

Faculty Senate Minutes
3/26/2021
HC 112 and Virtual Meeting via Zoom

CBB 001: Charie Faught (Chair), Tamara Harp

Zoom: Peter Lucon (Vice-Chair), Atish Mitra (Secretary), Sue Schrader, Miriam Young, Ulana Holtz, Karen Wesenberg, Bret Robertson, Courtney Young, Katherine Zodrow, Rita Freebourn, Tony Patrick, Chris Gammons, John Ray, Ron White, Matt Donnelly, Lonnie Horn

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

Approvals for March 12, 2021 Meeting Minutes.

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

Action Items

- II. General Education Items
- a. LIT 112 Introduction to Fiction
 - b. MUSI 101 Enjoyment of Music

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

Informational Items

- III. Faculty Resolutions
- Chair: Gave an update on the 12th February resolutions on land acknowledgement and on academic freedom. The issue has been brought to the leadership team, who requested to get recommendations from both staff senate and the student organization (ASMT) on the language of the land acknowledgements.

Discussion Items

- IV. Faculty Senate Elections
- Chair: We need to know who will be the new faculty senators replacing the outgoing ones. Already have information from some senators, waiting for responses from the others. Tentative plan is to have the senate leadership elections at the April 16th meeting.
- V. All Faculty Meeting - tentatively scheduled on Friday, April 9 in the Poore Room, URC.
- Chair: Tentatively will be in Poore Room, 3:00pm-4:00pm, on 9th April. Discussions by senators: Suggested topics are - planning for fall semester (choices of distance vs face-to-face classes), and HB102. Chair suggested to request the Chancellor or Provost to discuss the fall semester planning issue.
- VI. Teaching and Learning Center
- Chair: The advertisement is out on the university website, and the hope is to have someone by next school year.
- VII. Faculty/Staff Satisfaction Survey
- Chair: The "Great places to work" survey is under compliance check.

VIII. Activities and priorities for the upcoming year

a. Faculty and Staff Recognition- roundtable

John Ray has published an article.

b. Strategic Planning

Chair: The group has been meeting regularly and is close to finalizing the "Mission, Vision and Values" statement, and is working on metrics.

c. Fall semester planning

See item V. above. Chair: The due date for book orders will be announced by next Friday.

d. Review of FS Standards as Compared to MTFA Standards for Instruction, Research and Scholarly Activity, and Service

Chair: Will invite Michael Van Alstyne (VC Admin and Finance), to talk at the senate (next meeting) so that we can discuss our concerns (as regards workload etc.). He already visited both the graduate council and the research council, and is also interested in the senate proposal to look at revising the FS handbook. Till now only one senator has volunteered to work on this.

IX. Other Items

None.

Motion to adjourn @ 1:40pm

Montana Tech General Education Curriculum Application

Any course that is approved as general education may be used for the general education program review.

Montana Tech's General Education Core Areas.

1. Communications
2. Humanities/Fine Arts
3. Mathematics
4. Physical & Life Sciences
5. Social Sciences

Student Outcomes for Montana Tech's General Education Program:

1. 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.
2. Students will be able to speak with clarity, accuracy, and fluency in public contexts.
3. Students will be able to reason analytically and quantitatively at an algebraic level.
4. Students will be able to use an understanding of the physical and natural world to identify and solve problems.
5. Students will demonstrate an understanding of ethics, cultural endeavors, and legacies of world civilizations.
6. Students will be able to describe the biological, social, political, and economic forces that influence human behaviors and attitudes.
7. Students will be able to demonstrate the processes and proficiencies involved with creating and/or interpreting creative works.
8. Students will be able to demonstrate proficient critical thinking skills.

Requirements and Procedure for a course to become part of the general education curriculum

1. Requirements:

- (a) The candidate course must have been taught as part of the Montana Tech curriculum for at least one semester prior to application to the general education curriculum.
- (b) The candidate course must be a permanent member of the Montana Tech curriculum. For example, a special topic course is not allowed within the general education curriculum.
- (c) A completed general education curriculum application must be filed with the General Education Committee.

2. Procedure to become part of the general education curriculum:

- (a) The course must be approved by the Curriculum Review Committee before it can be approved as a general education course.
- (b) After being approved for the general education curriculum by both the respective Department Head and College Dean, the course must be approved for the general education curriculum by the General Education Committee. If approved, the General Education Committee will forward the course application to the Faculty Senate.
- (c) After being approved for the general education curriculum by the General Education Committee, the candidate course must be approved for the general education curriculum by the Faculty Senate. If approved, the Faculty Senate will then forward the course application to the Registrar for inclusion in the general education curriculum.

Course Application

1. Course number and title LIT 112 Introduction to Fiction

2. Course credits
3

3. Course prerequisites
None

4. Last semester offered
Spring 2017

5. Next semester offered
TBD

6. Course outcomes

Catalog Description:
Companion to LIT 126 (Introduction to Poetry and Drama). Studies examples of short and long fiction, with emphasis on evaluation and analysis.

Course Outcomes from the MUS Common Course Numbering Website:
 - Write analytically by demonstrating close reading skills, create a clear thesis statement, and develop a well-organized argument based on that thesis through critical reasoning and evidence from the literary text(s).
 - Discuss fiction verbally through the use of close reading skills and, where appropriate, basic literary terminology.
 - Demonstrate some familiarity with literary criticism in class discussion or writing, or both.
 - Demonstrate the ability to compare and/or contrast two literary works in a final essay.

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.

Students compose five essays during the course to explore themes and ideas discuss in class and in assigned readings. They also write brief responses to assigned readings. Note: The most recent syllabus available is from Spring 2017 (see attached along with two assignment sheets).

Dept. Head Approval: *Devin Atkinson*

College Dean Approval: *Kevin Van Dusen*

General Education Committee Approval: *[Signature]*

Faculty Senate Approval:

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

Literature 112-03: Introduction to Fiction

Instructor: Adrian Kien

Email: akien@mtech.edu

Office Hours: By appointment only. Please email.

MWF 8:00-8:50 HC 112

Spring Semester 2017

Welcome to Literature 112: Introduction to Fiction. This course will be an introduction to the literary genre of fiction. In this course you will develop the analytical and interpretive skills necessary for responding critically to fiction – in particular short stories. You will attain these skills through the practice of close reading, in class discussions, writing exercises and essays. The goal is to make you a more attentive reader of not only literature, but also the cultural landscape in which we live. Life is about stories. Understanding how to analyze and interpret stories is a necessary skill for being an engaged, aware and competent citizen.

Course Objectives

By the end of the semester, students should be able to:

1. Write analytically by demonstrating 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 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.
4. Demonstrate the ability to compare and/or contrast two literary works.

Required Texts

- Beverly Lawn, ed., *40 Short Stories: A Portable Anthology* (New York: Bedford/St. Martin's, 2017).
- Various essays and stories posted to Moodle.
- Notebook for in class writing and quizzes.

THE COURSE

Reading and Writing

Each week we will be reading two to three short stories from the textbook. Expect to read 30 – 40 pages for class each day. Expect to write several 200-300 word, typed, responses to the readings. These reading responses will sometimes have very specific themes assigned; others will be looser. Occasionally quizzes and in-class writing assignments will be given as follow-up to these readings. You may also be asked to write creative responses. You will be asked to read aloud. You will be required to participate in class discussions.

Essays

You will be assigned four major essays this semester and one final essay. These essays will be your chance to explore in depth the themes and ideas we have discussed in class. Complete assignment details regarding each essay will be given out well in advance of their due dates. The essays will be 500-750 words. The final essay will be 750-900 words. Essays will be in MLA format, typed, using 12-point font.

COURSE POLICIES

Classroom Conduct

- No electronic devices. This includes tablets, laptops, e-readers, cell phones, or music players. And especially, NO TEXTING.
- Use an old-fashioned pen and pad for taking notes.
- No eating in class, please. Coffee or tea is encouraged.
- Be thoughtful and courteous to your colleagues during class discussions.*

*All discussions will be held in positive, constructive, adult, open and honest manners, which is to say that hostility of any kind towards anyone's work or ideas will be considered highly unprofessional and will not be tolerated. You will be kicked out of class. We will be reading literature in this class that you might find offensive, so be prepared to approach it with an open mind and to form articulate and intelligent responses to it. Figure out how to learn from what we read instead of fighting against it.

Late Work

Work is due as it is assigned. I will not accept late work. Technical difficulties are not an excuse for late work. Save your work often in multiple formats. If you know that you are not going to make it to class or your printer dies, you can email assignments to me, BEFORE CLASS. I will not accept late emailed assignments. I will make extensions on deadlines if a student requests it before the assignment is due (not the day of).

Attendance/Participation

This is not a lecture class. You are expected to be an active and thoughtful participant in class discussions and workshops. Participation requires that you have done the work required for the day. It also requires you be a good listener, fully present, taking notes, as well as providing thoughtful contributions to discussions. Your grade will suffer if you are absent or not fully participating.

Attendance is required. Except for university-sanctioned events, there's no such thing as an excused absence. You are allowed 6 unofficial absences. Upon the 6th absence you fail the class. Do not expect me to give you warnings regarding absences. It is your responsibility to show up for class. Frequent absences will count against your grade. If you are more than 10 minutes late, you will be counted absent.

Academic Dishonesty

Montana Tech regards acts of academic dishonesty (e.g. plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. Moreover, I am committed to enforcing academic integrity and will pursue cases of academic dishonesty according to Montana Tech Integrity Procedures. If you are unsure about what constitutes plagiarism, come speak with me.

Show respect for yourself and me by coming up with unique interpretations of the texts we read.

Disabilities

All persons with disabilities have the right to participate fully and equally in the programs and services of Montana Tech. Montana Tech is committed to ensuring full and equal participation by elevating barriers and making the appropriate accommodations that allow persons with disabilities to have equal opportunity in all aspects of campus life.

Student Life Counselors are the Montana Tech Disability Service Coordinators. For further information about Disability Services, please refer to the Disability Services Website—http://www.mtech.edu/student_life/disability/

Grade Breakdown

A. Misses no more than two classes. Always arrives on time. Participates consistently and enthusiastically in class discussions and exercises. ^{[[I]]}_{SEP} Listens to other students and responds thoughtfully. Completes all writing assignments. Completes all reading assignments and remembers what s/he has read. Asks questions often. Always brings texts and equipment to class. Writes brilliant essays and responses.

B. Misses no more than three classes. Always arrives on time. ^{[[I]]}_{SEP} Participates in class discussions and exercises. Listens to other ^{[[I]]}_{SEP} students and responds thoughtfully, if not regularly. Completes all but one or two writing assignments. Completes all reading assignments and remembers what s/he has ^{[[I]]}_{SEP} read. Asks questions occasionally. Always brings texts and equipment to class. Writes good essays and responses.

C. Misses no more than four classes. Almost always arrives on time. ^{[[I]]}_{SEP} Sometimes participates in class discussions and exercises. Listens to ^{[[I]]}_{SEP} other students and responds respectfully, but rarely. Completes all but two to three writing assignments. Completes almost all reading assignments and usually remembers ^{[[I]]}_{SEP} what s/he has read. Asks questions rarely. Usually brings texts and equipment to class. Writes passing essays and responses.

D. Misses more than four classes. Occasionally arrives on time. ^{[[I]]}_{SEP} Rarely participates in class discussions and exercises. Listens to other students but almost never responds. Completes more than half of the writing assignments. Rarely completes reading assignments and rarely remembers what s/he has read. Never asks questions. Sometimes brings texts and equipment to class. Fails one or more essays.

F. Misses more than five classes. Does not participate. Does not complete writing or reading assignments. Does not bring texts and equipment to class.

Lit 112 Tentative Schedule for Spring 2017

Week 1, Jan 9, 11, 13	Intros, Douglass, Plot
Week 2, Jan 16, 18, 20	
Week 3, Jan 23, 25, 27	
Week 4, Jan 30, Feb 1, 3	Essay 1 – Plot; Intro Character
Week 5, Feb 6, 8, 10	
Week 6, Feb 13, 15, 17	
Week 7, Feb 20, 22, 24	Essay 2 – Character; Intro Setting
Week 8, Feb 27, Mar 1, 2	
Week 9, Mar 6, 8, 10	
Week 10, Mar 13, 15, 17	SPRING BREAK
Week 11, Mar 20, 22, 24	Essay 3 – Setting; Intro POV/Style
Week 12, Mar 27, 29, 31	
Week 13, Apr 3, 5, 7	
Week 14, Apr 10, 12, 14	Essay 4 – POV/Style; Intro Symbol & Metaphor
Week 15, Apr 17, 19, 21	
Week 16, Apr 24, 26, 28	
Week 17, May 1	Final Essay Due at 11:30

Please keep in mind that this is only a tentative schedule. It is subject to change based on the pace of the class. Check moodle and email for updates. Show up for class.

Essay Number 2 – Character

Length: 500-750 words (double spaced, Times New Roman)

Due: Monday, February 27, by 8:00 a.m. posted to Moodle

Choose one option

Option 1 – Write a short story from the perspective of one of the minor characters in the stories we've read so far. An example would be the wife in "A Good Man is Hard to Find," or Queenie, or the hunter in "A Worn Path." Make the character as round as possible. Use the style of the stories we've read as a guide.

Option 2 – Write a character analysis of the Misfit. In what ways is he a foil for the Grandmother? Is he a round character? Is he a dynamic character? Is he some combination of stock, round, flat, and dynamic? Describe him and use specific passages from the story to back up your analysis.

Option 3 – Write a personal response to one of the characters in the stories we have encountered so far. How do you personally identify or sympathize with this character? In the Venn diagram of your life and the character's life, where is the overlap?

*Option 5 – Of what value is the study of character in fiction? Use specific examples from the stories we've read to inform your response.

* **Extra Credit:** You can write a 200-250 word response to option 5 **in addition to your regular essay** for up to 25 points extra credit.

****Any evidence of plagiarism on this essay will result in failure of the essay, and possible failure of the class. Plagiarism includes copying someone else's essay, rewording passages from notes, schmooop or other online study guides, and other forms of academic dishonesty outlined in the student conduct policy at Montana Tech. The only resources you should need for this essay are our textbook, your brain, and some word processing software.**

Literature 112 – Final

Kien

Due: Monday, May 2nd, by 1:30 pm

Posted to Moodle

(Absolutely no late finals will be accepted)

Part 1*

Choose one story that we have read this semester. Fill in the information below. Try to stay within the word parameters. In addition to being graded on the content of your responses, I will also be grading on your use of clear, concise and efficient prose.

- Title
- Author
- Protagonist (Who is the protagonist? What do they want? Are they round? Dynamic? Flat?) (30-50 words)
- Other Characters (Minor Characters, Foils, Antagonists) (25-50 words)
- Plot Sequence (Label and describe the main events of the story - exhibition , events in rising action, climax, falling action, resolution) (100-150 words)
- Setting (75-100 words)
- Symbols (75-100 words)
- Theme(s) (30-50 words)
- So What? Why does this story matter to you? What do you learn from it? How does it inspire you? How does it capture your imagination? Why is it interesting to you? How do you personally connect with it? (150 words)

*Any indication that you have used outside sources in your sentences or ideas will be grounds for failure.

Part 2

What did you learn this semester? Besides vocabulary, what did you learn from the stories we read? What did you enjoy? What did you find challenging? Be specific.

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Course Application

1. Course number and title MUSI 101 Enjoyment of Music

2. Course credits
3

3. Course prerequisites
None

4. Last semester offered
Fall 2018

5. Next semester offered
TBD

6. Course outcomes

Catalog Description:
This course surveys the artistic and musical creations of Europe from the Greeks through the 20th Century. Students will study the evolution of artistic and musical styles in their cultural context as both European music and the visual arts responded to the same cultural influences.

Course Outcomes from the MUS Common Course Numbering Website:
 - Recognize the various styles spanning the history of the Western Art Music tradition.
 - Understand that social forces contribute to stylistic changes.
 - Discuss historical and stylistic perspectives on different musical styles.
 - Listen to a broad variety of music with enhanced enjoyment.

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.
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- 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.

The syllabus states that student outcomes will be assessed using examinations. Note: The most recent syllabus available is from Fall 2017 (see attached along with note about course scope).

Dept. Head Approval: *[Signature]*

College Dean Approval: *[Signature]*

General Education Committee Approval: *[Signature]*

Faculty Senate Approval:

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

RE: Syllabus & Assignment List for MUSI 101 Enjoyment of Music

Tarrant, Steve <STarrant@mtech.edu>

Fri 2/26/2021 11:02 AM

To: Atkinson, Dawn <DAtkinson@mtech.edu>

📎 1 attachments (946 KB)

MUSI 101 course syllabus Fall 2017.pdf;

I have not taught this course since the fall of 2018, primarily because I was just getting too busy with my engineering course load.

For some reason, my syllabus file from Fall 2018 has gotten corrupted, so here is the one from the fall of 2017. This went through the General Education Committee once already, when I first started teaching it. They rejected it because I did not cover music of other cultures, i.e. other than Western Civilization. I did, however, cover some non-Western music. Because of one of the goals of the course, which was to get the students to be able to recognize music they might hear in a concert hall, my emphasis was on music of Western Civilization. I doubt that they will hear traditional Chinese or Indian music if they were to walk in to Symphony Hall in Boston for a concert, but I wanted them to be able to distinguish Renaissance, Medieval, Classical, Romantic, Baroque, and Modern music, and to know approximately what years the music might have been written. More on the practical side.

Thanks,
Steve

G. Steve Tarrant, MS, PE
Associate Prof of Practice

406.496.4738 | starrant@mtech.edu



From: Atkinson, Dawn
Sent: Thursday, February 25, 2021 4:14 PM
To: Tarrant, Steve <STarrant@mtech.edu>
Subject: Syllabus & Assignment List for MUSI 101 Enjoyment of Music

Dear Mr. Tarrant,

I wonder if you might be able to provide me with a syllabus and a list of assignments for MUSI 101 Enjoyment of Music? To reduce course substitutions, I would like to request that the General Education Committee add MUSI 101 to Montana Tech's humanities/fine arts gen ed list.

Thanks in advance for your help with this request.

2/26/2021

Mail - Atkinson, Dawn - Outlook

Sincerely,
Dawn Atkinson

DR. DAWN ATKINSON

Writing Director/Interim Department Head of
Interdisciplinary Arts & Sciences

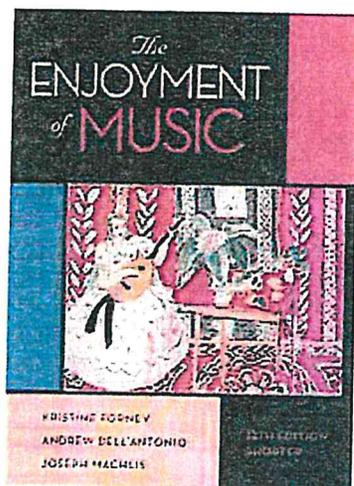
406.496.4728 | DAtkinson@mtech.edu | ENGR 104



MUSI 101
The Enjoyment of Music

Instructor: G Steve Tarrant, M.S., PE
Office hours: SE 310, 10-11 MW or by appointment
406-496-4738
starrant@mtech.edu

TEXT:



ISBN 978-0-393-93638-4



Infamous moments in jazz

OPTIONAL, but helpful: Larson, Gary, *The Complete Far Side*
ISBN-10: 1449460046
ISBN-13: 978-1449460044

COURSE OBJECTIVES: The goals of this course are 1) to have a greater appreciation of music of all types, 2) to be able to name 3-4 typical composers from each major historical period, and 3) to begin or further develop a lifelong participation in music in some way, whether playing an instrument or just actively listening to music in your community.

HOMEWORK: Homework will involve listening assignments, attendance at a minimum of 3 musical performances of some type during the semester, and reading assignments in the text.

TESTS: There will be three exams during the semester, the last of which will be the final exam. Each exam will count as 20% of your final grade.

COURSE GRADE:	Attendance at 3 musical performances	15%
	Exams	60%
	Class attendance	25%

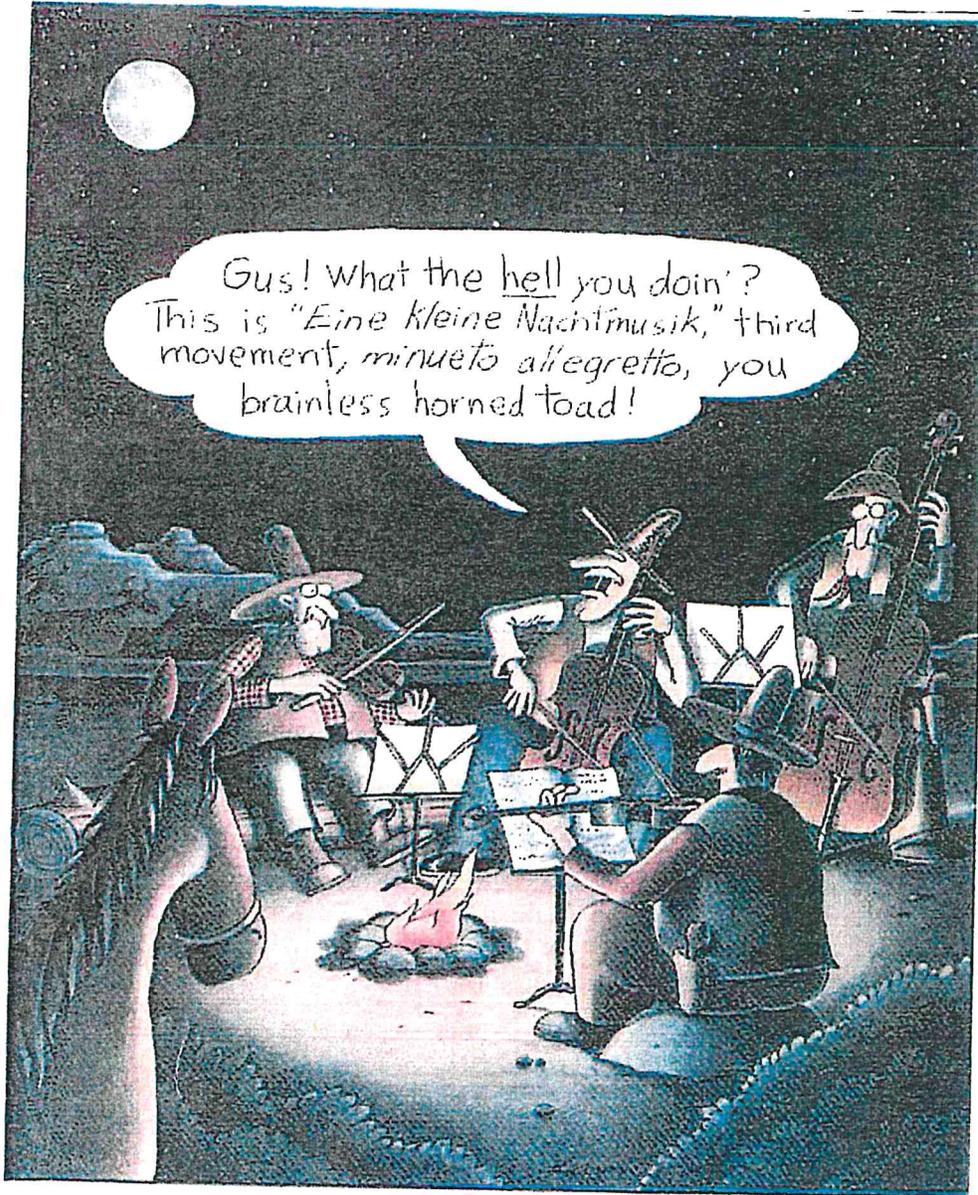
GRADING:	90 – 100%	A
	80 – 89%	B
	70 – 79%	C
	60 – 69%	D
	<60%	F

APPROXIMATE SCHEDULE

Aug. 21-25	Introduction and course logistics, music fundamentals
Aug. 28-Sept. 1	Tools for understanding music
Sept. 4-8	<i>Monday, Sept. 4, Labor Day holiday</i> Modern "formal" music
Sept. 11-15	Modern "formal" music
Sept. 18-22	Middle Ages
Sept. 25-Sept. 29	Middle Ages
Oct. 2-6	EXAM 1 Wednesday, Oct. 4 Renaissance period
Oct. 9-13	Renaissance period
Oct. 16-20	Baroque period, J.S. Bach
Oct. 23-27	Baroque period
Oct. 30-Nov. 3	Modern, Middle Ages, Renaissance, Baroque
Nov. 6-10	EXAM 2 Monday, Nov. 6 <i>Friday, Nov. 10 – Veterans' Day holiday</i> Classical period, Beethoven
Nov. 13-17	Romantic period
Nov. 20-24	<i>Wednesday-Friday, Nov. 22-24, Thanksgiving holiday</i> Romantic period
Nov. 27-Dec. 1	Romantic period Pre-Modern, neo-Classical "formal" music
Dec. 4-Dec. 8	Last class Monday, Dec. 4 Final exam study day Wednesday, Dec. 6 FINAL EXAM, Tuesday, December 12, 3:00-5:00 pm

This syllabus is subject to change at any time during the semester.

For Drop/Add dates and holidays, see <https://www.mtech.edu/onestop/Registrar/pdf/2017-2018.pdf>



Cattle drive quartets