Writing Course Review Form (5/4/09)

<table>
<thead>
<tr>
<th>I. General Education Review – Writing Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept/Program Subject</td>
</tr>
<tr>
<td>Course Title</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Endorsement/Approvals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete the form and obtain signatures before submitting to Faculty Senate Office.</td>
</tr>
<tr>
<td>Please type / print name</td>
</tr>
<tr>
<td>Instructor</td>
</tr>
<tr>
<td>Phone / Email</td>
</tr>
<tr>
<td>Program Chair</td>
</tr>
<tr>
<td>AASC Program Chair</td>
</tr>
<tr>
<td>Dean</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III Overview of the Course Purpose/Description:</th>
<th>Provides an introduction to the subject matter and explains course content and learning goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is an analysis, critical thinking, and writing course for students in the Business Technology fields. Students will learn to and practice identifying elements of arguments, analyzing elements of arguments for logic, and developing coherent and comprehensive responses to arguments. This course will emphasize practical application rather than purely academic exercise.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV Learning Outcomes:</th>
<th>Explain how each of the following learning outcomes will be achieved.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student learning outcomes:</td>
<td>Students will submit at least five written assignments for grading. The nature of the assignments is as follows: Paper 1: writing sample on an ethical issue designed to determine suitability for course, Paper 2 and 3: Research with persuasive analysis, Paper 4: Legal case holding (from current media) research and synthesis, Paper 5: Problem solving using multi-step process (Students will be graded on both final product and analysis steps).</td>
</tr>
<tr>
<td>Use writing to learn and synthesize new concepts</td>
<td></td>
</tr>
<tr>
<td>Formulate and express opinions and ideas in writing</td>
<td>Specifically, Papers 2 and 3 are designed to allow students to research a topic from an agreed upon list, formulate a position, support it with data, and persuade through logic.</td>
</tr>
<tr>
<td>Compose written documents that are appropriate for a given audience or purpose</td>
<td>Students will examine anticipated audience and discuss application of rhetorical tools such as topic, voice, reasoning, logic, organization, and timing.</td>
</tr>
<tr>
<td>Revise written work based on constructive comments from the instructor</td>
<td>Prior to final submission, all assignments will have the opportunity for instructor and peer review during class time. Further, any student may, at any time, submit portions of drafts for instructor review and comment.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Find, evaluate, and use information effectively (see <a href="http://www.lib.umt.edu/informationliteracy/">http://www.lib.umt.edu/informationliteracy/</a>)</td>
<td>Papers 2, 3, and 4 are designed to be research oriented papers. During the writing process, various information search techniques will be discussed. Additionally, methods of information evaluation will be presented with legitimate alternatives discussed and analyzed.</td>
</tr>
<tr>
<td>Begin to use discipline-specific writing conventions</td>
<td>Paper 4 is specifically designed to be an introduction to where law comes from. Specifically, students will start with a popular legal holding as presented in the media and then research the facts surrounding and the controlling precedent on the holding.</td>
</tr>
<tr>
<td>Demonstrate appropriate English language usage</td>
<td>All assignments in final form (1 writing sample of no less than 300 words and 4 essays of no less than 1200 words, as well as any rewrites) will be graded for appropriate use of English language by both the instructor as well as a reader.</td>
</tr>
</tbody>
</table>

### V. Writing Course Requirements Check list

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is enrollment capped at 25 students? If not, list maximum course enrollment. Explain how outcomes will be adequately met for this number of students. Justify the request for variance.</td>
<td>X Yes</td>
<td>No</td>
</tr>
<tr>
<td>Are outcomes listed in the course syllabus? If not, how will students be informed of course expectations?</td>
<td>X Yes</td>
<td>No</td>
</tr>
<tr>
<td>Are expectations for Information Literacy listed in the course syllabus? If not, how will students be informed of course expectations?</td>
<td>X Yes</td>
<td>No</td>
</tr>
<tr>
<td>Are detailed requirements for all written assignments included in the course syllabus? If not how and when will students be informed of written assignments? Please attach one example of instructions for written assignment.</td>
<td>☐ Yes</td>
<td>X No</td>
</tr>
<tr>
<td>☐ Yes</td>
<td>X No</td>
<td></td>
</tr>
</tbody>
</table>

*Example of instruction for written assignment attached.*

| What instructional methods will be used to teach students to write for specific audiences, purposes, and genres? | The course is intended to be interactive among the students with discussion guided by the instructor. As a result, peer analysis and assessment of the proposed techniques will be employed to teach students to write for specific audiences and purposes. |
Which written assignments will include revision in response to instructor’s feedback?

All assignments may be resubmitted as a rewrite.

**VI. Writing Assignments:** Please describe course assignments. Students should be required to individually compose at least 16 pages of writing for assessment. At least 50% of the course grade should be based on students’ performance on writing assignments. Clear expression, quality, and accuracy of content are considered an integral part of the grade on any writing assignment.

<table>
<thead>
<tr>
<th>Formal Graded Assignments</th>
<th>One writing sample of no less than 300 words and four essays of no less than 1200 words, as well as any rewrites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informal Ungraded Assignments</td>
<td>None</td>
</tr>
</tbody>
</table>

**VII. Syllabus:** Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: http://teaching.berkeley.edu/bgd/syllabus.html

Paste syllabus here:

**UNIVERSITY OF MONTANA-MISSOULA**
**COLLEGE OF TECHNOLOGY**
**BUSINESS TECHNOLOGY DEPARTMENT**
**COURSE SYLLABUS**
Created by Thomas Stanton

**ACADEMIC MISCONDUCT STATEMENT:** All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University.

All students need to be familiar with the Student Conduct Code. The code is available for review online at [http://www.umt.edu/SA/VPSA/index.cfm/page/1321](http://www.umt.edu/SA/VPSA/index.cfm/page/1321).

**COURSE NUMBER AND TITLE:** BUS 291T Critical Analysis for Business Professions

**PREREQUISITES:** ENEX 101 or equivalent, or similar writing course as approved by instructor, or approval by instructor

**COURSE DESCRIPTION:**
This is an analysis, critical thinking, and writing course for students in the Business Technology fields. Students will learn to and practice identifying elements of arguments, analyzing elements of arguments for logic, and developing coherent and comprehensive responses to arguments. This course will emphasize practical application rather than purely academic exercise.
CREDITS AWARDED UPON SUCCESSFUL COMPLETION: 3

REQUIRED TEXT: Writing Style and Format Guide such as The Everyday Writer by Andrea Lunsford, Fourth Edition.

COURSE OBJECTIVES AND SKILL DEVELOPMENT:
1. Identify the elements of an argument
2. Research the elements of an argument
3. Test the elements of an argument for logic, truth, accuracy, coherence, completeness, and other bases.
4. Explain how the elements of an argument combine, or fail to combine, to establish a valid position.
5. Develop counter points and combine them to make a coherent argument.
6. Discuss alternative points of view regarding researched topics and provide arguments for and against conclusions drawn from researched topics.
7. Distinguish validity of arguments based on factors such as logic, emotion, faith, statistics, cost/benefit analysis, and other elements.

INSTRUCTIONAL METHODS:
1) Lecture
2) Interactive topic discussion
3) Writing and editing
4) In class Projects
5) Case, news, scientific research, reading, and analysis

METHODS OF VALUATION:
Students will be graded in three general areas:
   In Class participation
   Paper Writing
   Paper Editing.

The categories will be graded in an objective manner. The categories will be computed into a final grade using a point allocation system and weight factoring formula. Attendance may be considered when a student falls on the borderline between grades.

GRADING SCALE
A: 100-93%
B: 92-85%
C: 84-77%
D: 76-70%
F: below 70%
DETAILED OUTLINE OF SUBJECT AREAS WITH TIME INCREMENTS FOR EACH:

**Week 1**
Introduction; Syllabus Review; Course Nature and Assignment Discussion
Writing Assignment 1: Class Discussion
Grammar, Spelling, Punctuation, Syntax, Style, Writing Rules Part 1

**Week 2**
Introduction: Technical Writing
In Class Exercise: Instructions
In Class Exercise: Description
Writing Assignment 1: Due

**Week 3**
Analysis: Writing Assignment 1
Writing Assignment 2: Discussion, Selection
Instructions, Description Exercise Analysis
In Class Example Review
Discussion: Diction

**Week 4**
In Class Exercise: Process and Description
In Class Exercise: Design, Function, Instructions
Writing Assignment 2: Discussion

**Week 5**
Discussion: Contemporary Issues
Review: Letters to the Editor/Opinion Page
Analysis Logic of Argument
Discussion: Elements of Argument

**Week 6**
In Class: Draft Writing Assignment 3
Discussion: Elements of Argument Response, Order, Logic
Review Writing Assignment 2
Writing Assignment 2: Due

**Week 7**
Class Groups Presentations: Research on Writing Assignment 3
Analysis of Presentations
In Class Analysis: Writing Assignment 2

**Week 8**
Discussion: Legal Cases, Elements, Briefing, Logic, Social Impact, Statutes Addressed
Class Groups Presentations: Case Impact Analysis
Class Groups Presentations: Response
Week 9
Writing Assignment 4: Discussion
In Class Drafting: Writing Assignment 4
Writing Assignment 3: Due

Week 10
Catch-up and review of previous assignments

Week 12
In Class Review Case Research, Social Impact, Analysis for Writing Assignment 4
Individual Presentations: Research Writing Assignment 4
In Class Writing Exercise for Writing Assignment 4
Peer Review Draft Writing Assignment 4

Week 13
Discussion Writing Assignment 5
Topic Selection Writing Assignment 5
Analysis Writing Assignment 3
Writing Assignment 4: Due

Week 14
In Class Review Writing Assignment 5
Analysis Writing Assignment 4
Class Review: Assignments, Discussions, Critique

Week 15
In Class Peer Review Writing Assignment 5

Finals Week
Final Examination as per UM-COT schedule

****Final Examination****

SYLLABUS REVISION DATE: January 2010

ATTENDANCE POLICY: An attendance sheet will be distributed at the beginning of every class. All students are expected to attend every class unless excused by the instructor prior to class.

CLASS MEETING TIME AND PLACE: Tuesdays and Thursdays, 1:10 PM to 2:30 PM, in Room HB 07.

DISABILITY ACCOMODATION STATEMENT: If any student requires special consideration for any reason, it is the responsibility of the student to contact the instructor to discuss the matter prior to any situation that might give rise to the special consideration requested.
INSTRUCTOR CONTACT INFORMATION: Thomas H. Stanton, Tom.Stanton@umontana.edu, (406) 243-7850, Faculty Office, (North-East corner Business Administration Building, East Campus), Office hours by appointment or see schedule on office door.

MISSED/LATE COURSE WORK POLICY:
Late or incomplete homework and/or class presentation will not be accepted for credit. An exception to this policy may be created by the instructor on a case by case basis depending on circumstances. Such circumstances must be submitted in writing along with the late or incomplete homework.

TESTING POLICY:
Make up tests or quizzes will not be given unless the instructor is contacted at least one hour prior to the scheduled time for the test or quiz.
CRITICAL ANALYSIS for BUSINESS PROFESSIONS
Fall 2010       Section 1

Assignment: Paper #1
Due Date: Thursday, September 30, 2010
Length: Not less than 1200 words
- Technically Perfect
- Double Spaced
- Parenthetical Citation of Sources Used
- Don’t Forget: Name and page numbers

Method: Choose one of the topics below. Research the topic until you know the issues that make the topic controversial. In your paper, explain to me the issues relating to the topic, your feelings about the factors and the reasoning behind your feelings.

Topics:
1) Wolves
   From man’s earliest days there has been an innate fear of wolves. Yet, I believe there is no documented wolf attack on humans. In the last century, the wolf was hunted to the very brink of extinction. More recently, because of inclusion on the Endangered Species List, wolf populations have returned to the point where their presence allegedly threatens both livestock and other wildlife populations. Is management working? Is it working too well? What do you think?

2) Gun Rights
   Grounded in the Second Amendment to the U.S. Constitution and deeply ingrained in the “American Experience”, private firearms ownership is a way of life for many people. In this day of mass murders, school shootings, gang violence, and other incidents of mayhem, isn’t it time to give up this “ideal”? What do you think? Why? What are your influences?

3) Drugs I: War on Drugs
   In the 1970’s it was pot, in the 1980’s it was coke, in the 1990’s crank, and in this decade meth. Why are illegal drugs so prevalent in America? Why hasn’t government drug interdiction policy been more effective? Where has the money gone? To what effect?

4) Marijuana
   The political landscape of Montana and other states has changed recently with the advocacy and acceptance of the concept of medical marijuana. Touted as everything from a folk remedy to a miracle drug, marijuana still remains a Class C narcotic with the DEA. In recent reports in the Missoulian, the idea of medical marijuana has been shown to be the stoner’s get out of jail free card. What is going on? Does the matter need regulation? Why?

5) Big Pharma
   From the date of discovery to the date of patient application a new drug may spend decades in the FDA system. This costs money. What are the issues surrounding the money mill that is pharmaceutical reality in the U.S.? Why are life saving drugs often denied to all but those with the money to pay? Why are so many potentially beneficial drugs shelved simply because they won’t make a profit?