1. **New Course Requests:**
   a. ANSC 638 Prediction of Genetic Merit
   b. COMM 652 The Rhetoric of Social Movements
   c. COMM 653 Rhetoric and Public Culture
   d. COMM 656 Feminism and Rhetoric
   e. GENE 638 Prediction of Genetic Merit
   f. HCPI 552 Scholarship and Application
   g. WGST 652 Feminism and Rhetoric

2. **Course Change Request:**
   a. BIOL 611 Molecular Biology of Differentiation and Development
   b. COMM 654 History and Theory of Rhetoric to 1800
   c. COMM 655 History and Theory of Rhetoric since 1800
   d. ENGL 654 History and Theory of Rhetoric to 1800
   e. ENGL 655 History and Theory of Rhetoric since 1800
   f. SCMT 655 Forecasting Methods and Applications
   g. SCMT 657 Methods in Multivariate Analysis
   h. SCMT 658 Business Computer Models and Simulation
   i. SCMT 660 Introduction to Contemporary Manufacturing Management

3. **Informational Items:**
   a. **First Professional New Course Request**
      a. CLSL 7600 Law School Student Abroad
      b. DDDS 8610 Periodontics
      c. DDDS 9230 Advanced Endodontic Concepts
      d. DDDS 9240 National Board Dental Exam Part II Review
      e. DDDS 9250 Managing Cultural Issues in Patient Care
      f. LAW 7204 Advanced Issues in Criminal Justice
      g. LAW 7552 Business Fundamentals for Lawyers
      h. LAW 7789 LARW III: Business Collections
      i. LAW 7790 LARW IIII: How the Deals Get Done
      j. LAW 7867 Entrepreneurship Law Clinic
   b. **First Professional Course Change Request**
      a. LAW 7369 Public International Law
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 Animal Science
2. Course prefix, number and complete title of course: ANSC 638 Prediction of Genetic Merit
3. Catalog course description (not to exceed 50 words):
   Mixed linear models and best linear unbiased prediction for genetic evaluation.

4. Prerequisite(s):
   GENE 613
   Cross-listed with: GENE 638
   Stacked with:

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 program(s) (e.g., B.A. in history)
   M.S., Ph.D. in Animal Science, Animal Breeding, Genetics
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

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. Enroll. Course: Title (excluding punctuation)
   ANSC 638 PREDICTION GENETIC MERIT
   Lect. Lab. SCL CIP and Fand Code
   0 3 0 0 0 3 0 1 0 9 0 1 0 0 0 5 0 2 7 0 1 5 1 6 0 0 3 6 3 2

   Approval recommended by:
   H. Russell Cross
   [Signature]
   Department Head or Program Chair (Type Name & Sign) Date
   [Signature]
   Department Head or Program Chair (Type Name & Sign) Date
   [Signature]
   Chair, College Review Committee Date
   Dean of College Date

   Submitted to Coordinating Board by:
   [Name]
   [Title]
   [Signature]
   Date

   Questions regarding this form should be directed to Sandra Williams at 845.8201 or sandra.williams@tamu.edu
   Curricular Services • 3/10
ANSC/GENE 638  
Prediction of Genetic Merit  
Texas A&M University  
Fall 20XX

Instructor: David G. Riley  432E Kleberg  
Associate Professor  845-2667  
Department: of Animal Science  david-riley@tamu.edu

Office hours: Monday & Friday: 10:00 to noon and 1:00 – 4:00 p.m. 
These are not the only times available, but times other than these should 
be made by appointment.

Time: 8:00 to 9:15 a.m.

Place: 400 KLCT

Objective: Introduction of Mixed Linear Models and Best Linear Unbiased Prediction 
for genetic evaluation for traits inherited in a polygenic manner and 
having an additive genetic component.

Text: Class note packets will be supplied. Some resource materials will come 
from Genetics and Analysis of Quantitative Traits, Lynch and Walsh, 1998, 

Grade:

<table>
<thead>
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<th>Percentage</th>
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<td>Homework (6)</td>
<td>35%</td>
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<td>89.5 to 100</td>
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<tr>
<td>B</td>
<td>79.5 to 89.4</td>
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<td>C</td>
<td>69.5 to 79.4</td>
</tr>
<tr>
<td>D</td>
<td>59.5 to 69.4</td>
</tr>
<tr>
<td>F</td>
<td>59.4 and below</td>
</tr>
</tbody>
</table>

Homework assignments turned in one to six days late will receive an automatic 30% 
grade reduction; assignments turned in seven days late will automatically receive a 
grade of zero. Homework assignments are primarily computational in nature. Students 
with excused absences will be allowed to make up missed assignments within the same 
time requirements. All homework assignments are due by 5:00 PM on their respective 
dates.

The exams are given as open-note, take home exams. You will have 2 days to complete 
each exam. The exams have both computational and theory/discussion aspects. Exams 
are due by 5:00 PM on their respective dates.

Genetic Prediction 1
The *tentative* schedule for graded assignments will be:

- **Sep 4**  Homework 1 – due Sep 11
- **Sep 11**  Homework 2 – due Sep 18
- **Sep 20**  Homework 3 – due Sep 27
- **Oct 9**  Exam I
- **Oct 25**  Homework 4 – due Nov 1
- **Nov 6**  Homework 5 – Due Nov 13
- **Nov 15**  Homework 6 – due Nov 27
- **Dec 10, 1-3 pm**  Exam II

**Course content:**

**Matrix Algebra**
- Review of arithmetic operations using matrices: conformability for addition; conformability for multiplication; operations involving scalars.
- Inverse of matrices as analogous to scalar division
- Partitioning matrices for facilitation of coding and problem solving
- Generalized inverses and their role in prediction equations

**Linear Models**
- Writing the model
- Distinguishing fixed from random effects
- Derivation of the mixed model equations
- Necessary assumptions for the mixed model equations
- Equivalent models—reduced animal model
- Structure of equations for repeated records on individuals

**Best Linear Unbiased Prediction**
- Prediction error variance as a criterion of predicted random effects
- Properties of solutions to the mixed model equations—BLUP random effects and BLUE fixed effects
- Incorrect model specifications
- Violation of model assumptions and effect on interpretation
- Estimability and constraints on estimates—use of the generalized inverse of the coefficient matrix to confirm what is being estimated.
- Partitioning phenotypes \(P = G + E; G = A + D + I, E = EP + ET\)
- Maternal effects and their essential inclusion in mammalian models

**Inverse numerator relationship matrix**
- Review of construction of this matrix
- Algorithm for rapid inversion of the numerator relationship matrix
- Individuals without records

**Solving Linear Systems of Equations**
- Iterative procedures as an alternative to direct inversion
- Gauss-Seidel methodology
- Estimation of variance components
- Convergence statistics

Genetic Prediction 2
Absorbing levels of fixed effects to reduce size of the equations

Genetic Evaluation Models
   Animal and Reduced Animal Models
   Sire and Sire-Maternal Grand sire Models
   Multiple Trait Models

Genomic Selection
   Modeling SNP effects
   Training vs. validation populations
   Opportunities and Challenges

Software employment
   Commonly used software packages
   Pedigree and data file set-up
   Basic program operation
   Interpretation of results

**ADA Statement:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for a reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation please contact the Office of Support Services for Students with Disabilities in Cain Hall, Room B118. The telephone number is 845-1637.

**Plagiarism:** The handouts used in this course are copyrighted. By "handouts", I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of claiming the ideas, words, writings, etc, of another person as your own work. This means you are committing plagiarism if you copy 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 latest issue of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty." Definitions of academic misconduct are also available online at http://www.tamu.edu/aggiehonor.

Aggies do not lie, cheat or steal, or tolerate those who do.
BIOGRAPHICAL SUMMARY
David Greg Riley

Professional Experience:

Associate Professor, Texas A&M University, June 1, 2009.

Research Geneticist, USDA, ARS, Subtropical Agricultural Research Station, Brooksville, FL 2000-2009


Research Interests:

Applied breeding and genetics in beef cattle, primarily, but also sheep and hogs.

Association of phenotypes with markers in the genome.

Utilization of genomic information to predict breeding values for a variety of traits.

Gene pathways influencing phenotypes in livestock.

Investigation of reciprocal differences in *Bos indicus*-*Bos taurus* crosses for fertility and production traits with particular interest on epigenetic influences.

Study of genotype-environment interactions on production efficiency and body composition in live animals and beef carcasses.

Heterosis expression in livestock.

Education:

<table>
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<tr>
<th>Degree</th>
<th>Institution</th>
<th>Year</th>
<th>Field</th>
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<tr>
<td>Ph.D.</td>
<td>Texas A&amp;M University</td>
<td>2000</td>
<td>Genetics</td>
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<tr>
<td>M.S.</td>
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<td>1997</td>
<td>Animal Breeding</td>
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<tr>
<td>B.S.</td>
<td></td>
<td>1984</td>
<td>Agricultural Economics</td>
</tr>
</tbody>
</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

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

2. Course prefix, number and complete title of course: COMM 652: The Rhetoric of Social Movements

3. Catalog course description (not to exceed 50 words): Analysis of persuasive strategies used to build social identities and collectively agitate for social change; exploration of the history of social movements in the United States and abroad.

4. Prerequisite(s): None

5. Is this a variable credit course? No

6. Is this a repeatable course? No

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

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

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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 3/10
COMM 652: The Rhetoric of Social Movements

Kristan Poirot
Bolton #302E
845-2842
pojrot@tamu.edu
Office Hours: Wed. by appointment, Th: 12-2:00

Course Description: Analysis of persuasive strategies used to build social identities and collectively agitate for social change; exploration of the history of social movements in the United States and abroad.

Modern social movements are often compared to the protests and struggles of the Civil Rights Movement of the late 1950s and early 1960s. The movement that resonates in popular memory, however, was not always unified, and its development can be traced to traditions of black protest of a much earlier time. This course surveys the rhetoric from and about black civil rights movements since 1865. We will pay particular attention to anti-lynching protest, black nationalism, black power, and non-violent/civil disobedient campaigns, examining the rhetorics from activists, reactions from oppositional groups, and the carefully crafted responses of federal and state governments. Students can expect to gain an understanding of the political and rhetorical traditions of American public discourse that enable and thwart efforts toward (radical) social change.

Prerequisite: None

Learning Outcomes
At the end of this course, successful students will be able to:

- Identify and critically discuss pivotal speeches and documents of black social movements between 1880 and 1970.
- Identify and critically discuss the historical/rhetorical contexts of black activism since Reconstruction
- Write a well-argued academic essay about rhetoric and civil rights worthy of publication or acceptance at a national conference.

Required Texts:


Steve Estes (2005) I am a Man!: Race, Manhood, and the Civil Rights Movement

Course reading available on the library’s e-reserve system.

For more in-depth historiography of the movements associated with MLK, I highly recommend that you purchase and read Taylor Branch’s Parting the Waters, Pillar of Fire, and At Canaan’s Edge.

Course Assignments: 

Grading Scale:
Contextual Analysis   50 pts.  B: 400-449 pts
Weekly Discussion Questions  75 pts.  D: 300-349 pts.
Directed In-Class Analysis  50 pts.  F: <300
TOTAL                      500 pts

Seminar Paper (Final Draft, Contextual Analysis, Proposal) (375 points): Each student is responsible for writing a 10-12,000 word rhetorical analysis that relates to civil rights movements. Details to follow.

Discussion Questions/Talking Points (75 points). Each week you are responsible for bringing at least 2 and no more than 5 discussion questions and/or talking points related to that week’s readings. These questions are due to me and every Tuesday morning at 10:00 a.m. These questions should be a paragraph each, clarifying the context and exigency for the question.

Directed Analysis (50 points): Each student will be responsible for leading an analysis of a primary text or groups of texts. Details to follow.

Course Policies:

Academic Honesty & Integrity:
"An Aggie does not lie, cheat, or steal, or tolerate those who do."
I take academic honesty seriously. A violation of academic honesty and integrity includes, cheating, fabricating documents and sources, plagiarism, and submitting substantial portions of the same work for multiple credit. Each student is required to sign a document that states that he/she understands TAMU’s academic misconduct policies and demonstrates one’s commitment to the Aggie Honor Code. For more information visit: http://aggiehonor.tamu.edu.

Public Information Act & Email Correspondence:
As an employee of the state of Texas, any university business that is communicated to me, via email, is subject to public information requests. At any time, if requested, I have to relinquish any emails that I have sent or have been sent to me to any interested party. Please be advised that any email that you send to me is subject to public release.

American Disabilities Act 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.

Attendance:
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.
Late Work
Late work will only be accepted in cases of University excused absences. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

Tentative Course Schedule of Reading & Assignments
Discussion questions due every Tuesday by email at 10:00 am.

All recommended readings marked with * are also available on the library’s e-reserve system.

Week 1: (8.27) Course Introduction/ Predecessors and Precipitating Events (PPE) (Post-Reconstruction)

Klinker & Smith, The Unsteady March pp. 1-9; 47-105
Blackmon, Slavery by Another Name p. 39-83

Grady, “The New South” (1886)
Wells, “Lynch Law in All Its Phases” (1893)
Washington, “The Atlanta Exposition Address” (1895)
DuBois, “Of Mr. Booker T. Washington and Others” excerpt from The Souls of Black Folk (1903)

Recommended:
*Wilson, “Towards a Discursive Theory”

Week 2: (9.3) PPE Part 2: Emergence of Jim Crow to WWII (1900 – 1938)

Klinker & Smith, The Unsteady March pp. 106-135
Arneson, Black Protest and the Great Migration, p.1-37
Blackmon, Slavery By Another Name, 371-382

Terrell, “What it Means to be Colored in the Capital of the United States” (1903)

Garvey, “A Separate Nation” (1922)
Garvey, “W. E. Brughardt Du Bois as a Hater of Dark People” (1923)
Garvey, “Last Word Before Incarceration” (1923)

Ware & Linkugel, “The Rhetorical Persona: Marcus Garvey as Black Moses”

Recommended:
Branch, Parting the Waters, p. 1-68
Blackmon, p. 270-296
*Mathews-Gardner, “The Postwar Black Women’s Club Movement”

Week 3: (9.10) PPE, Part 3: War & Fascism (1938-1955)

Klinker & Smith, The Unsteady March, p. 136-241

Hughes, “My America” (1944)
Bethune, “Certain Unalienable Rights” (1944)
Randolph, “March on Washington Movement Presents Program for the Negro” (1944)
Truman, “Guarding Our Heritage” (1947)
Humphrey, “No Compromises” (1948)

Blair, “‘We Go Ahead Together’”
Goldzwig, “Inaugurating the Second Reconstruction”
Garner & Calloway-Thomas, “Langston Hughes’ Message for the Black Masses”

Recommended:
Estes, *I am a Man*, p. 1-38
Branch, *Parting the Waters*, p. 1-68
Blackmon, *Slavery by Another Name*, p. 338-382


Klinker & Smith, *The Unsteady March*, p. 242-287

Marshall, “Dismantling Segregation” (1943)
Boyle, 1954 Address to the NAACP, (1954)
“The Southern Manifesto,” (1956)

Hassian, Condit & Luciates, “Rhetorical Boundaries of ‘the Law’”
Dickens & Schwartz, “Oral Arguments Before the Supreme Court”
Holmes, “Affirmative Reaction”
Parry-Giles, “Character, the Constitution, and the Ideological Embodiment of ‘Civil Rights’”

Recommended:
*Marshall, Oral argument in Briggs (1952)
*Bethune, “Full Integration” (1954)
Branch, *Parting the Waters*, p. 120-142
C. Vann Woodward (1955) *The Strange Career of Jim Crow*

Week 5: (9.24) Emmett Till (1955)

Hendrickson, “Mississippi Haunting”
Morris, “Domination, Church, and the NAACP”

Till Bradley, 1955 Address Bethel AME, (1955)

Harold & DeLuca, “Behold the Corpse”
Tell, “The ‘Shocking Story’ of Emmett Till

Recommended:
*Bullock, “Freedom is a Job for All of Us”

Paper Proposal Due


McGuire, *The Dark End of the Street*, p. 3-159
King, “Holt Street Address” (1955)
Carr, Address to Women’s Auxiliary Baptist State Convention, (1957)

Wilson, “Interpreting the Discursive Field”
Selby “Framing Social Protest”


**Recommended:**
Branch, *Parting the Waters* p. 143-271
*Henrickson, “Ladies Before Rosa”*
*Houck & Dixon, Introduction to *Rhetoric, Religion, and the Civil Rights Movement*
*King, “Give Us the Ballot” (1957)*

**Week 7: (10.8) Student Movements Part 1 (Greensboro, Nashville, & Freedom Rides: 1960-1961)**

Cohen, “Prophetic Minority Versus Recalcitrant Majority”
Murphree, “The Selling of Civil Rights”
Morris, “Birmingham: A Planned Exercise in Mass Disruption” p. 229-236 (NOTE: this is not the entire chapter)

SNCC Founding Statement (1960)
Baker, “Bigger than a Hamburger” (1960)
Baker, Address to the SNCC conference, Washington DC (1963)
Nash, Address to the National Catholic Conference for Interracial Justice (1961)

DeLaure, “Planting Seeds of Change”
O’Rourke, “Circulation and Noncirculation of Photographic Texts”
Murphy, “Domesticating Dissent”

**Recommended:**
Branch, *Parting the Waters*, p. 272-350

**Week 8: (10.15) Student Movements Part 2 (Albany to the Integration of Ole Miss: 1961-1962)**

Morris, “Birmingham: A Planned Exercise in Mass Disruption” p. 236-250 (NOTE: this is not the entire chapter)
Sanger, “Functions of Freedom Singing”
Sanger, Excerpts from *“When the Spirit Says Sing”*

Estes, *I am a Man*, p. 39-60
Documents from: microsites.jfk.library.org
   Meredith, “Letter to the Justice Department”
   Barnett, “Declaration to the People of Mississippi”
   Telegram to JFK from Patterson
   Telegram to JFK from Strom Thurmond
   Telegram to JFK from Quinn

**Recommended:**
Branch, *Parting the Waters*, p. 412-491
*Reed chapter in *The Art of Protest*
Week 9 (10.22): Project C/Birmingham (1963)

Contextual Analysis Due

Morris, “Birmingham: A Planned Exercise in Mass Disruption” p. 250-274

Wallace, Inaugural Address (1963)
Statement of Alabama Clergy to King (1963)
King, “Letter from a Birmingham Jail” (1963)

Gallagher, “Memory and Reconciliation”
Johnson, “MLK Jr. ’s 1963 Birmingham Campaign”
Lee, “The Populist Chameleon”

Recommended:
Branch, Parting the Waters p. 673-845
*Gaipa, “ ‘A Creative Psalm of Brotherhood’”
*Leff & Utley, “Instrumental and Constitutive Rhetoric”
*Patton, “A Transforming Response”

Week 10 (10.29): The March on Washington (1963)

Houck & Dixon, excerpt from Introduction to Women and the Civil Rights Movement (Note, this is not the whole chapter) p. ix-xi

Murray, Address to the National Council of Negro Women, Leadership Conference, (1963)
Kennedy, “Civil Rights Address” (1963)
Johnson, “Address at Gettysburg” (1963)
King, “I Have a Dream” (1963)
O’Boyle, “Invocation for the March on Washington” (1963)
Lewis, “Speech to the March on Washington” (Version 1 & 2) (1963)

Vail, “The ‘Integrative’ Rhetoric of MLK Jr.”
Parry-Giles & Parry-Giles, “Collective Memory, Political Nostalgia”

Recommended:
Branch, Parting the Waters, p. 846-922
*Lucaites & Condit, “Reconstructing <Equality>”
*Miller, “Second Isaiah Lands”

Week 11 (11.5): Malcolm X (1962-1965)

Estes, I am a Man, p. 87-106

Watch Macolm X Debates James Farmer & Wyatt Walker Part 1-6 (available on Part 1-6 (available on You Tube) (1963)
Malcolm X “Ballet or the Bullet” (1964)
Malcolm X, “To Mississippi Youth” (1964)
Francesconi, “Free Jazz and Black Nationalism”
Gorosvskii & Butterworth, “Muhammad Ali’s Fighting Words”
Houck, “By Any Means Necessary”

Recommenaked:
Branch, Pillar of Fire , p. 1-169 (offers a narrative about early work of Malcolm X alongside a narrative of what was happening in the King part of the movement during the same time); 514-613
*Malcolm X, “Message to the Grass Roots” (1963)
*Terrill, “Protest, Prophecy, and Prudence”

Week 12 (11.12): Voter Registration and Freedom Summer (1960-1964)

Estes, I am a Man, p. 62-86
Estes, “Engendering Movement Memories”

Hamer, “I Don’t Mind My Light Shining” (1963)
Hamer, “Testimony at the DNC” (1964)
Hamer, “I’m Sick and Tired of Being Sick and Tired” (1964)
Hayden & King, “A Kind of Memo” (1965)

Parker Brooks & Houck, “Showing Love and Telling it Like it is”

Recommended:
Branch, Pillar of Fire , p. 343-509
*Parker Brooks, “Oppositional Ethos”

Week 13: (11.19) Selma to Memphis & Beyond (1965-1968)

McGuire, At the Dark End of the Street, p.212-245
Estes, I am a Man, p. 132-151

Johnson, “We Shall Overcome” (1963)
Abernathy, “A Christian Movement in Revolutionary Age” (1965)
King, “I’ve Been to the Mountaintop” (1968)

Murphy, “A Time of Sorrow”
Armada, “Memorial Agon”

Recommended:
Branch, At Canaan’s Edge , p. 1-202; 563-771
*King, “Beyond Vietnam”
*Pauley, “Rhetoric and Timeliness”


Estes, I am a Man, p. 154-187
Breines, “Hope and Anger”

Marable & Mullings excerpt from Let Nobody Turns Us Around, includes:
Carmichael, “What We Want” (1966)
Rustin, “Black Power” (1966)
Davis, “I am a Revolutionary Black Woman” (1970)


Gallagher, “Black Power in Berkeley”
Burgess, “Rhetoric of Black Power”
Johnson, “Rhetoric of Huey P. Newton”

Recommended:
Klinker & Smith, The Unsteady March, p. 288-316
Branch, At Canaan’s Edge, p. 365-559
*Sellers, “Black Power and the Freedom Movement in Retrospect”
Newton, “Speech at Boston College” (1970)
(Found at: http://democracyandelasstruggle.blogspot.com/2012/04/huey-newtons-speech-at-boston-college.html)

Complete Draft of Seminar Paper Due at 6:00 p.m.

Final Papers due by 12:00, Wednesday December 11
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): Communication

2. Course prefix, number and complete title of course: COMM 653: Rhetoric and Public Culture

3. Catalog course description (not to exceed 50 words): Examination of how artifacts of public culture function rhetorically to transform public attitudes, opinion, and memory; analysis of documents, artworks, images, and histories from a humanities and social science perspectives.

4. Prerequisite(s): None

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.

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

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

9. Approval recommended by:
   - Department Head or Program Chair (Type Name & Sign) Date
   - Chair, College Review Committee Date
   - Dean of College Date
   - 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
COMM 653: Communication Rhetoric and Public Culture

Dr. Jennifer L. Jones Barbour
Office: Bolton Hall Room 209E
Phone: 979-845-4192
Email: jonesbarbour@tamu.edu
Office Hours: MWF 3-4pm and by appointment

COURSE DESCRIPTION: Examination of how artifacts of public culture function rhetorically to transform public attitudes, opinion, and memory; analysis of documents, artworks, images, and histories from a humanities and social science perspectives.

The “text-centeredness” of Western culture is well-known, but its “eye-centeredness” is not often engaged. Pictures have always been problematic forms of representation, but in our highly visual, increasingly digital, and mass-mediated age, the question of how we are to understand the discourse of images is even more pressing.

In this seminar we will engage and participate in the developing conversation across the humanities and social sciences about the implications of what is being called the “pictorial turn.” This course will consider the rhetorical aspects of the pictorial turn by exploring the multiple ways in which visual images become invention resources for argument in the public sphere.

PREREQUISITE: None

STUDENT LEARNING OUTCOMES:
Graduates of this course will
1) analyze critically and evaluate visual communication.
2) prepare and present their own analysis of visual communication to an audience.
3) construct extended written analysis of visual communication that explains pertinent contextual information and employs relevant scholarly literature to support their own claims.
4) revise their own writing based on feedback offered by others.

REQUIRED TEXTS:
1) Susan Sontag, On Photography
2) Catherine Lutz and Jane Collins, Reading National Geographic
3) WJT Mitchell, Picture Theory
4) Additional course readings will be available through links on ecampus

ASSIGNMENTS:
1) Analysis papers: Over the course of the semester you will write 2 5-7 page papers that analyze an example of visual rhetoric of your choice. You will present your analysis during class time. (15% each; 30% total)

2) Seminar facilitation: seminar participants will be required to prepare a brief discussion guide for the readings. Each reading will have a designated person who will prepare a brief (approximately 1 page) summary and set of questions designed to focus discussion. (10%)

3) Book Review: You will select a book from a list of texts related to visual culture, and write a book review of the type found in an academic journal of your choice (15%).

4) Final Paper: You will write a paper of 12-25 pages in which you engage a theoretical or critical problem emerging from our course readings and discussions in class. I expect papers engaging theory will be shorter and denser, while papers that take the form of a case study of visual rhetoric will necessarily be longer (45%).

Course Grading: Your course grade will be determined by the weighted average of the grades on individual assignments. Each assignment will receive a letter grade, with a numerical equivalent as follows:

\[ \begin{align*}
A &= 4.0 \\
B &= 3.0 \\
C &= 2.0 \\
D &= 1.0 \\
F &= 0.0
\end{align*} \]

So, for example, a student who receives a B on each analysis paper, an A on the seminar facilitation, an A on the book review, and a B on their final paper would have a course average of 3.25.

\[ (3 \times .15 + 3 \times .15 + 4 \times .10 + 4 \times .15 + 3 \times .45) = 3.25 \]

To convert the course average into a course grade, the following scale will apply:

<table>
<thead>
<tr>
<th>Course Average</th>
<th>Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5 and up</td>
<td>A</td>
</tr>
<tr>
<td>2.5 and up</td>
<td>B</td>
</tr>
<tr>
<td>1.5 and up</td>
<td>C</td>
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<tr>
<td>0.3335 and up</td>
<td>D</td>
</tr>
<tr>
<td>below 0.3335</td>
<td>F</td>
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</table>

So, for example, a student with a course average of 3.25 would receive a course grade of B.

To calculate your own final grade use the following formula:
(_____ x 0.15) +(_____ x 0.15) +(_____ x 0.10) +(_____ x 0.15) +(_____ x 0.45) =

AP 1  AP 2  Sem Fac  BR  FP  Course Avg.

Your work in this class will be graded carefully and strictly. It is assumed that you are capable of writing mature, graduate-level essays. Plagiarism will not be tolerated. Your work will be graded according to the following scale:

A = Exceptionally Strong Work demonstrating 1) polished prose form – meaning both advanced academic writing and no grammar errors; 2) sophisticated intellectual content – meaning insightful analysis - not summary; 3) tight argumentative structure – meaning that you have offered a thesis (made an argument) and supported it with evidence.

B = solid, strong work that misses one category while still achieving excellence in two categories.

C = work that addresses the criteria of the assignment while exhibiting serious flaws in one or more categories.

D = work that is poorly written and is structurally flawed. Such work requires, at the very least, immediate office consultation with me.

MISCELLANY

Use Chicago 15th edition or MLA 3rd edition for all papers. Proofread all writing carefully. I will return, unread, papers that do not conform to minimum standards of grammar, spelling, mechanics, and citation for graduate-level work.

The course will be run as a seminar. Attendance is expected and come prepared to engage. Everyone should come to each class having already completed the assigned readings, and having prepared questions, comments, and thoughtful responses to the readings. Please don’t feel inhibited by a lack of familiarity with what we read. I assume most of you have very little acquaintance with this body of literature. We’re all learning here (including me), and we should tackle the readings with that in mind. Everyone should function at all times as critical intellectuals, thoughtfully engaged in the course material, with your peers, and with me.

Plagiarism will not be tolerated. If you are unsure what constitutes plagiarism, see me, check a writing handbook, or consult the Texas A&M University Honor Code. Remember: “An Aggie does not lie, cheat, or steal or tolerate those who do.” (aggiehonor.tamu.edu)

AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this
legislation requires that all students with disabilities be guaranteed 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, room B118 or call 845-1637. For more information see disability.tamu.edu

ATTENDANCE:
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.

LATE WORK
Late work will only be accepted in cases of University excused absences. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

Special Accommodations: If you require accommodation for a disability, please contact me so that we may make arrangements for you.

<table>
<thead>
<tr>
<th>Schedule of Readings</th>
</tr>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
</tr>
<tr>
<td>January 13</td>
</tr>
<tr>
<td><strong>Introduction to the course</strong></td>
</tr>
<tr>
<td>Groarke, “Logic, Art and Argument”</td>
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<tr>
<td>Birdsell and Groarke, “Toward a Theory of Visual Argument”</td>
</tr>
<tr>
<td>Blair, “The Possibility and Actuality of Visual Arguments”</td>
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<tr>
<td>Olson, “Intellectual and Conceptual Resources for Visual Rhetoric”</td>
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<tr>
<th>Week 2</th>
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<tbody>
<tr>
<td>January 20</td>
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<tr>
<td><strong>A Few Foundational Texts</strong></td>
</tr>
<tr>
<td>Sontag, <em>On Photography</em></td>
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<tr>
<td>Brower, “Photography in the Age of Falsification”</td>
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<tr>
<th>Week 3</th>
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<tbody>
<tr>
<td>January 27</td>
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<tr>
<td><strong>Performing and Seeing I</strong></td>
</tr>
<tr>
<td>Twiggs, “The Performative Dimension of Surveillance”</td>
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<td>Finnegan, “Recognizing Lincoln”</td>
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<td>Hariman and Lucaites, “Performing Civic Identity”</td>
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<td>Jensen, “The Eating Disordered Life”</td>
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<tr>
<th>Week 4</th>
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<tbody>
<tr>
<td>February 3</td>
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<tr>
<td><strong>Performing and Seeing II</strong></td>
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<tr>
<td>Lutz and Collins, <em>Reading National Geographic</em></td>
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<td>Week 5</td>
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<tr>
<th>Week 6</th>
<th>February 17</th>
<th>Governing and Authorizing II</th>
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<tr>
<td></td>
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<td>DeLuca and Demo, “Imaging Nature”</td>
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<td></td>
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<td>Erickson, “Presidential Rhetoric’s Visual Turn”</td>
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<td><strong>Book Review Due</strong></td>
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<tr>
<th>Week 7</th>
<th>February 24</th>
<th>Show and Tell/Theory Building</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Analysis Paper 1 Due</strong></td>
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<tr>
<th>Week 8</th>
<th>March 3</th>
<th>Confronting and Resisting I</th>
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<tbody>
<tr>
<td></td>
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<td>Brouwer, “The Precarious Visibility Politics of Self-Stigmatization”</td>
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<td>Palczewski, “The Male Madonna and the Feminine Uncle Sam”</td>
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<td>McNaughton, “Hard Cases: Prison Tattooing as Visual Argument”</td>
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<td>Delcath and DeLuca, “Image Events, the Public Sphere and Argumentative Practice”</td>
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</tbody>
</table>

| March 10 |             | **No Class – Spring Break** |

<table>
<thead>
<tr>
<th>Week 9</th>
<th>March 17</th>
<th>Another Foundational Text</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>WJT Mitchell, <em>Picture Theory</em></td>
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<thead>
<tr>
<th>Week 10</th>
<th>March 24</th>
<th>Confronting and Resisting II</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Johnson, “Martin Luther King Jr.’s 1963 Birmingham Campaign as Image Event”</td>
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<td>Harold and DeLuca, “Behold the Corpse”</td>
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<tr>
<th>Week 11</th>
<th>March 31</th>
<th>Remembering and Memorializing</th>
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<tr>
<td></td>
<td></td>
<td>Foss, “Ambiguity as Persuasion”</td>
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</tbody>
</table>
Blair and Michel, “Reproducing Civil Rights Tactics”
LaWare, “Encountering Visions of Aztlan”
Blair et al, “VVM and Postmodernity”

Week 12
April 7
Show and Tell/Theory Building
Analysis Paper 2 due

Week 13
April 14
Consuming and Commodifying
Haskins, “Put Your Stamp on History”
Gillian Rose, Visual Methodologies Chapter 5
Teruggi Page, “Myth and Photography in Advertising”

Week 14
April 21
Comics
Scott McCloud, Understanding Comics Chapters 6&9
Edwards and Chen, “The First Lady/First Wife in Editorial Cartoons”
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): Communication

2. Course prefix, number and complete title of course: COMM 656: Feminism and Rhetoric

3. Catalog course description (not to exceed 50 words): Historical development of the ideology, theory and rhetorical practices of U.S. feminism; criticism of significant artifacts of women orators and writers from the 19th century to contemporary times.

4. Prerequisite(s): No

Cross-listed with: WCST 652

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 program(s) (e.g., B.A. in history)

   Women’s & Gender Studies Major or Minor; Communication Major or Minor

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: COMM

   Course #: 656

   Title (excluding punctuation): Feminism and Rhetoric

   Lect. Lab SCH CHF and Fund Code
   0 3 0 0 0 3 0 9 0 1 0 0 0 0 0 1 0 6 8 4 1 5 - 1 6 0 0 0 3 6 3 2

   Approval recommended by:

   Department Head or Program Chair (Type Name & Sign) 4/3/14

   Chair, College Review Committee

   Dean of College

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services

   Date

   Chair, GC or UCC

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
COMM 656: Feminism & Rhetoric
Cross-listed with WGST 652

Instructor: Dr. Tasha N. Dubriwny
Department: Communication and Women’s & Gender Studies
Office: Bolton Hall, 202C
Office Hours: TBA
Department of Communication Phone: 845-5500
Email: tdubriwny@tamu.edu

Course Description: Historical development of the ideology, theory and rhetorical practices of U.S. feminism; criticism of significant artifacts of women orators and writers from the 19th century to contemporary times.

Prerequisites: None

Learning Outcomes:
- Identify and understand different “waves” of feminism
- Apply rhetorical theory to feminist texts
- Analyze and evaluate feminist activism in contemporary and historical contexts
- Understand the many dimensions of feminism theory
- Write critically about feminist social movements

Required Texts:
- Karlyn Kohrs Campbell, Man Cannot Speak for Her, Vol. 1 & 2
- Susan Zaeske, Signatures of Citizenship
- Bonnie J. Dow, Prime Time Feminism
- Kristan Poirot, A Question of Sex: Feminism, Rhetoric and Differences that Matter
- Barbara Crow, Radical Feminism: A Documentary Reader

Course Assignments:
Class leadership exercise (25%)
Book review (15%)
Seminar paper proposal (10%)
Seminar paper draft (10%)
Seminar paper (30%)
Paper presentation (5%)
Participation (5%)
Full descriptions of each assignment are available on our ecampus site.
Grading:
Final grades will be calculated according to this scale:
89.5-100 = A  59.5-69.49 = D
79.5-89.49 = B  59.49 and below = F
69.5-79.49 = C

Course Policies:
Read the following policies carefully. Enrollment in the class constitutes agreement and understanding of these policies. **Your ignorance of these policies will not be an acceptable excuse for violating them.**

Academic Honesty & Integrity:
*“An Aggie does not lie, cheat, or steal, or tolerate those who do.”*
I take academic honesty seriously. A violation of academic honesty and integrity includes, cheating, fabricating documents and sources, plagiarism, and submitting substantial portions of the same work for multiple credit. Each student is required to sign a document that states that he/she understands TAMU’s academic misconduct policies and demonstrates one’s commitment to the Aggie Honor Code. For more information visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

Public Information Act & Email Correspondence:
As an employee of the state of Texas, any university business that is communicated to me, via email, is subject to public information requests. At any time, if requested, I have to relinquish any emails that I have sent or have been sent to me to any interested party. Please be advised that any email that you send to me is subject to public release.

American Disabilities Act 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](http://disability.tamu.edu).

Attendance:
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Late Work:
Late work will only be accepted in cases of University excused absences. University rules related to excused and unexcused absences are located on-line at [http://student-rules.tamu.edu/news07](http://student-rules.tamu.edu/news07).
Week 1: Rhetoric and Women in History


Week 2: Feminism and the Rhetorical Tradition

Week 3: Women and Abolition
Zaeske, Signatures of Citizenship

Week 4: Women and Abolition

Week 5: Women and the Temperance Movement

Week 6: Feminism’s First Wave
Rosemary Tong, Feminist Thought, Ch 1
Campbell, Man Cannot Speak for Her, Vol 1 & 2 (selections TBA)

Week 7: Feminism’s First Wave
Campbell, Man Cannot Speak for Her, Vol 1 & 2 (selections TBA)

Week 8: Feminism’s First Wave

Week 9: Feminism’s First Wave

Week 10: Feminism’s Second Wave—Overview and Liberal Feminism
Ruth Rosen, The World Split Open: How the Modern Women’s Movement Changed America
Week 11: Feminism’s Second Wave—Radical Feminism
Tong, *Feminist Thought*, Ch 2
Crow, *Radical Feminism: A Documentary Reader*

Week 12: Feminism’s Second Wave—The Women’s Health Movement, Reproductive Rights
Wendy Kline, *Bodies of Knowledge* (selections)
Dubriwny, Redstockings

Week 13: Feminism’s Second Wave—Entertainment Media
Bonnie Dow, *Prime Time Feminism*

Week 14: History of Feminist Rhetoric
*Available Means: An Anthology of Women’s Rhetoric(s)*. Edited by Joy Ritchie and Kate Ronald (AM)
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): Graduate Program in Genetics

2. Course prefix, number and complete title of course: GENE 638 Prediction of Genetics Merit

3. Catalog course description (not to exceed 50 words): Mixed linear models and best linear unbiased prediction for genetic evaluation.

4. Prerequisite(s): GENE 613

Cross-listed with: ANSC 638
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 program(s) (e.g., B.A. in history)

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

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)
   GENE 638 PREDICTION GENETIC MERIT

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CHP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>HCC Code</th>
<th>Level</th>
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<tbody>
<tr>
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<td>0 0</td>
<td>3</td>
</tr>
</tbody>
</table>

Approval recommended by:

Department Head or Program Chair (Type Name & Sign) 3-27-14

Chair, College Review Committee 4/16/14

Dean of College 4/16/14

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 02/14
ANSC/GENE 638
Prediction of Genetic Merit
Texas A&M University
Fall 20XX

Instructor: David G. Riley
Associate Professor
Department of Animal Science
432E Kleberg
845-2667
david-riley@tamu.edu

Office hours: Monday & Friday: 10:00 to noon and 1:00 – 4:00 p.m.
These are not the only times available, but times other than these should be made by appointment.

Time: 8:00 to 9:15 a.m.

Place: 400 KLCT

Objective: Introduction of Mixed Linear Models and Best Linear Unbiased Prediction for genetic evaluation for traits inherited in a polygenic manner and having an additive genetic component.


Grade: Exams (2) 65% A = 89.5 to 100 D = 59.5 to 69.4
Homework (6) 35% B = 79.5 to 89.4 F = 59.4 and below
            C = 69.5 to 79.4

Homework assignments turned in one to six days late will receive an automatic 30% grade reduction; assignments turned in seven days late will automatically receive a grade of zero. Homework assignments are primarily computational in nature. Students with excused absences will be allowed to make up missed assignments within the same time requirements. All homework assignments are due by 5:00 PM on their respective dates.

The exams are given as open-note, take home exams. You will have 2 days to complete each exam. The exams have both computational and theory/discussion aspects. Exams are due by 5:00 PM on their respective dates.
The tentative schedule for graded assignments will be:

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Sep 4</td>
<td>Homework 1 – due Sep 11</td>
</tr>
<tr>
<td>Sep 11</td>
<td>Homework 2 – due Sep 18</td>
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<tr>
<td>Sep 20</td>
<td>Homework 3 – due Sep 27</td>
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<tr>
<td>Oct 9</td>
<td>Exam I</td>
</tr>
<tr>
<td>Oct 25</td>
<td>Homework 4 – due Nov 1</td>
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<tr>
<td>Nov 6</td>
<td>Homework 5 – due Nov 13</td>
</tr>
<tr>
<td>Nov 15</td>
<td>Homework 6 – due Nov 27</td>
</tr>
<tr>
<td>Dec 10, 1-3 pm</td>
<td>Exam II</td>
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</tbody>
</table>

Course content:
Matrix Algebra
- Review of arithmetic operations using matrices: conformability for addition; conformability for multiplication; operations involving scalars.
- Inverse of matrices as analogous to scalar division
- Partitioning matrices for facilitation of coding and problem solving
- Generalized inverses and their role in prediction equations

Linear Models
- Writing the model
- Distinguishing fixed from random effects
- Derivation of the mixed model equations
- Necessary assumptions for the mixed model equations
- Equivalent models—reduced animal model
- Structure of equations for repeated records on individuals

Best Linear Unbiased Prediction
- Prediction error variance as a criterion of predicted random effects
- Properties of solutions to the mixed model equations—BLUP random effects and BLUE fixed effects
- Incorrect model specifications
- Violation of model assumptions and effect on interpretation
- Estimability and constraints on estimates—use of the generalized inverse of the coefficient matrix to confirm what is being estimated.
- Partitioning phenotypes \( P = G + E; G = A + D + I, E = EP + ET \)
- Maternal effects and their essential inclusion in mammalian models

Inverse numerator relationship matrix
- Review of construction of this matrix
- Algorithm for rapid inversion of the numerator relationship matrix
- Individuals without records

Solving Linear Systems of Equations
- Iterative procedures as an alternative to direct inversion
- Gauss-Seidel methodology
- Estimation of variance components
- Convergence statistics
Absorbing levels of fixed effects to reduce size of the equations

Genetic Evaluation Models
- Animal and Reduced Animal Models
- Sire and Sire-Maternal Grandsire Models
- Multiple Trait Models

Genomic Selection
- Modeling SNP effects
- Training vs. validation populations
- Opportunities and Challenges

Software employment
- Commonly used software packages
- Pedigree and data file set-up
- Basic program operation
- Interpretation of results

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**Plagiarism:** The handouts used in this course are copyrighted. By "handouts", I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of claiming the ideas, words, writings, etc, of another person as your own work. This means you are committing plagiarism if you copy 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 latest issue of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty." Definitions of academic misconduct are also available online at http://www.tamu.edu/aggiehonor.

Aggies do not lie, cheat or steal, or tolerate those who do.
BIOGRAPHICAL SUMMARY
David Greg Riley

Professional Experience:

Associate Professor, Texas A&M University, June 1, 2009.

Research Geneticist, USDA, ARS, Subtropical Agricultural Research Station, Brooksville, FL 2000-2009


Research Interests:

Applied breeding and genetics in beef cattle, primarily, but also sheep and hogs.

Association of phenotypes with markers in the genome.

Utilization of genomic information to predict breeding values for a variety of traits.

Gene pathways influencing phenotypes in livestock.

Investigation of reciprocal differences in *Bos indicus-Bos taurus* crosses for fertility and production traits with particular interest on epigenetic influences.

Study of genotype-environment interactions on production efficiency and body composition in live animals and beef carcasses.

Heterosis expression in livestock.

Education:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D.</td>
<td>Texas A&amp;M University</td>
<td>2000</td>
</tr>
<tr>
<td>M.S.</td>
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<td>1997</td>
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<td>B.S.</td>
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</table>

Genetics
Animal Breeding
Agricultural Economics
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
*Submit original form and attach a course syllabus.*

Form Instructions

1. Course request type:
   - □ Undergraduate
   - ✔ Graduate
   - □ First Professional (e.g., DVM, J.D., M.D., etc.)

2. Request submitted by (Department or Program Name):
   COM - Graduate Studies - Education for Healthcare Professionals

3. Course prefix, number and complete title of course:
   HCPI 552 - Scholarship and Application

4. Catalog course description (not to exceed 50 words):
   This course will advance the role of the healthcare professional in the utilization of new knowledge through scholarly inquiry, integration and application. The emphasis is on integrating theory and the research process into a systematic evaluation and application of evidence-based research. Ethical conduct of research will be emphasized. Qualitative and quantitative methods will be explored. Synthesis, development and implementation of the research process will be utilized to improve guidelines in healthcare practice, the healthcare environment and, ultimately, health outcomes.

5. Prerequisite(s):
   Cross-listed with: NURS 552
   Stacked with:

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

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

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

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

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

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

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

12. Prefix Course # Title (excluding punctuation)
    HCPI 552 Scholarship Integ & App

    | Dept. | Lec. | Lab | SCH | CIP | 860 | Code |
    |-------|------|-----|-----|-----|-----|------|
    | 0     | 3    | 00  | 03  | 5   | 100 | 01   |
    | 14    | 19   | 36  | 14  | 1   | 5   | 0    |
    | 0     | 3     | 6   | 3   | 2   |     |      |

    Approval recommended by:
    Dr. Courtney West 4-29-14
    Dr. Van Wilson 5-5-14
    Dr. Paul Ogden 5-5-14

    Submitted to Coordinating Board by:
    Chair, GC or UCC 5-5-14
    Dean of College 5-5-14

    Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services - 04/14
I. HCPI/NURS 552: Scholarship: Integration & Application

II. Online Course/3 Credit Hours

III. Fall 2015

III. Course Directors and Coordinators

*Current design is set up for a 15 week full semester course. If this course is taught in the summer as is currently expected, schedules will be adjusted accordingly to fit the number of weeks the course is offered for, but no curriculum changes will be made.

Bryan/College Station Campus

<table>
<thead>
<tr>
<th>Course Director</th>
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</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Jodie C. Gary, PhD, RN</td>
</tr>
<tr>
<td>Email</td>
</tr>
<tr>
<td><a href="mailto:gary@tamhsc.edu">gary@tamhsc.edu</a></td>
</tr>
<tr>
<td>Phone</td>
</tr>
<tr>
<td>979.436.0144</td>
</tr>
<tr>
<td>Office location</td>
</tr>
<tr>
<td>Bryan, TX</td>
</tr>
<tr>
<td>Office hours</td>
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<tr>
<td>By appointment</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Director</th>
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</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Kevin Gosselin, PhD</td>
</tr>
<tr>
<td>Email</td>
</tr>
<tr>
<td><a href="mailto:gosselin@tamhsc.edu">gosselin@tamhsc.edu</a></td>
</tr>
<tr>
<td>Phone</td>
</tr>
<tr>
<td>979.436.0153</td>
</tr>
<tr>
<td>Office location</td>
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<td>Bryan, TX</td>
</tr>
<tr>
<td>Office hours</td>
</tr>
<tr>
<td>By appointment</td>
</tr>
</tbody>
</table>

IV. Course Description (from HSC Course Catalogue) and Overview

This course will advance the role of the healthcare professional in the utilization of new knowledge through scholarly inquiry, integration and application. The emphasis is on integrating theory and the research process into a systematic evaluation and application of evidence-based research. Ethical conduct of research will be emphasized. Qualitative and quantitative methods will be explored. Synthesis, development and implementation of the research process will be utilized to improve guidelines in healthcare practice, the health care environment and, ultimately, health outcomes.

VI. Course Objectives and Evaluation Method
Upon completion of the course, students will be able to:

<table>
<thead>
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<th>Course Objective:</th>
<th>Taught (T) and/or Evaluated (E):</th>
<th>Evaluation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>T/E</td>
<td>Theoretical Foundations Paper</td>
</tr>
<tr>
<td>Integrate theory into the appraisal of practice evidence</td>
<td>T/E</td>
<td>Critiques of existing studies</td>
</tr>
<tr>
<td>Appraise existing quantitative, qualitative, and mixed methods studies for application to practice</td>
<td>T/E</td>
<td>Appraisal of clinical practice guidelines implementation plan</td>
</tr>
<tr>
<td>Utilize clinical practice guidelines in patient care</td>
<td>T/E</td>
<td></td>
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</tbody>
</table>

VII. Attendance Policy-Web participation according to course requirements

VIII. Policies and Procedures

Please refer to COM Office of Research and Graduate Studies policies and procedures

IX. Learning Materials and Activities

All course materials are available online 24/7.

Textbooks (Required and Electronic Resources)


X. Grading and Remediation Policies

The final course grade will be based on the following:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>RANGE</th>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>B</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>F</td>
<td>Below 70</td>
</tr>
</tbody>
</table>
XI. Important Legal Information

a. FERPA

The Federal Education Rights & Privacy Act, requires that we advise students that by registering for this course, their HSC assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.

b. Americans with Disabilities Act 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

c. Academic Integrity Statement

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Academic Dishonesty Students are expected to adhere to all TAMUS, HSC, and SGS policies regarding academic integrity and classroom conduct. Academic integrity is the pursuit of scholarly activity free from fraud and deception. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student's responsibility to have a clear understanding of how to reference other individuals' work, as well as having a clear understanding in general as to the various aspects of academic dishonesty. A tutorial on this issue is available on myHsc at: http://library.asp.tamu.edu/bj/Tutorials/InfoLit/InfoEthics/AcadInteg.html

d. Equal Opportunity Statement

The Texas A&M Health Science Center is an Equal Opportunity/Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Officer by phone at (979) 458-7280 or by mail at 301 Tarrow, 6th Floor, College Station, Texas 77845.

Note: More information is available on the aforementioned topics to all students in the online course catalog.
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): Women’s & Gender Studies Program
2. Course prefix, number and complete title of course: WGST 652 Feminism and Rhetoric
3. Catalog course description (not to exceed 50 words):
   Historical development of the ideology, theory and rhetorical practices of U.S. feminism; criticism of significant artifacts of women orators and writers from the 19th century to contemporary times.

4. Prerequisite(s): None
   Cross-listed with: COMM 656
   Stacked with: 

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

   Women’s & Gender Studies Major or Minor; Communication Major or Minor

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: WGST 652
   Course Title: Feminism and Rhetoric
   Credit: 3
   Lab: 0
   S/C/B: 0
   CP and Fund Code: 0300
   Admin. Unit: 1735
   Acad. Year: 15-16
   HICE Code: 003632

   Approval recommended by:
   Claire Katz Department Head or Program Chair (Type Name & Sign) 5/21/14
   (if cross-listed course) Date
   Kevin Barge Department Head or Program Chair (Type Name & Sign) 5/21/14
   Date
   Chair, College Review Committee Date
   Dean of College Date
   Chair, GC or UCC 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
WGST 652: Feminism & Rhetoric
Cross-listed with COMM 656

Instructor: Dr. Tasha N. Dubriwny
Department: Communication and Women's & Gender Studies
Office: Bolton Hall, 202C
Office Hours: TBA
Department of Communication Phone: 845-5500
Email: tdubriwny@tamu.edu

Course Description: Historical development of the ideology, theory and rhetorical practices of U.S. feminism; criticism of significant artifacts of women orators and writers from the 19th century to contemporary times.

Prerequisites: None

Learning Outcomes:
- Identify and understand different “waves” of feminism
- Apply rhetorical theory to feminist texts
- Analyze and evaluate feminist activism in contemporary and historical contexts
- Understand the many dimensions of feminism theory
- Write critically about feminist social movements

Required Texts:
- Karlyn Kohrs Campbell, Man Cannot Speak for Her, Vol. 1 & 2
- Susan Zaeske, Signatures of Citizenship
- Bonnie J. Dow, Prime Time Feminism
- Kristan Poirot, A Question of Sex: Feminism, Rhetoric and Differences that Matter
- Barbara Crow, Radical Feminism: A Documentary Reader

Course Assignments:
Class leadership exercise (25%)
Book review (15%)
Seminar paper proposal (10%)
Seminar paper draft (10%)
Seminar paper (30%)
Paper presentation (5%)
Participation (5%)
Full descriptions of each assignment are available on our ecampus site.
Grading:
Final grades will be calculated according to this scale:
89.5-100 = A
79.5-89.49 = B
69.5-79.49 = C
59.49 and below = F

Course Policies:
Read the following policies carefully. Enrollment in the class constitutes agreement and understanding of these policies. Your ignorance of these policies will not be an acceptable excuse for violating them.

Academic Honesty & Integrity:
"An Aggie does not lie, cheat, or steal, or tolerate those who do."
I take academic honesty seriously. A violation of academic honesty and integrity includes, cheating, fabricating documents and sources, plagiarism, and submitting substantial portions of the same work for multiple credit. Each student is required to sign a document that states that he/she understands TAMU’s academic misconduct policies and demonstrates one’s commitment to the Aggie Honor Code. For more information visit: http://aggiehonors.tamu.edu.

Public Information Act & Email Correspondence:
As an employee of the state of Texas, any university business that is communicated to me, via email, is subject to public information requests. At any time, if requested, I have to relinquish any emails that I have sent or have been sent to me to any interested party. Please be advised that any email that you send to me is subject to public release.

American Disabilities Act 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.

Attendance:
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.

Late Work:
Late work will only be accepted in cases of University excused absences. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.
Week 1: Rhetoric and Women in History


Week 2: Feminism and the Rhetorical Tradition

Week 3: Women and Abolition
Zaeske, Signatures of Citizenship

Week 4: Women and Abolition

Week 5: Women and the Temperance Movement

Week 6: Feminism’s First Wave
Rosemary Tong, Feminist Thought, Ch 1
Campbell, Man Cannot Speak for Her, Vol 1 & 2 (selections TBA)

Week 7: Feminism’s First Wave
Campbell, Man Cannot Speak for Her, Vol 1 & 2 (selections TBA)

Week 8: Feminism’s First Wave

Week 9: Feminism’s First Wave

Week 10: Feminism’s Second Wave—Overview and Liberal Feminism
Ruth Rosen, The World Split Open: How the Modern Women’s Movement Changed America
Week 11: Feminism’s Second Wave—Radical Feminism
Tong, Feminist Thought, Ch 2
Crow, Radical Feminism: A Documentary Reader

Week 12: Feminism’s Second Wave—The Women’s Health Movement, Reproductive Rights
Wendy Kline, Bodies of Knowledge (selections)
Dubriwny, Redstockings

Week 13: Feminism’s Second Wave—Entertainment Media
Bonnie Dow, Prime Time Feminism

Week 14: History of Feminist Rhetoric
Available Means: An Anthology of Women’s Rhetoric(s). Edited by Joy Ritchie and Kate Ronald (AM)
Course Changes
Texas A&M University
Departmental Request for a Change in Course
Undergraduate ♦ Graduate ♦ Professional

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

2. Course prefix, number and complete title of course: BIOL 611 MOLEC BIOL DIFF & DEV

3. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason): ___________________________
   c. Cross-list with: GENE 611

   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 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: BIOL 611 - MOLECULAR BIOLOGY OF DIFFERENTIATION AND DEVELOPMENT. Major paradigms of eukaryotic gene regulation in terms of the role of gene expression during ontogeny and the effect of dysfunction in these processes on the neoplastic state. Cross-listed with NRSC 611.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): BIOL 611 - DEVELOPMENTAL GENETICS

7. a. As currently in course inventory:

   Prefix | Course # | Title (excluding punctuation) |
   ------ | --------- | ----------------------------- |
   BIOL 611 MOLEC | MOLEC BIOL DIFF & DEV |

   Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | HIC Code | Level |
   ------ | ---- | ---- | ------------------- | ------------ | --------- | ----- |
   0 | 3 | 0 | 0 | 3 | 2 | 6 | 0 | 4 | 0 | 4 | 0 | 0 | 0 | 2 | 0 | 4 | 4 | 0 | 0 | 3 | 6 | 3 | 2 |

   b. Change to:

   Prefix | Course # | Title (excluding punctuation) |
   ------ | --------- | ----------------------------- |
   BIOL 611 DEV GENETICS |

   Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | HIC Code |
   ------ | ---- | ---- | ------------------- | ------------ | ---------- | --------- |
   0 | 3 | 0 | 0 | 3 | 2 | 6 | 0 | 4 | 0 | 4 | 0 | 0 | 0 | 2 | 0 | 4 | 4 | 0 | 1 | 4 | - | 1 | 5 | 0 | 0 | 3 | 6 | 3 | 2 |

   Approval recommended by:
   Thomas D. McKnight
   Department Head or Program Chair (Type Name & Sign) Date 05/12/15
   Chair, College Review Committee Date
   Craig J. Costes
   Department Head or Program Chair (Type Name & Sign) Date
   Dean of College Date

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

   Associate Director, Curricular Services Date
   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu
   Curricular Services – 02/11
Form Instructions

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

2. Course prefix, number and complete title of course: COMM 654 History and Theory of Rhetoric to 1800

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.

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:
   COMM 654. History and Theory of Rhetoric to 1800. (3-0). Credit
   Emphasis on interactions between rhetorical theory and practice; includes Sophista, Stoic logic and rhetoric, poetic and stylistics from Plato through Cicero, semiotics and hermeneutics in medieval rhetoric, Enlightenment rhetoric and moral philosophy, literary. Cross-listed with ENGL 654.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): COMM 654. Classical Rhetoric (3-0).
   Credit 3. Origins of rhetoric in classical Greece and Rome; exploration of the relationship between philosophy, rhetoric, and democratic political culture; the contemporary relevance of classical thought to contemporary problems. Cross-listed with ENGL 654.

7. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
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<th>Title (excluding punctuation)</th>
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<tbody>
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<td>COMM</td>
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<td>RHETORIC TO 1800</td>
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<th>Admin Unit</th>
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</table>

   b. Change to:

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<th>Title (excluding punctuation)</th>
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</thead>
<tbody>
<tr>
<td>COMM</td>
<td>654</td>
<td>CLASSICAL RHETORIC</td>
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<table>
<thead>
<tr>
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<th>Lab</th>
<th>SCH</th>
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</tr>
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</table>

   Approval recommended by:

   [Signature]

   Chair, College Review Committee
   Date

   Dean of College
   Date

   Submitted to Coordinating Board by:

   [Signature]

   Chair, GC or UCC
   Date

   Effective Date

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
COMM 654: CLASSICAL RHETORIC
Cross-listed with ENGL 654

Instructor: Dr. Nathan Crick, Associate Professor
Department: Communication
Office: 209a Bolton Hall
Email: crick@tamu.edu
Office Hours: Mon / Tues 10:30-12:00 and by appt.

COURSE DESCRIPTION: Origins of rhetoric in classical Greece and Rome; exploration of the relationship between philosophy, rhetoric, and democratic political culture; the contemporary relevance of classical thought to contemporary problems.

The art of rhetoric was born in Classical Greece. This does not mean, however, that the ability to persuade others by means of symbols was in any way invented by the Greeks. Persuasion is intrinsic to the nature of language and occurs in some form in all communicative action. By the “art” of rhetoric, I mean a rational system of productive and critical methods focused specifically on how individuals use persuasive arguments to encourage others to collective action in the midst of some shared problem. In other words, the fact that the origin of rhetoric coincided with the origin of democracy is not accidental. In both, emphasis falls on how social individuals use language to influence the actions and judgments of others.

However, this course is not simply about studying the methods of persuasion in Classical Greece. It is about understanding how rhetoric functioned in the entire context of Greek culture in the 5th and 4th centuries B.C.E. To understand rhetoric, then, one must also understand the nature of Greek law, art, science, and economy. To understand these relationships, we will examine three dominant perspectives—the Sophistical, the Platonic, and the Aristotelian, each adopting a different philosophical approach that reflects the changing circumstances of Greek history. Also, we will look at three Greek dramas in order to show how all of these cultural forces were portrayed by the great artists of the past.

PREREQUISITE: NONE

REQUIRED TEXTS


LEARNING OUTCOMES

Students will learn to
- identify the distinct rhetorical traditions that develop over the course of classical Greek history
- distinguish the characteristic traits of literate and oral cultures
- analyze and rhetorical text according to Platonic, Sophistical, and Aristotelian standards
- demonstrate a working knowledge of the relationship between philosophy and rhetoric at its origin point in Greek democracy
- write a 20 page seminar paper which applies classical concepts to some contemporary artifact

POLICIES

Academic Honesty & Integrity:
"An Aggie does not lie, cheat, or steal, or tolerate those who do."
I take academic honesty seriously. A violation of academic honesty and integrity includes, cheating, fabricating documents and sources, plagiarism, and submitting substantial portions of the same work for multiple credit. Each student is required to sign a document that states that he/she understands TAMU's academic misconduct policies and demonstrates one's commitment to the Aggie Honor Code. For more information visit: http://aggiehonor.tamu.edu.

Public Information Act & Email Correspondence:
As an employee of the state of Texas, any university business that is communicated to me, via email, is subject to public information requests. At any time, if requested, I have to relinquish any emails that I have sent or have been sent to me to any interested party. Please be advised that any email that you send to me is subject to public release.

American Disabilities Act 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.

Attendance:
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Late Work
Late work will only be accepted in cases of University excused absences. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

Standard Letter Grading Scale
A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = <60

Grade Breakdown
Weekly essays 100 * .30 = 30
Paper 1 100 * .15 = 15
Final Paper 100 * .35 = 35
Prezi 100 * .20 = 20

TOTAL 100

REQUIREMENTS:

1) **Weekly essays** (30): every week you will be required to turn in a two-page assignment in which you take from the readings a specific concept (whether it is explicit or implicit) and then spend one page defining the concept (using extensive quotes) and one page articulating a real life, contemporary example in which you see it at work. What you intend to argue will then be articulated as a one sentence thesis statement at the top of the paper. For instance “Aristotle’s concept of metaphor as something which occurs before-the-eyes accounts for the power of 9/11 as a recurring political metaphor do to the way we visualize the collapse of the twin towers.” These essays will be graded particularly on how well the paper meets the standards for scholarly form. It will be graded on a check, check minus, check plus scale, being equivalent to 40, 70, and 100 %.

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3) **Prezi presentation** (20): the last day of the class will feature 10 min. presentations based on their seminar paper research. It will use prezi.com to compose a lively and engaging presentation of your object of study and your interpretive frame.
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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): Communication

2. Course prefix, number and complete title of course: 655 History and Theory of Rhetoric since 1800

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

   Cross-listed courses require the signatures 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 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:________________________


7. a. As currently in course inventory:

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   Approval recommended by: ____________________________________________________________  
   ____________________________  
   Date: ____________________________  

   Chair, College Review Committee  
   ____________________________  
   Date: ____________________________  

   Department Head or Program Chair (Type Name & Sign)  
   ____________________________  
   Date: ____________________________  

   Dean of College  
   ____________________________  
   Date: ____________________________  

   Submitted to Coordinating Board by:  
   ____________________________  
   Date: ____________________________  

   Associate Director, Curricular Services  
   ____________________________  
   Date: ____________________________  

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.  
   Curricular Services – 02/11
COMM 655
CONTEMPORARY THEORIES OF RHETORIC
Cross-listed with ENGL 655

Instructor: Dr. Nathan Crick, Associate Professor
Department: Communication
Office: 209a Bolton Hall
Email: crick@amu.edu
Office Hours: Mon / Tues 10:30-12:00 and by appt.

COURSE DESCRIPTION: Investigation of the major figures in rhetorical theory in the 20th and 21st centuries; analysis of the relationship between rhetoric and power; identification of new challenges for rhetoric in a global, multicultural, technological age.

Rhetoric is about the social struggle over meaning, and hence, over power. It is about how people use language and symbols to replace one thing with another, and hence transform the way a society or community thinks, feels, and behaves. To understand this process, we must know what society is, what makes it possible, what obstacles it faces, what it fears and desires, what it acknowledges and ignores. Rhetoric is ultimately about how people act as agents of social change, using whatever symbolic power they can harness to move people from this place to that place. “Rhetorical theory” thus studies rhetoric as a cultural phenomenon rather than a merely persuasive one. It addresses broader questions concerning the function of rhetoric in the public sphere, the situational character of discourse, the role and character of audience, and the relationship between rhetoric and truth, and the psychological and sociological structures that enable rhetorical persuasion.

Language and rhetoric understood as "speech" plays a role in that process, but it is not an exclusive one. Speeches are merely manifestations and representative of a larger social consciousness. One also persuades through images, protests, presentations, performances, music, sculpture, and all the other arts and sciences that make up a culture. Rhetoric provides a vocabulary to understand the process of social change as instigated by particular social actors with their own particular motivations and means.

Prerequisites: None

REQUIRED TEXTS
Gerard Hauser, Introduction to Rhetorical Theory (Long Grove, IL: Waveland, 2001)
Robert Hariman, Political Style (Chicago: University of Chicago Press, 1995)
Michael Billig, Arguing and Thinking (Cambridge: Cambridge University Press, 1996)
John Lucaites, Michelle Condit, and Sally Caudill, Contemporary Rhetorical Theory Reader (New York: Guilford, 1998)
LEARNING OUTCOMES

Students will learn to
- compose a 20 page seminar paper that employees contemporary theories to interpret a specific object of analysis
- distinguish between major contemporary theories of the past three decades
- analyze and interpret theoretical texts according to contemporary problems and situations
- engage other students in critical dialogue about the nature and importance of theories

POLICIES

Academic Honesty & Integrity:
"An Aggie does not lie, cheat, or steal, or tolerate those who do."
I take academic honesty seriously. A violation of academic honesty and integrity includes, cheating, fabricating documents and sources, plagiarism, and submitting substantial portions of the same work for multiple credit. Each student is required to sign a document that states that he/she understands TAMU’s academic misconduct policies and demonstrates one’s commitment to the Aggie Honor Code. For more information visit: http://aggiehonor.tamu.edu.

Public Information Act & Email Correspondence:
As an employee of the state of Texas, any university business that is communicated to me, via email, is subject to public information requests. At any time, if requested, I have to relinquish any emails that I have sent or have been sent to me to any interested party. Please be advised that any email that you send to me is subject to public release.

American Disabilities Act 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.

Attendance:
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.

Late Work
Late work will only be accepted in cases of University excused absences. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

Standard Letter Grading Scale
A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = <60
Grade Breakdown
Responses 100 * .40 = 40
Presentation 100 * .20 = 20
Paper 100 * .40 = 40

TOTAL 100

REQUIREMENTS

1) **Response Pieces (40 points):** For every reading, you will be required to hand in a one-page response piece due the day the reading is assigned. I do not expect a formal analysis of the essay. Rather, I expect an honest and plain-spoken reaction to what you have read. The purpose of these assignments is to get your mind working through the arguments in preparation for class discussion. Each piece should be about 2 double-spaced pages. Please number the sections, quote the passages to which you are reacting (single spaced) and also cite the page number of the passage. You will respond in three ways.

   a. **React to a Passage You Liked:** Quote a passage that struck you as particularly interesting, insightful, or eloquent. Explain why you liked it.

   b. **React to a Passage You Didn’t Like:** Quote a passage that seemed wrong in some way in terms of its argument or perspective. Explain why you disagreed with it or thought it lacking.

   c. **Cite a Passage that Raised a Question:** Quote a passage that you either did not understand or that raises a genuine question in your mind. By “genuine” I mean that you honestly feel curious or perplexed, not a rhetorical question that simply passes judgment on something. Explain your question and why it is significant.

2) **Presentation of Rhetorical Artifact (20 points):** Each of you will be responsible for bringing in a rhetorical artifact for interpretation and discussion during one class period. Your choice of artifact should be able to be viewed/read/listened to within a 15 minute period, after which you will offer a 15 minute oral interpretation using concepts from the class. Class discussion of this artifact will follow. This artifact may or may not relate to the subject of your seminar paper. That is up to you.

3) **Seminar Paper (40 points):** You will produce a 15-20 page seminar paper at the end of the course. This paper should consist of original research and should be of one of two categories or a mix of both. (1) **Object Analysis:** In this paper, you are applying course concepts to a rhetorical artifact, much as you did in the presentation. This paper relies on primary source research and a keen eye for critical analysis. (2) **Theory Construction:** In this paper, you are examining theoretical concepts themselves in order to reveal their critical errors or limitations and open the possibility for new ideas. This paper relies on your ability to manipulate philosophical concepts apart from practical application.
Class Schedule

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Form Instructions

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

2. Course prefix, number and complete title of course: 654 History and Theory of Rhetoric to 1800

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

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Approval recommended by: ____________

Department Head or Program Chair (Type Name & Sign) 5/13/14

Chair, College Review Committee ____________ Date 5/14/14

Dean of College ____________ Date 5/14/14

Submitted to Coordinating Board by: ____________ Date

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 02/11
ENGL 654: CLASSICAL RHETORIC
Cross-listed with COMM 654

Instructor: Dr. Nathan Crick, Associate Professor
Department: Communication
Office: 209a Bolton Hall
Email: crick@tamu.edu
Office Hours: Mon / Tues 10:30-12:00 and by appt.

COURSE DESCRIPTION: Origins of rhetoric in classical Greece and Rome; exploration of the relationship between philosophy, rhetoric, and democratic political culture; the contemporary relevance of classical thought to contemporary problems.

The art of rhetoric was born in Classical Greece. This does not mean, however, that the ability to persuade others by means of symbols was in any way invented by the Greeks. Persuasion is intrinsic to the nature of language and occurs in some form in all communicative action. By the “art” of rhetoric, I mean a rational system of productive and critical methods focused specifically on how individuals use persuasive arguments to encourage others to collective action in the midst of some shared problem. In other words, the fact that the origin of rhetoric coincided with the origin of democracy is not accidental. In both, emphasis falls on how social individuals use language to influence the actions and judgments of others.

However, this course is not simply about studying the methods of persuasion in Classical Greece. It is about understanding how rhetoric functioned in the entire context of Greek culture in the 5th and 4th centuries B.C.E. To understand rhetoric, then, one must also understand the nature of Greek law, art, science, and economy. To understand these relationships, we will examine three dominant perspectives—the Sophistical, the Platonic, and the Aristotelian, each adopting a different philosophical approach that reflects the changing circumstances of Greek history. Also, we will look at three Greek dramas in order to show how all of these cultural forces were portrayed by the great artists of the past.

PREREQUISITE: NONE

REQUIRED TEXTS

LEARNING OUTCOMES

Students will learn to

- identify the distinct rhetorical traditions that develop over the course of classical Greek history
- distinguish the characteristic traits of literate and oral cultures
- analyze and rhetorical text according to Platonic, Sophistical, and Aristotelian standards
- demonstrate a working knowledge of the relationship between philosophy and rhetoric at its origin point in Greek democracy
- write a 20 page seminar paper which applies classical concepts to some contemporary artifact

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D = 60-69
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Weekly essays  100 * .30 = 30
Paper 1  100 * .15 = 15
Final Paper 100 * .35 = 35
Prezi  100 * .20 = 20

TOTAL 100

REQUIREMENTS:

1) **Weekly essays** (30): every week you will be required to turn in a two-page assignment in which you take from the readings a specific concept (whether it is explicit or implicit) and then spend one page defining the concept (using extensive quotes) and one page articulating a real life, contemporary example in which you see it at work. What you intend to argue will then be articulated as a one sentence thesis statement at the top of the paper. For instance “Aristotle's concept of metaphor as something which occurs before-the-eyes accounts for the power of 9/11 as a recurring political metaphor do to the way we visualize the collapse of the twin towers.” These essays will be graded particularly on how well the paper meets the standards for scholarly form. It will be graded on a check, check minus, check plus scale, being equivalent to 40, 70, and 100 %.

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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): English
2. Course prefix, number and complete title of course: 655 History and Theory of Rhetoric since 1800
   Attach a brief supporting statement for changes made to items 3a through 6 below.
3. Change requested
   a. Prerequisite(s): From: ______________________________ To: ______________________________
   b. Withdrawal (reason): ______________________________
   c. Cross-list with: ______________________________
   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 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:


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   Approval recommended by: ______________________________
   Department Head or Program Chair (Type Name & Sign) ______________________________ Date 5/13/14
   Chair, College Review Committee ______________________________ Date 5/14/14
   Dean of College ______________________________ Date 5/14/14

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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 02/11
ENGL 655
CONTEMPORARY THEORIES OF RHETORIC
Cross-listed with COMM 655

Instructor: Dr. Nathan Crick, Associate Professor
Department: Communication
Office: 209a Bolton Hall
Email: crick@tamu.edu
Office Hours: Mon / Tues 10:30-12:00 and by appt.

COURSE DESCRIPTION: Investigation of the major figures in rhetorical theory in the 20th and 21st centuries; analysis of the relationship between rhetoric and power; identification of new challenges for rhetoric in a global, multicultural, technological age.

Rhetoric is about the social struggle over meaning, and hence, over power. It is about how people use language and symbols to replace one thing with another, and hence transform the way a society or community thinks, feels, and behaves. To understand this process, we must know what society is, what makes it possible, what obstacles it faces, what it fears and desires, what it acknowledges and ignores. Rhetoric is ultimately about how people act as agents of social change, using whatever symbolic power they can harness to move people from this place to that place. "Rhetorical theory" thus studies rhetoric as a cultural phenomenon rather than a merely persuasive one. It addresses broader questions concerning the function of rhetoric in the public sphere, the situational character of discourse, the role and character of audience, and the relationship between rhetoric and truth, and the psychological and sociological structures that enable rhetorical persuasion.

Language and rhetoric understood as "speech" plays a role in that process, but it is not an exclusive one. Speeches are merely manifestations and representative of a larger social consciousness. One also persuades through images, protests, presentations, performances, music, sculpture, and all the other arts and sciences that make up a culture. Rhetoric provides a vocabulary to understand the process of social change as instigated by particular social actors with their own particular motivations and means.

Prerequisites: None

REQUIRED TEXTS
Gerard Hauser, Introduction to Rhetorical Theory (Long Grove, IL: Waveland, 2001)
Robert Hariman, Political Style (Chicago: University of Chicago Press, 1995)
Michael Billig, Arguing and Thinking (Cambridge: Cambridge University Press, 1996)
John Lucaites, Michelle Condit, and Sally Caudill, Contemporary Rhetorical Theory Reader (New York: Guilford, 1998)
LEARNING OUTCOMES

Students will learn to

- compose a 20 page seminar paper that employees contemporary theories to interpret a specific object of analysis
- distinguish between major contemporary theories of the past three decades
- analyze and interpret theoretical texts according to contemporary problems and situations
- engage other students in critical dialogue about the nature and importance of theories

POLICIES

Academic Honesty & Integrity:
"An Aggie does not lie, cheat, or steal, or tolerate those who do."
I take academic honesty seriously. A violation of academic honesty and integrity includes, cheating, fabricating documents and sources, plagiarism, and submitting substantial portions of the same work for multiple credit. Each student is required to sign a document that states that he/she understands TAMU's academic misconduct policies and demonstrates one's commitment to the Aggie Honor Code. For more information visit: http://aggiehonor.tamu.edu.

Public Information Act & Email Correspondence:
As an employee of the state of Texas, any university business that is communicated to me, via email, is subject to public information requests. At any time, if requested, I have to relinquish any emails that I have sent or have been sent to me to any interested party. Please be advised that any email that you send to me is subject to public release.

American Disabilities Act 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.

Attendance:
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.

Late Work
Late work will only be accepted in cases of University excused absences. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

Standard Letter Grading Scale
A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = <60
Grade Breakdown
Responses 100 * .40 = 40
Presentation 100 * .20 = 20
Paper 100 * .40 = 40
TOTAL 100

Requirements

1) **Response Pieces (40 points):** For every reading, you will be required to hand in a one-page response piece due the day the reading is assigned. I do not expect a formal analysis of the essay. Rather, I expect an honest and plain-spoken reaction to what you have read. The purpose of these assignments is to get your mind working through the arguments in preparation for class discussion. Each piece should be about 2 double-spaced pages. Please number the sections, quote the passages to which you are reacting (single spaced) and also cite the page number of the passage. You will respond in three ways.

   a. **React to a Passage You Liked:** Quote a passage that struck you as particularly interesting, insightful, or eloquent. Explain why you liked it.

   b. **React to a Passage You Didn’t Like:** Quote a passage that seemed wrong in some way in terms of its argument or perspective. Explain why you disagreed with it or thought it lacking.

   c. **Cite a Passage that Raised a Question:** Quote a passage that you either did not understand or that raises a genuine question in your mind. By “genuine” I mean that you honestly feel curious or perplexed, not a rhetorical question that simply passes judgment on something. Explain your question and why it is significant.

2) **Presentation of Rhetorical Artifact (20 points):** Each of you will be responsible for bringing in a rhetorical artifact for interpretation and discussion during one class period. Your choice of artifact should be able to be viewed/read/listened to within a 15 minute period, after which you will offer a 15 minute oral interpretation using concepts from the class. Class discussion of this artifact will follow. This artifact may or may not relate to the subject of your seminar paper. That is up to you.

3) **Seminar Paper (40 points):** You will produce a 15-20 page seminar paper at the end of the course. This paper should consist of original research and should be of one of two categories or a mix of both. (1) **Object Analysis:** In this paper, you are applying course concepts to a rhetorical artifact, much as you did in the presentation. This paper relies on primary source research and a keen eye for critical analysis. (2) **Theory Construction:** In this paper, you are examining theoretical concepts themselves in order to reveal their critical errors or limitations and open the possibility for new ideas. This paper relies on your ability to manipulate philosophical concepts apart from practical application.
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Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

1. Request submitted by (Department or Program Name):
   Department of Information and Operations Management

2. Course prefix, number and complete title of course:
   SCMT 655 Forecasting Methods and Applications

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 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:

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

7. a. As currently in course inventory:
   
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   Approval recommended by:
   
   Rich Meltesta 4/20/14
   Department Head or Program Chair (Type Name & Sign)
   Date
   
   Mary Lea McAnally
   Chair, College Review Committee
   Date
   
   Mary Lea McAnally
   Dean of College
   Date
   
   Submitted to Coordinating Board by:
   
   Chair, GC or UCC
   Date
   
   Effective Date
   
   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
   Curricular Services – 02/11
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

1. Request submitted by (Department or Program Name): Department of Information and Operations Management
   SCMT 657 Methods in Multivariate Analysis

2. Course prefix, number and complete title of course:
   SCMT 657 Methods in Multivariate Analysis

3. Change requested
   a. Prerequisite(s): From: ________________________ To: ________________________
   b. Withdrawal (reason): no faculty to teach course as described in catalog
   c. Cross-list with: ______________________________________________________________________
   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 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 stapled: ________________________

5. Complete current course title and current catalog course description:

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

7. a. As currently in course inventory:

   Prefix: SCMT
   Course #: 657
   Title (excluding punctuation): Methods in Multivariate Analysis

   Lect.: 0
   Lab: 3
   SCH: 0
   CIP and Fund Code: 2 7 0 5 0 1
   Admin. Unit: 1 6 3 4
   EE: 0 0 3 6 3 2
   Level: 6

   b. Change to:

   Prefix: ________________________
   Course #: 657
   Title (excluding punctuation): ________________________

   Lect.: ____________________
   Lab: ____________________
   SCH: ____________________
   CIP and Fund Code: ____________________
   Admin. Unit: ____________________
   EE: 0 0 3 6 3 2
   Level: ____________________

   Approval recommended by: ____________________________________________________________________

   Rich Matters
   Department Head or Program Chair (Type Name & Sign) Date: 4/30/14
   Chair, College Review Committee Date: 5/1/14

   Mary Lea McAnally
   Department Head or Program Chair (Type Name & Sign) Date: 4/30/14
   Dean of College Date: 5/1/14

   Submitted to Coordinating Board by: ____________________________________________________________________

   Date: ____________________________________________________________________

   Associate Director, Curricular Services Date: ____________________________________________________________________

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
   Curricular Services – 02/11
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

1. Request submitted by (Department or Program Name):
   Department of Information and Operations Management
2. Course prefix, number and complete title of course:
   SCMT 658 Business Computer Models and Simulation

3. Change requested
   a. Prerequisite(s): From: ____________________________ To: ____________________________
   b. Withdrawal (reason): no faculty to teach course as described in catalog
   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 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:

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

7. a. As currently in course inventory:

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   Approval recommended by:
   Rich Metters
   Department Head or Program Chair (Type Name & Sign) Date
   Mary Lea McAnally
   Chair, College Review Committee Date
   Mary Lea McAnally
   Dean of College Date

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

   Associate Director, Curricular Services Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services • 02/11
Texas A&M University

Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments.

1. Request submitted by (Department or Program Name): Department of Information and Operations Management
   SCMT 660 Introduction to Contemporary Manufacturing Management

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

3. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason): Course content no longer included in or relevant to MS curriculum
   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 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:

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

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7. a. As currently in course inventory:
   b. Change to:

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Approval recommended by:

Rich Metters
Department Head or Program Chair (Type Name & Sign) Date
Mary Lea McAnally Chair, College Review Committee Date
Mary Lea McAnally Dean of College Date

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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 02/11
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

1. Request submitted by (Department or Program Name):
Department of Information and Operations Management

2. Course prefix, number and complete title of course:
SCMT 669 Enterprise Resource Management

3. Change requested
a. Prerequisite(s): From: __________________________ To: __________________________
   (If removed, provide justification)

b. Withdrawal (reason): __________________________
   (If removed, provide justification)

c. Cross-list with: __________________________
   (Cross-listed courses require the signature of both department heads.)

   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.

de. Change in course 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:

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

7. a. As currently in course inventory:
   Prefix: SCMT
   Course #: 669
   Title (excluding punctuation): ENTERPRISE RESOURCES PLANNING
   Lect. 0
   Lab 3
   SCH 0
   CIP and Fund Code 0350010161634

   b. Change to:
   Prefix
   Course #: 669
   Title (excluding punctuation)
   Lect. 0
   Lab 3
   SCH 0
   CIP and Fund Code 0350010161634

   Approval recommended by:
   Rich Mottern
   Department Head or Program Chair (Type Name & Sign) Date: 4/30/14

   Mary Lea McAnally
   Chair, College Review Committee Date: 5/11/14

   Department Head or Program Chair (Type Name & Sign) Date (if cross-listed course)
   Mary Lea McAnally
   Dean of College Date: 5/11/14

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

   Effective Date:

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 02/11
Informational Items
Texas A&M University  
Departmental Request for a New Course  
Undergraduate + Graduate + Professional  
* Submit original form and attach a course syllabus. *

Form Instructions

1. Course request type:  
   - [ ] Undergraduate  
   - [ ] Graduate  
   - [✓] First Professional (e.g., DMA, JD, MD, etc.)

2. Request submitted by (Department or Program Name):  
   School of Law
   CLLW 7600 - Law School Study Abroad

3. Course prefix, number and complete title of course:  
   CLLW 7600 - Law School Study Abroad

4. Catalog course description (not to exceed 50 words):  
   For law students, in approved study abroad program.

5. Prerequisite(s):  
   - Professional law classification; approval of dean
   - Cross-listed with:  
     - N/A
   - Stacked with:  
     - N/A

6. Is this a variable credit course?  
   - [✓] Yes  
   - [ ] No  
   - If yes, from ___ to ___

7. Is this a repeatable course?  
   - [✓] Yes  
   - [ ] No  
   - If yes, this course may be taken ___ times.
   - Will this course be repeated within the same semester?  
     - [ ] Yes  
     - [✓] No

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

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

J.D. School of Law

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

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

12. [Document Table]

   - CLLW 7600 - Law School Study Abroad
   - [Document Table]

   Approval recommended by:  
   - [Signature]

   Department Head or Program Chair (Name & Sign)  
   Date

   Chair, College Review Committee  
   Date

   Dean of College  
   Date

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

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services - 04/14
Texas A&M University
Departmental Request for a New Course
Undergraduate ♦ Graduate ♦ Professional
♦ Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: □ Undergraduate □ Graduate □ First Professional (e.g., DVM, JD, MD, etc)
2. Request submitted by (Department or Program Name): Periodontics (DDS's program)
3. Course prefix, number and complete title of course: DDS 8610 - Periodontics

4. Catalog course description (not to exceed 50 words): This course is intended to reinforce the principles of non-surgical management of periodontal disease and to better prepare the students for their first clinical experiences. There will be a review of periodontal hand instrumentation, infection control in the clinic and hands-on set-up and use of the Caviltron ultrasonic instrument. The lectures will include the relationship of periodontics and restorative dentistry and the proper usage of radiosurgery in dentistry.

5. Prerequisite(s): D7270 and D7274C

6. Cross-listed with: Stacked with:

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

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

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

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

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

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

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

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

Approved by:

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

Chair, College Review Committee Date

Dean of College Date

Chancellor Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 04/14
CURRICULUM ACTION FORM

(Save to your computer before completing online.)

Date Submitted: 4/23/14

COURSE NUMBER: 8610  COURSE NAME: Periodontics

× New Course  □ Existing Course  □ Rotation  Other: Clinic Rotation

Schedule Type: × Lecture  □ Lab  □ Seminar  Grade: × Letter  □ Pass/Fail

Final Grade Semester: □ Fall  □ Spring  × Summer

Course Director: Dr. M. Miles Beach

Chairman Signature:

Rationale and Summary: This is a new D3 periodontics lecture and clinic rotation course that will address fundamental periodontal concepts to facilitate the initial clinical experiences of D3 students. It will also allow for some more advanced periodontal concepts to be added to the D3 spring course 8360. The new course is also intended to serve as a bridge between the pre-clinical D2 periodontal courses (7270 and 7274) and 8360.

Director of Curriculum Reviewed:

Signature  4/23/2014

Action of Curriculum Committee Date: 4/23/14

Approved: ✓ Not approved: □

Action of Administrative Council Date: 

Approved: □ Not approved: □

Office of Academic Records Date sent: 

Records changed: 

Signature  Date

cc: Course Director Date: Director of Curriculum Date: 

CAF Revised: 12/98
CAF Approved: 10/98
Please fill out (in as much detail as possible) all of the following information so that a reasonable decision can be made regarding this request. The chair or course director may be requested to meet with the Curriculum Committee to discuss this request.

I. Describe the request.

a. Describe the current course activity.
   Currently Periodontics is taught in the D2 year in the spring and fall. There is a lecture course 7270 and a pre-clinical rotation 7274. In the D3 year there is a spring lecture course 8360. There currently is no summer D3 course.

b. What changes, additions, deletions, sequencing, etc. are you requesting? Indicate any course materials that would have to be taught twice if sequencing is changed.
   The new course would be inserted into the D3 summer. No periodontal courses would have to be taught twice. Some of the material taught in 8360 will be moved to this course to allow for more advanced periodontal concepts to be taught in the 8360 spring course.

c. When do you request these changes take place?
   Summer 2014

d. What requirements are necessary to implement these changes? (Classroom, lab, or clinic space, faculty, staff, materials, textbooks, etc. and any other budget impact?)
   Lecture hall and 3rd floor clinic which are available. No additional textbooks will be required the course will use the same text as the 7270 and 8360 courses.

e. Identify all faculty who will be involved if this change takes place.
   Drs. Miles Beach, Celeste Abraham, J.Y. Cho, Garth Griffiths and Francisco Rivera-Hidalgo

f. What impact does this change have on other courses/other sequencing?
   Allows for the expansion of 8360

g. Have you discussed this impact with the course directors/chairmen involved?
   Yes
h. Summarize as appropriate:

Changes in clock hours/credit hours:
Add 6 hours lecture/clinic rotation
0.5 semester hours

Changes in course description
N/A

Changes in titles
N/A

II. Attach new Course Outlines for course changes requested. Include the following:

a. Course descriptions suitable for the College catalog.

This course is intended to reinforce the principles of non-surgical management of periodontal disease and to better prepare the students for their first clinical experiences. There will be a review of periodontal hand instrumentation, infection control in the clinic and hands-on set-up and use of the Cavitron ultrasonic instrument. The lectures will include the relationship of periodontics and restorative dentistry and the proper usage of radiosurgery in dentistry.

b. Course objectives

1. Have better understanding of the use of periodontal hand instruments.
2. Have better understanding of infection control in the clinic setting.
3. Be able to set-up and use a Cavitron.
4. Understand the relationship between restorative therapy and periodontal health.
5. Understand how radiosurgery works and the proper use of the radiosurgery unit in dental therapy.

c. Method of student evaluation

Attendance/ Exam

d. How this content relates to published ADEA Guideline and ADA Accreditation Standards

This course content relates directly to the following sections of CODA Accreditation Standards (25 January 2007): 2-25.a., b., c., h., k., and n.
e. How the outcomes of this change will be measured

Student feedback, performance of NDBE II

(Please obtain department chair's signature before submitting to the Office of Academic Affairs.)
Course Syllabus

Course Number and Name: 8610 Periodontics

Course Type (underline one): Lecture Laboratory Clinical Seminar Selective

Academic Year/Semester Offered: 2014-2015 __ Fall __Spring Semester __X__ Summer Session

Course Director (include degrees): M. Miles Beach, BS, DMD, MS, MBA
Other Participating Faculty: Drs.: Celeste Abraham, J.Y. Cho, Garth Griffiths and Francisco Rivera-Hidalgo

Course Description: This course is intended to reinforce the principles of non-surgical management of periodontal disease and to better prepare the students for their first clinical experiences. There will be a review of periodontal hand instrumentation, infection control in the clinic and hands-on set-up and use of the Cavitron ultrasonic instrument. The lectures will include the relationship of periodontics and restorative dentistry and the proper usage of radiosurgery in dentistry.

Course Objectives:

1. Have better understanding of the use of periodontal hand instruments.
2. Have better understanding of infection control in the clinic setting.
3. Be able to set-up and use a Cavitron.
4. Understand the relationship between restorative therapy and periodontal health.
5. Understand how radiosurgery works and the proper use of the radiosurgery unit in dental therapy.

Related Competencies:

2.1 Use oral, written and technological resources in contemporary practice to support lifelong learning and safeguard the quality of patient care and privacy.
2.2 Assess and integrate into practice new techniques, materials, emerging trends and evidence that are applicable to the practice of dentistry.
2.3 Communicate relevant professional knowledge to other healthcare professionals and patients.
7.5 Evaluate, and manage conditions requiring surgical and non-surgical procedures involving the hard and soft tissues.
7.7 Evaluate, treat and non-surgically manage periodontal diseases.
7.10 Provide restorations that are correct in form, function and esthetics to restore and/or replace teeth, including implant supported prosthodontics.
8.3 Implement procedures for sterilization, disinfection and universal, precautions for the prevention of infectious disease transmission

Evaluation Criteria/Methods: There will be one examination in this course.

Attendance Policy: Attendance is mandatory

Laboratory/Clinic Policies and Procedures: N/A

Learning Materials:

HSC-Baylor College of Dentistry Clinic Manual – Rules and procedures
D3 Comprehensive Care Manual – Periodontics Section
Remediation Policy:

Students who fail the course will be evaluated individually according to the specific problem, and a specific assignment will be required of the student.

Special Accommodation for Persons with Disabilities:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Dr. Charles Berry, Associate Dean for Academic Affairs, Room 514, or call 214 828 8208 for additional information.

<table>
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<th>Date</th>
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<td>Periodontal Hand Instrumentation</td>
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<td>Infection control and Cavitron Set-up</td>
<td>Dr. Rivera</td>
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<td></td>
<td>Cavitron Set-up in Clinic</td>
<td>All Faculty</td>
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<td></td>
<td>Periodontal – Restorative interrelationship</td>
<td>Dr. Beach</td>
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<td></td>
<td>Radiosurgery In Dentistry</td>
<td>Dr. Griffiths</td>
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<td>Exam</td>
<td>Dr. Beach</td>
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Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: □ Undergraduate □ Graduate ☑ First Professional (e.g., DDS, JD, MD, etc.)
2. Request submitted by (Department or Program Name): Department of Endodontics (DDS program)
3. Course prefix, number and complete title of course: DDS9230 - Advanced Endodontic Concepts
4. Catalog course description (not to exceed 50 words): Advanced course for senior dental students to broaden their understanding of clinical endodontic concepts including cleaning and shaping techniques, complex diagnoses, obturation systems, irrigation protocols, inter-relationship of endodontics with restorative and periodontal principles, resorption, and National Board review.

5. Prerequisite(s): Endo 7020, 7024, 8060
Cross-listed with: Stacked with: Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? ☑ Yes □ No If yes, from _____ to _____
7. Is this a repeatable course? □ Yes ☑ No If yes, this course may be taken _____ times.
   Will this course be repeated within the same semester? □ Yes ☑ No
8. Will this course be submitted to the Core Curriculum Council? □ Yes ☑ No
9. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   DDS program
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

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

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

12. Prefix: DDS  □ Title (excluding punctuation): Advanced Endodontic Concepts

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Approval recommended by:

Gerald N. Glieckman
Department Head or Program Chair (Type Name & Sign)  Date 5/13/14
Chair, College Review Committee  Date 5/13/14

Submitted to Coordinating Board by:
Associate Director, Curricular Services  Date 5/13/14

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 04/14
CURRICULUM ACTION FORM

Date Submitted: April 14, 2014

COURSE NUMBER: 9230  COURSE NAME: Advanced Endodontic Concepts

XX□ New Course  □ Existing Course  □ Rotation  Other: ____________________________

Schedule: Type: XX□ Lecture  □ Lab  □ Seminar  Grade: XX□ Letter  □ Pass/Fail

Final Grade Semester:  □ Fall  □ Spring  XX□ Summer

Course Director: Gerald Glickman DDS

Chairman Signature: ____________________________

Rationale and Summary: To broaden students' understanding of clinical endodontic concepts including cleaning and shaping techniques, complex diagnoses, obturation systems, irrigation protocols, and inter-relationship of endodontics with restorative and periodontal principles.

______________________________
Director of Curriculum Reviewed:

Signature  ____________ Date  ____________

Action of Curriculum Committee Date: ____________ Approved: ☑  Not approved: □

Other: ____________________________

Action of Administrative Council Date: ____________ Approved: □  Not approved: □

Other: ____________________________

Office of Academic Records Date sent: ____________

Records changed: ____________________________

Signature  ____________ Date  ____________

cc: Course Director Date: ____________ Director of Curriculum Date: ____________

Please complete the top section and submit entire original document with syllabus to the Office of Academic Affairs.

CAF Revised: 12/08
CAF Approved: 10/98 PAGE 1
Please fill out (in as much detail as possible) all of the following information so that a reasonable decision can be made regarding this request. The chair or course director may be requested to meet with the Curriculum Committee to discuss this request.

1. Describe the request.
   a. Describe the current course activity.
      
      We currently have ENDO 7020 and 8060 as the only required didactic courses in endodontics. With the Monday holidays in Spring, we lose lecture hours in 7020 that offer areas of endodontics students need to know. In addition, this course will offer expanded principles more in temporal sequence to the National Boards and after experience in the clinic.

   b. What changes, additions, deletions, sequencing, etc. are you requesting? Indicate any course materials that would have to be taught twice if sequencing is changed.
      Advanced topics would be covered after the D3 students have had clinical experience in endodontics. Complex areas such as resorption, retreatment, outcomes assessment, procedural errors, and endodontic protocols other that what is taught here at Baylor would be highlighted.

   c. When do you request these changes take place?
      Summer of 2014

   d. What requirements are necessary to implement these changes? (Classroom, lab, or clinic space, faculty, staff, materials, textbooks, etc. and any other budget impact?)
      Need classroom and 2-4 endo faculty to present; need handouts printed; students will use current textbook

   e. Identify all faculty who will be involved if this change takes place.
      Drs. Rhodes, Woodmansey, Glickman, Schweltzer

   f. What impact does this change have on other courses/other sequencing?
      Rearranging topics taught in 8060 with more emphasis on diagnosis and treatment planning in 8060

   g. Have you discussed this impact with the course directors/chairmen involved?
      Yes

   h. Summarize as appropriate:
      • Changes in clock hours/credit hours
        .5 credit hour (need 120G6 hours of lecture)
      • Changes in course description
        N/A
      • Changes in titles
        N/A

CAP Revised: 12/08
CAP Approved: 10/98
II. Attach new Course Outlines for course changes requested. Include the following:

a. Course descriptions suitable for the College catalog.
   Advanced course for senior students to broaden their understanding of clinical endodontic concepts including cleaning and shaping techniques, complex diagnoses, obturation systems, irrigation protocols, and inter-relationship of endodontics with restorative and periodontal principles.

b. Course objectives
   To enhance the students' understanding of complex issues in endodontics
   To reinforce critical principles in endodontic diagnosis and treatment planning
   To help prepare students for National Board examinations in the D4 year

c. Method of student evaluation
   Written examination

d. How this content relates to published ADEA Guideline and ADA Accreditation Standards
   7.6 Evaluate, treat and non-surgically manage diseases of the pulp and periradicular tissues.

e. How the outcomes of this change will be measured
   Written examination; performance on National Boards; alumni survey about endodontics

(Please obtain department chair's signature before submitting to the Office of Academic Affairs.)
Course Syllabus

Course Number and Name: 9230 Advanced Endodontic Concepts

Course Type (underline one): Lecture Laboratory Clinical Seminar Selective

Academic Year/Semester Offered: 2014-2015 ___ Fall ___ Spring Semester ___ XX ___ Summer Session

Course Director (include degrees): Gerald Glickman DDS, MS

Other Participating Faculty: Dr. Karl Woodmansey, Dr. Jordan Schweitzer, Dr. Steven Rhodes

Course Description:
Advanced course for senior students to broaden their understanding of clinical endodontic concepts including cleaning and shaping techniques, complex diagnoses, obturation systems, irrigation protocols, and inter-relationship of endodontics with restorative and periodontal principles

Course Objectives:
- To enhance the students' understanding of complex issues in endodontics
- To reinforce critical principles in endodontic diagnosis and treatment planning
- To help prepare students for National Board Examinations in the D4 year

Related Competencies:
7.6 Evaluate, treat and non-surgically manage diseases of the pulp and periradicular tissues.

Evaluation Criteria/Methods: Written examination

Attendance Policy: Required

Laboratory/Clinic Policies and Procedures: N/A

Learning Materials: Lecture handouts/textbook used for ENDO 7020, ENDO 8060

Remediation Policy: Failure of final examination will require another examination; if 2nd examination results in failure, student will receive F; if student passes 2nd exam, student will receive a grade of C.

Special Accommodation for Persons with Disabilities:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Dr. Charles Berry, Associate Dean for Academic Affairs, Room 514, or call 214 828 8208 for additional information.
### COURSE OUTLINE

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<th>Date</th>
<th>Session Title/Topic</th>
<th>Instructor(s) L. Name</th>
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<tr>
<td>Lecture 1</td>
<td>Advances in cleaning and shaping</td>
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<td>Lecture 2</td>
<td>Obturation systems</td>
<td>Dr. Glickman</td>
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<td>Lecture 3</td>
<td>Nonsurgical retreatment and clinical decision-making</td>
<td>Dr. Glickman</td>
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<tr>
<td>Lecture 4</td>
<td>Interrelationships with restorative and periodontics; resorption</td>
<td>Dr. Woodmansey</td>
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<tr>
<td>Lecture 5</td>
<td>National Board overview with emphasis on pulpal biology; outcomes</td>
<td>Dr. Schweitzer</td>
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<td>Lecture 6</td>
<td>Examination</td>
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</table>
May 7, 2014

To:    Dr. Charles Berry, Associate Dean for Academic Affairs

From: Dr. Robert Spears, Director of Curriculum

Re: Approval of new courses to the DDS curriculum

Dr. Berry:

On April 23, 2014 the Curriculum Committee at Texas A&M University met to discuss the inclusion of three new courses to the DDS curriculum. The courses included a D3 course Periodontics 8610, a D4 course 9230 entitled Advanced Endodontic Concepts, and an additional D4 course 9240 National Board Dental Exam Part II Review. A quorum of the committee was present, and discussion of each course was followed by a vote for approval. Each course was unanimously approved by the Curriculum Committee and forwarded to the Administrative Council for their approval. If you need any additional information or if I can be of further help do not hesitate to contact me.

Sincerely,

Robert Spears, PhD
Professor, Director of Curriculum
Texas A&M University Baylor College of Dentistry
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
Submit original form and attach a course syllabus.

Form Instructions

1. Course request type:
   - Undergraduate  □ Graduate  [ ] First Professional (e.g., DVM, J1, M1, etc.)

2. Request submitted by (Department or Program Name): DDS program

3. Course prefix, number and complete title of course: DDS 9240 - National Board Dental Exam Part II Review

4. Catalog course description (not to exceed 50 words): The purpose of this course is to formally establish a mandatory NBDE II review course in the fall semester of the D4 curriculum. The intended outcome of this review is to increase the first-time pass rate on the NBDE II.

5. Prerequisite(s): Passage of the National Board Dental Exam Part I - DDDS 7410
   Cross-listed with: ■ Stacked with:
   Cross-listed courses require the signature of both department heads.

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

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

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

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

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

11. [ ] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://ypc.tamu.edu/resources/export-control/export-control-basics-for-distance-education).

12. Prefix  Course #  Title (excluding punctuation)
    DDDS  9240  NATIONAL BOARD DENTAL EXAM PAR

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</table>

Approval recommended by:

[Signature]
Department Head or Program Chair (Type Name & Sign) Date

[Signature]
Chair, College Review Committee Date

[Signature]
Dean of College Date

[Signature]
Chair, GC or UCC Date

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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 04/14
CURRICULUM ACTION FORM

(Save to your computer before completing online.) Date Submitted: __________

COURSE NUMBER: 9240 COURSE NAME: National Board Dental Exam Part II Review

☑ New Course ☐ Existing Course ☐ Rotation ☐ Other: D4 course

Schedule Type: ☐ Lecture ☐ Lab ☐ Seminar Grade: ☐ Letter ☐ Pass/Fail

Final Grade Semester: ☑ Fall ☐ Spring ☐ Summer

Course Director: Dr. Charles Berry Jr. Dr. Amp Miller

Chairman Signature: [Signature]

Rationale and Summary: The purpose of this course is to formally establish a mandatory NBDE II review course in the fall semester of the D4 curriculum. The intended outcome of this review is to increase the first-time pass rate on the NBDE II.

Director of Curriculum Reviewed:

[Signature] 4/23/2014

Action of Curriculum Committee Date: 4/23/14 Approved: ☑ Not approved: ☐

Other: _______________

Action of Administrative Council Date: _______________

Approved: ☐ Not approved: ☐

Other: _______________

Office of Academic Records Date sent: _______________

Records changed: _______________

Signature __________________________ Date __________________________

cc: Course Director Date: _______________ Director of Curriculum Date: _______________

Please complete the top section and submit entire original document with syllabus to the Office of Academic Affairs.

Please fill out (in as much detail as possible) all of the following information so that a

CAF Revised: 12/88
CAF Approved: 10/98  PAGE 1
reasonable decision can be made regarding this request. The chair or course director may be requested to meet with the Curriculum Committee to discuss this request.

I. Describe the request.

a. Describe the current course activity.
   A formal review course for NBDE II has not existed. In the fall of 2013, a series of twelve Ad Hoc review lectures was scheduled into available lecture times in the D4 curriculum. These lectures and existing review lectures in several D4 fall semester courses were made mandatory attendance and Dr. Berry monitored student attendance, requiring students who missed any of the NBDE II review lectures to summarize and submit a written report of the Camtasia recording of the missed review lectures.

b. What changes, additions, deletions, sequencing, etc. are you requesting? Indicate any course materials that would have to be taught twice if sequencing is changed.
   There are 8 time periods available at 9:00 am on Fridays (8/22 through 10/10) and 7 sessions available at 8:00 am on Mondays (10/20 through 12/8) when 9050 OMS ends. Room 211 will be available for these 15 sessions. No other changes are required to initiate this course.

c. When do you request these changes take place?
   Fall 2014

d. What requirements are necessary to implement these changes? (Classroom, lab, or clinic space, faculty, staff, materials, textbooks, etc. and any other budget impact?)
   See b. above.

e. Identify all faculty who will be involved if this change takes place.
   Dr. Charles Berry, Dr. Amp Miller, Dr. Elias Kontoglorgos, Dr. Miles Beach, Dr. Emet Schneiderman, Dr. Dan Jones, Dr. Reginald Taylor, Dr. Alton McWhorter, Dr. George Cramer, Dr. Jordan Schweitzer, Dr. Harvey Kessler, Dr. John Wright, Dr. David Grogan (or their designees) will generate and present the review materials.

f. What impact does this change have on other courses/other sequencing?
   The fall D4 semester includes reviews in 9110 (Pharmacology), 9050 (OMS/Anes), 9190 (Principles of Pt. Evaluation), 8070 (Orthodontics), which address NBDE II preparation. These courses will be coordinated as part of NBDE II preparations. The utilization of room 211 and the Monday and Friday lecture times as described in b. above do not affect existing courses or selective courses.

g. Have you discussed this impact with the course directors/chairmen involved?
   Yes
h. Summarize as appropriate:
   - Changes in clock hours/credit hours – This course will include 15 clock
     lecture hours. (1 semester hour credit)
   - Changes in course description – See course description in II a. below.
   - Changes in titles – N/A

II. Attach new Course Outlines for course changes requested. Include the
    following:

a. Course descriptions suitable for the College catalog.
   This course is designed to facilitate structured and mandatory reviews of the
   content in the NBDE II. Content experts will design power point reviews that will
   be delivered in the D4 fall semester. Attendance is required. Any lecture which
   is missed will necessitate a review of the Camtasia recorded lecture and
   submission of a written report to the course director.

b. Course objectives
   - Facilitate NBDE II review protocols
   - Place emphasis on NBDE II preparation
   - Increase the first-time pass rates and scores

c. Method of student evaluation
   Initially, this course will be evaluated on attendance. Each review lecture must be
   attended. Any lecture that is missed requires review of the "recorded" power point and
   submission of a summary to the course director.

c. How this content relates to published ADEA Guideline and ADA
   Accreditation Standards
   Passage of NBDE II is a critically important part of licensure protocols and
   indicative of acquisition of knowledge base consistent with ADA accreditation
   standards.

e. How the outcomes of this change will be measured
   - Monitoring passage rates on NBDE II
   - Assess the course and NBDE II utilizing student feedback.

(Please obtain department chair's signature before submitting to the Office of
Academic Affairs.)
Course Syllabus

Course Number and Name: 9240 National Board Dental Exam Part II Review

Course Type (underline one): Lecture Laboratory Clinical Seminar Selective

Academic Year/Semester Offered: 2014-2015 _X_Fall ___Spring Semester ___Summer Session

Course Director (include degrees): Dr. Charles Berry/Dr. Amp Miller

Other Participating Faculty: Dr. Elias Kontogiorgos, Dr. Miles Beach, Dr. Emet Schneiderman, Dr. Dan Jones, Dr. Reginald Taylor, Dr. Alton McWhorter, Dr. George Cramer, Dr. Jordan Schweitzer, Dr. Harvey Kessler, Dr. John Wright, Dr. David Grogan

Course Description: This course is designed to facilitate structured and mandatory reviews of the content in the NBDE II. Content experts will design power point reviews that will be delivered in the D4 fall semester.

Course Objectives:
- Facilitate NBDE II review protocols
- Place emphasis on NBDE II preparation
- Increase the pass rates and scores

Related Competencies:
Applicable competencies (1-8) will be addressed in the process of NBDE II content review.

Evaluation Criteria/Methods: Pass/Fail based on attendance.

Attendance Policy: Attendance is required. Any lecture which is missed will necessitate a review of the "camtasiaed" lecture and submission of written report to the course director.

Laboratory/Clinic Policies and Procedures: N/A

Learning Materials: Power point lectures with print outs provided by lecturers and camtasia recordings posted in blackboard.

Remediation Policy: All lectures must be attended. Any lecture that is missed must be reviewed on camtasia and a summary report submitted to the course director.

Special Accommodation for Persons with Disabilities:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Dr. Charles Berry, Associate Dean for Academic Affairs, Room 514, or call 214 828 8208 for additional information.
<table>
<thead>
<tr>
<th>Date</th>
<th>Session Title/Topic</th>
<th>Instructor(s) L. Name</th>
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<tbody>
<tr>
<td>Lecture 1</td>
<td>Fixed Prosthodontics</td>
<td>Dr. Miller</td>
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<td>Lecture 2</td>
<td>Removable Partial Prosthodontics</td>
<td>Dr. Miller</td>
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<tr>
<td>Lecture 3</td>
<td>Implant Prosthodontics</td>
<td>Dr. Kontogiorgos</td>
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<td>Lecture 4</td>
<td>Complete Denture Prosthodontics</td>
<td>Dr. Kontogiorgos</td>
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<td>Lecture 5</td>
<td>Periodontics</td>
<td>Dr. Beach</td>
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<td>Lecture 6</td>
<td>Periodontics</td>
<td>Dr. Beach</td>
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<td>Lecture 7</td>
<td>Periodontics</td>
<td>Dr. Beach</td>
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<tr>
<td>Lecture 8</td>
<td>Operative/Materials</td>
<td>Dr. Cramer</td>
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<tr>
<td>Lecture 9</td>
<td>Pt. Management/Communication/PHS topics</td>
<td>Dr. Jones</td>
</tr>
<tr>
<td>Lecture 10</td>
<td>Evidence-Based-Review/Literature studies</td>
<td>Dr. Schneiderman</td>
</tr>
<tr>
<td>Lecture 11</td>
<td>Endodontics</td>
<td>Dr. Schweitzer</td>
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<tr>
<td>Lecture 12</td>
<td>Endodontics</td>
<td>Dr. Schweitzer</td>
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<tr>
<td>Lecture 13</td>
<td>Pediatric Dentistry</td>
<td>Dr. McWhorter</td>
</tr>
<tr>
<td>Lecture 14</td>
<td>Oral diagnosis topics/syndromes</td>
<td>Dr. Kessler</td>
</tr>
<tr>
<td>Lecture 15</td>
<td>General health/blood values/lab tests</td>
<td>Dr. Grogan</td>
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Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Course request type:  [ ] Undergraduate  [ ] Graduate  [X] First Professional (e.g., DDS, J1, MD, etc.)
2. Request submitted by (Department or Program Name): Office of Academic Affairs
3. Course prefix, number and complete title of course:  9250 Managing Cultural Issues in Patient Care
4. Catalog course description (not to exceed 50 words): This course will allow students to reflect on care that they provided for patients who identify with cultures that differ from their own to assess strengths and weaknesses in their ability to provide culturally sensitive care and recognize strategies that can be used to effectively manage similar encounters in the future.

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

6. Is this a variable credit course?  [ ] Yes  [X] No  If yes, from ________ to ________
7. Is this a repeatable course?  [ ] Yes  [X] No  If yes, this course may be taken ________ times.
   Will this course be repeated within the same semester?  [ ] Yes  [X] No
8. Will this course be submitted to the Core Curriculum Council?  [ ] Yes  [ ] No
9. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      [DDDS]
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

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

12. Prefix  Course #  Title (excluding punctuation)
    [DDDS]  9250  Managing Cultural Issues in Patient Care

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<th>Encl.</th>
<th>Lab</th>
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Approval recommended by:

[Signature] 5/15/14
Department Head or Program Chair (Type Name & Sign)  Date
Authorizing Chair, College Review Committee  Date
Chair, College Review Committee  Date

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

Submitted to Coordinating Board by:

[Signature] 5/15/14
Associate Director, Curricular Services  Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 04/14
CURRICULUM ACTION FORM

(Save to your computer before completing online.)

Date Submitted: 09-18-2013

COURSE NUMBER: 5250 COURSE NAME: Managing Cultural Issues in Patient Care

☒ New Course ☐ Existing Course ☐ Rotation ☐ Other: ____________________________

Schedule Type: ☐ Lecture ☐ Lab ☐ Seminar ☒ Online ☐ Grade: ☐ Letter ☒ Pass/Fail

Final Grade Semester: ☒ Fall ☐ Spring ☐ Summer

Course Director: Lavern J. Holyfield DDS

Chairman Signature: ______________________________

Rationale and Summary: The current CODA Standards reference the importance of culturally competent patient care and interactions in numerous aspects of the dental education environment. Students are expected to be trained to tailor the delivery of care to meet patients’ social, cultural, and linguistic needs. The D4 Cultural Competence Seminar is proposed to allow student self-assessment of their ability to provide culturally competent care.

Director of Curriculum Reviewed:

Signature Date: 5/15/2014

Action of Curriculum Committee Date: 5/15/19

Approved: ☒ Not approved: ☐

Other: ____________________________

Action of Administrative Council Date: ____________

Approved: ☐ Not approved: ☐

Other: ____________________________

Office of Academic Records Date sent: ____________

Records changed: ________________________________

Signature Date: ________________________________

cc: Course Director Date: ______________ Director of Curriculum Date: ______________

Please complete the top section and submit entire original document with syllabus to the Office of Academic Affairs.
Please fill out (in as much detail as possible) all of the following information so that a reasonable decision can be made regarding this request. The chair or course director may be requested to meet with the Curriculum Committee to discuss this request.

I. Describe the request.

a. Describe the current course activity.

Cultural competence training has been provided for dental students since the first year. D1 Lessons presented basic concepts, definitions and data about how cultural competency affects the quality of healthcare received by the patient. D2 lessons focused on effective communication, cultural profiles and patient interviewing techniques with practical application through role playing in a small group setting. D3 students are engaged in an exercise to reflect on their clinical experiences in caring for diverse patients. Then, as part of D-3 CompCare Seminar, a two-hour session is held to review those assessments in a broad sense and make corrections through discussion of best practices in patient communication and interaction.

b. What changes, additions, deletions, sequencing, etc. are you requesting? Indicate any course materials that would have to be taught twice if sequencing is changed.

Managing Cultural Issues in Patient Care will be an online course in which students will reflect on culturally relevant interactions and challenges to assess improvement in their ability to manage patients with different cultural backgrounds using strategies learned in the D3 seminar. Each student will be evaluated and receive direct feedback from faculty reviewers through the use of rubrics. If it is determined that an individual student need further clarification and reinforcement of strategies, a face to face meeting will be arranged.

c. When do you request these changes take place?

Fall 2014

d. What requirements are necessary to implement these changes? (Classroom, lab, or clinic space, faculty, staff, materials, textbooks, etc. and any other budget impact?)

The students will submit their reflective responses in blackboard for review. There should be no additional impact upon the budget.

e. Identify all faculty who will be involved if this change takes place.

Faculty who are involved in the D2 Small Groups will be involved, including Drs. Lavern Holyfield, Barbara Miller, Mark Gannaway, Ernie Lacy, Reginald Taylor, Susan Roshan, Amal Noureldin, and Shirley Miranda.
f. What impact does this change have on other courses/other sequencing?
   There should be no change.

g. Have you discussed this impact with the course directors/chairmen involved?
   Yes

h. Summarize as appropriate:
   Changes in clock hours/credit hours
   0.5

   Changes in course description
   n/a

   Changes in titles
   n/a

II. Attach new Course Outlines for course changes requested. Include the following:

   a. Course descriptions suitable for the College catalog.
      Cultural Competence Skills Assessment for D4 students will provide an opportunity for
      students to reflect upon the challenges of serving diverse populations and to implement
      strategies to address those challenges to promote positive oral health outcomes.

   b. Course objectives
      1. Address challenges in serving diverse populations.
      2. Recognize the role of culture, cultural beliefs and social determinants in the
         delivery of and perceptions about health care.
      3. Elicit cultural, social and medical history information using cross-cultural
         communication models
      4. Recommend treatment options that take into consideration the health/healing
         traditions, beliefs and practices of the patient in order to enhance patient
         acceptance and compliance.

   c. Method of student evaluation
      Evaluation will include student self-assessment and formative assessment by faculty
      using a scoring rubric.
d. How this content relates to published ADEA Guideline and ADA Accreditation Standards

This content responds directly to guidelines and standards that indicate that new doctors should be able to tailor the delivery of care to meet patients' social, cultural, and linguistic needs.

e. How the outcomes of this change will be measured

In addition to self-assessment by the students, faculty will evaluate the student responses. Further, student perception of the effectiveness of cultural competence training at the college is assessed in the annual dental student graduation survey which is administered by the director of planning assessment.

(Please obtain department chair's signature before submitting to the Office of Academic Affairs.)
Course Syllabus

Course Number and Name: Cultural Competence Skills Assessment

Course Type (underline one): Lecture Laboratory Clinical Seminar Selective

Academic Year/Semester Offered: 2013-2014 Fall Spring Semester Summer Session

Course Director (include degrees): Lavern J. Holyfield, DDS

Other Participating Faculty: Drs. Barbara Miller, Mark Gannaway, Ernie Lacy, Reginald Taylor and Susan Roshan.

Course Description: Cultural Competence Skills Assessment for D4 students will provide an opportunity for students to reflect upon the challenges of serving diverse populations and to implement strategies to address those challenges to promote positive oral health outcomes.

Course Objectives: Students will:
- Address challenges in serving diverse communities.
- Recognize the role of cultural differences, cultural beliefs and social health determinants in the delivery of and perceptions regarding health care.
- Address patients' health/healing traditions, beliefs and practices.
- Elicit cultural, social and medical history information using cross-cultural communication models.
- Negotiate treatment and enhance compliance.

Related Competencies: BCD Competencies

1.2 Provide humane and compassionate patient care for a diverse multicultural patient population.

2.3 Communicate relevant professional knowledge to other healthcare professionals and patients.

4.1 Obtain a diagnostic database including the patient's chief complaint, and the dental, medical and psychosocial histories.

6.3 Obtain an informed consent for dental treatment from the patient or responsible person.

Evaluation Criteria/Methods:
1. Evaluation will include student self-assessment.
2. Faculty will provide formative assessment by direct response and summative assessment using a scoring rubric.
3. Students must also complete the Cultural Competence Post-Training Survey.

Attendance Policy: There is no face-to-face meeting; however students must submit assigned material in time to meet the deadline to successfully pass the course.

Laboratory/Clinic Policies and Procedures: n/a

Learning Materials: n/a

Remediation Policy: Students will be required to complete the assignment which will include reflection on at least one additional patient encounter.

Special Accommodation for Persons with Disabilities:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Dr. Charles Berry, Associate Dean for Academic Affairs, Room 514, or call 214 828 8208 for additional information.

**COURSE OUTLINE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Session Title/Topic</th>
<th>Instructor(s) L. Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 15, 2014</td>
<td>Deadline for submission of Case #1 via electronic portfolio</td>
<td>Drs. Holyfield, B. Miller, Gannaway, Lacy, Taylor, Roshan, Prats and Tapias</td>
</tr>
<tr>
<td>Feb. 15, 2014</td>
<td>Deadline for submission of Case #2 via electronic portfolio</td>
<td>Drs. Holyfield, Miller, Gannaway, Lacy, Taylor, Roshan, Prats and Tapias</td>
</tr>
<tr>
<td>March 1, 2013</td>
<td>Cultural Competence Post-Training Survey.</td>
<td>Drs. Holyfield, B. Miller and McCann</td>
</tr>
</tbody>
</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
* Submit original form and attach a course syllabus.*

1. Request submitted by (Department or Program Name): School of Law

2. Course prefix, number and complete title of course: Law 7204, Advanced Issues in Criminal Justice

3. Catalog course description (not to exceed 50 words):
Critically analyzes processes, other than trials, used in the US criminal justice system to resolve criminal cases, including plea bargaining, therapeutic justice, restorative justice, and juvenile justice; examines the policy goals supporting continuing, starting, or expanding the use of these processes to resolve criminal cases.

4. Prerequisite(s): All lower-division courses except Constitutional Law; Criminal Procedure

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.

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

   J.D. Law This course is restricted to students at the law school.

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)
Law | 7204 | Adv Issues Crim Justice

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<th>Lect.</th>
<th>Lab</th>
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</table>

Approval recommended by:

Maxine M. Harrington: Department Head or Program Chair (Type Name & Sign) Date

James McGrath: Chair, College Review Committee Date

Art Short: Dean of College Date

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-3201 or sandra.williams@tamu.edu.
Curricular Services – 02/14
Advanced Issues in Criminal Justice
Syllabus
Spring 201
Texas A&M University School of Law

Professor Cynthia Alkon
Office: 173
Office telephone: 817-212-3956
E-mail: calcou@law.tamu.edu or cynthiaalkon@gmail.com

Office Hours: Tuesday & Thursday 3-5 pm.
Classroom: 206

Course Description:
This course critically analyzes processes, other than trials, used in the US criminal justice system to resolve criminal cases, including plea bargaining, therapeutic justice, restorative justice, and juvenile justice. This course examines the policy goals supporting continuing, starting, or expanding the use of these processes to resolve criminal cases.

Prerequisites: All lockstep courses except Constitutional Law; Criminal Procedure

Course Overview:
Between 94-97% of all criminal convictions in the United States are due to plea bargaining, not trials. However, plea bargaining is often not the end of the process but rather the entry point to other newer processes that collectively have changed the way criminal cases are handled. Every state, including Texas, now has a variety of problem solving courts including drug courts, mental health courts, and veterans courts. Many states are using restorative justice processes, particularly in the juvenile justice system. In this course we will critically analyze the variety of processes, other than trials, that the US criminal justice system uses to resolve criminal cases. We will also critically examine the policy goals supporting continuing, starting, or expanding the use of these various alternative processes to resolve criminal cases. In addition to critical analysis of these processes, students will also have an opportunity to do plea bargaining negotiation exercises and to consider dispute system design problems involved in introducing these processes.

Office Hours and Conferences:
I have an open door policy. If my office door is open, please feel free to come in and talk with me. If my office hours do not work with your schedule and/or if you would like to set up a specific time to meet, please let me know.
Learning Objectives:

By the end of the semester you should

1. Understand the basic rules governing how plea bargaining operates.
2. Understand the variety of alternative processes in the U.S. criminal justice system including plea bargaining, problem solving courts, restorative justice, and juvenile justice.
3. Understand the basic policies and principles surrounding the use of these alternative processes.
4. Be able to do basic dispute system design for introducing a problem solving court or restorative justice process into the court system.
5. Be able to negotiate a basic plea bargain either as a prosecutor or a defense attorney.
6. Be able to advise a client about the advantages or disadvantages of these alternative processes.
7. Understand the advantages and disadvantages of these alternative processes from the perspective of a prosecutor, defense lawyer, judge, and policy-maker.

Disability Policy:

Texas A&M School of Law adheres to a disability policy that is in keeping with relevant federal law. The law school will provide reasonable accommodations as determined by the Assistant Dean of Student Affairs, Rosalind Jeffers, in consultation with the University’s disability services. Students must notify Dean Jeffers of any permanent or temporary disabilities and must provide documentation regarding those disabilities prior to the granting of an accommodation. Due to the law school’s policy of testing anonymity, students should not discuss their disabilities with professors. For assistance, students should consult with Dean Jeffers.

Academic Integrity and Policy:

I expect all students to follow the Aggie Honor Code at all times in this class and in any assignments for this class. Under the Aggie Honor Code “An Aggie does not lie, cheat or steal, or tolerate those who do.”

You can see the full statement of the honor code and rules and procedures if it is violated on the Texas A & M Law School Website: Law School Honor Policy

I will treat any violation of the policy seriously and in a manner that complies with the stated policy
Course Web Site:

This course will extensively use a course web page created through the LexisNexis Web Course (hereinafter the Web Course). You will find it listed as “Advanced Issues in Criminal Justice.” The syllabus, required reading, and other class materials will be posted to the site.

I will also regularly send e-mail messages to the e-mail account that you designate when you register with the LexisNexis Web Course. It is your responsibility to check this account regularly (at least once a week) and to make sure that the account remains functional and to ensure that you have read any messages that I may send to you on that account.

Required Reading:

All of the reading for this course will be electronic and posted on the Web Course. It is your choice whether you print out hard copies of the reading material. The reading will be listed on the Web Course by the class number (e.g., Class 1, Class 2).

Please be aware that I will be changing/editing/improving the reading during the semester, so this one class where I would caution against getting too far ahead. I will explain more about this in class during our first meeting, but, for now, I suggest that you not read more than two weeks in advance.

Attendance and Class Participation:

You are required to attend all classes. The Law School has a mandatory attendance policy. Pursuant to that policy, any student who misses more than 25% of classes will be withdrawn from the class. Tardy arrivals or early departures may be considered absences.

As a significant part of your final course grade (see below) is due to class participation and therefore, class attendance, beyond the minimum required by the Law School, will factor into your final grade. If you miss class on the dates we have guest speakers scheduled, without a valid excuse, you will have points deducted from your final grade.

Occasionally, I may need to schedule a make-up class during one of the official make-up times. I will announce the make-up class at least one week in advance. Attendance will be taken at make-up classes.

Laptop Computers, Cell Phones & Other Electronic Devices:

You will find that this course depends on active participation from everyone. As such, it is important to keep the distractions of electronic devices to a minimum. I allow the use of laptops in this course for the exclusive purpose of having the reading for the day available without requiring you to spend the money to print it out. However, the use of laptops is limited to the reading for the day and taking notes. I will deduct class participation points if you use the laptop to surf the web, do instant messaging, check
your Facebook page, or do anything that is unrelated to the two allowed tasks: consulting the reading for the day or taking notes. I reserve the right to revoke the privilege of using laptops in this class for any individual student who violates this policy. And, if it seems to be a widespread problem, I will revoke it for the class as a whole.

Any electronic device that allows for audio or visual or any other type of recording is prohibited. Electronic recording of this class, in any way, is prohibited. In addition, you are not allowed to use cell phones in this class unless you have asked me before class and I have given permission for you to use your cell phone on that particular day. I will grant permission only for specific and legitimate reasons. I reserve the right to deduct up to 5 points from your grade each time I see you use a cell phone. I will not give you a warning.

The only exception to these policies will be for those with prior permission from the Assistant Dean of Student Affairs. Otherwise your cell phones should be turned off or in silent mode during the class and no recording devices of any kind are allowed.

**Grading:** Your grade in this class will be calculated from a combination of class participation, one oral presentation, and written assignments. You can earn a total of 240 points towards your grade in this class (not including extra credit):

<table>
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<tr>
<th>Component</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>Classroom participation:</td>
<td>75</td>
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<tr>
<td>Written Exercise Summaries:</td>
<td>60</td>
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<tr>
<td>Court Observation Writing Assignment:</td>
<td>35</td>
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<tr>
<td>Court Observation Oral Presentation:</td>
<td>20</td>
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<tr>
<td>Other Assignments:</td>
<td>50</td>
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</table>

1. **Classroom participation:**

You can earn a total of 75 points for class participation. Grading is based on whether you contribute to classroom discussions; whether that contribution indicates that you have read the assigned material; your active participation during all exercises; and your overall attendance. You will not be graded on the "outcome" of individual negotiations or exercises, but rather by the process you use including whether you suggest creative solutions to the legal and other problems the exercises ask you to solve. You will be graded on how prepared you are (both in terms of doing the readings and preparation for individual exercises). You will also be graded on your improvement over the semester.

Throughout the semester you will participate in exercises. Many of these require partnering up in advance of the exercise. Therefore, if you will be absent on any particular day it is your responsibility to notify me as far in advance as possible so alternative assignments can be made. Attendance matters in this class because so much of the learning is experiential, which means you need to be both present and actively participating for a good classroom participation score.
2. **Exercise Summaries:** You can earn a total of **60 points** for three written
Exercise Summaries. The summaries are due on the days noted below in the
syllabus. Each summary must be a minimum of three pages or a maximum of
seven pages (in 12 Point Times New Roman, double spaced). Each summary is
worth up to twenty points. One point will be deducted for each day the summary
is late (beginning at 8:00 pm on the day it is due). **The summary must be given
in hard copy in class and not sent via email.**

If you are absent on a day when an exercise is conducted you are required to
interview at least three of your classmates about the exercise and write a summary
of their experiences and conclusions following the standard exercise summary
format. This means you should discuss what they did, what parts of the reading
would have been helpful to you (or not) if you had been present for the
negotiation, what your classmates learned from the experience and you should
also discuss what you have learned from them about what they would do
differently and what this means to you regarding how you would approach a
similar negotiation in the future. This should also be three to seven pages long.
Only one interview summary in lieu of an exercise summary will be accepted
during the semester.

**The required format** for the exercise summaries is at the end of this syllabus.

3. **Observation of Specialty/Problem Solving Court:** You can earn up to **35 points**
for the Court Observation Summary. The Court Observation Summary is due on
March 18, 2014, in hard copy form. One point will be deducted for each day the
summary is late (beginning at 8:00 pm on March 18, 2014). As we will discuss in
class, both Tarrant County and Dallas County have a full array of problem
solving/specialty courts including drug courts, veterans courts, and mental health
courts. You will be required to pick one court in any county (you are not limited
to Dallas or Tarrant County) and observe one specialty court session. You will
need to complete a written Court Observation Summary and turn it in. The
**required format** for the Court Observation is at the end of this syllabus. If your
schedule does not allow you to complete a court observation please see me during
the first week of class and I will give you an alternate assignment. Please note, I
do not consider it to be a scheduling conflict if you do try to do the observation at
the last possible moment and then something prevents you from being able to go.
One example of a legitimate scheduling conflict is if your job will not allow you
to take time off during any of the times the specialty courts meet.

*Please note:* you will need to call in advance to be sure you know when
the court meets and to let the judge know that you will be observing.
Please try to coordinate with your classmates so whichever court you are
interested in is not inundated with calls from this class. We will discuss
in class how to coordinate the initial contacts. Some problem solving
courts (such as the Prostitution Court in Dallas) are not open courts. If
you are told you are not welcome to attend a particular court session, just find out what other court sessions you may be able to attend. Please be sure you plan enough time in advance so that you do not find yourself trying to pull this together at the last minute.

In all of your communications with these courts I expect you to be professional and remember that you are representing Texas A&M University School of Law when you contact these courts and attend the court sessions. I will deduct up to 30 points from your final class grade if there are any problems with professionalism in connection with the court observations. If you have any questions about what would, or would not be professional behavior, please ask. A minimum standard of professionalism will include dressing professionally for the court session, not eating or chewing gum in court, being respectful in all communications with anyone connected to the court, and following any instructions you are given in connection with the court observation by the court personnel, the judge, the prosecutor or defense lawyers. You should not have your cell phone on, or any electronics, while in court observing. In many courts doing so will be considered a violation of the rules. In courts that do not have such rules, keeping your electronic devices off is professional and courteous. It is also difficult to observe what is going on in court if you are busy checking your facebook or email.

4. **Oral Presentation of Problem Solving Court Observation:** You can earn up to a total of 20 points for this oral presentation. The presentations are scheduled for the classes that meet on February 27 and March 4, 2014. Please let me know if you will have a scheduling conflict on either of those days as soon as possible so I can take that into consideration when I assign the presentation dates. I will divide students up for presentation based on the type of court you are observing so that we have, for example, all students observing a drug court present on the same day. The presentations will be done as a panel for each type of court and I will give you a list of questions, in advance, that you should be prepared to answer during the presentation. If you are not prepared to present on the date assigned you will have 10 points deducted from your final score. You are required to dress professionally on the day you are presenting your paper. Failure to dress professionally will result in a 10 point deduction from your final score.

5. **Other Assignments:**

A. **Film Review:** you can earn up to 30 points for a film review of the Movie *Face to Face* that you are required to complete and turn in on April 8, 2014. One point will be deducted for each day the summary is late (beginning at 8:00 pm on the day it is due). The film will be available, in DVD, on reserve at the library. You could also rent the film from Amazon “on demand” or
from other sources (such as Netflix). See the required format for the review at the end of this Syllabus.

*Please Note:* The film is from Australia and is a dramatized account of one restorative justice process in a criminal assault case, based on actual cases. As a drama, the film includes profanity and some moderate violence. As a foreign film, it is not rated, but is probably the equivalent of an "R" rated film. If you would rather not watch this film due to its content, please let me know during the first week of classes so that I can give you an alternative assignment.

**B. Juvenile Justice Exercise Analysis:** You can earn up to 20 points for your analysis of this exercise. This assignment is the only written assignment that should be turned in via email, and is on April 29. One point will be deducted for each day the summary is late (beginning at 8:00 pm on the day it is due). You will receive more information about this assignment later in the semester.

**Class Calendar:**

Please be aware that I have scheduled guest speakers for this class. Our guest speakers are all busy professionals and as such some class topics may need to be rearranged to accommodate their schedules and/or we may have last minute changes if the guest speaker/s scheduled for a particular day needs to cancel. Please be flexible and understanding about these circumstances that will be out of all of our control. I will notify you either in class or via the Web Course of any changes as soon as possible.

*Please Note:* On days that we have guest speakers scheduled, please be sure that you have read the materials for the next class just in case we have a last minute cancellation and will instead cover the material scheduled for the next class.

**Class 1: January 14: Introduction**

*Required Reading:* On the Web Course.

**Class 2: January 17: Plea Bargaining: The Rules**

*Required Reading:* On the Web Course.

*Required viewing:*

Watch PBS Frontline "The Plea" available at:
Class 3: January 21: Plea Bargaining: Background

Required Reading: On the Web Course.

In today’s class you will receive your roles for the first plea bargain exercise of the class. If you are absent today you will need to arrange to pick up your role from me personally. Please be aware: students cannot pick up roles for each other. In addition, I will not have office hours or be available on January 23 or 24 as I will be out of town at a conference, so, please be sure you have planned ahead.

Class 4: January 23: Plea Bargaining: Negotiation

Please Note: There will be no class today. In lieu of class you will be required to complete an out-of-class plea bargain.

Class 5: January 28: Plea Bargaining: Negotiation Debrief

Required Reading: On the Web Course.

Class 6: January 30: Plea Bargaining: Underlying policy goals

Required Reading: On the Web Course.

Class 7: February 4: Plea Bargaining: Concerns

Required Reading: On the Web Course.

Note: Plea Bargain Exercise Summary due today.

Class 8: February 6: Plea Bargaining: Negotiation

Required Reading: On the Web Course.

You will receive your roles for the second plea bargain exercise of the class. If you are absent today you will need to arrange to pick up your role from me personally. Please be aware: students cannot pick up roles for each other.

Class 9: February 11: Plea Bargaining: Negotiation & Debrief

The plea bargain negotiation will be an in-class exercise today.

Class 10: February 13: Plea Bargaining: Reform

Required Reading: On the Web Course.
Please Note: By today you need to advise me which problem-solving court you intend to observe. I will pass out a sign-up sheet in class. This is so I can assign the dates for your oral presentations as we will have two class periods set aside for those presentations and I want to divide up the presentations by subject matter (for example, having all those who observe a veterans court present on the same day).

Class 11: February 18: Problem Solving Courts: Background & Neuroscience

Required Reading: On the Web Course.

Note: Plea Bargain Exercise Summary due today.

Class 12: February 20: Problem Solving Courts: Continued

Required Reading on the Web course: Please note, there is no class today, but there is reading that will be useful for both the exercise and your court observations.

Please Note: There will be no class today. In lieu of class you will be required to do an out of class observation of a problem solving court. You must have your observation completed, and be prepared to do your oral presentation on it by March 4th. The written observation is due on March 18, 2014.

Class 13: February 25: Problem Solving Courts: Problem Solving Courts: Concerns

Required Reading: On the Web Course.

Class 14: February 27: Problem Solving Courts: Exercise & Debrief

Class 15: March 4: Problem Solving Courts: Report on Court Observations

Class 16: March 6: Problem Solving Courts: Report on Court Observations

Class 17: March 18: Guest Speakers:

Tentatively schedule: Tarrant County Judge Panel

Note: The written Court Observation Summary is due today.

Class 18: March 20: Restorative Justice: History & Approaches

Required Reading: On the Web Course.
Class 19: March 25: Restorative Justice: Concerns

Required Reading: On the Web Course.

Note: Your Exercise Summary for the Problem Solving Courts Exercise is due today.

Class 20: March 27: Guest Speaker:

Tentatively scheduled: Representatives of the Dallas County Public Defender and Tarrant County District Attorney

Class 21: April 1: Guest Speaker:

Tentatively scheduled: Tarrant County private criminal defense lawyers

Class 22: April 3: Restorative Justice: Exercise

Please Note: There will be no class today. In lieu of class, and any required reading, you are required to watch the Film Face to Face and write a film review (using the required format at the end of the syllabus). DVD copies of the film will be available to check out from the library (from the reserve section). You could also rent the film from Amazon “on demand” or from other sources (such as Netflix).

The film is 1 hour and 27 minutes long, so it is longer than our regularly scheduled class time, but if students want to arrange to start the film early and see it on during our regular class time on April 3rd, please let me know so I can be sure our classroom is reserved starting at 6pm.

Class 23: April 8: Juvenile Justice: History & Cases

Required Reading: On the Web Course.

Note: Film Review due today

Class 24: April 10: Juvenile Justice: Plea Bargaining

Required Reading: On the Web Course.

Class 25: April 15: Juvenile Justice: Restorative Justice

Required Reading: On the Web Course.
Class 26: April 17: Juvenile Justice: Problem Solving Courts

Required Reading: On the Web Course.

Class 27: April 22: Juvenile Justice Exercise

Class 28: April 24: Juvenile Justice Exercise Debrief

Required Reading: On the Web Course.

April 29: Your final written analysis for this course, on the Juvenile Justice Exercise, is due today.
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): School of Law

2. Course prefix, number and complete title of course: Law 7552 Business Fundamentals for Lawyers

3. Catalog course description (not to exceed 50 words):
Introduction to business concepts and processes important to law practice; covers areas critical to business lawyers, such as financial statements, business strategy, supply chains, HR management, finance, marketing operations. Includes business problem simulations; prepares students for upper division business-related courses such as Business Associations and Securities Regulation.

4. Prerequisite(s):
One year in law school in the full-time or part-time program

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 program(s) (e.g., B.A. in history)

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

J.D. Law This course is restricted to students at the law school.

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

9. Prefix Course # Title (excluding punctuation)

| Law 7552 | Bus Fundamentals Lawyers |

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Approval recommended by:

Maxine M. Harrington, [Department Head or Program Chair (Type Name & Sign) Date]

James McGraith, [Chair, College Review Committee Date]

Arcie Scott, [Dean of College Date]

Submitted to Coordinating Board by:

Chair, GC or UCC [Date]

Effective Date [Date]

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 02/14
TEXAS A&M UNIVERSITY
SCHOOL OF LAW

BUSINESS FUNDAMENTALS FOR LAWYERS

SYLLABUS
Summer 20XX

Professor Franklin G. Snyder
Office: Room 142
fsnyder@law.tamu.edu

Office: (817) 212-3921

TEXT:
- Kelly & McGowen, BUSN4 (South-Western 2012) (used copies are inexpensive)
- The Business Strategy Game (McGraw-Hill)
- https://www.bsg-online.com (online registration, $42.95)

TIME: Thursdays, 9:00 a.m.-10:50 a.m.
ROOM: 106
FINAL: 9:00 a.m., Tuesday, July 15

OFFICE HRS: Tuesday-Wednesday-Friday, 8:45 a.m.-10:30 a.m.
Other hours by appointment

Course Description. Introduction to business concepts and processes important to law practice. Covers areas critical to business lawyers, such as financial statements, business strategy, supply chains, HR management, finance, marketing operations. Includes business problem simulations. Prepares students for upper division business-related courses such as Business Associations and Securities Regulation.

Prerequisite. One year of law school, either part-time or full-time.

Course Goals and Objectives. The key goal is to get students to learn to think not like lawyers, but like the clients they will be representing when they are lawyers. The most common complaint about attorneys from business people is that the attorneys “just don’t understand our business.” This course is designed to help student to begin the process of understanding. As a result of this course, students should have:

- A basic concept of the principles of microeconomics as they apply to business firms: how money is raised, why people invest, the time value of money; the concept of leverage; the basic concepts of debt and equity.
- An understanding of functions of, and the basic relationships among, various business operations, including finance, management, production, marketing, distribution, and human resources.
• Familiarity with basic forms of accounting and with key financial documents (such as the balance sheet and the profit-loss statement), the ability to answer basic questions by relying on them.
• Most importantly, a better understanding of the issues faced in modern business and the way these businesses (your future clients) think about things.

Blackboard. This class will use the Blackboard system. Make sure you are registered for the class and be sure to check it regularly. During the semester assignments may be changed and there will be certain important notices. Also make sure your email is set up to get messages sent over both the Blackboard and Texas A&M systems. It is your responsibility to make sure that you get all information sent out through the Blackboard system.

Preparation. We will be covering a great deal of material. You are responsible for all the material in the book. In class we will focus on some aspects of what is covered in the readings, and we will be doing some problem-solving, but it is important that you read the material in advance. The slides that I use in class will be posted on Blackboard, but please remember that you are responsible for the material whether it is covered in class or not.

Class Time. Each class period is two 50-minute segments. I will not be cold-calling in this class. We will be using the class period to work through business problems and situations related to the readings. We will also be running a business simulation game, known as the Business Strategy Game through the course of the semester. Some portion of each class period will be devoted to the game, in which teams of students compete against other students to dominate their industry. The simulation game analyzes each decision made by each team (build a new factory, downsize office operations, hire a celebrity endorser, cut costs on materials, outsource production, provide better employee benefits, etc.) and calculates how well the business is doing compared to its rivals. It is designed to give you an inside view of the interconnected nature of business decisions.

Grading. Your final grade will be based one-third on your team’s performance in the Business Strategy Game, one-third on weekly multiple choice quizzes you will take online, and one-third on the final exam, which will be multiple choice.

Office Hours. I will always try to be in my office for the posted hours above, but you are free to come by at any time if I’m in the office. If I’m too busy to talk at that moment, we can set up a time. Or email me with a suggested time and I’ll try to be available.

Law School Disability Policy. Texas A&M School of Law adheres to a disability policy that is in keeping with relevant federal law. The law school will provide reasonable accommodations as determined by the Assistant Dean of Student Affairs, Rosalind Jeffers, in consultation with the University’s disability services. Students must notify Dean Jeffers of any permanent or temporary disabilities and must provide documentation regarding those disabilities prior to the granting of an accommodation. Due to the law school’s policy of testing anonymity, students should not discuss their disabilities with professors. For assistance, students should consult with Dean Jeffers.
Academic Integrity Statement and Policy. An Aggie does not lie, cheat or steal, or tolerate those who do. Students should review and abide by the Law School Honor System Rules.

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<td>Marketing: Product and Promotion</td>
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Texas A&M University

Departmental Request for a New Course

Undergraduate • Graduate • Professional

1. Request submitted by (Department or Program Name):
   School of Law

2. Course prefix, number and complete title of course:
   Law 7789 LARW III: Business Collections

3. Catalog course description (not to exceed 50 words):
   Course teaches writing and analysis skills for business collection lawsuits; students learn to draft a demand letter, petition, answer, interrogatories, judgment order, application for writ of garnishment, and motions for substituted service, default judgment, and summary judgment; also introduces negotiation, settlement, and trial advocacy skills.

4. Prerequisite(s):
   One year in law school in the full-time or part-time program, including Contracts, LARW I and LARW II

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

   J.D. Law This course is restricted to students at the law school.

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)

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Approval recommended by:
Maxine M. Harrington  Date
Department Head or Program Chair (Type Name & Sign) Date
James McGrain  Date
Chair, College Review Committee Date

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

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

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 02/14
LARW III: Business Collections  
Course Information and Syllabus—Summer 20XX

Adjunct Professor: James S. Johnson  
Office: 1231 Greenway Drive, Suite 385, Irving, Texas 75038  
Mobile Phone: 940-435-9806  
Office Fax: 469-324-0100  
Email: jim@capitalistplace.com  
Office Hours: After class and by appointment.  
Class Meetings: Mondays / Wednesdays from May 28 through July 9, plus Friday on June 13, from 4:00 p.m. to 5:50 p.m. All sessions meet in the Trial Courtroom.  
Textbook: Texas Collections Manual (4th Edition—2013 supplement) published by Texas Bar Books. Retail Cost is $385.00 but, by special arrangement, students in this course can obtain the full digital product for FREE. You will receive a link by email to enable your purchase. After you graduate, this Manual will promote personal time efficiency in your law practice. It updates every couple of years and is well worth the full retail price if you practice collections law.

COURSE DESCRIPTION AND OBJECTIVES

This course teaches writing and analysis skills for business collection lawsuits. Students will learn to draft a demand letter, petition, answer, interrogatories, judgment order, application for writ of garnishment, and motions for substituted service, default judgment, and summary judgment. The course also will introduce negotiation, settlement, and trial advocacy skills.

COURSE PREREQUISITE

Prerequisite for enrollment in this course is the completion of one year in law school (in the full-time or part-time program), including Contracts, LARW I, and LARW II.

COURSE REQUIREMENTS

There is no assignment for the first day of class. For class meetings two through fourteen, students must prepare by reading assigned sections of the Texas Collections Manual and by drafting documents as will have been assigned during the preceding class meeting. Be prepared to support your approach to the documents prepared for your client’s case and to talk through alternative solutions where applicable.

GRADING

Your grade in this course will be based 90% on quality of your writings submitted in response to class assignments and 10% on your in-class discussions. There will be no examination.

INSTRUCTIONAL METHODS AND ASSIGNMENTS
This class is taught by a combination of lecture, guided discussion (Socratic method), and document drafting assignments. Each class will focus on the assigned textbook chapter(s). Please read the chapter(s) and draft the assigned documents prior to each class session. Your preparation will enable a more meaningful class discussion. Document drafts are due at the beginning of the class that the material will be discussed. After grading, you will have a chance to re-draft and resubmit each document to improve in response to the class discussion and in response to written comments on your papers.

POLICY STATEMENTS

ATTENDANCE: Attendance is required in accordance with the policy of the TAMU School of Law. Your signature on the attendance roster verifies that you were present during the entire class session. I reserve the right to mark you absent if you arrive significantly late for class or if you leave early from class.

DISABILITY: Texas A&M School of Law adheres to a disability policy that is in keeping with relevant federal law. The law school will provide reasonable accommodations as determined by the Assistant Dean of Student Affairs, Rosalind Jeffers, in consultation with the University’s disability services. Students must notify Dean Jeffers of any permanent or temporary disabilities and must provide documentation regarding those disabilities prior to the granting of an accommodation. Due to the law school’s policy of testing anonymity, students should not discuss their disabilities with professors. For assistance, students should consult with Dean Jeffers.

ACADEMIC INTEGRITY: “An Aggie does not lie, cheat or steal, or tolerate those who do.” Student actions are governed by the law school’s Code of Conduct and Honor Code (available at http://law.tamu.edu/Portals/0/docs/nniroma/TAMU%20Law%20School%20Honor%20System%20%20%283%29.pdf.)


“What is professionalism? ‘Professionalism is conduct consistent with the tenets of the legal profession as demonstrated by a lawyer’s civility, honesty, integrity, character, fairness, competence, ethical conduct, public service, and respect for the rule of law, the courts, clients, persons who work within the legal profession, witnesses, and unrepresented parties.” Commission on Professionalism, State Bar of New Mexico. Available at: http://www.nmbar.org/Attorneys/commissiononprofessionalism.html.

COURSE SYLLABUS: Course syllabi are intended to provide students with basic information concerning the course. The syllabi can be viewed as a “blueprint” for the course; changes in the syllabus can be made and students will be informed of any substantive changes concerning examinations, the grading or attendance policies and changes in project assignments.

Class 1
Introduction and Client Acceptance.
Reading: None.
Document: None.

Class 2
Demand Letter.
Reading: Chapter 3, 4, 6
Document (Graded): Demand Letter.

Class 3
Jurisdiction and Venue.
Reading: Chapter 15, Chapter 19.11 through 19.19
Document: None.

Class 4
Original Petition.
Reading: Chapter 14
Document (Graded): Original Petition.

Class 5
Service of Process.
Reading: Chapter 16
Document (Graded): Motion for Substituted Service.

Class 6
Motion for Default Judgment.
Reading: Chapter 2.78:9, Chapter 20.21 through 20.26
Document (Graded): Motion for Default Judgment.

Class 7
Defenses and the Answer.
Reading: Chapter 17
Document (Graded): Original Answer.

Class 8
Discovery.
Reading: Chapter 18
Document (Graded): Request for Admissions and Interrogatories.

Class 9
Motion for Summary Judgment.
Reading: Chapter 19
Document (Graded): Motion for Summary Judgment.

Class 10
Trial Procedure.
Reading: None.
Document: None.

Class 11
Judgment and Attorney Fees.
Reading: Chapter 20
Document (Graded): Judgment Order.

Class 12
Abstract of Judgment and Writ of Execution.
Reading: Chapter 27.1 through 27.42
Document: None.

Class 13
Post-Judgment Discovery.
Reading: Chapter 26
Document: None.

Class 14
Garnishment and Settlement.
Reading: Chapter 27.51 through 27.72
Document (Graded): Motion for Writ of Garnishment.
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): School of Law

2. Course prefix, number and complete title of course: Law 7790 LARW III: How the Deals Get Done

3. Catalog course description (not to exceed 50 words):
Course is for students who plan to practice transactional law; uses a hypothetical start-up business to help students deal with the transactional issues in this context; combines theory and practice to prepare students for typical matters they will confront in a transactional law practice.

4. Prerequisite(s):
(1) One year in law school in the full-time or part-time program, including LARW I and II; (2) Business Associations I or Business Associations (four credit-hour course offered prior to fall 2013)

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
Will this course be repeated within the same semester? ☑ Yes ☐ No If yes, this course may be taken _____ times.

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

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

J.D. Law This course is restricted to students at the law school.

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)

| Law | 7790 | LARW III How Deals Get Done |

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Approval recommended by:

Maxine M. Harrington
Department Head or Program Chair (Type Name & Sign) Date

James McGrath
Chair, College Review Committee Date

Adj. Shot
Dean of College Date

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8301 or sandra.williams@tamu.edu.
Curricular Services - 02/14
Meeting Times & Location:
Tuesdays & Thursdays 9:00am – 10:15 am
Room ___

Instructor Information:
Professor Neal Newman
(817) 212-4138
Room 143
nnewman@law.tamu.edu
Office Hours: Tuesdays & Thursdays 10:15am – 11:30am

Course Description:
If you plan on practicing transactional law, this course is for you. The course uses a hypothetical start-up business to help students deal with the transactional issues in this context. The course combines theory and practice to prepare students for typical matters they will confront in a transactional law practice.

Course Prerequisites:
(1) One year in law school in the full-time or part-time program, including LARW I and II; (2) Business Associations I or Business Associations (four credit-hour course offered prior to fall 2013).

Course Objectives: Upon course completion, students should have learned the following eight concepts:

1) Business Entity Selection: Develop an analytical framework to use for selecting the best business entity for a client given their particular circumstances.

2) Limited Liability Company Law: Develop an overview of the law surrounding Limited Liability Companies (LLC’s). This would include learning the general legal framework for LLC law and being able to understand and analyze LLC operating agreement provisions.

3) Exempt Transactions under the Federal Securities Laws: Gain a general understanding of selected issues under the Federal Securities Laws. The primary learning objective here would be understanding the various “exempt transactions;” a transaction whereby an issuer can issue securities without having to register them with the Securities and Exchange Commission.

4) The Incorporation Process: Gain an overview and general understanding of the corporate formation process. This would include learning about the required contents of
a corporation's articles of incorporation, the required contents of an organizational meeting, the basics in forming a corporation's capital structure, the shareholders' and directors' role in the incorporation process, and finally how to determine in which jurisdiction a company should incorporate.

5) Equity Based Compensation: Many corporations issue stock to their employees as a form of supplemental compensation (typically referred to as stock options). This type of compensation triggers various tax and regulatory issues. Students should be able to identify and work through the issues that are triggered when companies use stock options as a form of compensation.

6) Intellectual Property: Often times in a small start-up business, the product or service in question may be some type of software or technology related invention. This triggers intellectual property issues. Students should become familiar with the different categories of intellectual property and the legal steps that should be taken to protect that intellectual property.

7) Preferred Stock Attributes: Preferred stock attributes are a big part of a venture capital financing deal. In that regard, students will gain an understanding of various preferred stock attributes such as conversion rights, liquidation preferences, and redemption rights.

8) Document Drafting: Students will learn the skill of drafting transactional documents. This includes studying the types of provisions commensurate with financing transactions, as well as how to draft those provisions with clarity and precision.

Course Textbook:


Assignments:

Students will be expected to attend class and complete the weekly Homework Assignments (which are in Appendix A of the casebook). With respect to each Homework Assignment, students are expected to bring two copies of the homework to class and turn in one copy at the start of the class period when the assignment is due. Students are to retain the second copy for their use during class discussion of the homework. Students are encouraged to collaborate regarding weekly Homework Assignments and class preparation. There will be no final exam. There will be three major graded “Memo Assignments” to be completed during the course of the semester as set forth in the schedule of assignments included here on the Syllabus.
LAW III: How the Deals Get Done
Course#
COURSE SYLLABUS
Spring 20XX

Grading:

20% for attendance, class participation and weekly preparation (including timely completion of the Homework Assignments); 20% for Memo Assignment #1; 30% for Memo Assignment #2; and 30% for Memo Assignment #3.

Graded Memo Assignment Rules: Students are expected to complete each of the three Graded Memo Assignments. Students may discuss the assignments with other students but each student must complete their assignments independently. The Graded Memo Assignments do not call for research beyond the reading materials provided in the casebook and applicable corporation codes and statutes.

The stated maximum page lengths for the Graded Memo Assignments are not to be seen as expectations — many very good papers are shorter: Footnotes are prohibited. Papers may be single spaced, but grading includes an assessment of the value of the paper to the reader, which includes the ease of use by the reader. Single spaced memos without frequent paragraph breaks or section divisions are difficult to read and will be graded accordingly.

Each of the three Graded Memo Assignments is due at the beginning of class on the due date: Consistent with Texas A&M School of Law’s anonymous grading policy, the Graded Memo Assignments when turned in should show only the student’s identification number. Students are to keep time logs, just as in a law practice, showing their time spent on each of the three Memo Assignments. Students are to turn in their time sheets along with each Graded Memo Assignment. So that the time sheets are outside the anonymous information used to grade the Graded Memo Assignments, the time sheets are to be submitted to me separate from the Graded Memo Assignment and are to show the student’s name.

Questions on the graded Memo Assignments may be asked by email, during office hours or in class: Answers will be provided in class and posted on TWEN so that all students have access to the questions and the answers and any follow-up issues can be discussed with the group as a whole. Thus, the last opportunity for questions is the class preceding the due date for that particular Graded Memo Assignment. After that class, no further questions will be addressed. As a consequence, it is very much in the student’s best interest to begin working on the assignments early so that they may discover their questions before the last opportunity for the instructor to respond to any such inquiries has passed. The Graded Memo Assignments are handed out at least three weeks before they are due. The time allowed is intended to give students the ability to complete the Memo Assignments while managing their study schedules and other commitments without undue inconvenience. Unfortunately, some students leave the project to the last few days before the due date; thus they lose the opportunity to raise questions and often don’t perform as well as they would like.

Law School Disability Policy: Texas A&M School of Law adheres to a disability policy that is in keeping with relevant federal law. The law school will provide reasonable accommodation as determined by the Assistant Dean of Student Affairs, Rosalind Jeffers, in
consultation with the University’s disability services. Students must notify Dean Jeffers of any permanent or temporary disabilities and must provide documentation regarding those disabilities prior to the granting of an accommodation. Due to the law school’s policy of testing anonymity, students should not discuss their disabilities with professors. For assistance, students should consult with Dean Jeffers.

**Academic Integrity Statement and Policy:**

“An Aggie does not lie, cheat, or steal, or tolerate those that do.” Students should review and abide by the Law School Honor System Rules.

**Professionalism Statement:**

Professionalism is conduct consistent with the tenets of the legal profession as demonstrated by a lawyer’s civility, honesty, integrity, character, fairness, competence, ethical conduct, public service, and respect for the rule of law, the courts, clients, persons who work within the legal profession, witnesses, and unrepresented parties.
LARW III: How the Deals Get Done  
Course#  
COURSE SYLLABUS  
Spring 20XX

**NOTE:** I will collect and we will go over the assignments during the Thursday class of each week.

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<tr>
<th>Lecture</th>
<th>Topic and Assignment</th>
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| Week #1   | **Describe Homework Assignment #1** — Draft Term Sheet for Marriage Proposal  
Read The Course Syllabus  
Read Chapter 1 — *Introduction to Business Planning and the Ethical Obligations of Deal Lawyers*  
- Read Chapter 10 — *Documenting the Capital Raising Transaction* — pp. 605-617 (regarding use of Terms Sheets and Letters of Intent)  
- Review Appendix B — pp. 700-703 (Sample Confidentiality/NonDisclosure Agreements)  
- Review Appendix B — pp. 704-708 (Sample Term Sheets for Employment Agreements) |

| Week #2   | · Read Chapter 2 — *Choice of Business Entity*  
· Collect and Review Homework Assignment #1  
· Describe Homework Assignment #2 — Analyze LLC Operating Agreement Hypothesis (Appendix A) |

| Week #3   | · Read Chapter 3 — *Formation of the LLC and Preparation of the LLC Operating Agreement* (pp.129-168)  
· Review Appendix B - pp. 709-755 (Sample LLC Operating Agreements)  
· Collect and Review Homework Assignment #2  
· Describe Homework Assignment #3 — Fiduciary Duties in LLCs (Appendix A) |

<p>| Week #4   | Read Chapter 3 — <em>Scope of Fiduciary Duties in the Modern LLC</em> (pp. 168-222) |</p>
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<tr>
<td>Week #5</td>
<td><strong>Review Appendix B</strong> – pp. 709-755 (Sample LLC Operating Agreements – relevant provisions regarding members’ and managers’ fiduciary duties)</td>
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<td>· Collect and Review Homework Assignment #3</td>
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<td>Graded Memo Assignment #1 Due –</td>
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<td>Week #6</td>
<td><strong>Read Chapter 4</strong> – <em>Selected Issues Under the Federal Securities Laws</em></td>
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<td>· Describe Homework Assignment #4 – Incorporation: Delaware vs. California (Appendix A)</td>
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<td>Distribute Graded Memo Assignment #2 – Draft Stock Purchase Agreement</td>
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<td>Week #7</td>
<td><strong>Read Chapter 5</strong> – <em>Formation of a Corporation: California vs. Delaware</em></td>
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<td>· Collect and Review Homework Assignment #4</td>
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<td>· Describe Homework Assignment #5 – Equity-Based Compensation Hypo’s (Appendix A)</td>
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<td>Week #8</td>
<td><strong>Read Chapter 6</strong> – <em>Equity-Based Compensation: Stock Options, Incentive Compensation and Related Founder Issues</em></td>
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<td>· Collect and Review Homework Assignment #5</td>
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<td>· Describe Homework Assignment #6 – Research and Identify Three Local Venture Capital Firms (Appendix A)</td>
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<td><strong>Read Chapter 10</strong> – <em>Documenting the Capital Raising Transaction</em> – pp. 617-628 (regarding stock Purchase Agreements)</td>
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<td>· <strong>Read Chapter 7</strong> – <em>Intellectual Property Protection – A Primer for the Non-Expert</em></td>
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<td>· <strong>Review Appendix B</strong> – pp. 797-800 (Sample Invention Assignment Agreement)</td>
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<td>· Collect and Review Homework Assignment #6</td>
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| Week #9 | • Review Chapter 10 – Documenting the Transaction – pp. 617-628 – Preferred Stock Purchase Agreement and related topics.  
• Review – Sample Loan Agreement – Appendix B – pp. 756-779  
• Review – Sample Acquisition Agreement – Appendix B – pp 780-796  
• Read Chapter 8 – Raising Capital – Overview of Venture Capital- pp. 419-460 |
| Week #10 | COMPLETE 2ND GRADED MEMO –  
Tuesday’s Class – Discuss Assignment – Answer Questions – Work on Memo during class – Collaborate  
 Thursday’s Class – Debriefing of 2nd Graded Memo |
| Week #11 | Distribute Graded Memo Assignment #3 – Review & Compare Definitive Term Sheet and Stock Purchase Agreement for Series A Preferred Stock Financing  
Read Chapter 9 – Venture Capital Financing: Preferred Stock Attributes (pp. 469-517 – regarding Dividend and Liquidation Preferences)  
Read Chapter 10 – Page 628 (regarding the Amended and Restated Charter)  
• Collect and Review Homework Assignment #7  
• Describe Homework Assignment #8 – Anti-Dilution Hypo’s (Appendix A)  
Week #12 | • Read Chapter 9 – Venture Capital Financing: Preferred Stock Attributes (pp. 517-566 – regarding Conversion Rights and Anti-Dilution Protection) |
| Week #13          | Read Chapter 9 – *Venture Capital Financing: Preferred Stock Attributes* (pp. 566-604 – regarding Redemption and Voting Rights)  
|                  | · Read Chapter 10 – *Documenting the Capital Raising Transaction* (pp. 661-668 – regarding Voting Agreements)  
|                  | · Review Appendix B – pp. 801-815 (Sample Voting Agreement)  
|                  | Collect Homework Assignment #9 – (Term Sheet Comparison)  
|                  | Discuss Questions on Memo #3  
| Week #14         | · Read Chapter 10 – *Documenting the Capital Raising Transaction* (pp. 628-661 – regarding Right of First Refusal and Co-Sale Agreements)  
| Investor’s Rights – Preemptive Rights; Board Rights; Registration Rights; Information and Audit Rights |  
| Founder’s Issues – Rights of First Refusal and Co-Sale Rights | · Review Appendix B – pp. 816-839 (Sample Investor Rights Agreement)  
|                  | Review: Sample Right of First Refusal and Co-Sale Agreement – Appendix B – pp. 840-849  
| Lecture          | · Read Chapter 10 – *Documenting the Capital Raising Transaction* (pp. 668-672 – regarding the Mechanics of Closing a Financing Transaction)  
| Week # 15        | · Review Appendix B – pp. 850-852 (Sample Closing Document Checklist)  
| Week of April 27 |  
| Graded Memo Assignment #3 Due |
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): School of Law

2. Course prefix, number and complete title of course: Law 7867 Entrepreneurship Law Clinic

3. Catalog course description (not to exceed 50 words):
Offers students the ability to work with entrepreneurs on transactional matters in connection with the founding and/or development of a small business; students will focus on legal issues involved in starting a business, including choice of entity, entity formation, and founding agreements.

4. Prerequisite(s): One year in law school in the full-time or part-time program; Business Associations I
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 2 to 3

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

J.D. Law This course is restricted to students at the law school.

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)

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<td>Entrepreneurship Law Clinic</td>
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Approval recommended by:

Maxine M. Harrison
Department Head or Program Chair (Type Name & Sign) Date

James McGrath
Chair, College Review Committee Date

Date

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 02/14
TAMU Entrepreneurship Law Clinic
Spring 20xx
2 credit hours

Wednesday, 3:00-5:00 p.m.
Room 105

Instructors:
Professor Megan Carpenter
Email: mcarpenter@law.tamu.edu
Phone: 817-412-9434
Office: Room 136
Office Hours: Friday, 10:00-12:00

Professor Cheryl Leb
Email: cheryl.lee@kellyhart.com
Phone: 817-878-3547
Office Hours: By appointment

Course Overview
The Entrepreneurship Law Clinic offers students the ability to work with entrepreneurs on transactional matters in connection with the founding and/or development of a business. Students will focus on choice of entity and entity formation. The clinic will also provide assistance in strategizing, negotiating, and drafting organizational and operational agreements.

Prerequisites:
One year of law school in the full- or part-time program. Business Associations.

Resource Materials:
There is no required textbook for this course. Readings will be distributed in class or available online.

Course Objectives:
Throughout this course, students will:
1. Understand and gain an appreciation for specific substantive areas of law relevant to start-ups, including trademark clearance and acquisition of rights, as well as choice of entity and entity formation issues.
2. Begin to develop a knowledge base from which to build the capacity to diagnose short- and long-term problems related to trademark clearance and acquisition of rights.
3. Learn and refine skills for effective interviewing, counseling and communication.
4. Be able to counsel and serve entrepreneurial clients effectively and ethically.
5. Develop a "bedside manner", i.e., an effective process for client counselling.
6. Develop professionalism and an ethical framework as a counselor to entrepreneurs, including how to work collaboratively with other practitioners.
7. Reflect on clinic experiences and grow personally and professionally from them.

Approach:
Class meetings and work will include:

- **In-class workshops:** Class meetings will include some lecture, and also workshops on topics relevant to both trademark law and entity formation. Student participation in all classes and discussions is required.

- **Field trips:** Two visits to College Station to engage with ELC clients will be scheduled during the term, to provide opportunities for informal networking and communications.

- **Interviewing Simulations with Mock Clients:** In Week 4 students will be assigned to do a diagnostic interview with a "mock client" - a (pretend) entrepreneur who is seeking assistance. Students working in teams will conduct a diagnostic interview and receive detailed feedback from the Instructor, the mock client, and other students observing the interview.

- **Interviewing and Consulting Sessions with Real Clients:** In Week 5 the same student teams will then begin to assist assigned real business client(s) for the remaining 10 weeks of the term, starting with a diagnostic interview with the client (estimated 2-3 meetings total - one at the beginning, a mid-term check-in, and a final meeting). Based on what is learned in the diagnostic interview, student teams will then conduct research, counsel, lead training sessions, and/or draft legal documents.

- **"Firm" Case Conferences:** The entire class will meet regularly as the Firm to have opportunities to discuss real client cases and pool insights and expertise.

- **Team Meetings:** Beginning after the real client interviews, teams will meet with the Professors to review research and discuss case strategy.

- **Writing Assignments:** Writing assignments consist of a reflection and analysis paper, regular journaling, documents related to practice: (1)
an engagement letter; (2) a client intake memo; (3) deliverables identified in the intake memo (memos, legal documents).

- **Presentation:** Students will make a presentation on a business or legal issue related to an experience they had with a client during the ELC experience.

- **Fun:** This course should be fun.

**Evaluation and Grading Policies:**
All work, including but not limited to journals, maintenance of case files, client services, class participation, community presentations, and reflection papers, will be graded Pass/Fail and will be evaluated for quality and care, thoughtfulness, critical thinking, timeliness, and completeness. We expect adherence to our rules of professional conduct where applicable. All clinic work will be supervised by an attorney. All official correspondence will be on TAMU School of Law stationery and must be cross-signed by a clinic faculty member or liaison, unless otherwise noted.

**Law School Disability Policy:**
Texas A&M School of Law adheres to a disability policy that is in keeping with relevant federal law. The law school will provide reasonable accommodations as determined by the Assistant Dean of Student Affairs, Rosalind Jeffers, in consultation with the University’s disability services. Students must notify Dean Jeffers of any permanent or temporary disabilities and must provide documentation regarding those disabilities prior to the granting of an accommodation. Due to the law school’s policy of testing anonymity, students should not discuss their disabilities with professors. For assistance, students should consult with Dean Jeffers.

**Academic Integrity Policy:**
An Aggie does not lie, cheat or steal, or tolerate those who do. Students should review and abide by the Law School Honor System Rules.

**Statement on Professionalism:**
Professionalism includes the skill, good judgment, and polite behavior characteristic of a person trained to do a job well. Students are expected to maintain the highest levels of professionalism, just as if the student were working at a world-class law firm.
Course Topics:
The course topics provided below reflect the general coverage of the course in chronological order. However, there may be particular topics that will take more time and others that may be added or changed. It is impossible to predict what specific topics will be addressed by each team on behalf of their clients; the complexity, subject matter, and duration will all vary. This flexibility allows us to flow with the class's interests and best meet the needs of students and clients.

1. Introduction: Trademark Law
   a. Trademark Searching
   b. Resources

2. Introduction: Choice of Entity
   a. Entity Formation Issues
   b. Resources

3. Client Intake
   a. Engagement Letters
   b. Client Intake Discussion

4. Client Interviewing and Counseling
   a. Mock Interviews
   b. Scenario building

5. Distribution of Clients and Group Discussion

6. Trademark clearance searches

7. Initial Client Meetings
   a. Seeking information
   b. Engagement letters

8. Trademark clearance searches

9. Memos with legal findings

10. Letters to clients

11. Preparation of Trademark Applications
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

1. Request submitted by (Department or Program Name): School of Law
   
2. Course prefix, number and complete title of course: Law 7369 Public International Law
   
3. Change requested
   
   a. Prerequisite(s): From: ____________________________ To: ____________________________
   
   b. Withdrawal (reason): ____________________________
   
   c. Cross-list with: ____________________________
   
   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 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:
   
   Public International Law. An introduction to the key concepts and doctrines of international law, including topics such as the sources and evidence of international law, the bases of international jurisdiction, the law governing the use of force and the protection of human rights, the law of treaties, and state succession.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   
   Public International Law. Introduces key doctrines of international law; focuses on fundamental principles and doctrines related to the sources of and bases for international law and international jurisdiction and the law governing treaties and state succession; may cover contemporary topics including the use of force, protection of human rights, and international criminal issues.

7. a. As currently in course inventory:
   
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Approval recommended by: Maxine M. Harrington

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

James McGrath
Chair, College Review Committee

Aric Short
Dean of College

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

Submitted to Coordinating Board by:

Chair, GC or UCC

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 – 02/14
Justification Statement: Law 7369 Public International Law: new course description

The proposed change in course description reflects the changing nature of public international law and is designed to offer students a broader, updated understanding of the key doctrines and concepts that will be covered in the course.