

Faculty Senate Minutes

10/24/2019

9:00-10:00 am

Mill 201

Present: Charie Faught (chair), Atish Mitra, Stella Capoccia, Miriam Young, Phillip Curtiss, Becky Morris, Chad Okrusch, John Ray, Dan Autenrieth, David Gurchiek, David Reichherdt, Courtney Young, Peter Lucon, Larry Smith, Karen Wesenberg, Ron White, Doug Abbott

- I. Welcome and Minutes (<https://www.mtech.edu/facultystaff/facultysenate/minutes/index.html>)

Quorum at 9:00 am. Introductions.

Approvals for September 22, 2019, October 8, 2019. Motion to approve, and seconded. **PASSED.**

Action Items

- II. CRC Items

- a. WRIT 101H, WRIT 326W, WRIT 122 Remove from Catalogue
Chair: The courses haven't been taught for a while, doesn't impact any program.
- b. Add BMGT 329 To Medical Office Specialists and Administrative Computer Specialist Option Replace BMGT 215.
Discussion about course numbering: noted that the issue has been discussed with Leslie Dickerson.
- c. Highlands College Business and Industry Highlands Changes
Chair read out a written list of comments and concerns by a faculty member who was not present: has the impact of this reorganization on other programs been properly evaluated and discussed? What are the effects of these on scheduling and faculty workloads? Dean Gurchiek: the reorganization has been done in line with program prioritization directives and after discussion with faculty. Dean Gurchiek noted that Bill Ryan suggested in an email that Civil Engineering Technology, Drafting, and Construction should become one program since they share classes, so we must be right in picking those three programs to move as a unit to business. Several trade areas and business and accounting have been reorganized and combined into a new department "business and industry". Combining programs is expected to make things more efficient. Becky Morris: Drafting renamed to AEC (Architects/ Engineers/ Construction), which is the term used in the industry.
- d. Liberal Studies IAS- Course Options Additions

Motion to approve all CRC items, and seconded. **PASSED.**

- III. General Education Items

- a. LIT 110
Discussion: will be in catalogue as humanities elective.

Motion to approve, and seconded. **PASSED**

- IV. Request for help in selecting CLSPS nominees for the Collegiate Evaluation Committee (see below for requirements).

Chair: asks for nominees for CEC so that CLSPS can vote on it. Senator: this is a commitment of time that faculty often doesn't want to make. Senator: the faculty handbook discusses the faculty representation in the CEC. Are faculty consulted when these points are included in the faculty staff handbook? Senator: it is not the senate's job to put pressure on faculty by nominating them, as this should be voluntary.

Motion to table this till Nov 5th meeting, and seconded. **PASSED.**

- V. Montana Tech International Student Assistance Committee Report (see attached document)
Janet Cornish's report presented by Chair and discussed.

Motion to accept the report and to put on record, and seconded. **PASSED**

- VI. Activities and priorities for the upcoming year

- a. Scheduling Full Faculty Meeting

Chair: hopes to schedule this meeting in November, before thanksgiving. Will talk with registrar to find suitable time and check faculty. Agenda not yet finalized. Senator: maybe start introducing new faculty in full faculty meeting (keep as agenda item). Senator: also maybe recognize people who are retiring (in spring meeting).

- b. Teaching Community

Charie: Hilary Risser indicated that they are not working on any future session at present. Looking for new membership (maybe from Rose and Anna Busch awardees?)

- c. Other-

- i. Technical Report Series

Tabled to next meeting

- ii. Faculty Yearbook

Tabled to next meeting

- iii. Workload (the issue has been discussed without actions or motions taken on the following FS meeting dates: January 31, 2019, February 15, 2019, and February 28, 2019)

Chair: the issue has been discussed during past senate meetings – but there were no motions or actions. Senator: suggest each college should look at it individually.

Motion to invite deans to discuss workload metrics on campus, and seconded. **PASSED.**

Senator: should examine gender and ethnic biases on campus. Senator: there should be discussion on workload disparity across genders. Senator: deans should be invited to talk about this issue at the senate. Senator: we have a committee on this, so suggest we first find out what the committees are doing and then discuss the issue at a future meeting.

Motion to invite deans to discuss gender and ethnic equity, and seconded. **MOTION DID NOT PASS.**

- VII. Other Items

- a. Invitation to Leadership and Experience Development (LEAD) Initiative Book Event October 25 from 3-5

Chair: Faculty is encouraged to attend.

- b. Lack of food services at Highlands

No discussion.

Motion to adjourn at 10am, and seconded.

Request for help in selecting CLSPS nominees for the Collegiate Evaluation Committee (see below for requirements).

The following information is from the Montana Tech Faculty Staff Handbook:

Collegiate Evaluation Committee

Representation on the Committee

A Collegiate Evaluation Committee, comprised of full-time, tenured, full professors and representative of each School/College, will be established each academic year. Each School/College Dean will arrange for the election of two representatives from his/her School/College no later than October 1 and report the name of the representative to the Provost/VCAA. In addition, each faculty member being evaluated may select a tenured faculty representative as a voting member of this committee. (This person need NOT be a full professor.) Representation of the one additional member, therefore, may differ with each case being evaluated.

Deans, Department Heads and members of the Academic Freedom and Tenure Committee or of the Grievance Committee, who might hear promotion and tenure appeals or grievance cases, are not eligible for this service. The Provost will call the first meeting (only) for the committee to elect its chair on or before November 15th.

Tasks of the Committee

Following the review of the portfolio of the person seeking promotion or tenure (or both), or persons midway towards tenure by that individual's department and Dean, the Collegiate Evaluation Committee including the designated faculty representative will examine individual portfolios and will meet to discuss the materials. Those being evaluated will not be present, but the committee may choose to solicit further information or clarification of information from the individual or his/her colleagues. Ultimately, the committee will write a positive, negative or qualified recommendation to accompany each portfolio under consideration. That packet will then be carried to the Provost for consideration and for the continuation of the evaluation process. This committee will not rank or prioritize portfolios being reviewed.

Curriculum Change Request Form

Date: September 24, 2019

Dept.: Business Technology/Accounting Technology

Program: Business

College: Highlands College

CRC Representative: Linda Granger

Description of Request:

To add BMGT 329, Human Resource Management, to the medical office specialist option and the administrative computer specialist option to replace BMGT 215.

Current Course Program Information:

Previously in the above-mentioned options, there was a class, BMGT 215, Introduction to Human Resource Management. Our accounting instructor taught this class and after having visited with Tim Kober and realizing that BMGT 215 and BMGT 329 contained almost identical information, it was decided to eliminate the BMGT 215 and replace it with the BMGT 329 course at both campuses. The change to my options did not take place earlier so I am requesting that this be done at the present time so that we may get the curriculum sheets on our webpage corrected.

Proposed Change(s)

Course Name: BMGT 329

To replace BMGT 215

Credits: 3

Prerequisites: None.

Anticipated Impacts to "Other" Programs:


There will be no impacts to other programs with this change.

Impact on Library: No consultation is required since changes are only in the course number, course name, course prerequisites, rewording, etc.

Date to Take Effect: Since class is only offered in the fall, change would not have to take place until Fall 2020.

APPROVALS

Department Head Approval Linda Granger Date 09/24/2019

Dean Approval  Date 9-24-19

Graduate Council Approval N/A Date _____

CRC Approval David Hood Date 10/4/19

Faculty Senate Approval _____ Date _____

VCAA Approval (see below) _____ Date _____

Chancellor Approval (see below) _____ Date _____

LEVEL of Request

Please indicate the type of request(s) by selecting *all that apply*:
Faculty Approvals (directly to CRC, then Faculty Senate):

- Establish a new course for the catalog (please contact the Registrar for MUS CCN information)
- Changed course: addition, deletion or change of title, credit, course number, pre-req, description, or cross listing.
- Amend an existing degree program. Making changes to programs such as adding a writing course to a major, changing the list of accepted electives or removing a requirement of a minor
- New degree certification program of 29 credits or less
- Other:

Campus Approvals (must be approved by the VCAA prior to CRC submission):

- Placing a postsecondary educational program into moratorium
- Withdrawing a postsecondary educational program from moratorium
- Establishing, re-titling, terminating or revising a campus certificate of 29 credits or more
- Establishing a B.A.S./A.A./A.S. area of study
- Offering an existing postsecondary educational program via distance or online delivery
- Other:

OCHE Approvals (must be approved by the VCAA and Chancellor prior to CRC submission):

- Re-titling an existing postsecondary educational program
- Terminating an existing postsecondary educational program
- Consolidating existing postsecondary educational programs
- Establishing a new minor where there is a major or an option in a major
- Revising a postsecondary educational program
- Establishing a temporary C.A.S. or A.A.S. degree program Approval limited to 2 years
- Other:

Level II (must be approved by the VCAA and Chancellor prior to CRC submission):

- Establishing a new postsecondary educational program
- Exceeding the 120 credit maximum for baccalaureate degrees Exception to policy 301.11
- Forming, eliminating or consolidating an academic, administrative, or research unit
- Re-titling an academic, administrative, or research unit
- Other:

Date September 24, 2019

Dept. Business/Accounting Technology

Program Business

College: Highlands

CRC Representative: Linda Granger

Description of Request: Highlands College would like to create a new department entitled, "Business and Industry," which would combine the business and accounting technology options with three of the trades areas—construction, civil engineering technology, and drafting.

Current Course or Program Information: Business and Accounting Technology are currently a separate department and the three trades areas noted above fall under the "Trades Department" umbrella.

Proposed Change

We would like to combine the above-mentioned areas into a new department, which we will call Business and Industry. We will have the same department head that we currently have for our business and accounting technology areas. We believe that by instituting the change that we will give the students in the "trades" areas a quicker introduction into the business and accounting programs, which will greatly aid them when deciding to pursue a four-year degree in the trades areas—construction management, civil engineering, etc.

Assessment Leading to Request

Dave Gurchiek, Dean of Highlands discussed the realignment proposal with the lead instructors of the affected programs (business, accounting, construction technology, civil engineering technology, drafting). There was only one instructor who did not see the need for the restructure. The Chancellor, Department Chairs, and the MTYCFA Union Vice President were also briefed on the realignment proposal and are in support of the restructure.

Anticipated Impacts to "Other" Programs

This change will help the current "Trades" Department Head, as he will be overseeing four specialty areas instead of seven, which will allow him to spend more time in those areas.

Impact on Library: None

Date to take effect: As soon as Faculty Senate and Board of Regents' approvals are granted.

APPROVALS

Department Head Approval Linda Granger Date 09/24/2019

Dean Approval [Signature] Date 9-28-19

Graduate Council Approval N/A Date _____

CRC Approval David Hood Date 10/4/19

Faculty Senate Approval _____ Date _____

VCAA Approval (see below) _____ Date _____

Chancellor Approval (see below) _____ Date _____

LEVEL of Request

Please indicate the type of request(s) by selecting *all that apply*:

Faculty Approvals (directly to CRC, then Faculty Senate):

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- New degree certification program of 29 credits or less
- Other:

Campus Approvals (must be approved by the VCAA prior to CRC submission):

- Placing a postsecondary educational program into moratorium
- Withdrawing a postsecondary educational program from moratorium
- Establishing, re-titling, terminating or revising a campus certificate of 29 credits or more
- Establishing a B.A.S./A.A./A.S. area of study
- Offering an existing postsecondary educational program via distance or online delivery
- Other:

OCHE Approvals (must be approved by the VCAA and Chancellor prior to CRC submission):

- Re-titling an existing postsecondary educational program
- Terminating an existing postsecondary educational program
- Consolidating existing postsecondary educational programs
- Establishing a new minor where there is a major or an option in a major
- Revising a postsecondary educational program
- Establishing a temporary C.A.S. or A.A.S. degree program Approval limited to 2 years
- Other:

Level II (must be approved by the VCAA and Chancellor prior to CRC submission):

- Establishing a new postsecondary educational program
- Exceeding the 120 credit maximum for baccalaureate degrees Exception to policy 301.11
- Forming, eliminating or consolidating an academic, administrative, or research unit
- Re-titling an academic, administrative, or research unit
- Other:

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

ITEM 185-1501-R1119 Submission Month or Meeting: November, 2019

Institution: Highlands College of MT Tech CIP Code: 52.0216

Program/Center/Institute Title: Business and Industry

Includes (please specify below): Online Offering Options

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/academicproposals.asp>.

 A. Level I:

Campus Approvals

- 1a. Placing a postsecondary educational program into moratorium** (Program Termination and Moratorium Form)
- 1b. Withdrawing a postsecondary educational program from moratorium**
- 2. Establishing, re-titling, terminating or revising a campus certificate of 29 credits or less**
- 3. Establishing a B.A.S./A.A./A.S. area of study**
- 4. Offering an existing postsecondary educational program via distance or online delivery**

OCHE Approvals

- 5. Re-titling an existing postsecondary educational program**
- 6. Terminating an existing postsecondary educational program** (Program Termination and Moratorium Form)
- 7. Consolidating existing postsecondary educational programs** (Curriculum Proposal Form)
- 8. Establishing a new minor where there is a major or an option in a major** (Curriculum Proposal Form)
- 9. Revising a postsecondary educational program** (Curriculum Proposal Form)
- 10. Establishing a temporary C.A.S. or A.A.S. degree program** *Approval limited to 2 years*

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

X **B. Level II:**

1. **Establishing a new postsecondary educational program** (Curriculum Proposal and Completed Intent to Plan Form)
2. **Permanent authorization for a temporary C.A.S. or A.A.S degree program** (Curriculum Proposal and Completed Intent to Plan Form)
3. **Exceeding the 120 credit maximum for baccalaureate degrees** *Exception to policy 301.11*
4. **Forming, eliminating or consolidating an academic, administrative, or research unit** (Curriculum or Center/Institute Proposal and Completed Intent to Plan Form, except when eliminating or consolidating)
- X 5. **Re-titling an academic, administrative, or research unit**

Proposal Summary [360 words maximum]

What: Create a department titled “Business and Industry” which combines the Business and Accounting Technology options with three of the Trades area offerings - Construction, Civil Engineering Technology and Drafting Technology. By instituting this change, it will assist with better collaboration among programs and assist with potential transition into four-year degree programs. This change will also help the current Trades department chair, since his department will reduce their program specialty areas from seven to four. This will allow him to spend more time with those four specialty areas.

Why: The name change will better reflect the programs that will exist within the department.

Resources: No new resources are needed.

Relationship to similar MUS programs : N/A

November 2019

ITEM 185-1501-R1119

Request authorization to create a department entitled Business and Industry

THAT

Montana Technological University requests authorization to create a department titled Business and Industry by combining the Business and Technology options with three of the Trades area offerings.

EXPLANATION

Create a department titled "Business and Industry" which combines the Business and Accounting Technology options with three of the Trades area offerings - Construction, Civil Engineering Technology and Drafting Technology. By instituting this change, it will assist with better collaboration among programs and assist with potential transition into four-year degree programs. This change will also help the current Trades department chair, since his department will reduce their program specialty areas from seven to four. This will allow him to spend more time with those four specialty areas.

ATTACHMENTS

Proposal Request Form

HIGHLANDS FACULTY DEPARTMENT RESTRUCTURE

Business & Industry Department

Linda Granger/Chair - business

Vicki Petritz - accounting

Bill Ryan - construction

Eric Martin - civil engineering technology

Becky Morris - drafting

Health Department

Laura Young/Chair - nursing assistant

Tamara Harp - radiologic technology

Ryan Mulcahy - medical assistant

Network Department

Ed Metesh/Chair (north campus faculty)

Jim Freebourn - network technology

Rita Lamiaux - network technology

Trades Department

Tony Patrick/Chair - machining

Dennis Noel - welding

Jerry Stewart - automotive

Lonnie Horn - automotive

Jim Babst - line program

Michael Troy Ramey - line program

No Department

Elyse Lovell - psychology

Denise Elakovich - math

Date: 9/20/19

Dept: Liberal Studies

College: CLSPS

Program Interdisciplinary Arts & Sciences major

CRC Representative: Dr. Chad Okrusch

Description of Request: Revise curriculum for IAS major adding several additional course options within the core areas of Philosophy and Political Thought, History, and Literature and the Arts.

Current Course or Program Information:

The following are current requirements in the 2019-2020 Catalog.

Philosophy and Political Thought (6 credits)

Select 3 credits

- PHL 360 - History of Philosophy 3 credits
- PSCI 438 - International Relations 3 credits
- PSCI 465 - Public Administration & Policy 3 credits

History (6 credits)

Required

- HSTA 101 - American History I 3 credits
- HSTA 102 - American History II 3 credits

Literature and the Arts (6 credits)

Select 3 credits

- FILM 103 - Introduction to Film 3 credits
- LIT 112 - Introduction To Fiction 3 credits
- LIT 126 - Introduction to Poetry and Drama 3 credits
- LIT 210 - American Literature I 3 credits
- LIT 211 - American Literature II 3 credits
- LIT 223 - British Literature I 3 credits
- LIT 224 - British Literature II 3 credits
- LIT 231 - Ancient to Ren World Literature 3 credits
- LIT 232 - Modern World Literature 3 credits

Select 3 credits

- LIT 373W - Literature and the Environment 3 credits

Proposed Change

Add the **italicized** courses to the catalog as options in these core areas. New catalog language:

"Philosophy and Political Thought (6 credits)

Select 3 credits

- PHL 325W - Professional Ethics 3 credits*
- PHL 360 - History of Philosophy 3 credits
- PSCI 438 - International Relations 3 credits
- PSCI 465 - Public Administration & Policy 3 credits

History (6 credits)

Select 6 credits

- HSTA 101 - American History I 3 credits
- HSTA 102 - American History II 3 credits
- HSTR 101 - Western Civilization I 3 credits*
- HSTR 102 - Western Civilization II 3 credits*
- HSTR 201 - The 20th Century World I 3 credits*
- HSTR 202 - The 20th Century World II 3 credits*
- HSTR 207 - Science & Technology in World History 3 credits*

Literature and the Arts (6 credits)

Select 3 credits

- FILM 103 - Introduction to Film 3 credits
- LIT 110 - Introduction to Literature 3 credits
- LIT 112 - Introduction To Fiction 3 credits
- LIT 126 - Introduction to Poetry and Drama 3 credits
- LIT 210 - American Literature I 3 credits
- LIT 211 - American Literature II 3 credits
- LIT 223 - British Literature I 3 credits
- LIT 224 - British Literature II 3 credits
- LIT 231 - Ancient to Ren World Literature 3 credits
- LIT 232 - Modern World Literature 3 credits

Select 3 credits

- LIT 373W - Literature and the Environment 3 credits
- HSTR 462 - Holocaust in Nazi Occupied Europe 3 credits

"

Assessment Leading to Request

Several factors have led to this request:

1. Students have requested a larger diversity of courses in these areas, specifically in Philosophy and History.
2. Because of staffing changes, the department now has additional expertise in some areas to teach (and schedule) these courses. Unfortunately, the department has lost expertise in other areas; future CRC requests will remove many of these classes due to lack of staffing.
3. The new Introduction to Literature (LIT 110) will replace two other courses (LIT 112 and 126) in the campus general education Humanities rotation.

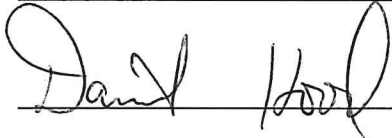
Anticipated Impacts to "Other" Programs

These courses are primarily for IAS majors.

Impact on Library: No consultation is required.

Date to take effect: As in all CRC changes, this request should take effect in future MTech catalogs.

APPROVALS

Department Head Approval	SD Risser	Date 9/20/19
Dean Approval	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> APPROVED <small>By Steve Gammon at 10:58 am, Sep 19, 2019</small> </div>	Date _____
CRC Approval		Date 10/22/19
Faculty Senate Approval	_____	Date _____

LEVEL of Request

Please indicate the type of request(s) by selecting *all that apply*:

Faculty Approvals (directly to CRC, then Faculty Senate):

- ❖ Amend an existing degree program. Making changes to programs such as adding a writing course to a major, changing the list of accepted electives or removing a requirement of a minor

Course Application

1. Course number and title

2. Course credits

3. Course prerequisites

4. Last semester offered

5. Next semester offered

6. Course outcomes

1. Write analytical essays of at least 4-5 pages that demonstrate close reading skills, the ability to create a clear thesis statement, and the ability to develop a well-organized argument based on that thesis through critical reasoning and evidence from the literary text(s).
2. Discuss fiction, poetry, and Shakespearean drama verbally through the use of close reading skills and, where appropriate, basic literary terminology.
3. Demonstrate some familiarity with literary criticism in class discussion or writing, or both.

With an emphasis on close reading, Introduction to Literature is intended to develop in students the analytical and interpretive skills necessary for both written and verbal critical response to literature. It equips students with the vocabulary and techniques for describing and analyzing literary works, with an emphasis on developing critical writing skills specific to literary analysis.

7. General education student outcomes students taking this course will satisfy:

- Students will be able to use writing as a means to engage in critical inquiry by exploring ideas, challenging assumptions, and reflecting on and applying the writing process.
- Students will be able to speak with clarity, accuracy, and fluency in public contexts.
- Students will be able to reason analytically and quantitatively at an algebraic level.
- Students will be able to use an understanding of the physical and natural world to identify and solve problems.
- Students will demonstrate an understanding of ethics, cultural endeavors, and legacies of world civilizations.
- Students will be able to describe the biological, social, political, and economic forces that influence human behaviors and attitudes.
- Students will be able to demonstrate the processes and proficiencies involved with creating and/or interpreting creative works.
- Students will be able to demonstrate proficient critical thinking skills.

8. Please attach or include the following:

- CRC paperwork with approval (if applicable)
- Course syllabus, must include learning outcomes and how outcomes will be assessed
- A summary of course assignments that address the student outcomes checked in (7). Use space below.

Three focused in-class, essay examinations focused on Fiction, Drama, and Poetry respectively. In addition, students will submit discussion questions related to current readings and be required to actively participate. Please see additional information within the syllabus.

Dept. Head Approval: Digitally signed by SD Risser
Date: 2019.09.19 12:33:53 -06'00'

College Dean Approval: Digitally signed by Steve Gammon
Date: 2019.09.20 13:43:56 -06'00'

General Education Committee Approval:

Faculty Senate Approval:

- Communications
 - Humanities/Fine Arts
 - Mathematics
 - Physical & Life Sciences
 - Social Sciences
- For Committee use only.

1958

Introduction to Literature

Henry Gonshak, Instructor

Office hours: 2–3 PM T, Th, or by appt.

Fall 2019

Office: Main 104

Phone: 496–4310

Texts: *Literature: An Introduction to Fiction, Poetry & Drama*, 13th edition, X. J. Kennedy & Dana Gioia, editors

Objectives: To study and enjoy great fiction, drama and poetry, through close reading, insightful writing and lively discussion.

Aug 27 Course introduction

29 Preface, xlii–xlv “The Dawn of Me,” handout; FICTION: “Reading a Story,” 5; “Types of Short Fiction,” 5–14, “Plot,” 14–16; “The Short Story,” 16; “A & P,” John Updike, 17–21; “Writing Effectively,” 22–25

Sept 3 “Point of View,” 26; “Identifying Point of View,” 26; “Types of Narrators,” 27; “How Much Does a Narrator Know,” 27; “Stream of Consciousness,” 29; “A Rose for Emily,” William Faulkner, 30–36
5 “The Tell–Tale Heart,” Edgar Allan Poe, 36–40

10 “Sonny’s Blues,” James Baldwin, 49–69
12 “Character,” 74; “Characterization,” 75; “Motivation,” 76; “The Jilting of Granny Weatherall,” Katherine Anne Porter, 76–83

17 “Where Are You Going, Where Have You Been?,” Joyce Carol Oates, 83–94

19 “Setting,” 117; “Elements of Setting,” 117; “Historical Fiction,” 118; “Regionalism,” 119; “Naturalism,” 119; “To Build a Fire,” Jack London, 124–134

24 “Tone and Style,” 165; “Tone,” 166; “Style,” 166; “Diction,” 167; “A Clean, Well–Lighted Place,” Ernest Hemingway, 168–172

26 “Theme,” 204; “Plot Versus Theme,” 204; “Summarizing the Theme,” 205; “Finding the Theme,” 206; “The Open Boat,” Stephen Crane, 206–222

Oct 1 “Symbol,” 234; “Allegory,” 234; “Symbols,” 235;

“Recognizing Symbols,” 235; “The Chrysanthemums,” John Steinbeck, 237–244; “Sample Student Paper: An Analysis of the Symbolism in Steinbeck’s ‘The Chrysanthemums,’” 263–265
3 “The Lottery,” Shirley Jackson, 254–260; “Writing Effectively,” 260; “Shirley Jackson on Writing, Biography of a Story,” 260; “Thinking About Symbols,” 262; “Checklist,” 262; “Topics for Writing on Symbols,” 265; “Terms for Review,” 265

8 “Reading Long Stories and Novels,” “Origins of the Novel,” 266; “Novelistic Methods,” 267–270; “The Metamorphosis,” Franz Kafka, 308–338; “Writing Effectively,” 338; “Franz Kafka on Writing: Discussing ‘The Metamorphosis,’” 338; “Thinking About Long Stories and Novels,” 339; “Checklist: Writing About Long Stories and Novels,” 339; “Topics for Writing on Long Stories and Novels,” 340; “Terms for Review,” 340

10 “Critical Casebook: Flannery O’Connor,” 402; “A Good Man is Hard to Find,” 403–413; “A Good Source Is Not So Hard to Find: The Real Life Misfit,” J. O. Tate, 444–446; “Writing Effectively,” 450; “Topics for Writing,” 450

15 “Critical Casebook: Three Stories in Depth,” 402; “Young Goodman Brown,” Nathaniel Hawthorne, 451–461; “Critics on Young Goodman Brown,” 464–467

17 “The Yellow Wallpaper,” Charlotte Perkins Gilman, 467–474; “Charlotte Perkins Gilman on Writing,” 479–481; “Critics on ‘The Yellow Wallpaper,’” 481–485

22 “Stories for Further Reading,” 501; “Greasy Lake,” T. Coraghessan Boyle, 527–533

24 In-class Fiction Exam: Short Answers and Essays

29 “DRAMA: Talking with David Ives,” 1102–1105; “Reading a Play,” 1105; “Interpreting Plays,” 1105; “Theatrical Conventions,” 1106; “Critical Casebook: Sophocles,” 1156; “The Theatre of Sophocles,” 1157–1159; “The Civic Role of Greek Drama,” 1159; “Aristotle’s Concept of Tragedy,” 1160–1162; “Sophocles,” 1162; “The Origins of ‘Oedipus the King,’” 1162–1163; “Oedipus the King,” Sophocles, 1164–1202; “The Destiny of Oedipus,” Sigmund Freud, 1236

31 “The Modern Theater,” 1550; “Realism,” 1550;

“Naturalism,” 1551; “Symbolism and Expressionism,” 1552; “American Modernism,” 1552; “A Doll’s House,” Henrik Ibsen, 1553–1604; “Henrik Ibsen on Writing: Correspondence on the Final Scene of ‘A Doll’s House,’” 1605; “Sample Student Paper: Helmer vs. Helmer,” 1682–1684

Nov 5 “The Glass Menagerie,” Tennessee Williams, 1606–1653; “Tennessee Williams on Writing: How to Stage ‘The Glass Menagerie,’” 1653–1655; “Writing Effectively,” 1680; “Thinking About Dramatic Realism,” 1680; “Checklist: Writing About a Realist Play,” 1680; “Topics for Writing on Realism,” 1681
7 “Plays for Further Reading,” 1689; “Fences,” August Wilson, 1716–1766; “August Wilson on Writing: A Look into Black America,” 1766–1768

12 In-class Drama Exam: Short Answers and Essays

14 “POETRY,” 635; “Talking with Kay Ryan,” 636–639; “Reading a Poem,” 640; “Poetry or Verse,” 641; “Paraphrase,” 641; “The Lake Island of Innisfree,” William Butler Yeats, 642; “Lyric Poetry,” 643; “Those Winter Sundays,” Robert Hayden, 544; “Aunt Jennifer’s Tigers,” Adrienne Rich, 645; “Out, Out—,” Robert Frost, 647; “My Last Duchess,” Robert Browning, 649; “Didactic Poetry,” 650; “Writing Effectively,” 651; “Adrienne Rich on Writing: Recalling ‘Aunt Jennifer’s Tigers,’” 651; “Thinking About Paraphrase,” 652; “Checklist: Writing a Paraphrase,” 653; “Topics for Writing a Paraphrase,” 653; “Terms for Review,” 654

19 “Listening to Voice,” 655; “Tone,” 655; “My Papa’s Waltz,” Theodore Roethke, 656; “To a Locomotive in Winter,” Walt Whitman, 658; “I like to see it lap the Miles,” Emily Dickinson, 659; “The Speaker in the Poem,” 661; “Luke Havergal,” Edward Arlington Robinson, 662; “I Wandered Lonely as a Cloud,” William Wordsworth, 664; “The Red Wheelbarrow,” William Carlos Williams, 667; “Irony,” 667; “Rite of Passage,” Sharon Olds, 670; “The Workbox,” Thomas Hardy, 671; “For Review and Further Study,” 672; “The Chimney Sweeper,” William Blake, 672; “Dulce et Decorum Est,” Wilfred Owen, 674; “Wilfred Owen on Writing: War Poetry,” 675; “Sample Student Paper: Word Choice, Tone, and Point of View in Roethke’s ‘My Papa’s Waltz,’” 677–678

21 “Words,” 680; “Literal Meaning: What a Poem Says First,” 680; “This Is Just to Say,” William Carlos Williams, 681;

“Batter my heart, three-personed God, for You,” John Donne, 683;
 “The Value of a Dictionary,” 684; “Word Choice and Word Order,” 687;
 “The Ruined Maid,” Thomas Hardy, 690; “The Fury of Aerial
 Bombardment,” Richard Eberhart, 691; “For Review and
 Further Study,” 692; e. e. cummings, “anyone lived in a pretty how
 town,” 692; “Mutability,” William Wordsworth, 697;
 “Jabberwocky,” Lewis Carroll, 697; “Lewis Carol on Writing: Humpty
 Dumpty Explicates `Jabberwocky,’” 698

26 “Saying and Suggesting,” 702; “Denotation and
 Connotation,” 702; “London,” William Blake, 703;
 “Disillusionment of Ten O’Clock, Wallace Stevens; “Tears, Idle
 Tears,” Alfred, Lord Tennyson, 708; “Love Calls Us to the Things of
 This World,” Richard Wilbur, 709; “Writing Effectively,” 710;
 “Richard Wilbur on Writing: Concerning `Love Calls Us to the Things
 of This World,’” 710

THANKSGIVING BREAK

Dec 3 “Imagery,” 713; “In a Station of the Metro,” Ezra
 Pound, 713; “The piercing chill I feel,” Taniguchi Buson, 713;
 “The Winter evening settles down,” T. S. Eliot, 715; “The Fish,”
 Elizabeth Bishop, 716; “Reapers,” Jean Toomer, 718; “Pied
 Beauty,” Gerard Manley Hopkins, 718; “For Review and Further Study,”
 722; “Bright Star, would I were steadfast as thou art,”
 John Keats; “Driving to Town Late to Mail a Letter,” Robert Bly, 724;
 “Not Waving but Drowning,” Stevie Smith, 725; “Writing Effectively,”
 725; “Ezra Pound on Writing: The Image,” 725; “Sample Student Paper:
 Faded Beauty: Elizabeth Bishop’s Use of Imagery in `The
 Fish,’” 728–730

5 Fill out course evaluations; end-of-semester party

REQUIREMENTS

This syllabus is flexible. Students are responsible for finding out about any changes that are made--e.g., if readings have been dropped, added or rearranged, or assignment deadlines changed.

You'll take three in-class essay and short answer exams on, respectively, fiction, drama and poetry. The poetry exam will be held during finals weeks when our final exam is scheduled (to be announced). Students are allowed to bring our textbook to the exam for reference. More specific instructions will be supplied well in advance.

To ensure that students attend regularly, I'll take attendance at the start of each class. (In order to be counted as present, be sure to arrive on time.) To ensure that students do the reading, at the start of each class you'll submit a discussion question on any aspect of the reading due that day, along with a one-sentence answer--graded pass/fail. To receive credit, questions and answers must be submitted to me in class by the student him or herself, completed *before* class, and refer to the reading due on *that* day. You're allowed two absences or missed question/answers without penalty.

Plagiarism is a serious offense and will be punished in accordance with school policy--i.e., the student will at least receive an "F" on the plagiarized exam, and, if the plagiarism is severe, may flunk the course. (See college catalog.)

Please turn off and stow all cell phones before class and don't check your cell phones during our discussions.

Your final grade will be: 20% fiction exam; 20% drama exam; 20% poetry exam; 30% cumulative attendance/discussion-questions/poetry

assignments grade; 10% class participation.

Date 9/9/2019

Dept. Writing Program

Program Writing Program

College CLSPS

CRC Representative Dawn Atkinson

Description of Request:

Remove WRIT 326W (Advanced Writing) from the course catalog.

Current Course or Program Information:

WRIT 326W was initially developed for pre-nursing students, but they are now required to take WRIT 201 (College Writing II) instead. As a result, the Writing Program has not offered WRIT 326W since Spring 2017.

Proposed Change

Course # Name	Credits	Pre-req.
Remove WRIT 326W from the course catalog.		

List of supporting documentation attached:

WRIT 326W last ran in Spring 2017, and the syllabus for that offering is attached.

Assessment Leading to Request

This request is being made because the course has not run for two years and is no longer a requirement for pre-nursing students.

Anticipated Impacts to "Other" Programs

The 2019-2020 catalog lists WRIT 326W as an option for the Nursing (Pre-Licensure) B.S. degree and Nursing BSN (Post-Licensure) degree. I contacted Karen VanDaveer about possibly removing the course from the catalog, and she agreed that this should happen.

WRIT 326W is listed as a course option for the PTC track in Interdisciplinary Arts and Sciences. Scott Risser said that WRIT 326W was included in the degree plan to accommodate change-of-major students who enter the track. He indicated that if the course is being removed from Nursing degree programs, it is unnecessary to retain it in the curriculum for the PTC IAS track.

Impact on Library:

No consultation is required since the proposed change removes WRIT 326W from the course catalog.

Date to take effect:

2020-2021 course catalog

MontanaTech

Curriculum Change Request Form Dated 6 September 2018

APPROVALS

Department Head Approval

Dawn Atkinson

Date 9/9/2019

Dean Approval

[Signature]

Date 9/17/19

Graduate Council Approval

N/A
[Signature]

Date _____

CRC Approval

[Signature]

Date 10-4-19

Faculty Senate Approval

_____ Date _____

VCAA Approval (see below)

_____ Date _____

Chancellor Approval (see below)

_____ Date _____

LEVEL of Request

Please indicate the type of request(s) by selecting *all that apply*:

Faculty Approvals (directly to CRC, then Faculty Senate):

- Establish a new course for the catalog (please contact the Registrar of MUS CCN information)
- Changed course: addition, deletion or change of title, credit, course number, pre-req, description, or cross listing.
- Amend an existing degree program. Making changes to programs such as adding a writing course to a major, changing the list of accepted electives or removing a requirement of a minor
- New degree certification program of 29 credits or less
- Other:

Campus Approvals (must be approved by the VCAA prior to CRC submission):

- Placing a postsecondary educational program into moratorium
- Withdrawing a postsecondary educational program from moratorium
- Establishing, re-titling, terminating or revising a campus certificate of 29 credits or more
- Establishing a B.A.S./A.A./A.S. area of study
- Offering an existing postsecondary educational program via distance or online delivery
- Other:

OCHS Approvals (must be approved by the VCAA and Chancellor prior to CRC submission):

- Re-titling an existing postsecondary educational program
- Terminating an existing postsecondary educational program
- Consolidating existing postsecondary educational programs
- Establishing a new minor where there is a major or an option in a major
- Revising a postsecondary educational program
- Establishing a temporary C.A.S. or A.A.S. degree program Approval limited to 2 years
- Other:

Level II (must be approved by the VCAA and Chancellor prior to CRC submission):

- Establishing a new postsecondary educational program
- Exceeding the 120 credit maximum for baccalaureate degrees Exception to policy 301.11
- Forming, eliminating or consolidating an academic, administrative, or research unit
- Re-titling an academic, administrative, or research unit
- Other:

WRIT 326W: Advanced Composition (Pre-Nursing) Section 01W, CRN 36177
Spring Semester 2017; 3 credits

Welcome to WRIT 326W: Advanced Composition (Pre-Nursing)! This course will help prepare you for the typical writing and communication tasks that you may encounter in the work world, especially if you must regularly communicate with co-workers or the public about topics relating to the profession of nursing.

Instructor:	Dr. Henrietta Shirk
Email:	hshirk@mtech.edu ; emergency email (when MTech is not available) hnshirk1@justice.com Email is the best way to contact me; normally I will respond within 24 business hours.
Phone:	(406) 496-4297 Physical Office Location: Engineering Hall 212 (North Campus)
Office Hours:	Face-to-face: Tuesday and Thursday, 11:00 AM to 2:00 PM; also by individual appointment

Course Details

This syllabus is a brief document that provides an overview of policies specific to this course.

All policies, assignments, and content in this syllabus are subject to change at the instructor's discretion. Changes will be announced via Moodle or email.

Course Description

Develops students' written professional communication, with an emphasis on content relating to nursing. Coverage includes electronic communication, memo writing, report writing, formal research writing, document design (including the design of graphical elements), grammar, usage, and style. Course assumes working knowledge of Microsoft Word. It is organized around a case-study approach, and the final research project is the research and creation of a professional white paper.

Prerequisite(s): WRIT 101 or WRIT 121 and must be a pre-nursing student.

Required for this Course

The following are required for participation in this course.

Textbooks

- *Required:* Robert J. Bonk—*Writing for Today's Healthcare Audiences*, Ontario, Canada: Broadview Press, 2015.
- *Optional:* Bullock, Brody, & Weinberg—*The Little Seagull Handbook with Exercises*; 2nd Edn., W.W. Norton & Co., OR a similar college-level grammar and usage handbook.
- Additional resources and materials for each week will be provided on the Moodle course website.

Other (including computer and technical skills required)

- Regular (daily) access to Moodle, MS Office or other word processor, a printer, your Tech email, and the Internet.
- Ability to open, produce, save, and email Word, PowerPoint, and PDF documents.

Summary of Discussion Question Requirements:

- Post **one** initial response to the DQ on the specified due date (200 to 225 words): 10 points
- Post **at least three** responses to classmates/instructor, one each on **three different days** (**Total = 3 postings**) by the specified due date (75 to 100 words each; 10 points each): 30 points

To obtain the complete 40 points, you must post a minimum **total of four** times (per above): 40 points (Note that this total includes your initial posting to the prompt, plus three additional postings to your classmates.)

Accommodations**Americans with Disabilities Statement**

Students with documented disabilities who believe they may need accommodations in this class are encouraged to contact a Montana Tech Disability Services Coordinator (DSC) at either 496-4429 (North Campus) or 496-3730 (South Campus). Any student who may need an accommodation due to a documented disability should see me during my office hours. A letter from a Montana Tech Disability Coordinator authorizing your accommodations is required.

Veterans and Active Military Personnel

Veterans and active duty military personnel with special circumstances are welcomed and encouraged to communicate these, in advance if possible, to the instructor.

Plagiarism and Academic Dishonesty

Submitting parts or entire pieces of work that you did not originate (including using others' ideas without citation or using purchased/copied/borrowed materials) is considered plagiarism. The first instance of plagiarism (no matter the assignment, the points value, or the "importance") and/or cheating can result in an F for this course and a report to administration. Please refer to the student handbook for more information.

Evaluation Procedures

All writing assignments, with the exception of most assignments in the daily category, must be typed and posted on Moodle. Please refer to the "Schedule of Readings and Assignments" later in this document. All bolded items are "major assignments."

Remember to **keep back-ups of everything**. I suggest using Google Docs or putting your documents on the Cloud (Dropbox), so you never have to worry about a lost thumb drive, a broken computer, or the like. Lost files are not an excuse for late work.

Feedback on Papers

Your major assignments will be graded using a rubric. Comments will be general and focus on strengths, weaknesses, and ways to improve the document (or future documents). You will generally receive graded work back within one week of submission.

Grading and Late Papers

Your grade will be based on the degree to which what you write represents what the assigned reading material presents. Whether what you write represents what the reading material presents is ultimately determined by two criteria: logical coherence and completeness. What you write must logically cohere with what is presented in the reading material and assignments, and what you write must represent completely what is presented in the reading material and assignments. It is expected that you have basic grammar skills and that you will address any deficiencies in this area by following the instructor's recommendations for you and using the resources provided in the course.

Grades are recorded at the end of each semester according to the following grading system (*Montana Tech Catalog*):

A-Excellent I-Incomplete	B-Good W-Withdrawal	C-Average N-Continuing	D-Poor	F-Fail P-Pass
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The following values are used to determine grade point averages in the Montana University System:

A	=	4.0
A-	=	3.7
B+	=	3.3
B	=	3.0
B-	=	2.7
C+	=	2.3
C	=	2.0
C-	=	1.7
D+	=	1.3
D	=	1.0
D-	=	0.7
F	=	0.0

Points for assignments in this course (based on 100):

A	=	95 - 100
A-	=	90 - 94
B+	=	87 - 89
B	=	84 - 86
B-	=	80 - 83
C+	=	77 - 79
C	=	74 - 76
C-	=	70 - 73
D+	=	67 - 69
D	=	64 - 66
D-	=	60 - 63
F	=	00 - 59

Assignment Descriptions

NOTE: Detailed specifications will be posted on Moodle for each assignment, exercise, and activity required for this course.

Final Project: Research White Paper (1,000 Points)

This project will be formal report in the genre of a white paper on a self-selected topic that you have researched. It is expected that you will participate fully in all aspects of the writing process required for the creation of this white paper, as well as create a professional PowerPoint presentation with notes for the report, and conduct any required research and editing/revising tasks. This project will involve writing a proposal, researching, completing an interview with a subject matter expert (SME), submitting a progress report, and analyzing research. It will be written in the IMRAD organizational structure and APA format.

Self-Evaluations (300 Points)

You will write an evaluation memo of yourself as a writer at the beginning of this course. You will also write a mid-term document and an end-of-course document that will focus on your performance as a student in this course and your development as a technical writer. Last, you will forecast your future development as a result of being a student in this course or in your ultimate workplace and adjust or affirm your course goals.

Reading Comprehension Quizzes (160 Points)

You will complete four quizzes on the course readings and materials for this course. The quizzes will consist of 20 multiple-choice questions (each worth two points; total 40 points). They will be one hour long and open-book and notes.

Case Study Responses (400 Points)

You will complete five required writing assignments that provide analysis of assigned case studies that relate to the weekly assigned readings and in-class lectures and discussions. Each of these five assignments will be worth 100 points and due on Moodle by midnight on Sunday during the weeks assigned. Your mid-term exam will be a complex case study (worth 100 points).

Participation in Discussion Forums (200 Points)

You will post an initial forum introduction and responses to four additional discussion forums (40 points each). Specifications for each discussion forum will be provided.

Date 9/9/2019
Dept. Writing Program
Program Writing Program

College CLSPS
CRC Representative Dawn Atkinson

Description of Request:

Remove WRIT 122 (Introduction to Business Writing) from the course catalog.

Current Course or Program Information:

In the past, one section of this course ran at Highlands College during the spring semester; however, WRIT 122 had to be cancelled in Spring 2018 due to very low enrollment, and the Writing Program did not run the course in Spring 2019 because of the same concern.

Proposed Change

Course # Name	Credits	Pre-req.
Remove WRIT 122 from the course catalog.		

List of supporting documentation attached:

The course last ran in Spring 2017, and the syllabus for that offering is attached.

Assessment Leading to Request

This request is being made due to very low course enrollment.

Anticipated Impacts to "Other" Programs

The 2018-2019 catalog lists WRIT 122 as a requirement for the following degree programs in Business Technology: Business Technology Administrative Computer Specialist Option, A.A.S. and Business Technology, Medical Office Specialist Option, A.A.S.; however, the department has been substituting WRIT 121 (Introduction to Technical Writing) for WRIT 122 since the latter has not been offered for the past two years. Linda Granger indicated that she will be making changes to the Business Technology curriculum sheets in Fall 2019 in light of the proposed removal of WRIT 122.

WRIT 122 is listed as a course option for the PTC track in Interdisciplinary Arts and Sciences. Scott Risser said that WRIT 122 was included in the degree plan to accommodate change-of-major students who enter the track. He indicated that if the course is being removed from Business Technology degree programs, it is unnecessary to retain it in the curriculum for the PTC IAS track.

Impact on Library:

No consultation is required since the proposed change removes WRIT 122 from the course catalog.

Date to take effect:

2020-2021 course catalog

APPROVALS

Department Head Approval

Dawn Heinon

Date

9/9/2019

Dean Approval

[Signature]

Date

9/17/2018

Graduate Council Approval

N/A

Date

CRC Approval

David Hood

Date

10-4-19

Faculty Senate Approval

_____ Date _____

VCAA Approval (see below)

_____ Date _____

Chancellor Approval (see below)

_____ Date _____

LEVEL of Request

Please indicate the type of request(s) by selecting *all that apply*:

Faculty Approvals (directly to CRC, then Faculty Senate):

- Establish a new course for the catalog (please contact the Registrar of MUS CCN information)
- Changed course: addition, deletion or change of title, credit, course number, pre-req, description, or cross listing.
- Amend an existing degree program. Making changes to programs such as adding a writing course to a major, changing the list of accepted electives or removing a requirement of a minor
- New degree certification program of 29 credits or less
- Other:

Campus Approvals (must be approved by the VCAA prior to CRC submission):

- Placing a postsecondary educational program into moratorium
- Withdrawing a postsecondary educational program from moratorium
- Establishing, re-titling, terminating or revising a campus certificate of 29 credits or more
- Establishing a B.A.S./A.A./A.S. area of study
- Offering an existing postsecondary educational program via distance or online delivery
- Other:

OCHE Approvals (must be approved by the VCAA and Chancellor prior to CRC submission):

- Re-titling an existing postsecondary educational program
- Terminating an existing postsecondary educational program
- Consolidating existing postsecondary educational programs
- Establishing a new minor where there is a major or an option in a major
- Revising a postsecondary educational program
- Establishing a temporary C.A.S. or A.A.S. degree program Approval limited to 2 years
- Other:

Level II (must be approved by the VCAA and Chancellor prior to CRC submission):

- Establishing a new postsecondary educational program
- Exceeding the 120 credit maximum for baccalaureate degrees Exception to policy 301.11
- Forming, eliminating or consolidating an academic, administrative, or research unit
- Re-titling an academic, administrative, or research unit
- Other:

MontanaTech

INTRO TO BUSINESS WRITING

Writ 122-01, CRN # 33168, MW 1:00 - 2:15 pm \\ Highlands College Room 114

GENERAL SYLLABUS - SPRING, 2017

Instructor: Dr. John M. Garic
Office: HC 111A
Office Hours: MW 2:30 – 3:30 or by appointment.
Phone: 406-496-3797
Email: jgaric@mtech.edu

Welcome to WRIT 122! This course will help prepare you for the typical writing and communication tasks that you may encounter in the work world, especially if you must regularly communicate with co-workers or the public.

This course meets for 75 minutes on Mondays and Wednesdays. Class will start at 1:00 a.m. in Highlands College 122. You may be asked to sign up for conferences with me that may fall outside of class time (within the 90 minutes before or after class).

A. REQUIRED TEXTBOOK

The Business Writer's Companion by Alred, Brusaw & Oliu, 7th Ed., 2014

B. CATALOG COURSE DESCRIPTION

Class integrates major business English skills with traditional business communication concepts. Students will write letters and reports. Major emphasis is placed on writing clear, forceful, and persuasive documents. Technical aspects, such as format, style, and organization will be stressed. Prerequisite: Appropriate score on placement test or consent of the Director of Writing.

C. COURSE OUTCOMES

Students will meet the following outcomes through analyzing professional documents and practicing varied writing tasks. After successfully completing this course, students will be able to:

- Generate appropriate business communication directed to a specific audience using effective strategies to achieve the writer's purpose;
- Demonstrate appropriate communication strategies to convey effective messages appropriate to the situation;
- Revise and edit business documents;
- Apply appropriate research techniques to obtain the necessary information for writing documents;
- Select an appropriate format, including the use of visual aids/graphics for business documents;
- Apply principles of grammar and language usage that pertain specifically to business communication;
- Be able to function productively as a member of a team.

addressed it correctly. That means you will have to accept all repercussions that may result, including a zero for late or missing assignment submission.

J. ATTENDANCE

Regular attendance is expected. Absences will always affect your work (and therefore your grade) in ways you might not realize. Being in class for the discussion, practice, and explanations will help you with your assignments. In these cases, absences often indirectly affect your grade. Since ***daily work cannot be made up*** (and you must be in class to get credit), further absences will directly affect your final “daily points” grade.

Please know that **CLASS ATTENDANCE IS MANDATORY,**

unless it is an excused absence, as defined by the online [Montana Tech 2016-2017 Catalog](#).

The following are considered official Montana Tech excused absences.

- NAIA sanctioned sporting events
- Academic team competitions
- Travel for professional meetings related to major
- Class field trips
- Others as approved by the Chancellor

Attendance will be regularly taken. Attendance will help you learn the material and secure the skills needed for success. Failing to attend will hurt you. You will lose 10 points a day from your total number of points for each day you are absent, up to a total of 60 points (which equals 6 days absent). More than six (6) absences will be an automatic “F” failing grade for the semester. If you show up late for class, it is your responsibility that day to note your presence so that you are not charged an absence.

Please note again: Attendance is mandatory. As a result, any excuse for missing class is not relevant, unless it is an excused absence as noted above. As a further result, it is not necessary to call or email me with a reason for being absent. If you miss class (for whatever reason), the points will be lost as noted above. Note that *all absences are counted toward this total* (including illnesses, job interviews, funerals, bad weather, appointments, etc—even if you tell me about them ahead of time).

You are responsible for catching yourself up on what you missed. Asking, “What did I miss?” will result in questions back to you about the reading (which should have already completed), what your classmates told you, what you’ve done on the current project, and what you understood/didn’t understand about the materials posted on Moodle. *If you want to know what you missed, first look into the materials already available to you then formulate specific questions about them.* Prepare yourself to ask informed questions. Seriously. It’s great practice for your professional life.

A roll sheet will be passed around during each class period. You need to make sure you sign it every class day. Otherwise, you will be counted absent. It’s like clocking in to work.

Mental Absences: Being physically present means nothing in regard to attendance unless you are also mentally engaged in the class. Sleeping, for example, will result in being asked to leave. I may not give you a “warning.” Disrespect, distraction, and waste of classroom space will not be tolerated. If you are asked to leave for any reason, you will be marked absent for the entire session.

O. FEEDBACK ON PAPERS

The comments on your papers will mimic what you may receive from an employer, but they will be more organized because they will be within the context of a rubric. Be aware that the comments on rubrics are general and not meant as a comprehensive listing of every issue in the document. Rubric commentary is merely a description of the quality of the document (within certain categories, using specific criteria) in its current state. Commentary is not meant to serve as a checklist for revision or a “justification” for the grade.

I may require in-person conferences or provide audio or video feedback to you. Audio files may be saved as .wav files (can play on iTunes, for example) or they may be saved as web-based audio files. You are required to secure access to appropriate software and equipment to listen to this feedback.

P. WHAT LETTER GRADES MEAN

A = The project is on time, and it raises few or no questions in relation to the purpose and evaluation criteria. It is ready for use by a supervisor, who would be glad to have it represent the company or organization.

B = The project, on time and ready for use, resembles the A project except that the B project shows a few minor flaws in accomplishing its purpose and in meeting the evaluative criteria. A supervisor would be willing (not glad) to have the project represent the company or organization.

C = The project is on time, and in most respects it fulfills the assignment’s purpose, but the project lapses noticeably in regard to one or more of the evaluative criteria. A supervisor would have to use time and energy overseeing revisions before allowing the project to represent the company or organization.

D = The project is on time and attempts to complete the task as assigned, but it lapses in a major way in meeting the assigned purpose and/or the evaluative criteria. The supervisor would not use it.

F = The project lapses severely in meeting the evaluative criteria. A supervisor would reject the project.

100-93	A
92-90	A-
89-88	B+
87-82	B
81-80	B-
79-78	C+
77-72	C
71-70	C-
69-68	D+
67-62	D
61-60	D-
59-0	F

Q. ASSIGNMENT PERCENTAGES

All writing assignments, with the exception of in-class exercises, must be typed and (usually) printed. General assignment categories and weighted value are as follows, and any necessary adjustments will be posted via Moodle. All items asterisked items (*) count as “major assignments.”

- Individual and group presentations..... 20%
- Writing Assignments..... 50%
- Quizzes/tests 10%
- Participation points/conferences..... 20%

Remember to **keep back-ups of everything**. I suggest using Google Docs or putting your documents on the cloud (Dropbox) so you never have to worry about a lost thumb drive, a broken computer, or the like. Lost files are not an excuse for late work.

Date 9/9/2019

Dept. Writing Program

Program Writing Program

College CLSPS

CRC Representative Dawn Atkinson

Description of Request:

Remove WRIT 101H (College Writing I Honors) from the course catalog.

Current Course or Program Information:

As a result of changes to the honors program, WRIT 101H has not been offered for more than five years. The Writing Program would like for the course to be removed from the catalog so that the catalog accurately reflects current course offerings.

Proposed Change

Course # Name	Credits	Pre-req.
Remove WRIT 101H from the course catalog.		

List of supporting documentation attached:

WRIT 101H last ran a number of years ago, and the Writing Program does not have a course syllabus on file for the class. A catalog description for the course is attached.

Assessment Leading to Request

This request is being made because the course has not run for more than five years. The recently revamped Honors Program does not include the course in its scope.

Anticipated Impacts to "Other" Programs

There are no anticipated impacts to other programs. Carrie Vath has confirmed that the revamped Honors Program requires a seminar but no other honors-designated coursework.

Impact on Library:

No consultation is required since the proposed change removes WRIT 101H from the course catalog.

Date to take effect:

2020-2021 course catalog

MontanaTech

Curriculum Change Request Form Dated 6 September 2018

APPROVALS

Department Head Approval

Dawn Atkinson

Date 9/9/2019

Dean Approval

[Signature]

Date 9/17/19

Graduate Council Approval

N/A

Date _____

CRC Approval

David Hood

Date 10/9/19

Faculty Senate Approval

_____ Date _____

VCAA Approval (see below)

_____ Date _____

Chancellor Approval (see below)

_____ Date _____

LEVEL of Request

Please indicate the type of request(s) by selecting *all that apply*:

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- Establishing, re-titling, terminating or revising a campus certificate of 29 credits or more
- Establishing a B.A.S./A.A./A.S. area of study
- Offering an existing postsecondary educational program via distance or online delivery
- Other:

OCHE Approvals (must be approved by the VCAA and Chancellor prior to CRC submission):

- Re-titling an existing postsecondary educational program
- Terminating an existing postsecondary educational program
- Consolidating existing postsecondary educational programs
- Establishing a new minor where there is a major or an option in a major
- Revising a postsecondary educational program
- Establishing a temporary C.A.S. or A.A.S. degree program Approval limited to 2 years
- Other:

Level II (must be approved by the VCAA and Chancellor prior to CRC submission):

- Establishing a new postsecondary educational program
- Exceeding the 120 credit maximum for baccalaureate degrees Exception to policy 301.11
- Forming, eliminating or consolidating an academic, administrative, or research unit
- Re-titling an academic, administrative, or research unit
- Other:

College Writing I Honors

2019-2020 Catalog

[ARCHIVED CATALOG]

WRIT 101H - College Writing I Honors

3 credits (Hrs: 3 Lec.)

Introduces students to forms and processes of written communication appropriate to college-level audiences. Coverage includes, at a minimum, expository prose, formal research writing, grammar, usage, and style.

Prerequisite(s): Passing score on placement test or consent of Director of Writing and consent of Instructor. Course generally offered both semesters.



Janet Cornish, Writing Program Adjunct Instructor

954 Caledonia Street, Butte, MT 59701-9002

TO: Dr. Charie Faught, Chair, Faculty Senate
FROM: Janet Cornish, Chair *je*
RE: Montana Tech International Student Assistance Committee
Report to the Faculty Senate/Updated Membership Roster
DATE: October 19th, 2019

The Montana International Student Assistance Committee (MISAC) held its monthly meeting on October 17th, 2019. Here is the summary.

New Members

The MISAC Committee welcomes two new members:

- Amanda Shaw, Freshman Engineering Advisor
- Maged Mohamed, Post Doctorate student in Engineering

Status of Near-Term Activities

1. Academic Honesty
 - a. Dawn Atkinson began her presentation of *Managing risks for assessment tools (tests, assignments, presentations)* at this meeting.
 - b. Luke Buckley and Ulana Holtz are working to prepare a standard for research citations/academic honesty, to help answer the questions, “What is the norm?” and “How can we increase clarity for faculty and students?”
2. Services Delivery
 - a. David Gilkey contacted Carrie Vath about ideas to increase awareness and use of resources available to international students and she prepared and presented information on these topics at this meeting
3. Language Skills (no action to date)
 - a. The committee will learn more about the various organizational styles that various cultures/nationalities use to structure documents.
 - b. We will continue to advocate for a dedicated language assistance program at Montana Tech.

Memo

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Presentation by Carrie Vath, Associate Vice-Chancellor of Enrollment Management/Dean of Students

Carrie Vath presented information on Montana Tech's outreach to and support of our international students. As of the 2019 Fall Semester, there are 120 international students on campus and the number is expected to drop below 100 by the fall of 2020. Saudi Arabia, Canada and Kuwait have contributed the most students. The number of Canadian students has dropped as the Canadian dollar has weakened. These students are attending schools in Canada rather than other institutions in the United States. The number of Saudi Arabian students has also dropped. This drop has coincided with new Montana Tech policies that have been put into place with respect to the number of credits that must be earned at Montana Tech in order for a student to qualify for a degree. In addition, Montana Tech's course availability does not always match the Saudi students' need to attend school year-round. There are typically no core classes offered during the summer.

In 2018, Montana Tech invested \$14,000 in an international student recruitment program, focused on Occupational Safety and Health. The effort yielded zero results. The best recruitment strategy appears to be by word of mouth. Montana Tech does not maintain relationships with international universities except in Canada. However, individual faculty members and some students do have such relationships.

Montana Tech's efforts to host a mandatory orientation for international students were not successful. On-line orientation programs (on Moodle) have also failed because many of the students are unfamiliar with the technology.

Montana Tech's international students achieve an average score of 6.0 on the IELTS exam (International English Language Testing System), up from 5.5 before 2016.

With respect to academic honesty, Carrie offered a variety of approaches in her presentation (attached), including an academic honesty pledge, which can be used in our classes.

Presentation by Dawn Atkinson – *Managing risks for assessment tools (tests, assignments, presentations)*

Dawn distributed information about managing for and the detecting of contract cheating (paying others to complete assignments) and discussed measures that might be employed in combatting academic dishonesty. These included:

- Having students begin their writing assignments on paper during class time
- Creating and using multiple versions of an exam during one testing period
- Distributing blue books/scantrons during exams

Dawn's presentation will continue at our next meeting.

General Discussion

The Committee hopes to identify two or three low/no cost strategies that can be implemented this academic year in support of our international students. Two potential actions were identified at this meeting:

- Crafting a sample academic honesty pledge that faculty members can choose to use for their classes
- Working with the International Club to host an event that would include a meal and an orientation session

Margie Pascoe distributed the "Faculty and Staff Guide to Basic Immigration Regulations. (attached)

Montana Tech International Student Assistance Committee (MISAC)
Roster, as of October 17th, 2019

Chair

Janet Cornish, Adjunct Faculty, Writing Program

Members

Akua Oppong-Anane, Assistant Professor, Director of Freshman Engineering

Dawn Atkinson, Director, Writing Program

Luke Buckley, Associate Professor, MBMG Research

Stacey Corbitt, Instructor I, Writing Program

Cheyenne Crooker, Administrative Associate II, PTC | Liberal Studies | Writing

Philip Curtiss, Assistant and Research Professor, Computer Science

David P. Gilkey, Associate Professor, Department of Safety, Health and Industrial Hygiene

Ulana Holtz, Instructor and Outreach Librarian

Liping Jiang, Assistant Professor, Civil Engineering, General Engineering

Mustafa Jubbar, Student

Maged Mohamed, Post Doctorate student in Engineering

Margie Pascoe, Director, International Student Services

Taryn Quale, Director, Academic Center for Excellence

Amanda Shaw, Academic Advisor for Freshman Engineering

Carrie Vath, Associate Vice-Chancellor Enrollment Management/Dean of Students

Miriam Young, Associate Professor of Nursing