

General Education Faculty Senate Report 12/15/23

The General Education Committee is scheduled to meet on 12/13/23 to discuss some logistical catalog revisions based on the [General Education Proposal to Replace the INT 300 courses](#).

The committee recommends the following action items. They were presented for faculty consideration at our previous meeting.

- approval of the following grid changes
 - adding CRJ Intro to Criminology to the Gen Ed grid under Structure of Societies.
 - adding WELD 200 Metal Art to Gen Ed Grid under Fine Arts. The revised syllabus is included in this packet.
 - approval of Social Science courses to replace INT 349 in next year's catalog (ANTH 307, ANTH 332, HIST 303, HIST 312, HIST 341, PSY 313)
- approval of [General Education Proposal to Replace the INT 300 courses](#)

Here again are the minutes from the General Education Committee's 11/15/23 Meeting:

General Education Committee Minutes

11/15/23

10 am McMullan 102 in Elko and over Zoom

Attendees: Chair, Ethan Hawley; Members, Brandy Nielsen, Brian Ziezler, Ping Wang, Tom Bruns, Daniel Bergey, Tami Mette, John Rice; Ex-officio members, Mary Doucette, Deanna Hamilton,

1. Action Items for Next Senate/Review of Last Meeting
 - The committee voted to approve the 10/25/23 [Minutes](#)
2. Vote/Discussion on Proposals
 - Welding Course
 - CTE is requesting to add WELD 200 Metal Art to Gen Ed Grid under Fine Art
 - The committee voted to recommend Faculty Senate approve the inclusion of this course into Fine Arts after voting at our December faculty meeting on the condition that CTE provides an assessment grid with their proposal
 - CRJ Course
 - Social Sciences is requesting to add CRJ 270 Intro to Criminology to the Gen Ed grid under Structure of Societies
 - The committee voted to recommend Faculty Senate approve the inclusion of this course into Structure of Societies after voting at our December faculty meeting
 - INT 349 Courses in Social Sciences
 - Social Sciences is submitting several courses that will count as and replace INT 349 in next year's catalog

- The committee voted to recommend Faculty Senate approve these course changes
 - Remove HIST 105 and 106 from Humanities portion of the Gen Ed grid as we no longer offer those courses here
 - The committee voted to recommend Faculty Senate approve these removals from the Humanities portion of the general education grid.
3. Discussion of INT and Upper division General Education Issue
- New INT Proposal, attached [here](#).
 - The committee voted to recommend that the Faculty Senate approve this proposal as a way to replace INTs with transferable courses, Huzzah!
4. Discussion of Gen Ed approval procedure
- New Gen Ed approval procedure [proposal](#)
 - The committee voted to approve this procedure to streamline the General Education committee's approval process moving forward.
5. Next meeting time
- Wednesday December 13th at 10am

General Education Course Submittal Form

Deadline for submission: November 1st

This form is for evaluation of proposed lower-division general education courses

- Submissions should be made by full-time faculty.
- General education courses must be reviewed by relevant department faculty (i.e., ENG prefix by Arts and Letters) and approved by the department chair prior to submission of this form.
- **Form and attachments are to be emailed to GEC chair after department chair approval.**
- Prior to approval, department chairs should notify other departments of this proposal to ascertain if conflicts or concerns exist and to work with appropriate staff to resolve any issues.
- Incomplete general education components (i.e., course learner objectives, general education learner objectives and assessments) will be returned to submitter for completion.
- Forms for courses approved by this committee are forwarded to the Curriculum Review Committee.
- Include a course syllabus with this form
- Email packet to GEC chair

1. Submitter information (Must be full-time faculty)

First, Mi, Last:

Department Name:

Division Name:

GBC Email:

Contact phone number:

Date of submission:

2. Course information

"new" "existing" "Course prefix/ number"

"Course Title"

New or existing course for GBC:

Course description / prerequisites (existing courses must match catalog description exactly):

3. Briefly explain why this course should be in general education:

4. GE/Course learning objectives and measurements. Create a table that lists the GE objectives, course learner objectives (all as listed under subcategories 1-11), and measurement in a table. The catalog General Education objectives are attached to this document for ease of copying. NOTE: GE objectives must be identical to the catalog while course learning objectives are tailored for class content. **Please attach GE table to this document.**

<i>SAMPLE GE TABLE for GEOG 106 Human Geography</i>		
GE Area: Human Societies and Experience		
8. Structure of Societies		
GE Objective	Course Learning Objective	Measurement
Demonstrate understanding of the processes that influence human behavior and structure of societies.	Analyze the role of toponyms in delineating human spatial territories.	Discussion Post 1
Demonstrate understanding of the processes that influence social stratification and/or inequality	Analyze the nature of food deserts in US cities and how these relate to social inequality.	Discussion Post 2
Demonstrate understanding of the methodologies used to study human social systems	Analyze production and consumption patterns of chocolate in the context of World Systems Theory.	Discussion Post 3

General Education Course Submittal Form

5. Briefly explain how course content (readings, lectures, films, activities, etc.) addresses learning objectives.

Submitter Signature:

Submission Date:

Department Chair Signature:

Approval Date:

After department chair approval, submitter must send the signed document and attachments to GEC committee chair. Submitter will be informed of the decisions made throughout the process.

GEC and Administrative review:

General Education Committee approval/denial:

GEC Chair Signature:

Approval date:

General Education Committee reasoning:

Dean approval/denial:

Dean Signature:

Approval date:

Dean reasoning:

VPAA approval/denial:

VPAA Signature:

Approval date:

VPAA reasoning:

Reminder: Submitter will be contacted with updates and required edits.



General Education Objectives**Communications and Expressions**

1. Written Communications
 - Utilize written genres appropriate to task
 - Express ideas clearly and compellingly in text
 - Effectively identify and address various audiences and contexts
2. Oral Communications
 - Organize oral presentations appropriate to context and audience
 - Deliver compelling and clear oral communications
 - Demonstrate an understanding of interpersonal communications in a variety of contexts
3. Evidence-Based Communications
 - Correctly interpret and analyze source materials and readings
 - Determine source appropriateness/credibility according to context
 - Effectively incorporate and cite sourced material in communications
4. Fine Arts
 - Demonstrate proficiency in the understanding of basic fine arts concepts and language
 - Demonstrate the effective use and application of artistic tools and processes
 - Demonstrate the ability to engage in the creative process as it applies to the subject

Logical and Scientific Reasoning

5. Mathematical Reasoning
 - Demonstrate knowledge of mathematical notation and concepts
 - Apply mathematical concepts and operations in proper written or graphical form
 - Apply relevant mathematical skills in solving real world problems
6. Scientific Reasoning
 - Demonstrate an understanding of the scientific methodologies used in various disciplines
 - Effectively interpret and apply scientific principles and concepts
 - Apply scientific reasoning to the evaluation, analysis or interpretation of models and theories developed in the sciences
7. Scientific Data Interpretation
 - Effectively apply mathematical principles and quantitative methods to collect and analyze scientific data
 - Utilize the scientific method to arrive at informed conclusions

Human Societies and Experience

8. Structure of Societies
 - Demonstrate understanding of the processes that influence human behavior and structure of societies
 - Demonstrate understanding of the processes that influence social stratification and/or inequality
 - Demonstrate understanding of the methodologies used to study human social systems
9. American Constitutions and Institutions
 - Demonstrate an understanding of American constitutions and institutions and their development
 - Demonstrate understanding of processes of social stratification and inequality in American society
 - Demonstrate knowledge of the methods used to study American society
10. Humanities
 - Demonstrate an understanding of the consequences of human actions in social and environmental contexts, and an ability to consider the ethical and practical implications of those actions
 - Demonstrate an ability to recognize the importance of creative human expression
 - Demonstrate an ability to recognize and respect the rights of the individual and to appreciate the complexity and variety of divergent attitudes, values and beliefs in society
 - Demonstrate an understanding of the cultural and historical heritage of contemporary society and the implications of this heritage

Technological Proficiency

11. Technological Proficiency
 - Analyze a problem and identify and define the technology requirements appropriate to its solution
 - Describe professional, ethical, legal, security and social issues and responsibilities for technology users
 - Develop skills to continuously learn fundamentals of existing and new technology

Great Basin College

Course Syllabus

CRJ 270: Introduction to Criminology

3 Credits

Section 1001

Spring 2023

Class Duration: January 23 to May 16, 2023

Professor: Dave Sexton, MA

Contact: Email address: use the link in webcampus

Office Phone: 775-327-2265 Rm: DCIT 129

If you need to contact me, please feel free to do so at your convenience. I check my email and my office phone at least once a day for any messages.

Office Hours: Tuesday 1:00 – 3:00
Wednesday 1:00 – 3:00
Thursday 11:00 – 1:00
Other times by appointment

Catalog Description: Examines how society interacts with crime and delinquency using the criminal justice system. Studies effective interaction and communication between the general public and members of the criminal justice system. Emphasizes the understanding of criminal behavior from a sociological and psychological perspective. Prerequisite: Must have completed CRJ 104.

Required Textbook: Larry Siegel, (2019) *Criminology: Core 7th*, Cengage publishing, ISBN: 9781337557719

Course Description: This course will familiarize students with the issues surrounding concepts of crime, criminals, crime typologies, and societal responses to crime. Students will examine the theoretical, methodological, and policy issues in criminology and criminal justice.

Course Goals and Structures		
Course Learning Objective	Measurement	GE Core Curriculum Human Societies and Experience Subcategory: Structure of Societies
Understand the basic concepts and approaches of criminology	Quiz number 1	Demonstrate understanding of the methodologies used to study human social systems.
Understand how US social stratification influences police practice	Quiz number 2	Demonstrate understanding of the processes that influence human behavior and the structure of human societies.
Understand how the development of life courses influence criminal behavior.	Quiz number 9	Demonstrate understanding of the processes that influence human behavior and the structure of human societies.

Course Requirements:

Class success will be guided by these two gems of wisdom:

It's easier to keep up than catch up. Time management is the single most devious bedevilment to obstruct and thwart the online student. You will find it too easy to plan to do your homework in the morning, then after lunch, then after dinner, then before bed, and pretty soon you are chapters and chapters behind. Don't let this happen to you!

We're nothing if not flexible. As the very first offering of a very first class there are undoubtedly some glitches and typos and broken links ahead of us. Don't panic if something doesn't work or doesn't make sense. Drop me a note or a call and we'll get it fixed. Also, I want to stay on top of current, relevant, breaking news and developments. The syllabus may say we are studying "A" this week, but if all heck breaks out in "B" I plan on jumping over and covering that also. You'll notice on the syllabus a lot of the discussion boards don't have a topic listed. As they say on *Law and Order* I plan on "ripping the topic from that week's headlines."

GRADING POLICY: Grading is based on a point system as outlined below. The final semester grade will depend upon the accumulation of points during the semester. These points will be the result of points received on weekly

chapter quizzes, weekly discussion activity, and a final paper/project. I reserve the right to adjust scores as may be required throughout the semester.

It is anticipated that each student will take part in 14 discussion boards, take 14 open book quizzes, and produce and turn in one final project.

Grade Scale:

A	Superior: Demonstrates exceptional competence	93% - 100%
A-		90% - 92%
B+		87% - 89%
B	Above Average: Demonstrates competence	83% - 86%
B-		80% - 82%
C+		77% - 79%
C	Average: Suggests competence	73% - 76%
C-		70% - 72%
D+		67% - 69%
D	Below Average: Suggests incompetence	63% - 66%
D-		60% - 62%
F	Failure	Below 59%

A student may opt for a "W" grade up until the 10th week of class; after Thursday April 6th no "W" grades will be assigned.

All written material will be judged not only on content but style. Typos, grammatical and spelling errors, and dishonesty (plagiarism) will all count against the final grade assigned.

To successfully participate in a discussion forum, students will need to post a minimum of three relevant postings to the discussion, over at least three different days of the week. To be considered relevant, the posting must move the discussion forward with new information, opinion or direction.

Posting only "I agree" or "I disagree" is not considered relevant and will not be considered a relevant post. It is of course permissible to agree or disagree with a fellow classmate – as long as defensible reasons for the new position are provided. No personal attacks or disruptive behavior will be tolerated in the discussion.

I believe the discussion boards are very important - hence I count them as a large part of your final grade. You will find I am generous with extra credit for bar-raising participation. Participate at least three different times a week, raise the bar each time, reference the sources for your opinions and you will do well. I am deleting a weekly writing assignment I have always required up until now in lieu of these discussions. I expect some substance!

I tend to watch discussions more than participate - as long as someone doesn't veer off the page into left field and it doesn't look like someone in the class isn't going to retrieve them. Or I have a particularly good war story on the subject ;-)

The final project is due by Tuesday noon of finals week. It is worth 100 points – more than three discussions or quizzes. The final should be 3-4 (three means three, not two and a paragraph) pages, fully properly referenced and cited.

In part two of our text we studied six possible theories of crime causation over six chapters. I want you to pick a theory and build upon it in an in-depth look at a chapter objectives that you found interesting. "Depth" and "detail" are the operative words here. *I know what the chapters say* – **now I want to learn more from you.**

No later than Tuesday noon submit a 3-4 page essay on your findings. Remember, three pages mean just that, not reaching two pages and two lines and a reference list on page three. You are welcome to use your choice of APA or MLA style, properly cited and referenced, free of typos and mistakes. Something you would not be embarrassed of if a defense attorney showed it to a jury as a measure of your competence. You will need several valid, factual, academic-worthy sources. Properly cite and reference everything. You notice I keep repeating myself. No excuses for not getting this right!

I am here to help with drafts, research questions, etc. This is not a project you can put together in a couple of days.

It can also be a power point of equal work (probably 8-10 slides) again properly referenced and with an audiotrack lecture - pretend you are projecting your slides in front of class, and you are giving a presentation. No DEATH BY POWERPOINT please! If you need a little refreshing on good powerpoint technique, there are many good sources on You Tube. Powerpoints should have sufficient lecture notes and talking points attached.
<https://www.free-power-point-templates.com/articles/death-by-powerpoint/>

Powerpoints with slides only and no lecture notes will be marked down appropriately - probably at least half a letter grade or more. Please ask me if you don't understand these requirements.

ATTENDANCE: Although we are all attending virtually from a computer somewhere else, class attendance is still necessary for those who have an interest in learning, participating in class discussion, being exposed to informative media, achieving the course objectives and dramatically

improving the odds of performing well on examinations. While attendance is not weighted in the final grade equation, participation is, and the performance of students in the past indicate that poor attendance will invariably yield a poor grade.

As an adult, it is up to you to “come” to class. If you have made travel arrangements or will be out of town on business during the course, for example, it is up to you to be sure you have internet access so that you meet deadlines. You need to plan ahead. In accordance with college policy, those missing three classes (or in this case has not logged on for more than 7 consecutive days or has missed two quizzes consecutively) may be withdrawn from the course.

WITHDRAWING FROM THE COURSE: *April 6th is the last day to withdraw.* Students are responsible for dropping courses. You do not need instructor permission. And just so you know, Ws happen. After April 6th a student who does not participate in class will earn an F for the course. This is mandated by GBC policy, and I know I would rather see you withdraw than be forced to award an F.

STUDENT CONDUCT POLICY: Students are expected to interact with each other and their instructor politely and respectfully. Emails, discussions and papers need to be written in standard English. Please be courteous in writing emails and posting discussions, and give people the benefit of the doubt. It is easy to misread intent in electronic communication, so don't over-analyze. Foul or hostile language is unacceptable as are communications that are hostile to the instructor or other students. As well, “flaming” behavior (for example, inciting discontent with the course or the instructor, or hostility to the instructor or another student) is not tolerated. Other forms of behavior that disrupt the learning process for other students will likewise not be tolerated.

In accordance with Social Science Department policy, such misconduct will be reported to the Vice President of Student Services and/or the Director of Security, and a student may be withdrawn from the course, fail the course, or be subject to other disciplinary action. Please see the GBC catalog for information about student misconduct.

An excessive number of requests for deadline extensions and repeated failure to submit assignments by posted deadlines will be deemed a problem with student conduct. As such, the student's conduct will be reported to the office of the Vice President of Student Services. If such conduct persists, the

student may be removed from the class.

CAMPUS SECURITY: GBC is committed to the safety of our students and has a duty to promote awareness and prevention programs for violence on campus under the Jeanne Clery Act as well as the Campus SaVE (Sexual Violence Elimination Act) and VAWA (Violence Against Women Act), which are amendments to Clery. Acts of violence include, but are not limited to, sexual assault, domestic violence, dating violence, and stalking. Acts of violence can occur on the physical campus or centers of GBC in addition to field placement sites, clinical practice settings, and other places where college or class activities occur. The online environment at GBC is considered a GBC site. If you experience any incidence where your safety has been threatened or violated, or if you feel threatened or harassed, immediately report this to me, any center director, faculty, or staff member, or directly to the Director of Environmental Health, Safety & Security ([775.753.2115](tel:775.753.2115)) or the Vice President for Student Services ([775.753.2282](tel:775.753.2282)).

ACADEMIC HONESTY POLICY: GBC students should strive to behave ethically which means each student takes personal responsibility for all aspects of her or his education. Cheating and/or plagiarism will not be tolerated and may result in a failing grade for the course. Cheating includes behaviors such as having someone else do your work, copying other's work, using unapproved technology during exam situations, talking to one another during an exam, falsifying bibliographic sources or data, etc.

Plagiarism is the practice of stealing or passing off the work or ideas of others as one's own. Examples of plagiarism include copying directly from your textbook, copying material from another student, failure to cite the sources of the ideas presented in research papers and on web sites.

Failure to cite properly, failure to paraphrase properly (by restating material in your voice using your words), using ideas that are not yours, using data that are not yours are also forms of plagiarism. Buying or downloading research papers (whole or in parts) written by another is another form of plagiarism. Student work may be screened through plagiarism software.

Recycling is using work you have done in one class for work in another class. This is also known as "self-plagiarism," and is also a form of plagiarism. In this course recycling material from other classes is not allowed. Any incidents of student misconduct involving cheating or plagiarism will be reported to the Vice President of Student Services and may result in a zero for the assignment and/or failure of the course. A student who has earned an

F due to cheating or plagiarism or another form of misconduct will be assigned an F grade prior to the completion the semester. In the event a student withdraws from the course subsequent to confirmed evidence of cheating or plagiarism, the instructor will assign an F for the course.

Accommodations for Students with Disabilities: Great Basin College is committed to providing equal educational opportunities to qualified students with disabilities in accordance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. A qualified student must furnish current verification of disability. This course is designed to be compatible with most universal screen readers. If you are a student needing video and/or audio captioning, GBC's Disabilities Office will provide captioning for you in this course. The Students with Disabilities Office will assist qualified students with disabilities in securing the appropriate and reasonable accommodations, auxiliary aids, and services. For more information or further assistance, please call 775-753-2271.

COVID-19 Statement: Great Basin College strives to provide a safe environment for students, faculty, and staff. All persons in a public area, including campus buildings, grounds, and classrooms, are required to follow current COVID-19 health and safety guidelines. Unresolved situations may be referred to the Vice President for Academic Affairs in connection with the Student Code of Conduct.

Finally: If you are having trouble in the class, come see me or call, and we will work to find a solution. If other problems arise (i.e., sickness, a death in the family, or some other catastrophic event), please speak to me as soon as possible so that I can help you. If you are unhappy with your grade or some other facet of the class, please call, visit during office hours, or arrange for a meeting. As your instructor, I am committed to your educational experience and will strive to make the class accessible and fair.

Class Schedule: The following is a schedule for the Spring 2023 semester, including due dates for reading assignments, quizzes, examinations, and discussions. We will try our best to adhere to this schedule, but I do reserve the right to adjust the schedule if the need arises based on unseen circumstances. **NOTE THAT MOST WEEKS CLASSES START ON WEDNESDAY AND END ON THE FOLLOWING TUESDAY.**

Start	Read	Activity	Due
Week 1 Jan 23	Chapter One Crime and Criminology	Introductions Discussion 1 Quiz 1	Jan 31

Week 2 Feb 01	Chapter Two The Nature and Extent of Crime	Discussion 2 Quiz 2	Feb 07
Week 3 Feb 08	Chapter Three Victims and Victimization	Discussion 3 Quiz 3	Feb 14
Week 4 Feb 15	Chapter Four Rational Choice Theory	Discussion 4 Quiz 4	Feb 21
Week 5 Feb 22	Chapter Five Trait Theory	Discussion 5 Quiz 5	Feb 28
Week 6 Mar 01	Chapter Six Social Structure Theory	Discussion 6 Quiz 6	Mar 07
Week 7 Mar 08	Chapter Seven Social Process Theory	Discussion 7 Quiz 7	Mar 14
Week 8 Mar 15	Chapter Eight - <i>Spring Break Combo Week</i> Social Conflict, Critical Criminology and Restorative Justice	Discussion 8 Quiz 8	
Week 9	Chapter Nine Developmental Theories: Life Courses, Propensity and Trajectory	Discussion 9 Quiz 9	Mar 28
Week 10 Mar 29	Chapter Ten Violent Crime	Discussion 10 Quiz 10	Apr 04
Week 11 Apr 05 Apr 06	Chapter Eleven Political Crime and Terrorism Last Day to Drop Class	Discussion 11 Quiz 11	Apr 11
Week 12 Apr 12	Chapter Twelve Economic Crimes: Blue-Collar, White-Collar and Green Collar	Discussion 12 Quiz 12	Apr 18
Week 13 Apr 19	Chapter 13 Public Order Crimes	Discussion 13 Quiz 13	Apr 25
Week 14 Apr 26	Chapter 14 Crimes of the New Millennium	Discussion 14 Quiz 14	May 02
Week 15 May 03		Final Project Noon	May 16

General Education Course Submittal Form

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- Incomplete general education components (i.e., course learner objectives, general education learner objectives and assessments) will be returned to submitter for completion.
- Forms for courses approved by this committee are forwarded to the Curriculum Review Committee.
- Include a course syllabus with this form
- Email packet to GEC chair

1. Submitter information (Must be full-time faculty)

First, Mi, Last:

Department Name:

Division Name:

GBC Email:

Contact phone number:

Date of submission:

2. Course information

"new" "existing" "Course prefix/ number"

"Course Title"

New or existing course for GBC:

Course description / prerequisites (existing courses must match catalog description exactly):

3. Briefly explain why this course should be in general education:

4. GE/Course learning objectives and measurements. Create a table that lists the GE objectives, course learner objectives (all as listed under subcategories 1-11), and measurement in a table. The catalog General Education objectives are attached to this document for ease of copying. NOTE: GE objectives must be identical to the catalog while course learning objectives are tailored for class content. **Please attach GE table to this document.**

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General Education Course Submittal Form

5. Briefly explain how course content (readings, lectures, films, activities, etc.) addresses learning objectives.

Submitter Signature:



Submission Date:

Department Chair Signature:

Approval Date:

After department chair approval, submitter must send the signed document and attachments to GEC committee chair. Submitter will be informed of the decisions made throughout the process.

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General Education Committee approval/denial:

GEC Chair Signature:

Approval date:

General Education Committee reasoning:

Dean approval/denial:

Dean Signature:

Approval date:

Dean reasoning:

VPAA approval/denial:

VPAA Signature:

Approval date:

VPAA reasoning:

Reminder: Submitter will be contacted with updates and required edits.



General Education Objectives**Communications and Expressions**

1. Written Communications
 - Utilize written genres appropriate to task
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Logical and Scientific Reasoning

5. Mathematical Reasoning
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Human Societies and Experience

8. Structure of Societies
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 - Demonstrate an ability to recognize and respect the rights of the individual and to appreciate the complexity and variety of divergent attitudes, values and beliefs in society
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Technological Proficiency

11. Technological Proficiency
 - Analyze a problem and identify and define the technology requirements appropriate to its solution
 - Describe professional, ethical, legal, security and social issues and responsibilities for technology users
 - Develop skills to continuously learn fundamentals of existing and new technology

WELD 200

Section 1001

WELDING ART

Fall 2024

Great Basin College
Instructor: Matthew Nichols
Office: GTA 106
Phone: 775-327-2180
Email: matthew.nichols@gbcnv.edu

Course Information

Course Title: Metal Art
Course Number: WELD 200
Course Discipline: Drawing, Art, Welding, Cutting Metal.

Course Description: This course is designed to give the student the basic understanding of two dimensional 2D and three-dimensional 3D metal art. Also covered in this course we will discuss different Cutting, Welding and metal finishing techniques that are used in this discipline as it relates to metal art.

Course Prerequisites: None
Course Times: 8:00am – 12:00pm, Fridays from 8/19/2024 to 12/06/2024.
Course Location: Weld Shop GTA 122-123
Course Credits: 3 Credits

Learner Expected Outcomes

Upon completion of this course, the students will:

- Have a basic understanding of how metals are produced from mineral ores and the history of welding and its use for art. This assists the student to effectively interpret and apply metallurgical principles and concepts to create the desired artistic creation. It also helps the students to demonstrate an ability to recognize the importance and value of creative human expression (of which art is a major component).
- Learn and all the safety related aspects associated with welding and all the potential hazards that must be avoided. The students need therefore to demonstrate an understanding of very important communications in oral and written communications and discussions.
- Identify personal protective equipment used in the shop when safely welding, cutting and finishing metal. (1), (2), (3) for determining the effective use and applications of welding as an artistic tool.

- Demonstrate the use of Gas Metal Arc Welding Equipment (GMAW) and safety. (1), (2), (3).
- Demonstrate the use of Oxy – Fuel Cutting (OFC) equipment and safety. (1), (2), (3).
- Demonstrate the use of Plasma Arc Cutting (PAC) equipment and safety. (1), (2), (3).
- The 3 main welding methods outlined above develop skills so that the students continuously learn the technologies and can select the safest and most appropriate one to use for a specific art creation assignment. This also helps the student correctly interpret and analyze source materials, reading, demonstrations and lectures. Finally it teaches students to analyze a problem and determine the optimum technology appropriate to resolve it safely.
- Students will demonstrate an understanding of the principals of art and design by using related problem-solving skills to organize, analyze and interpret visual information.

Measurement of Learner Outcomes

- (1) Written Examination
- (2) Practical Evaluation – Students will be asked to show competence by kinesthetic demonstration.
- (3) Verbal – Students will demonstrate competence by presenting oral demonstrations in groups and individually.

Students will be tested for knowledge and skill attainment through written tests comprised of questions taken from handouts, reading assignments, homework, and lectures. Quizzes may be unannounced, but tests will be announced at least one class period before they are given. For the laboratory assessments, the students will demonstrate his or her ability to work safely and complete all laboratory assignments by the dates listed in the course schedule.

Meeting Course Objectives

Gen Ed - Fine Arts Objectives	Measurement
Demonstrate proficiency in the understanding of basic fine arts concepts and language	A written test
Demonstrate the effective use and application of artistic tools and processes	Practical evaluation by students using kinesthetic demonstration which is graded
Demonstrate the ability to engage in the creative process as it applies to the subject	Students will produce artwork using the welding skills that they have learnt and will be graded on these

Method of Instruction

A combination of lecture, discussion, demonstrations, and film/video presentations will be used in the classroom training. Hands-on training will be in the welding lab.

Course Requirements

- Safety principles in the weld shop will be followed at all times.
- Students will complete training on all needed welding and cutting equipment.
- Students will be required to hand in homework assignments by the due date.
- Students will be required to hand in shop assignments.
- Students will be required to hand in class assignments.

Lab Assignments: The students will perform exercises in the following areas:

- Design work in the classroom on cardboard paper.
- Perform cutting with Oxy- Fuel.
- Perform cutting with Plasma Arc cutting system.
- Perform welding techniques to build and construct metal sculptures.
- Perform Metal heating, bending and discoloration of material surfaces with Oxy-Fuel equipment and heat-treating oven.
- Perform grinding techniques used to create patterns and shapes on material surfaces.
- Apply chemical etchant to material to achieve desired appearance.
- Submit two forms of Metal Art one will be guided by the instructor, and one will be the work of the artist. Personal metal art project must incorporate one element from your course of study.... Example if you are an electrical student, you could add a light or some form of electricity to your art work. Example number two if you are a student that is studying diesel or Millwright technology maybe you incorporate some sort of engine component or gears to your work - these are just examples that might help you.

Attendance Policy:

You are expected to attend all class meetings. Exceptions may be discussed with the instructor with suitable make-up activities agreed upon (before the absence). All course work is due on the assigned dates whether or not you are present. **You will lose one letter grade for every day (not class period) that it is late.** The instructor assumes no responsibility for making sure you receive any course material for which you were absent. **This is your responsibility. After being tardy three times this will count as one absence. If you are tardy more than one hour this will count as a half day absence, and if two and a half hours late or more these counts as an absence. **AFTER TWO ABSENCES YOU WILL BE DROPPED FROM THE CLASS.****

Students with Disabilities:

GBC supports providing equal access for students with disabilities. An advisor is available to discuss appropriate accommodations with students. Please contact the Director for Services to Students with Disabilities in Elko at 775-327-2336 at your earliest convenience to request timely and appropriate accommodations.

Grading Policy and Grading Scale

Grades will be weighted according to the following scale:

Class Participation, Assignments, Tests and Quizzes 50%

Lab Assignments

50%

Up to 20% could be deducted from your grade for blatant safety violations.

Grade Scale:

A	94% - 100%	A-	90%-93%		
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	Below 60%				

Drop Deadlines

If you do not formally withdraw by, drop deadline, your instructor will automatically assign you a grade of "F." The last day to drop the course is TBD.

Personal Protective Equipment that you will need to bring to by the 3rd day of class!

- Suitable, fire-resistant work clothing.
- Leather jacket or sleeves and apron.
- Leather gloves, 2 pairs.
- High top leather shoes or boots (steel toe is recommended).
- Welder's hat or skullcap (optional).
- Safety glasses with side shields (clear lens). **Mandatory at all times in the lab no exception.**
- Clear face shield.
- Cutting face shield, shade #5
- Ear plugs. **Mandatory at all times in the lab no exception.**
- Welding helmet with shade 10 welding lens and 1 clear cover plate lens.
- SOME OF THESE ITEMS MAYBE ISSUED BY THE LAB AID OR THE INSTRUCTOR.

GBC Policies

ADA statement, Academic Honesty and student conduct statement, attendance, missed exam policy, campus safety policies.

Campus Security Statement

GBC is committed to the safety of our students and has a duty to promote awareness and prevention programs for violence on campus under the Jeanne Clery Act as well as the Campus SaVE (Sexual Violence Elimination Act) and VAWA (Violence Against Women Act), which are amendments to Clery. Acts of violence include, but are not limited to, sexual assault, domestic violence, dating violence, and stalking. Acts of violence can occur on the physical

campus or centers of GBC in addition to field placement sites, clinical practice settings, and other places where college or class activities occur. As well, the online environment at GBC is considered a GBC site. If you experience any incidence where your safety has been threatened or violated, or if you feel threatened or harassed, immediately report this to me, any center director, faculty, or staff member, or directly to the Director of Environmental Health, Safety & Security (775.753.2115) or the Vice President for Student Services (775.753.2282).

Accommodations for Students with Disabilities

Great Basin College is committed to providing equal educational opportunities to qualified students with disabilities in accordance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. A qualified student must furnish current verification of disability. The Disability Services Office, located in Leonard Student Life Center, will assist qualified students with disabilities in securing the appropriate and reasonable accommodations, auxiliary aids, and services. For more information or further assistance, please call 775.753.2271. A link to the Disability Services Office is provided on the course's homepage.

Missed and Late Assignments

All assignment deadlines and due dates are listed in the "Class Schedule" section of the syllabus. It is the student's responsibility to complete and submit all assignments by the deadlines listed. Late assignments (including exams, quizzes, and discussions) will receive a grade of zero unless an extension has been granted by your instructor prior to the posted deadline (such extensions are granted rarely). Papers may be submitted late without an extension, but will receive a significant deduction of points per day late.

Excessive requests for deadline extensions and repeated failure to submit assignments by posted deadlines will be deemed a student conduct issue. As such, the student's conduct will be reported to the office of the Vice President of Student Services and Academic Affairs. If such conduct persists, the student may be removed from the class.

Academic Integrity & Dishonesty

GBC expects and requires all its students to act with honesty and integrity, and to respect the rights of others, in carrying out all academic assignments. For more information, following is a link to the [Student Conduct Policy](#), which includes appeals procedures.

Great Basin College considers academic honesty as one of its highest values. A student who obtains academic credit for work that is not the product of his or her own effort is being dishonest and undermining the academic integrity of the college.

Students are expected to be the sole authors of their work. Use of another's ideas must be accompanied by specific citation and reference. In addition, a learner may not submit the same work for credit in more than one course. The disciplinary consequences of plagiarism and other forms of academic dishonesty include non-acceptance of work submitted, a failing grade in the course, and/or other disciplinary action as outlined in Great Basin College's Student Conduct Policy.

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined in the College's Student Conduct Policy. Acts of academic dishonesty include but are not limited to:

- **Cheating:** Using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
 - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity is to be done "individually";
 - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
 - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
 - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
 - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** Altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** Representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.



Curriculum Review Committee

Curriculum Manager
email: curriculum@gbcnv.edu

Change Existing Course Form

SECTION 1: SUBMITTER INFORMATION

Name of Submitter: _____ Phone Number: _____
 E-Mail Address: _____ Submission Date: _____
 Department: _____ GBC Center: _____ Building & Room # _____
 Have you received approval from Department? Yes No
If you have not received approval, do not submit to the Curriculum Manager.

SECTION 2: CHANGE(S) TO AN EXISTING COURSE

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Current Full Course Title: _____

New Full Course Title: _____

Abbreviated Course Title (30 characters or less): _____

Credit Change? : Yes No

Current Credits: Fixed Credits _____ Variable Credits _____ to _____

New Credits: Fixed Credits _____ Variable Credits _____ to _____

Is this a discipline change? Yes No

Current Discipline: _____ **New Discipline:** _____

Is this a prefix change? Yes No

Current Prefix: _____ New Prefix: _____

Is this a course number change? Yes No

Current Course Number: _____ New Course Number: _____

Will this be cross-listed with another course? Yes No

If yes, what course: _____

Will this be a general education course? YES NO (If yes, list the general education objective it fulfills.)

Date approved by the General Education Committee: _____

Is this a grading basis change? Yes No

Current grading basis: A-F S/U New grading basis: A-F S/U

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A student may earn credit(s) for this course only one time and can retake this course to improve a grade, but will not receive credit more than once. **OR**

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A student may repeat this course for credit up to a total of credits _____ **OR** up to a total number of completions _____.

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Change to Dept. Consent Required? Yes No **Current:** Yes No **Newly required:** Yes No

Catalog description change? (if not, leave blank) If so, it must be identical to the catalog description on the syllabus.

Will this change effect a program requirement? Yes No

Briefly describe proposed changes compared to current requirements and list affected programs below: (Note: each program must submit a program change form to the Articulation Officer.)

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Department Chair

Name _____ Name _____

Signature: _____ Signature: _____

Date: _____ Date: _____

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Curriculum Manager

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Dean

Vice President of Student and Academic Affairs

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