and Analyze Faceted Text Corpora. *IEEE Symposium on Visual Analytics Science and Technology (VAST).*


Tangibles - 2


Information Visualization Theory


Collaborative Interaction - 2


Sketch


Americans with Disabilities Act (ADA) Policy Statement /

The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information.

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, the 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 or call 845-1637.

Copyrights

The handouts used in this course are copyrighted. By "Handouts" we mean all materials generated for this class, which include but are not limited to syllabi, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy such handouts, unless the author expressly grants permission.

Scholastic Dishonesty /

As commonly defined, plagiarism consists of passing off as one's own the ideas, work, writings, etc., that belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of the person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules [http://student-rules.tamu.edu/rule20.htm], under the section "Academic Misconduct".

Academic Integrity Statement /

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

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

On all course work, assignments, and examinations at Texas A&M University, the following Honor Pledge shall be preprinted and signed by the student: "On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

Form Instructions
1. Request submitted by (Department or Program Name): Teaching, Learning, and Culture
2. Course prefix, number and complete title of course: EDCI 665: Science Curriculum

Attach a brief supporting statement for changes made to items 3a thru 3d and 5 below.

3. Change requested
   a. Prerequisite(s): From: To:
   b. Withdrawal (reason):
   c. Cross-list with:

   Cross-listed courses require the signature of both department heads.
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course prefix, number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked:

5. Complete current course title and current catalog course description: EDCI 665: Science Curriculum
   Critical exploration of the trends and issues in school science programs; consideration of the foundations and strategies for the design, selection and evaluation of science curriculum.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): EDCI 665: Science and Mathematics Curricula
   Critical exploration of the trends and issues in school science and mathematics programs; consideration of the foundations and strategies for the design, selection, and evaluation of mathematics and science curricula.

7. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
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<th>Admin. Unit</th>
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<th>Level</th>
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b. Change to:

<table>
<thead>
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<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
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</tbody>
</table>

Approval recommended by:

[Signature]

Date

Submitted to Coordinating Board by:

[Signature]

Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 09/10
Course title and number: EDCI 665: Science and Mathematics Curricula
Term: Fall 2011
Meeting times and location: Wednesday, 5:30-8:30, TBA.

Course Description and Prerequisites

Catalog Description: Critical exploration of the trends and issues in school science and mathematics programs, consideration of the foundations and strategies for the design, selection, and evaluation of science and mathematics curricula.

Prerequisites: Graduate Standing

Course overview

This course explores the trends and issues in school science and mathematics programs, consideration of the foundations and strategies for the design, selection, and evaluation of science and mathematics curricula. Students will develop skills to analyze a science and/or mathematics curriculum and explore the nature and the impact of the science and/or mathematics curriculum materials and texts on students, classrooms, and society.

Course Objectives

At the end of the course, students are expected to:

- Define and differentiate different aspects of science and mathematics curricula, standards, and benchmarks (e.g., official, operational, hidden curricula, National Science Education Standards, Benchmarks for Science Literacy, National Council of Teachers of Mathematics, Principles and Standards for School Mathematics, etc.).
- Comprehend the rationale behind curriculum analysis (e.g., how and why an assessment of a curriculum helps improve the theoretical and the practical aspects of the curriculum).
- Review available science and mathematics curriculum analysis protocols (e.g., Posner’s, AAAS Project 2061’s, and NCTM’s standards and focal points).
- Analyze and critique a variety of science and mathematics curricula used in the past and currently available in today’s schools from a variety of pedagogical, philosophical, and sociocultural standpoints (e.g., behavioral, cognitive, experiential, multicultural, sociological, political, etc.).
- Discuss the impact of science and mathematics curriculum materials and texts on students, classrooms, and society.
- Develop a personal science and/or mathematics curriculum philosophy and defend, present, or
disseminate it through completion of a course project of their own choice (e.g., a research project including interviews with students, teachers, parents, or curriculum developers, a comparative analysis of written or operational science or mathematics curricula in two or more geographically different locations, observation and analysis of an operational curriculum, illustration or defense of a personal argument as a short movie clip or a written statement available to the public).

Instructor Information

Name: Dr. Bugrahan Yalvac
Telephone number: 979-8621713
Email address: yalvac@tamu.edu
Office hours: Wednesday, 1:00 pm – 5:00 pm, or by appointment.
Office location: 444 Harrington Tower

Class Meeting Context

Prior to the class meetings, you are required to (a) complete the weekly readings, (b) write your reflection paper, (c) peer-review one of your peer’s reflection paper, and (d) share your chapter questions with the leaders or with your instructor. Each week, a group composed of two students will lead the majority of the class discussions. Discussion leaders will be responsible for initiating conversation with questions crafted to summarize the week’s readings. Leaders can use the available technology, ask us to complete tasks or activities, or bring innovative teaching-learning materials to class.

Textbooks and Resource Materials

Required Textbooks:

Online Resources:
National Council of Teachers of Mathematics, *Curriculum Focal Points*
http://www.nctm.org/standards/content.aspx?id=270

National Council of Teachers of Mathematics, *Principles and Standards for School Mathematics*
http://www.nctm.org/standards/content.aspx?id=16909


American Association for the Advancement of Science (2000) *Textbooks Evaluations*
http://www.project2061.org/publications/textbook/default.htm

http://www.project2061.org/publications/bsl/online/bolintro.htm


Grading Policies

Your total course grade (100%) is based upon (a) participation in class (40%), and (b) the quality of the course projects (60%). Collaboration is encouraged; you will not be forced into some type of distribution, normal or otherwise.

(a) Participation in class is evaluated as follows (40%; 40 pts total)

1. Adding to class discussion in a meaningful way (10 points)
2. Leading class discussion of assigned readings (10 points)
3. Quality of preparation and reflection of assigned readings (10 points)
4. Timely posting and quality of reviews (10 points)

* Note that if the assigned discussion leader will not receive your chapter question on time, 1 point will be subtracted from your total course grade.

(b) Course projects (60%, 60 pts total).

1. Science curriculum or mathematics curriculum analysis (30 points)
2. Course project of your choice (30 points)

The printed documents should be written in APA format.

Grade Distributions
A 90-100
B 82-89
C 71-81
F < 70

Course Topics, Calendar of Activities, Major Assignment Dates

Course Expectations:

-Reflection papers— You are required to write a short reflection paper for each week’s readings prior to our class meeting. You will be asked to post the e-copy of your paper on the designated course website on Sunday evening (by 9:00 pm). Late postings will be considered as not submitted and will receive no credit. Please note that there is no page limit for any of your writings, however we prefer reading concise and well-organized documents instead of long and complicated ones. A typical reflection
paper is a one page, single-spaced document.

-Course Project 1- One of the two projects you are required to complete is a curriculum analysis of your major (science or mathematics). Using the protocols defined by Posner and either AAAS, Project 2061 or AAAS, Common Core State Standards depending upon your major, students in groups (two to three) will analyze a curriculum material that will be negotiated by the team members and the course instructor. The curriculum that you will choose must have been published and must include a teacher’s text. You or your team member must have prior knowledge and experience in the scientific or mathematical domain of the text. Video and web-based resources are allowed, as long as the curriculum has both students’ and teachers’ texts.

Please note that all students are equally responsible for forming their team, assigning, organizing, and completing the work, and following the deadlines. All students in a team will be assigned the same grade based on the quality of their final project. A typical curriculum analysis project is a document responding to the questions/criteria outlined by Posner and either AAAS, Project 2061 or AAAS, Common Core State Standards. You will be presenting your project summary to the group two weeks before the conclusion of the semester, that is also the final project report due date.

-Course Project 2- At this second project, you are required to develop a personal science or mathematics curriculum philosophy (in the form of a statement that reflects your personal view, standpoint, belief, desire, or thesis) and complete a project of your own choice. This project requires you to act creative and bring innovations, thereby it is essentially open-ended. Some project ideas that may inspire you are: a research project including interviews with students, teachers, parents, or curriculum developers, a comparative analysis of written or operational science or mathematics curricula in two or more geographically, culturally, or politically different locations, observation and analysis of an operational curriculum, illustration or defense of a personal argument as a short movie clip available to the public. You are required to inform your course instructor about your personal curriculum philosophy statement (that is a paragraph long written or oral text) and the format and feasibility of your project some time in the mid of semester. At the last class meeting, you will be presenting your project to the entire class, preferably with the same format of the project (e.g., if the project is an interview, interview us, if the project is a movie, let us watch the movie, if the project is your observation notes, tell us what they are, etc.). If you wish, you can work in groups as far as you confirm this with your course instructor and the nature of your project requires more than one participant. You will be asked to present your project to the group at the last class meeting. If you have a project report, you will submit it on the same day you present it.

-Peer review- You will be asked to review one of your class members’ reflection papers each week using an online peer review system. I prefer these reviews to be anonymous, however considering that our class size will be relatively small; you may be reviewing a paper of your classmate whom you can easily identify. You will review your peers’ papers using the track changes, and if needed, training will be provided by the course instructor. You need access to the Internet in order to complete the peer review assignments. Directions to complete the reviews will be announced on the course website.

-Leading the class discussions- Each week, a group composed of two students will lead the majority of the class discussions. At our first meeting, we will assign the groups. Discussion leaders will be responsible for initiating conversation with questions crafted to summarize the week’s readings.
Discussion questions should be negotiated and shared with the instructor of the course before posting them online on our course website. Email your final draft of the discussion questions to the course instructor two days before the class meeting (by 8:00pm). After receiving confirmation within one day, post them online on the course website a day before we meet in class by 11:59 pm. Your classmates will read these questions during the day, before we meet in the evening. Because you will be leading the class discussion, you are free to use the class time as you think it most conveniently addresses the discussion topics. You can use the available technology, ask us to complete tasks or activities, or bring innovative teaching-learning materials to class. However, those materials should not deter us from discussing your questions, indeed they should be encouraging us to focus on the topic of discussion.

Discussion leaders can also suggest additional readings/texts and inform the course instructor about them a week in advance. If approved by the course instructor, every student in class will be asked to read the additional texts.

Remembering that your questions affect the cognition of others in the class, consider discussion questions that might be customized from the following more generalized ideas:

1. **Compare-Contrast Questions.** Craft a question that specifically relates a passage from the readings to something discussed in an earlier class. (Discussion leader chooses the passage.)
2. **Opposing View.** Craft a question that asks class members to generate a contrary, devil’s advocate viewpoint to a particular statement made by the author in a required reading.
3. **Your Position.** Choose a particularly thought-provoking passage from the author. Ask students to state their positions on the topic revealed in the passage.
4. **Research Method.** Choose a particular aspect of the research method described in the text. Ask class members to consider the problems associated with that research method.
5. **Connections.** Choose a topic from a particular passage in the reading. Ask class members to describe other information that they individually have read relating to the topic.

**-Attendance** –The University views class attendance as the responsibility of an individual student. In our case, this is posting and replying to messages on time. 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. If you must miss class, please notify me in advance to discuss the situation

**Weekly Class Schedule, Topics, and Required Readings**

Topics for our weekly discussions and required readings are listed above. Please note that you should complete your readings before Monday each week. The online resources on standards and benchmarks are not listed in the below weekly schedule however you are required to analyze them throughout the semester.

**Week 1: Introduction: Review of Course Syllabus and Key Concepts.**

There is no reading assignment prior to attending the first meeting. This week we will introduce ourselves to the group members, review the course syllabus, and discuss some key concepts in curriculum analysis.
Week 2: Curriculum in General

Chapter 1- Concepts of Curriculum and Purposes of Curriculum Study (pp 1-32)

Week 3: Theoretical Perspectives of Curriculum

Chapter 2- Situating the Curriculum
Chapter 3- Theoretical Perspectives on Curriculum (pp 33-65)

Week 4: Curriculum Purpose

Chapter 4- Curriculum Purpose and Content: Basic Concepts (pp 69-103)

Week 5: Curriculum Purpose (Cont.)

Chapter 5- Curriculum Purpose and Content: Conflicting Perspectives (pp 104-126)

Week 6: Curriculum Organization

Chapter 6- Curriculum Organization: Basic Concepts (pp 127-160)

Week 7: Curriculum Organization (Cont.)

Chapter 7- Curriculum Organization: Conflicting Perspectives (pp 162-187)

Week 8: Frame Factors

Chapter 8- Frame Factors Basic Concepts (pp 191-214)

Week 9: Curriculum Implementation

Chapter 9- Curriculum Implementation: Conflicting Approaches (pp 216-236)

Week 10: Curriculum Evaluation

Chapter 10- Curriculum Evaluation: Basics (pp 237-254)

Week 11: Curriculum Evaluation (Cont.)

Chapter 11- Curriculum Evaluation: Conflicting Perspectives (pp 256-272)

Week 12: Curriculum Critique

Chapter 12- Reexamination and Critique (pp 275-280)

Week 13: Presentations of Curriculum Analysis Project
You are asked to post your PowerPoint presentation on the course website by Monday midnight (11:59 pm). The final report for the curriculum analysis project is due on the class meeting.

**Week 14: Presentations of Science Curriculum Philosophy Projects**

You are asked to post your presentation (that could be a PP document or a movie) on the course website by Monday midnight (11:59 pm). If you have a website or another media, make sure that it is accessible and working by Monday midnight. If you have a printed document, bring it in class as the final course project.

**Writing Guidelines**


For guidelines on writing with academic integrity:
http://www.utexas.edu/depts/dos/sjs/academicintegrity.html

**Recommended Readings**


Standards documents available on the World Wide Web: Texas Essential Knowledge and Skills, Benchmarks for Science Literacy, National Science Education Standards

**University Policies**

**Policy on Scholastic Dishonesty:** Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from The University. Since such dishonesty harms the individual, all students, and the integrity of The University, policies on scholastic dishonesty will be strictly enforced.

**Plagiarism:** As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic ailments, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

**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, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Statement on Diversity (approved by the Department of TLAC):** 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.

**Academic Integrity Statement:** This course supports this statement:

"An Aggie does not lie, cheat or steal, or tolerate those who do."
According to the Dean of Faculties, all syllabi shall contain a section that states the Aggie Honor Code and refers the student to the Honor Council Rules and Procedures on the web: 
http://www.tamu.edu/aggiehonor/.

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.

It is further recommended that instructors print the following on assignments and examinations: "On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

**On-line Course Evaluations**

Through the semester, you will be asked to review this course and the instructor two times, once in mid-semester and once at the end of the semester. The questionnaire will be located on https://pica.tamu.edu and you will be notified via email when it is posted. Your responses to the questionnaire items will not influence your course grade or your other credentials at your program. Your name will not be disclosed next to your responses and your identification will not be known. The course instructor will access the overall evaluations only after the course grades are submitted.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Request submitted by (Department or Program Name): Educational Psychology
2. Course prefix, number and complete title of course: EPSY 605 - Effects of Culture, Diversity, and Poverty on Children and Youth

Attach a brief supporting statement for changes made to items 3a thru 3d, and 6 below.

3. Change requested
   a. Prerequisite(s): From: __________________________ To: __________________________
   b. Withdrawal (reason): __________________________
   c. Cross-list with: __________________________

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

d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.

e. Change in course prefix, number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked: __________________________

5. Complete current course title and current catalog course description: Understanding how the intersecting nature of culture, diversity, and poverty impact adjustment outcomes in children and youth; comprehension of our own belief systems; explore disparities in education, achievement, mental and physical health across ethnically, culturally and social economically diverse groups and strategies for alleviating disparities.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Understanding of how the intersecting nature of culture, diversity, and poverty impact adjustment outcomes in children and youth; comprehension of our own belief systems; exploration of disparities in education and mental health across ethnically, culturally, and social economically diverse groups; strategies for alleviating educational and mental health disparities.

7. a. As currently in course inventory:

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<td>605</td>
<td>E FF C UL T R D I V P OV C H I L D</td>
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b. Change to:

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<th>Title (excluding punctuation)</th>
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Approval recommended by:

Dr. Victor Wilson
Department Head or Program Chair (Type Name & Sign)

Date: 03-28-2011

Dr. James Ford
Chair, College of Health Professions

Date: 03-28-2011

Dr. David Reed
Dean of College

Date: 03-28-2011

Dr. David Reed
Chair, GC or UCC

Date: 09-10-2011

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

Curricular Services - 09/10
EPSY 605: Effects of Culture, Diversity, and Poverty on Children and Youth

Instructor: Jamilia J. Blake, Ph.D.                      Email: jjblake@tamu.edu
Office: 706 Harrington                                 Phone: 979.862.8341
Class Hours: Wednesday 1:30 pm- 4:30 pm               Location: 701 Harrington
Office Hours: Wednesday 9:00 am -12:00 pm or by appointment

PREREQUISITES: Graduate Standing.

COURSE DESCRIPTION:
The Effects of Culture, Diversity, and Poverty course (EPSY 605) is designed for teachers, administrators, and school-based mental health professionals who work directly with children, youth, and families in schools and community settings and students who are interested in socio-cultural factors that impact children's development. This course is designed to enhance the student's knowledge and understanding of how the intersecting nature of culture, diversity, and poverty impact adjustment outcomes in children and youth, beginning with an understanding of the student's own belief systems. This course will explore disparities in education, achievement, and mental health across ethnically, culturally, and social economically diverse groups. The role of school-, community-, and family-partnerships and the development of culturally responsive and competent teaching, assessment, and counseling services in alleviating educational and mental and health disparities will also be addressed.

COURSE OBJECTIVES AND LEARNING OUTCOMES:
Course Objectives
The major goal of this course is for you, the student, to obtain knowledge and understanding about issues related to culture, diversity, and poverty, as well as the existing disparities among educational and mental health services for different cultural groups in the United States. Specifically, the objectives of this course are for you to:
1. Obtain an understanding of the influence that culture, diversity, and social disadvantage has on children and families
2. Obtain an understanding of the social aspects of behavior
3. Obtain knowledge of the existing disparities in education and mental health
4. Reflect on one's self-awareness with respect to how one's social group membership, values, personal biases, and prejudices influences one's interactions with others
5. Recognize and respect the complexity of people's diversity and individual differences

Learning Outcomes
By the end of this course, you should be able to:
1. Analyze, critique, and synthesize course readings
2. Define diversity in all its human forms and compare and contrast related constructs
3. Provide definitions of stereotype, prejudice, and discrimination and compare and contrast these constructs
4. Identify major theories related to social aspects of behavior such as prejudice, stereotype formation, and intergroup attitudes and behaviors
5. Explain identity development theories for ethnic minorities and GLBT youth, and the acculturation process
6. Compare and contrast theories/frameworks regarding disparities in education and mental health
7. Identify types of educational and mental health disparities
8. Identify factors that contribute to or reduce educational and mental health disparities
9. Define cultural competence and explain its application in educational and mental health settings

COURSE READINGS:
Required Readings/Text
This course will use journal articles and select book chapters as reading materials. Course readings will be available on Vista Elearning (http://elearning.tamu.edu/).


COURSE REQUIREMENTS & EVALUATION
Class Participation and Engagement (25 points) Class participation will be graded by your active involvement and participation in class. Active class participation and engagement will be evaluated through attendance and participation in class discussion and activities and Vista elearning discussion boards.

Reflection Papers (25 points)
You will be required to complete 5 reflection papers related to course readings for a specific week. Each written assignment is worth 5 points. Each reflection paper should include a critical review of 2 course readings. The purpose of the reflection paper is to demonstrate your ability to think critically about required readings and to integrate course content from previous weeks with subsequent readings. Thus, reflection papers should include an integrated summary of the course readings reviewed including the purpose of the course reading; major findings if an empirical study or important points/thesis if it is a theoretical paper; limitations of the study or notable strengths; and comparison of the readings to concepts presented in prior course readings. Finally, your reflection paper should discuss your impression of the readings and the application of the content to your respective field. For example, you should discuss what you gained from the readings and how you would apply it in your field or it could be applied in your field; you should provide an explanation as to why you agree or disagree with the findings/authors’ position; and areas of future research that should be addressed or questions that you may have as a result of reading this publication. You can select which weeks you choose to complete your reflection papers, but readings covered in written assignments should be consistent with the readings covered in lecture for that week. Each reflection paper should be typed (12 point-Times New Roman/11point-Arial) double-spaced and should be between 6 to 10 pages of text, free of grammatical and syntax errors, with reviewed articles appropriately referenced according to APA style in the text.
Due date: Written assignments should be turned in at the start of class.

Co-Facilitate Class Discussion (20 points):
Each student will co-facilitate a class discussion on course readings with another student for a randomly selected week. The facilitators will be responsible for leading a 45 minute discussion for the class based on the assigned readings for the selected week. Facilitators will have to disperse 4 reading related discussion questions to the entire class via vista elearning. Although 4 discussion questions are required, it is recommended that the facilitators develop more questions or multi-part questions to encourage class discussion for the full 45 minute period.
Also, facilitators may consider integrating content from previous discussion to enhance the questions they develop. These questions should be used to guide class discussion, but the facilitators are encouraged to think creatively about a format to stimulate engaging and rich discussions. Each facilitator will be evaluated based on the thoroughness, clarity, and thoughtfulness of the discussion questions you develop, the timeliness of the class email/discussion posting to vista elearning, and the management of the class discussion (e.g., do the facilitators demonstrate an understanding of course readings). Facilitators will also be evaluated by their respective partner on their contribution to the development of the questions/activities necessary to facilitate the discussion.

**Due date:** Discussion questions posted **no later than** the Tuesday prior to the selected week, by 5:00pm.

**Final Examination (30 points).** The final examination will be cumulative and in the form of a take-home essay. Essays should be completed independently and written in complete sentences in paragraph format with references appropriately cited. Tables will not be accepted as a substitution for text. However, tables may be used as an organizational tool to further clarify text stated in the essay. External references are not required or expected; however, if external references are used then a reference page should be provided. Essay questions should be typed (12 point-Times New Roman/11point-Arial) and double-spaced. The final examination will account for 30 points of your final grade (25 points for content and integration; 5 points for mechanics, APA style, and typographical/spelling errors).

**PROCEDURES FOR DETERMINING FINAL GRADES**

<table>
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<tr>
<td>Class Participation</td>
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<tr>
<td>Reflection Papers</td>
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<td>Facilitate Class Discussion</td>
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<td>Final Examination</td>
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**Grading Scale:**
90-100 points= A 80-89 points= B 70-79 points= C <70 points= F

**CLASSROOM POLICIES**

**Learning Expectations and Respecting the Educational Rights of Others:**
You may be doing a number of different activities and assignments during this course. In all of them, I want you to try to understand what you have heard and read, but most importantly to critically analyze what you've heard and read and how this information integrates with your previous experiences, professionally and personally, and prior coursework. Therefore, you are encouraged to ask questions and to agree or disagree.

I will also ask you to share your thinking both in class discussion and in writing. Sharing your thinking can feel very risky; we all have felt the fear that we will ask a stupid question, put forward some naive interpretation, or unpopular idea. I will expect you to take those risks anyway. It may help to know that I will not expect you necessarily to agree with me, the instructor, your classmates, or with any of the authors we read. If you find yourself disagreeing, I ask only that you disagree with respect for others' ideas and do your best to explain why you disagree—that is how you will help the rest of us learn.

Thus, I ask that each person exhibit respectful classroom behavior and strive to respect the educational rights of others. Respectful classroom behavior will include, but will not be limited
to, (a) students abiding by all guidelines and policies as set forth in this syllabus without demanding exceptions, (b) limiting side-conversations during lecture, (c) participating equally in group activities, and (d) being punctual to class. No language, behaviors, or attire that makes others feel uncomfortable will be tolerated. You are expected to address me, the instructor, your peers, and guest speakers in a professional tone and manner. When your behavior adversely affects the classroom’s aim to foster educational excellence, disciplinary action in accordance with the Student Rules 21.0 (Classroom Behavior) as revised in 1995 will be instituted.

**Attendance Policy:** As stipulated in Student Rules (7.0), the University views class attendance as an individual student responsibility. I also view this as one way in which students take responsibility for their own learning. You are expected to attend class and to complete all assignments. If you are requesting an excused absence you should refer to the Aggie Honor Code and Student Conduct Code (Rule 24) as well as 7.1 of Student Rules as revised in 2006.

**Course Announcements:** Changes to the syllabus, including assignment due dates and changes to the lecture schedule/course readings, will be announced during class. If you are absent the day a class announcement is presented, then you should contact me by email or during office hours to obtain information regarding changes to the course syllabus.

**Electronic Correspondence:** E-mail is the best means for communicating with me and gaining clarification on course material, asking questions, and raising concerns. You should email me through your TAMU email account with an appropriate subject heading (e.g., question about midterm) to ensure that your emails are received and not identified as junk mail and discarded. I will make every attempt to respond to course related emails in a timely manner, but cannot guarantee an immediate response (e.g., within 24 hours). Therefore, I will respond to course related emails within one week of receipt.

**Classroom Laptop Use:** As this is primarily a discussion based course, lap tops are not required. Therefore, lap top use in class is prohibited unless it is required for oral communication.

**Cell Phones:** The use of cell phones and other electronic devices during class is extremely disruptive and impacts the educational rights of other students in the class. Therefore, I request that you turn your cell phone/PDA off during class and any alarms/sounders that might be disruptive. I also ask that you take calls during class only under extreme circumstances or in emergency situations. Such situations may include, but are not limited to circumstances in which you expect a call from a friend/family member who is ill or pregnant or situations relating to child care. Excessive use of cell phones during class may greatly impact your classroom participation grade. For those of you who need to be contacted frequently in case of an emergency (e.g., due to child care, employment), please make arrangements to speak with me at the beginning of the semester, so that an agreement can be reached on the appropriate use of your cell phone during class and use the “vibrate” option.
TOLERANCE STATEMENT
The faculty of the College of Education and Human Development values and respects diversity and the uniqueness of each individual. The faculty affirms its dedication to non-discrimination in our teaching, programs, and services on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, ethnic or national origin, veteran status, or disability. The College of Education and Human Development at Texas A & M University is an open and affirming organization that does not tolerate discrimination, vandalism, violence or hate crimes. We insist that appropriate action be taken against those who perpetrate such acts. Further, the College is committed to protecting the welfare, rights, and privileges of anyone who is a target of prejudice or bigotry. Our commitment to tolerance, respect, and action to promote and enforce these values embraces the entire university community. In the spirit of shared responsibility, each University unit, student organization, and community member is encouraged to help make our campus, and this class, a welcoming place for all. Should you have any concerns related to respect for diversity or feel that you (or any others) are being discriminated against, please contact your departmental Ombudsperson, the Department Head, or the College Ombudsperson.

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, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

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

ACADEMIC INTEGRITY STATEMENT
As of September 1, 2004, all syllabi shall contain a section that states the Aggie Honor Code and refers the student to the Honor Council Rules and Procedures on the web: On all course work, assignments, or examinations at Texas A&M University, the following Honor Pledge shall be pre-printed and signed by the student: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

AGGIE HONOR CODE
An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: http://aggiehonor.tamu.edu.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

Form Instructions

1. Request submitted by (Department or Program Name): Educational Psychology

2. Course prefix, number and complete title of course: EPSY 632 - Research in Second Language Education

Attach a brief supporting statement for changes made to items 3a thru 3d. and 6 below.

3. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason): ___________________________
   c. Cross-list with: ___________________________

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

d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.

e. Change in course prefix, number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked: ___________________________


6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Same as above

7. a. As currently in course inventory:

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Approval recommended by: ___________________________

Dr. Victor Wilson
Department Head or Program Chair (Type Name & Sign)
Date: 2-16-2011

Chair, College Review Committee
Date: ___________________________

Dean of College
Date: 2-16-2011

(if cross-listed course)

Submitted to Coordinating Board by: ___________________________

Chair, CC or UCC
Date: ___________________________

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 09/10
# Course Information

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<tr>
<td>Meeting Times and Location</td>
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# Course Description and Prerequisites

Course Description: Investigates studies related to the teaching/learning process in two languages and field methods for carrying out those studies.

Prerequisites: EPSY 611; EPSY 612 or consent of instructor

# Learning Outcomes

- To develop an understanding of research design used in second language studies.
- To review current research in culturally and linguistically diverse settings.
- To analyze research studies in second language learning and teaching.
- To systematically develop skills and understanding of the research process in culturally and linguistically diverse settings.
- To compile own research data from culturally and linguistically diverse settings, to analyze those data and report the results in a systematic, organized and understandable way.

# Instructor Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Dr. Y. Padrón</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone number</td>
<td>(979) 845-5625</td>
</tr>
<tr>
<td>Email address</td>
<td><a href="mailto:ypadron@tamu.edu">ypadron@tamu.edu</a></td>
</tr>
<tr>
<td>Office hours</td>
<td>Mondays, 1:00-3:00 p.m.; Wednesdays, 2-4; or by appointment</td>
</tr>
<tr>
<td>Office location</td>
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# Textbooks and/or Resource Material


# Grading Policies

| Assignments (1-4 each worth 5 points) | 20 points |
| Class Presentation                  | 15 points |
| Research Paper                      | 20 points |
| Exam I                              | 20 points |
| Exam II                             | 25 points |
| TOTAL                               | 100 points |
**Course Topics, Calendar of Activities, Assignments, Test Dates**

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<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
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<tr>
<td>1</td>
<td>Research Paradigms in Second Language Research</td>
<td>Read Chapters 1 &amp; 2</td>
</tr>
<tr>
<td>2</td>
<td>Case Studies Research in Second Language Education</td>
<td>Read Chapter 3 Assignment 1 DUE: Introduction Outline</td>
</tr>
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<td>3</td>
<td>Introspection Research in Second Language Education Return graded Assignment 1</td>
<td>Read Chapter 4</td>
</tr>
<tr>
<td>4</td>
<td>Review of the Literature</td>
<td>Library research</td>
</tr>
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<td>5</td>
<td>Classroom Research in Second Language Education Review for Exam</td>
<td>Assignment 2 DUE: Review of the Literature Study for Exam</td>
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<tr>
<td>6</td>
<td>EXAM I</td>
<td>Read Chapter 5</td>
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<td>7</td>
<td>Descriptive Studies in Second Language Education Return graded exams Return graded Assignment 2</td>
<td>Read Handouts</td>
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<td>8</td>
<td>Correlational Research in Second Language Education Writing the Methods Section</td>
<td>Read Chapter 6</td>
</tr>
<tr>
<td>9</td>
<td>Quasi-experimental Research in Second Language Education</td>
<td>Read Chapter 7 &amp; 8 Assignment 3 DUE: Methods section</td>
</tr>
<tr>
<td>10</td>
<td>Individual student conferences</td>
<td>Read Handouts on Experimental Research in Second Language Education</td>
</tr>
<tr>
<td>11</td>
<td>Experimental Research on Second Language Education</td>
<td>Work on results section</td>
</tr>
<tr>
<td>12</td>
<td>Return graded Assignment 4 Review for exam</td>
<td>Assignment 4 DUE: Results section due Complete Research Paper Prepare presentation</td>
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<tr>
<td>13</td>
<td>Presentations of Studies</td>
<td>Research Paper DUE Study for Exam</td>
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<tr>
<td>14</td>
<td>EXAM II Return graded Research Papers</td>
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</table>
### Other Pertinent Course Information

This course will utilize a variety of instructional strategies. These will include cooperative learning activities, lectures, class discussion, partner activities, action research, and the use of technology.

**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 the Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)

**Academic Integrity**

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

### Helpful Websites

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<tr>
<th>Category</th>
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<td>Final Exam Schedule</td>
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</tbody>
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The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located online at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).
February 17, 2011

MEMORANDUM

TO: Dr. Butler-Purry

FROM: James B. Kracht

SUBJECT: GC Agenda Item

The College of Education and Human Development would like GC to review the attached course change and request for the deletion of a doctoral program.