## Elmira College
### Fall 2013 Schedule of Classes
#### Revised August 25, 2013

<table>
<thead>
<tr>
<th>COURSE NUMBER &amp; TITLE</th>
<th>CREDIT HOURS</th>
<th>DIST REQ</th>
<th>DAYS</th>
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<td>ACC3730 30 TAX ACCOUNTING I</td>
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**HUMAN SERVICES**

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**JAPANESE**

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<tr>
<td>PSC1010 01 INTRODUCTION TO POLITICS</td>
<td>3</td>
<td>CSI</td>
<td>MWF</td>
<td>9:10 - 10:10a.m.</td>
<td>Twombly J</td>
</tr>
<tr>
<td>PSC1010 02 INTRODUCTION TO POLITICS</td>
<td>3</td>
<td>CSI</td>
<td>MWF</td>
<td>10:20 - 11:20a.m.</td>
<td>Imai K</td>
</tr>
<tr>
<td>PSC2040 01 COMPARATIVE POLITICS - ASIAN</td>
<td>3</td>
<td>NW</td>
<td>MWF</td>
<td>2:25 - 3:25p.m.</td>
<td>Imai K</td>
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<tr>
<td>PSC3050 01 INTERNATIONAL LAW AND WORLD POLITICS</td>
<td>3</td>
<td>TR</td>
<td>MWF</td>
<td>1:40 - 3:10p.m.</td>
<td>Imai K</td>
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<tr>
<td>PSC3400 01 AMERICAN POLITICAL PARTIES</td>
<td>3</td>
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<td>1:15 - 2:15p.m.</td>
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<tr>
<td>PSC3540 01 CONGRESS: LEGISLATIVE STRATEGY AND BEHAVIOR</td>
<td>3</td>
<td>W</td>
<td>TR</td>
<td>9:55 - 11:25a.m.</td>
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<tr>
<td>PSC4595 01 SENIOR SEMINAR AND THESIS I</td>
<td>1</td>
<td>M</td>
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<td>6 - 7pm</td>
<td>Imai K</td>
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<td><strong>PSYCHOLOGY</strong></td>
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<tr>
<td>PSY1010 01 INTRODUCTORY PSYCHOLOGY</td>
<td>3</td>
<td>BSS</td>
<td>MWF</td>
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<td>PSY1010 02 INTRODUCTORY PSYCHOLOGY</td>
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<td>PSY1010 03 INTRODUCTORY PSYCHOLOGY</td>
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<td>PSY1010 04 INTRODUCTORY PSYCHOLOGY</td>
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<td>PSY1010 06 INTRODUCTORY PSYCHOLOGY</td>
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<td>R PSY1010 07 INTRODUCTORY PSYCHOLOGY</td>
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<tr>
<td>PSY2030 01 PERSONALITY</td>
<td>3</td>
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<td>9:55 - 11:25a.m.</td>
<td>Lovett B</td>
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<td>PSY2060 01 CHILD AND ADOLESCENT PSYCHOLOGY</td>
<td>3</td>
<td>TR</td>
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<td>PSY2060 02 CHILD AND ADOLESCENT PSYCHOLOGY</td>
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<td>PSY2141 25 ANIMAL BEHAVIOR</td>
<td>4</td>
<td>PLS</td>
<td>MWF</td>
<td>2:25 - 3:25p.m.</td>
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<td>4</td>
<td>PLS</td>
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<td>PSY2602 01 QUANTITATIVE METHODS IN PSYCHOLOGY</td>
<td>3</td>
<td>MWF</td>
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<td>11:30 - 12:30p.m.</td>
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<td>PSY2800 01 HEALTH PSYCHOLOGY</td>
<td>3</td>
<td>MWF</td>
<td></td>
<td>1:15 - 2:15p.m.</td>
<td>Terry C</td>
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<tr>
<td>PSY3010 01 SOCIAL PSYCHOLOGY</td>
<td>3</td>
<td>MWF</td>
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<td>9:10 - 10:10a.m.</td>
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<tr>
<td>PSY3030 01 CULTURAL PSYCHOLOGY</td>
<td>3</td>
<td>TR</td>
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<td>1:40 - 3:10p.m.</td>
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R=Revised; R2=Revised Second Time
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<th>DAYS</th>
<th>START &amp; END TIMES</th>
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<td>PSY3080 01 EXPERIMENTAL PSYCHOLOGY</td>
<td>3</td>
<td>W</td>
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<td>6 - 9p.m.</td>
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<td>PSY3210 01 CHILD PSYCHOPATHOLOGY</td>
<td>3</td>
<td>TR</td>
<td>3:20 - 4:50p.m.</td>
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<td>PSY3300 25 BASIC COUNSELING TECHNIQUES</td>
<td>3</td>
<td>MWF</td>
<td>10:20 - 11:20a.m.</td>
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<td>PSY4010 01 HISTORY AND SYSTEMS OF PSYCHOLOGY</td>
<td>3</td>
<td>W</td>
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<td>PSY4590 01 ADVANCED SEMINAR</td>
<td>3</td>
<td>W</td>
<td>T</td>
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| PSYCHOLOGY                                               |
|-----------------------------------------------------------|--------------|----------|--------|-------------------|---------------------|
| SOC1010 01 INTRODUCTORY SOCIOLOGY                        | 3            | BSS      | MWF    | 10:20 - 11:20a.m. | Yesukevich A       |
| SOC1010 02 INTRODUCTORY SOCIOLOGY                        | 3            | BSS      | MWF    | 1:15 - 2:15p.m.   | Yesukevich A       |
| SOC1010 03 INTRODUCTORY SOCIOLOGY                        | 3            | BSS      | TR     | 1:40 - 3:10p.m.   | Staff               |
| SOC1010 04 INTRODUCTORY SOCIOLOGY                        | 3            | BSS      | TR     | 3:20 - 4:50p.m.   | Staff               |
| SOC1021 01 PROBLEMS IN SOCIETY AND CULTURE                | 3            | BSS      | MWF    | 2:25 - 3:25p.m.   | Yesukevich A       |
| SOC2010 25 SOCIAL INEQUALITY                              | 3            | US       | MWF    | 1:15 - 2:15p.m.   | Easton M           |
| SOC2110 01 MEDICAL SOCIOLOGY                              | 3            | MWF      |        | 11:30 - 12:30p.m. | Yesukevich A       |
| SOC3150 25 SOCIAL THEORY                                  | 3            | TR       | 9:55 - 11:25a.m. | Easton M         |
| Instructor's signature required                           |
| SOC3210 01 MONEY, WORK, AND SOCIAL CLASS                   | 3            | W        | 6 - 9p.m.       | Easton M         |
| SOC3311 25 CRIMINOLOGY                                    | 3            | MWF      | 2:25 - 3:25p.m. | Lenhart C        |

| SOCIOLOGY                                                |
|-----------------------------------------------------------|--------------|----------|--------|-------------------|---------------------|
| SPA1010 01 FIRST YEAR SPANISH I                           | 3            | EU       | MWF    | 8 - 9a.m.         | Pannone D           |
| SPA1010 02 FIRST YEAR SPANISH I                           | 3            | EU       | MWF    | 9:10 - 10:10a.m.  | Pannone D           |
| SPA2010 01 SECOND YEAR SPANISH I                           | 3            | EU       | MWF    | 9:10 - 10:10a.m.  | Shaw L              |
| SPA3030 01 SPANISH COMPOSITION                             | 3            | EU/W     | MWF    | 10:20 - 11:20a.m. | Shaw L              |
| SPA3320 01 HISPANIC CULTURE AND CIVILIZATION              | 3            | MWF      |        | 1:15 - 2:15p.m.   | Shaw L              |

| SPANISH                                                  |
|-----------------------------------------------------------|--------------|----------|--------|-------------------|---------------------|
| SPH2100 01 INTRODUCTION TO COMMUNICATIVE DISORDERS        | 3            | MWF      | 1:15 - 2:15p.m. | Wheaton K        |
| SPH2300 01 HEARING SCIENCE                               | 3            | MWF      | 9:10 - 10:10a.m. | Ruble M          |
| SPH2320 01 PRINCIPLES OF PHONETICS                        | 3            | TR       | 9:55 - 11:25a.m. | Wheaton K        |
| R SPH3000 01 NEUROGENIC DISORDERS OF COMMUNICATION         | 3            | MWF      | 9:10 - 10:10a.m. | Thornton C       |
| R SPH3230 01 DIAGNOSIS AND APPRAISAL                       | 3            | TR       | 1:40 - 3:10p.m.  | Holtgrewe P       |
| R SPH3591 01 DISORDERS OF LANGUAGE                         | 3            | W        | MWF    | 8 - 9a.m.         | Thornton C         |
| R SPH3595 01 AURAL REHABILITATION                          | 3            | CANCELLED|        | 6-18-13           |                     |

R=Revised; R2=Revised Second Time
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<th>START &amp; END TIMES</th>
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<td>11:30 - 12:30p.m. &amp; TBA</td>
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<td>SPH4515 01 STUDNT TCHNGSEM IN SPEECH-LANGUAGE PATHOLOGY</td>
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<td>4 - 6p.m.</td>
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<td><strong>SPEECH COMMUNICATIONS</strong></td>
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<td>SPC2020 01 PUBLIC SPEAKING</td>
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<td>1:40 - 3:10p.m.</td>
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<td><strong>THEATRE</strong></td>
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<tr>
<td>THE1001 01 THEATRE PRACTICUM: PERFORMANCE</td>
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<td>THE1002 01 THEATRE PRACTICUM: PRODUCTION</td>
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<td>THE1010 01 INTRODUCTION TO THEATRE</td>
<td>3</td>
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<td>MWF</td>
<td>9:10 - 10:10a.m.</td>
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<td>THE1012 01 STAGECRAFT</td>
<td>3</td>
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<td>9:55 - 11:25a.m.</td>
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<td>THE2010 01 DRAMATIC LITERATURE</td>
<td>3</td>
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<td>10:20 - 11:20a.m.</td>
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<td>THE3013 01 ACTING III - TOPICS IN ACTING: ACTING SHAKESPERE</td>
<td>3</td>
<td>MWF</td>
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<td>2:25 - 3:25p.m.</td>
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<td><strong>THE3090 01 THEATER MANAGEMENT</strong></td>
<td>3</td>
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<td>- Added 8-25-13</td>
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<td>THE4001 01 DRAMATIC THEORY AND CRITICISM</td>
<td>3</td>
<td>W</td>
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<td>3:20 - 4:50p.m.</td>
<td>Kelly J</td>
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<tr>
<td><strong>WOMEN'S STUDIES</strong></td>
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<td>R WMS100001 WOMEN AND SOCIETY</td>
<td>3</td>
<td>GN</td>
<td>MW</td>
<td>2:25 - 3:55p.m.</td>
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<td>R WMS140225 U.S. WOMEN'S HISTORY TO 1865</td>
<td>3</td>
<td>US</td>
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<td>Glenn M</td>
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<td>WMS201525 GENDER AND NATURE</td>
<td>3</td>
<td>US</td>
<td>TR</td>
<td>9:55 - 11:25a.m.</td>
<td>Mitchell C</td>
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<td>WMS211625 WOMEN IN ASIA MODERN</td>
<td>3</td>
<td>W/NW</td>
<td>TR</td>
<td>8:15 - 9:45a.m.</td>
<td>Pitner M</td>
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<tr>
<td>WMS333325 FEMINIST PHILOSOPHY</td>
<td>3</td>
<td>MWF</td>
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<td>2:25 - 3:25p.m.</td>
<td>McCall C</td>
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Accounting

ACC2010
PRINCIPLES OF ACCOUNTING I
Offered By: John Savash
Prerequisites: COLLEGE ALGEBRA

Description: This course is a study of the fundamental principles of accounting as applied in business. Included are the basic concepts of accounting system design and use, transaction analysis, adjusting entries, basic financial statement preparation, and accounting for assets, liabilities, and owner's equity.

Method of Evaluation:
Three exams and quizzes.

ACC3540
INTERMEDIATE ACCOUNTING I
Offered By: Kathleen Brown
Prerequisites: PRINCIPLES OF ACCOUNTING I & PRINCIPLES OF ACCOUNTING II

Description: This course is a study of the accounting theories and practices applied in the preparation of financial statements, including the income statement, the balance sheet, and the cash flow statement. Accounting procedures for current assets, fixed assets, investments, and current and contingent liabilities will be emphasized.

Method of Instruction:
Lecture and discussion. The student will be expected to read assigned materials prior to class and to be prepared to take an active part in classroom discussions and in the solution of assigned problems.

Method of Evaluation:
Two exams during the semester, a final comprehensive exam, a practice set, quizzes, and classroom participation will be considered in the final grade.

ACC3610
COST ACCOUNTING I
Offered By: John Savash
Prerequisites: PRINCIPLES OF ACCOUNTING I & PRINCIPLES OF ACCOUNTING II

Objectives:
This is a study of the theories and procedures in cost accumulation, reporting, and control, including job order and process costing systems, material, labor and overhead costing, joint and by product costing, standard costing and variance analysis, direct costing and the contribution margin, and capital budgeting.

Method of Instruction:
Lecture, and discussion. The student will be expected to read assigned materials prior to class and to be prepared to take an active part in classroom discussions and in the solution of assigned problems.

Method of Evaluation:
Three exams, quizzes, and a class presentation.

ACC3730
TAX ACCOUNTING I
Offered By: Kathleen Brown
Prerequisites: PRINCIPLES OF ACCOUNTING I & PRINCIPLES OF ACCOUNTING II

Objectives:
Federal income tax provisions will be studied. Emphasis will be placed on computation of gross income, deductions, credits, and tax liability of individuals, Estate and gift, partnership, and corporate taxes will also be discussed.

Method of Instruction:
Lecture and discussion. The student will be expected to read assigned materials prior to class and to be prepared to take an active part in classroom discussions and in the solution of assigned problems.

Method of Evaluation:
Two exams during the semester, a final comprehensive exam, research and computer projects, and classroom participation will be considered in the final grade.
AIRS1101
THE FOUNDATIONS OF U.S. AIR FORCE I
Offered By: William Sitzabee

Description: This is a survey course designed to introduce students to the United States Air Force and the Air Force Reserve Officer Training Corps. Featured topics include: mission and organization of the Air Force, officership and professionalism, military customs and courtesies, Air Force officer career opportunities, war and the American military, and Air Force heritage. For officer candidates, a mandatory leadership laboratory complements this course.

Objectives:
A) To know about the history of our Air Force, how we’re organized and what we do for our country (fight and win America’s wars); B) Know what career opportunities are available to you as an Air Force officer; C) Know the benefits afforded members of the military; D) Know and develop productive life skills; E) Demonstrate basic oral and written communications skills.

Method of Instruction:
Lectures, quizzes, tests, written assignments and classroom participation.

Method of Evaluation:
Activity Maximum Points, Class Participation-Quizzes, Impromptu, Background Paper, Midterm Exam, and Final Exam.

AIRS1141L
INITIAL MILITARY EXPERIENCE I
Offered By: William Sitzabee

Description: Introduction to the responsibilities, life, and work of an Air Force officer. Basic knowledge of drill and ceremonies, military courtesies, and the wearing of the uniform. This course includes a field trip to a local military installation.

Objectives:
Objectives are required to be completed as outlined in the 2012-2013 Edition T-508. Different lesson objectives are specific to cadet year groups and must be combined in such a way as to make efficient use of class time. Designed to accomplish the following: A) Will introduce IMT freshmen cadets to the Air Force and prepare FTP sophomore cadets for field training. Both groups are considered General Military Course (GMC) cadets and are educated on core competencies such as drill and ceremonies and customs and courtesies as well as basic information about the military and Air Force life. Cadets also attend the Aerospace Studies 100 and 200 series courses where they learn the history of the AF; B) Allows Professional Officer Course (POC) junior and senior cadets the opportunity to practice the leadership skills they developed as GMCs, reinforce their Aerospace Studies courses, and reinforce Field Training experiences and training. The POC cadets plan and run the weekly leadership laboratories, command the cadet wing, and prepare for their entrance onto active duty by studying leadership, management, and military policy in their Aerospace Studies 300 and 400 series classes. Leadership skills that POCs continue to develop during LLab will be what they take with them on active duty as second lieutenants in the United States Air Force.

Method of Instruction:
Lectures, classroom assignments, tests, written assignments, and briefings.

Method of Evaluation:
This course is graded on a pass-fail basis. The criteria for receiving credit is based on attendance, PFA, and training adaptability.

Distribution Requirement : PE
AIRS2201
EVOLUTION OF USAF AIR AND SPACE POWER I
Offered By: William Sitzabee

Description: This course is designed to examine general aspects of air and space power through a historical perspective. The course covers a time period from the first balloons and dirigibles to the role of airpower in the Korean conflict. Historical examples are provided to illustrate the development of Air Force capabilities and functions to demonstrate the evolution of what has become today’s USAF air and space power. The course examines several fundamental truths associated with war in the third dimension, and provides students with an understanding of the general element and employment of air and space power from an institutional, doctrinal, and historical perspective. In addition, students continue to discuss the importance of the Air Force core values. For officer candidates, a mandatory leadership laboratory complements this course.

Objectives:
- Should know the key terms and definitions used to describe air and space power.
- They should know the events, leaders, and technical developments which surrounded the evolution and employment of USAF air and space power.
- Students should demonstrate basic verbal and written communication skills, and they should know The Air Force Core Values and examples of their use throughout the evolution of USAF Air and Space power.
- A) Know the key terms and definitions used to describe air and space power;
- B) Comprehend the events, leaders, and technical developments which surrounded the evolution and employment of United States Air Force (USAF) air and space power;
- C) Demonstrate basic verbal and written communication skills;
- D) Comprehend the Air Force core values and examples of their use throughout the evolution of U.S. air and space power.

Method of Instruction:
- Lectures, classroom assignments, tests, written assignments, and briefings.

Method of Evaluation:
- Class Participation, Bullet Background Paper, Midterm Exam, and Final Exam.

AIRS2241L
INTERMEDIATE MILITARY EXPERIENCE I
Offered By: William Sitzabee

Description: Designed to help students develop skill in giving commands for drill and ceremonies. Students are also introduced to the Air Force base environment in which the officer functions. Career areas available based on academic majors are described. Students participate in military drills and ceremonies and go on a field trip to a local military installation.

Objectives:
- Objectives are required to be completed as outlined in the 2012-2013 Edition T-508. Different lesson objectives are specific to cadet year groups and must be combined in such a way as to make efficient use of class time. Designed to accomplish the following: A) Will introduce IMT freshmen cadets to the Air Force and prepare FTP sophomore cadets for field training. Both groups are considered General Military Course (GMC) cadets and are educated on core competencies such as drill and ceremonies and customs and courtesies as well as basic information about the military and Air Force life. Cadets also attend the Aerospace Studies 100 and 200 series courses where they learn the history of the AF; B) Allows Professional Officer Course (POC) junior and senior cadets the opportunity to practice the leadership skills they developed as GMCs, reinforce their Aerospace Studies courses, and reinforce Field Training experiences and training. The POC cadets plan and run the weekly leadership laboratories, command the cadet wing, and prepare for their entrance onto active duty by studying leadership, management, and military policy in their Aerospace Studies 300 and 400 series classes.
- Leadership skills that POCs continue to develop during LLab will be what they take with them on active duty as second lieutenants in the United States Air Force.

Method of Instruction:
- Lectures, classroom assignments, tests, written assignments, and briefings.

Method of Evaluation:
- This course is graded on a pass-fail basis. The criteria for receiving credit is based on attendance, PFA, and training adaptability.

Distribution Requirement: PE
AIR FORCE LEADERSHIP STUDIES

AIRS3301

AIR FORCE LEADERSHIP STUDIES I
Offered By: William Sitzabee

Description: This course is a study of leadership required of an Air Force junior officer; it has applicability to any entry-level professional as a junior executive. The course investigates theories and styles of leadership, power and influence, the meaning and function of followership in the military context, critical thinking, problem solving and team building, group conflict management, situational leadership, and management functions and principles. Films and case studies are used for analysis of theories and principles studied. Students receive instruction and practice effective writing (e.g., background and position papers) and briefing skills (e.g., informative and advocacy briefings) for professional communications; students practice both modes of communication. The course also provides professional officer education in terms of defining professional and unprofessional relationships, working with civilian personnel, and the profession of arms. The course is open to any student. For officer candidates, a mandatory leadership laboratory complements this course.

Objectives:
A) Comprehend selected individual leadership skills and personal strengths and weaknesses as applied in an Air Force environment; B) Apply listening, speaking, and writing skills in Air Force formats and situations with accuracy, clarity, and appropriate style; C) Understand the basic skills of identifying and solving problems; D) Understand and apply principles sexual assault prevention and appropriate responses; E) Identify the different types of professional and unprofessional relationships and differentiate which is acceptable.

Method of Instruction:
Lectures, classroom participation and assignments, tests, written assignments, and oral presentations.

Method of Evaluation:
Classroom Participation, Written Assignments, Briefing, and Final Exam.

AIRS3341L

JUNIOR OFFICER LEADERSHIP EXPERIENCES I
Offered By: William Sitzabee

Description: Cadets assume leadership responsibilities similar to those of a junior officer. Emphasis is on the importance of applying effective human relations skills in dealing with superiors, peers, and subordinates. Cadets also gain insight into the general structure and progression patterns of selected Air Force officer career fields.

Objectives:
A) Provide first-year cadets an informative and motivational program designed to recruit, retain, and familiarize cadets with the Air Force way of life and to foster leadership, followership, teamwork, and esprit de corps; B) Provide cadets scheduled to attend field training with the mental and physical skills needed to succeed in the AFROTC field training environment; C) Provide cadets returning from field training sufficient opportunities to demonstrate and develop the leadership and management skills needed to function successfully as an active duty officer; D) Provide cadets to be commissioned additional opportunities to demonstrate and develop the leadership and management skills needed to successfully function as an active duty officer and to adequately prepare them to transition from the ROTC environment to active duty.

Method of Instruction:
Lectures, classroom assignments, tests, written assignments, and briefings.

Method of Evaluation:
This course is graded on a pass-fail basis. The criteria for receiving credit is based on attendance, PFA, and training adaptability.

Distribution Requirement: PE
AIRS4401
NATIONAL SECURITY AFFAIRS-PREP FOR ACTIVE DUTY I
Offered By: William Sitzabee

Description: This course is concerned with the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Other topics include the military as a profession, officership, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Continued emphasis is given to refining communication skills. For officer candidates, a mandatory leadership laboratory complements this course by providing advanced leadership experiences, giving students the opportunity to apply the leadership and management principles described in this course.

Objectives:
Students should comprehend: A) Basic elements of national security policy and process; B) Air and space power functions and competencies; C) Selected roles of the military in society; D) Current issues affecting the military profession; E) Selected provisions of the military justice system; F) The responsibility, authority, and functions of an Air Force commander; G) Apply listening, speaking, and writing skills in Air Force-peculiar formats and situations with accuracy, clarity, and appropriate style; H) The factors which facilitate a smooth transition from civilian to military life.

Method of Instruction:
Lectures, classroom assignments, tests, written assignments, discussions, and briefings.

Method of Evaluation:
Current Events, Class Participation, Regional Study Grade (BBP & Briefing), ISS Briefing, and Final Exam.

AIRS4441L
ADVANCED LEADERSHIP EXPERIENCES
Offered By: William Sitzabee

Description: Cadets assume command leadership responsibilities to operate a military organization. Cadets apply effective leadership and managerial techniques with individuals and groups and participate in self-analysis of leadership and managerial abilities.

Objectives:
A) Provide first-year cadets an informative and motivational program designed to recruit, retain, and familiarize cadets with the Air Force way of life and to foster leadership, followership, teamwork, and esprit de corps; B) Provide cadets scheduled to attend field training with the mental and physical skills needed to succeed in the AFROTC field training environment; C) Provide cadets returning from field training sufficient opportunities to demonstrate and develop the leadership and management skills needed to function successfully as an active duty officer; D) Provide cadets to be commissioned additional opportunities to demonstrate and develop the leadership and management skills needed to successfully function as an active duty officer and to adequately prepare them to transition from the ROTC environment to active duty.

Method of Instruction:
Lectures, classroom assignments, tests, written assignments, and briefings.

Method of Evaluation:
This course is graded on a pass-fail basis. The criteria for receiving credit is based on attendance, PFA, and training adaptability.

Distribution Requirement: PE
AMERICAN SIGN LANGUAGE

ASL1010
AMERICAN SIGN LANGUAGE I
Offered By: Ray Parks

Description: This course provides students with an introduction to the vocabulary, grammar, syntax, and semantics of American Sign Language (ASL). Students will learn to communicate at a conversational level in ASL. Emphasis will be placed on visual gestural aspects of ASL and on expressive and receptive communication. The history and culture of deaf people in the western hemisphere will be presented.

Method of Instruction: Demonstration, modeling, lecture and discussion.

Method of Evaluation: Frequent quizzes, mid-semester and final expressive and receptive examinations.

Distribution Requirement: GN

AMERICAN STUDIES

AMS2010
INTRO AMER STUDIES: PERSPECTIVES ON AMER DREAM
Offered By: Charles Mitchell

Description: In this course we will study the set of ideas, myths, and values that comprise the American Dream, something we might define as a set of goals to which Americans aspire, the modes of behavior by which they strive to attain those goals, and the standards by which they measure their success or failure. We will take as our starting point a question once posed by Henry David Thoreau-why was America discovered?-and move on from there through a variety of associated questions: What are the fundamental principles of "Americanism"? What does it mean to be an American? Does America have a unique mission in the world, and if so, what is that mission? Along the way, as we explore texts ranging from the Puritans to the present day, we will discover that there are many different answers to those questions, some of which may be mutually incompatible. Beginning with John Winthrop's vision of America as a "city on the hill," the definition of the American Dream-the purpose of America's "discovery"-has been contested, challenged, and continuously revised. This course introduces students to the history of that process.

Objectives: Upon successfully completing this course students will be able to: describe a variety of perspectives on the American Dream; identify the significant historical figures associated with these perspectives; recognize the recurrence of these historical perspectives in later instances of American culture; and identify compatible and-or incompatible sets of values associated with these perspectives. Students will also be able to: evaluate and analyze critically a variety of texts, including fiction, political speech, advertisements, and film; and express themselves effectively in writing, discussion, and oral presentations.

Method of Instruction: Discussion.

Method of Evaluation: Papers and participation.

Distribution Requirement: US
AMS2015
GENDER AND NATURE
Offered By: Charles Mitchell

Description: This course introduces students to a selection of American writers, artists and naturalists whose work explores the relationship between the natural world, ways of understanding and relating to the natural world, and gender. Through the material covered in this course we will explore the ways in which the constructed ideas of "nature" and "gender" have been intertwined in American culture, how certain assumptions about the essential nature of women and men have shaped opportunities for women and men to explore, study and know the natural world, and how the gendering of nature has shaped discussions of environmental topics and issues.

Objectives: A) Describe the way that ideas about nature and gender have been constructed through social and cultural institutions; B) Recognize the ways in which certain assumptions about nature and gender have shaped opportunities for women and men to explore and study the natural world; C) Recognize and describe the ways in which gendered language and images are used to represent nature and natural forces; describe and analyze the ways in which the gendering of nature has influenced the discussion of an environmental topic or issue.

Method of Instruction: Discussion.

Method of Evaluation: Participation, class presentation, three papers, and final exam.

Distribution Requirement: US

AMS3200
MAPPING AMERICA
Offered By: Thomas Nurmi

Description: This interdisciplinary course explores the complex relation between writing, mapping, and national identity in American history. Possible focuses for the course include (A) The history of cartography in America; (B) the role of geographic knowledge in American political, legal, and social thought; (C) the influence of geographic discourses on American writing, particularly the novel; (D) the broader theoretical, philosophical, and cognitive ties between writing and mapping. The course encourages discussion between students from the humanities, social sciences, physical sciences and other technological fields beyond the traditional scope of historical and literary study. The goal is to consider how innovative approaches to history and literature inter-animate problems in other disciplines, and how American landscape studies offers a space for truly collaborative learning across fields.

Method of Instruction: Lecture, class discussion, and digital portfolio.

Method of Evaluation: Discussion Leader 10%, Map Close Reading Essay 15%, Literature Close Reading Essay 15%, Final Project 30%, and Digital Portfolio 30%.

Distribution Requirement: US

ANT1040
CULTURAL ANTHROPOLOGY
Offered By: Robin O'Brian

Description: This course introduces students to anthropology as the comparative study of human cultures. Case studies are used to illustrate the material under discussion and to introduce students to the varieties of cultural life and the strategies different societies employ for living in an increasingly complex world. We will study the history, contemporary forms, and methods of anthropology. Fieldwork and participant-observation are introduced as underlying principles of anthropological practice, and the concept of culture is explored.

Objectives: To examine aspects of adaptation and survival in physical and social environments, to explore the organization of social life and to understand the dynamics of cultural change and diversity among contemporary human populations.

Method of Instruction: Class meetings will consist of lectures, class discussions, in-class exercises, and films.

Method of Evaluation: Three exams, weekly summaries (ten), attendance, participation, in-class exercises, and book reviews (three).

Distribution Requirement: BSS
ANTHROPOLOGY

ANT1070
A SURVEY OF ETHNIC WORLD MUSIC
Offered By: Jeffery Seeley

Description: This course is intended to introduce the student to the wide diversity of the world's traditional musics by listening to recordings representing each different culture.

Objectives:
A) Will listen to the musics of Oceania, South Asia, Southeast Asia, East Asia, the Middle East, Sub-Saharan Africa, the Caribbean, Central and South America as well as others; B) Will describe various traditional instruments, vocal techniques and musical scales used to produce each culture's music; C) Identify the ethnic-cultural origin of various pieces of music; D) Students will describe their musical listening experiences using appropriate musical terminology; E) Able to "place" geographically random ethnic music selections that they listen to.

Method of Instruction:
Lecture, discussion, and in-class listening examples.

Method of Evaluation:
Attendance (10%), written exams and/or assigned papers-presentations (45% for each one).

Distribution Requirement: NW

ANT1600
COMPLEMENTARY HEALTH THERAPIES
Offered By: Dennis Caso
Elaine Caso

Description: A study of the nature and philosophies that underlie Non Western Complementary Health Therapies. Modalities such as guided imagery, reflexology and therapeutic touch will be discussed. Issues related to interferences with healing such as global nutrition and individual nutrition will be included.

Objectives:
A) Demonstrate an understanding of health care therapies which have evolved from Non-Western philosophies; B) Discuss the philosophies fundamental to mind/body/spirit practices; C) Explore the characteristics of selected modalities; D) Identify and utilize resources about modalities and therapies.

Method of Instruction:
Faculty and group presentations, discussions and guest lecturers and readings.

Method of Evaluation:
Class participation, papers on self-selected modalities and presentation.

Distribution Requirement: NW

ANT2010
SOCIAL INEQUALITY
Offered By: Martha Easton

Prerequisites: SOC 1010 (INTRODUCTORY SOCIOLOGY) OR ANT 1040 (CULTURAL ANTHROPOLOGY). STUDENTS WHO HAVE SUCCESSFULLY COMPLETED SOC 2003 (AMERICAN MINORITIES) ARE NOT ELIGIBLE TO TAKE SOC 2010 (SOCIAL INEQUALITY)

Description: Our society is unequal, and different groups of people are affected differently based on social group memberships such as race, class, and gender. This course will examine the causes, maintenance, and products of social inequality. We will look at stratification based on gender, race, social class, sexual orientation, age, religion, and ability. We will also look at issues of identity, distribution, and organizational inequality. Will look at inequality mainly within the context of the United States.

Objectives:
A) Understand that social inequality is a social process that actively creates stratification; B) Measure inequality through examining stratification in distribution, organizational experiences, and discrimination; C) Assess different theories of explaining how inequality is maintained; D) Will learn about different minority groups, and be able to analyze the relationship between minority and majority groups; E) Examine how people understand their multiple identities and social group memberships.

Method of Instruction:
Lecture, discussion, group projects, and film-DVD.

Method of Evaluation:
This course will have several analytical papers, exams, and presentations. Class participation will also count.

Distribution Requirement: US
ANT2120
NATIVE PEOPLES OF NORTH AMERICA
Offered By: Robin O'Brian

**Description:** Consideration of diversity of Native American cultures from the Arctic to Panama, including their origins, formation, and development. A comparative focus utilizing ethnographic, ethnohistorical, ethnological and archaeological materials.

**Objectives:** To facilitate understanding the contemporary status of North American Indians, this course examines the traditional cultures of this continent's indigenous population, as they existed prior to extensive European contact, and the post-contact cultural change up to the present time. Considerable attention is devoted to understanding the nature of the past and present relationship between Native Americans and Whites.

Method of Instruction: Lectures, discussions, and student reports. Films will be shown.

Method of Evaluation: Grades are determined by two scheduled tests during the term, a final examination, and the oral class report, each counting equally.

Distribution Requirement: NW

ANT3150
SOCIAL THEORY
NOTE: INSTRUCTOR'S SIGNATURE REQUIRED AND SOC1010 OR ANT1040 AND JR OR SR STANDING
Offered By: Martha Easton

**Description:** Introduction to the theoretical perspectives of anthropology and sociology from early philosophical bases to current sociocultural theorists. Comparison of the sociological and anthropological approaches, including the differing perspectives of each discipline and the development of contemporary and postmodern theory.

**Objectives:** To provide students with an introduction to the history and development of social theory as it developed in the related disciplines of anthropology and sociology.

Method of Instruction: Lecture and discussion; occasional videos and films and student presentations.

Method of Evaluation: Three essay exams, research papers on readings as directed and course participation.

Distribution Requirement: W

ARC3175
GREEK ART AND ARCHAEOLOGY
Offered By: Heidi Dierckx

**Description:** Focuses on the classical civilizations of Greece through the evidence of material remains. In this course the archaeology (architecture and art) of the Greek civilization which emerged between 3000 BCE and 200 BC in the area of the Aegean are Minoan and Mycenaean Civilizations, Classical, and Hellenistic Civilizations.

**Objectives:** Identify and interpret the material evidence of Greece. Discuss problem-oriented questions, e.g. Chronology and dating of evidence; artifacts; technology and cultural changes.

Method of Instruction: Slide lectures and class discussion.

Method of Evaluation: Mid-term and final 25% ea; Two tests 10% ea; Research paper-project.

Distribution Requirement: W
ART1210
DRAWING I
NOTE: COURSE FEE $150.00
Offered By: Marc Dennis

Description: A foundation studio course in the basic technical and perceptual approaches to drawing. Students will develop an understanding of formal issues as they relate to drawing, such as: composition, perspective, volume, and value, working in a variety of media including: pencil, charcoal, pen/brush and ink, and conte. Subjects include still-life, nature, single object descriptions, nude models, and one's own imagination. Brief writing assignments and group critiques.

Method of Instruction:
Studio work with technical and lecture information continuous throughout class.

Method of Evaluation:
A) One portfolio will be submitted at the end of the term; B) Attendance; C) Application of the correct and appropriate material discussed in class - including knowledge of and ability to use the mediums will be assessed and evaluated regularly; D) Individual and group critiques.

Distribution Requirement: CP

ART1220
PAINTING I
NOTE: COURSE FEE $250.00
Offered By: Marc Dennis

Description: A foundation studio course in the basic technical and conceptual approaches to painting. Students will develop an understanding of formal issues as they relate to painting, such as: composition, color theory, perspective, volume, and value, working in a variety of media, including: acrylic and watercolor, with a strong emphasis on oil paints. Subjects include: still-life, nature, single object descriptions and one's own imagination. Course includes brief writing assignments, and group critiques.

Method of Instruction:
Studio work with technical and lecture information continuous throughout class.

Method of Evaluation:
Creativity, proper appropriation of lesson plan, rate of improvement, motivation and amount of exploration and experimentation.

Distribution Requirement: CP

ART1240
INTRO PRINTMAKING: ETCHING AND RELIEF
NOTE: COURSE FEE $75.00
Offered By: Christopher Longwell

Description: To introduce the students to various printmaking techniques including linoleum cut, etching, engraving, dry point, collagraph and monoprinting. A basic course for both majors and non-majors. Students will work in color and in black and white and will use a variety of approaches, from experimental to traditional. Design will be stressed as well as the developments of an effective working process. Students will complete a minimum of four finished prints, each using a different technique. Two small editions will be printed.

Method of Instruction:
Lecture, demonstration, slides, and field trips.

Method of Evaluation:
Periodic group critiques and final portfolio including all completed work.

Distribution Requirement: CP

ART1250
PHOTOGRAPHY I
Offered By: Jan Kather

Prerequisites: MUST PROVIDE OWN 35mm CAMERA. NOTE: COURSE FEE $75.00

Description: Students will learn camera operation, black and white film processing, printmaking procedures, and an overview of the history of art photography. This course will further knowledge of both the technical and aesthetic aspects of photography through critiques and portfolio preparation. Students should expect to spend approximately $200 for materials (film, paper, etc.) as well as $75 for the darkroom fee.

Method of Instruction:
Lecture and demonstrations, slides and tape presentations, films, and other supportive materials will be used to clarify technical and aesthetic points presented in class. Weekly assignments will culminate in a final portfolio to be critiqued.

Method of Evaluation:
Completion of all assignments, class discussion and critiques, and on the final portfolio of ten prints.

Distribution Requirement: CP
ART1360
SCULPTURE I
Offered By: Derek Chalfant
Prerequisites: RECOMMENDED THAT ART MAJORS TAKE THREE-D DESIGN FIRST. NOTE: COURSE FEE $100.00

Description: This studio course provides an exposure to the tools, materials, and modern historical concepts of object-making. Demonstrations with hand and power tools, used to work with wood, metal, stone, clay, etc. will accompany slides and lectures for each area of concern as the course unfolds. Non-traditional processes, such as site-specific environmental works and performances, will be introduced.

Method of Instruction:
Projects, slides, lectures, group discussions, and critiques.

Method of Evaluation:
Completion projects, discussions, critiques and attendance.

Distribution Requirement: CP

ART1362
FURNITURE DESIGN AND CONSTRUCTION I
NOTE: COURSE FEE $100.00
Offered By: Derek Chalfant

Description: In this course wood will be used as the primary medium, although the use of other materials is possible. Students will learn the use of hand and power tools as well as various techniques of joining, laminating, fabricating and carving. Emphasis is placed on originality, individual concept and design, and a high level of craft while working three-dimensionally. Students will be strengthening their inventiveness and creative thinking, which are essential to their learning experience. One full scale Table will be designed and produced, no larger that three feet in any direction. Work will be discussed and reviewed in a critique.

Method of Instruction:
Studio-slide lectures. Possibly a trip to the Wendell Castle Workshop near Rochester.

Method of Evaluation:
Class critique-letter grade for the project.

Distribution Requirement: CP

ART1370
CERAMICS I
NOTE: COURSE FEE $75.00
Offered By: Christopher Longwell

Objectives:
A basic study in ceramics directed toward the beginning student. A studio course emphasizing the technical and conceptual skills needed to produce sound three-dimensional forms in clay. Basic clay forming techniques will be stressed, but the student is encouraged to experiment and build on basic knowledge.

Method of Instruction:
Lecture and demonstrations, group evaluations, class discussions, individual consultation, critiques by the instructor, and class work on projects. Attendance is mandatory.

Method of Evaluation:
A minimum of six projects will be assigned. Critiques, demonstration of working knowledge of basic techniques, concepts and craftsmanship, motivation, involvement, and attendance.

Distribution Requirement: CP

ART2000
VIDEO ART I
NOTE: COURSE FEE $25.00
Offered By: Jan Kather

Description: This course serves to introduce the basic techniques and strategies in the production of video art. The student will be instructed in the use of the video camera (analogue and digital), lighting, sound, the creation of a storyboard, and editing skills (analogue and digital). Video, as creative medium, will be explored regarding its historical development and current status in the context of art. Each student will produce one or more completed video projects and will present their projects to the class.

Objectives:
To enable the student to plan, shoot, and edit a short video as art, using both analogue and digital equipment.

Method of Instruction:
Students will develop their own video art ideas after the historical and current directions of Video Art lectures and discussions. The class will operate at a discursive level to share information and give progress reports on individual projects. There will be lab time using analogue editing devices and computer editing software. Finished projects will be discussed and critiqued as a group. There will be at least two texts: one will be art historical/theoretical and the other(s) will be technical (camera, editing). The class will be shown numerous examples of professionally developed Video Art.

Method of Evaluation:
Attendance, completion of projects and critical evaluation of completed projects

Distribution Requirement: CP
ART2100
INTRO TO ART HISTRY: PREHISTRIC TO GOTHIC
NOTE: OPEN TO FRESHMEN
Offered By: Christopher Longwell

Objectives:
A study of the history of the art beginning with Prehistoric and Tribal art and continuing through the middle ages, with a concentration on the Mediterranean cultures. The emphasis will be upon the art which was created and the social and philosophical significance of this art.

Method of Instruction:
Illustrated lecture and documentation of the cultures and work being discussed. Classroom discussion is always open for student participation. A syllabus will be provided, which will include a general outline of the material to be covered, terminology, a selection of the major works to be studied, and a list of library reserved books.

Method of Evaluation:
A minimum of two examinations comprised of a mid-term and a final, a research paper, plus announced quizzes. These tests will primarily be concerned with the identification, analysis, (literary, social and philosophical) and comparisons of works of art.

Distribution Requirement:  GN

ART2211
FIGURE DRAWING I
NOTE: COURSE FEE $100.00
Offered By: Marc Dennis
Prerequisites:  DRAWING I
Description:  An introduction to the human figure through the drawing medium. Students will draw from the skeleton, nude, and costumed figure for understanding of action, proportion, and anatomical construction. Students will use the figure as an object for singular study as well as a compositional element. A variety of drawing mediums will be used including charcoal, pastel, brush and ink. NOTE: May be repeated at upper level as a Directed Study.

Method of Instruction:
Studio course with demonstrations, slides, text examples and other projects.

Method of Evaluation:
In-class participation, individual and group critiques, final portfolio and project.

Distribution Requirement:  CP

ART2240
PRINTMAKING II
NOTE: COURSE FEE $75.00
Offered By: Christopher Longwell
Prerequisites:  Instructor's signature required
Description:  Further development of the student's ability in printmaking to carry initial ideas through the final print. Techniques of color printing explored.

Method of Instruction:
Lab, demonstrations, individual and class discussions, group evaluations. Technical processes, procedures, and problems discussed on group level with consultation for specific problems as encountered on individual basis.

Method of Evaluation:
Critiques, working demonstrations of technical skills, motivation and involvement.

ART2360
SCULPTURE II
NOTE: COURSE FEE $100.00
Offered By: Derek Chalfant
Prerequisites:  SCULPTURE I
Description:  The media and technical processes relevant to the specific interests of each student will be further developed, using the perceptual and technical skills acquired in Sculpture I. Individual concepts and the techniques needed to pursue them will be cultivated. Emphasis will be on independent planning and production.

Method of Instruction:
Demonstrations and instruction. Students will keep journals and critical discussions will be ongoing.

Method of Evaluation:
Completion of projects, discussions and critiques and attendance.
ART2370
CERAMICS II
NOTE: COURSE FEE $75.00
Offered By: Christopher Longwell
Prerequisites: Instructor's signature required
Objectives:
A studio course in intermediate ceramics. Students will be introduced to more advanced clay working techniques and concepts.
Method of Instruction:
Lecture and demonstrations, group evaluations, class discussions, individual consultation, critiques by the instructor, and class work on projects. Attendance is mandatory.
Method of Evaluation:
Critiques, demonstration of working knowledge of techniques, concepts and craftsmanship, motivation, involvement, and attendance.

ART3163
CONTEMPORARY ART
Offered By: Derek Chalfant
Description: This course is an in-depth study of "Post-Modern" art. It will begin with a brief survey of "Modern" art, followed by a more detailed examination of the movements after World War II, including Abstract Expressionism, Pop Art, Op Art, Minimalism, Earthworks, Art Povera, Action Art, Neo-Dada, etc. The most current strains of art, many of which have no formal designations, will be viewed in their diversity. All of these contemporary art directions will be studied in the prevailing social and political contexts of their time.
Method of Instruction:
The syllabus will outline subject areas, assigned reading, and paper topics. Lectures, discussions, and reading materials.
Method of Evaluation:
Two exams, mid-term and final, regular announced quizzes, and one term paper.
Distribution Requirement: GN

ART3175
GREEK ART AND ARCHAEOLOGY
Offered By: Heidi Dierckx
Description: Focuses on the classical civilizations of Greece through the evidence of material remains. In this course the archaeology (architecture and art) of the Greek civilization which emerged between 3000 BCE and 200 BC in the area of the Aegean are Minoan and Mycenaean Civilizations, Classical, and Hellenistic Civilizations.
Objectives:
Identify and interpret the material evidence of Greece. Discuss problem-oriented questions, e.g. Chronology and dating of evidence; artifacts; technology and cultural changes.
Method of Instruction:
Slide lectures and class discussion.
Method of Evaluation:
Mid-term and final 25% ea; Two tests 10% ea; Research paper-project.

ART3240
PRINTMAKING III
NOTE: COURSE FEE $75.00
Offered By: Christopher Longwell
Prerequisites: Instructor's signature required
Description: An advanced studio course which explores one of several particular aspects of printmaking with emphasis on both original and technical facility. The development of a related body of work is emphasized.
Method of Instruction:
Studio approach.
Method of Evaluation:
Critique, working demonstration of technical skills, motivation and involvement. A substantial portfolio is required at the end of the course.
**ART**

**ART3360**  
**SCULPTURE III**  
**Note:** COURSE FEE $100.00  
**Offered By:** Derek Chalfant  
**Prerequisites:** SCULPTURE II  
**Description:** This course is offered for the advanced student to pursue independent concepts, processes, and materials. Emphasis will be on presentation, and the refinement of material and process articulation. A sound creative identity will be cultivated through content, style, and standards of critical judgement.

**Method of Instruction:**  
Journals will be used as tools for developing ideas and articulating perceptions. Readings, discussions and critical analysis.

**Method of Evaluation:**  
Projects, journal-keeping, reading, work habits in studio, etc., discussions and critiques.

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**ART3370**  
**CERAMICS III**  
**Note:** COURSE FEE $75.00  
**Offered By:** Christopher Longwell  
**Prerequisites:** Instructor's signature required  

**Objectives:**  
A studio course in advanced ceramics. Students will be introduced to more advanced clay working techniques and concepts. Ceramic design will be emphasized.

**Method of Instruction:**  
Lecture and demonstrations, group evaluations, class discussion, individual consultation, critiques by the instructor, and class work on projects. Attendance is mandatory.

**Method of Evaluation:**  
Critiques, demonstration of working knowledge of techniques, concepts and craftsmanship, motivation, involvement, and attendance.

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**BIOLOGY**

**BIO1020**  
**BIOLOGICAL CONCEPTS I**  
**Offered By:** Christine Bezotte  
**Prerequisites:** ENROLLMENT IN BIO1020 (BIOLOGICAL CONCEPTS I), IS RECOMMENDED ONLY FOR THOSE MAJORING IN ONE OF THE SCIENCES.  
**Note:** COURSE LAB FEE $50.00.

**Description:** An introductory course presenting fundamental ideas about biomolecules and energetics, the structure and function of cells, and Mendelian and molecular genetics.

**Method of Instruction:**  
A) Lectures, demonstrations and open-ended discussions will augment and support the textual assignments; B) Laboratory projects; C) Reading assignments and oral presentations.

**Method of Evaluation:**  
Four lecture exams (for a total of 60%), four group laboratory reports and lab quizzes (for a total of 30%) and an oral report of reading assignment (10%).

**Distribution Requirement:** PLS

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**BIO1056**  
**PLANTS AND PEOPLES**  
**Offered By:** Todd Egan  
**Note:** COURSE LAB FEE $50.00.

**Description:** Plants and Peoples will cover the traditional and technologically advanced methods humans use to supply ourselves with food, medicines, and textiles. Major plant food groups such as grasses and legumes will be discussed. History of foods and kitchen biology will also be included.

**Objectives:**  
A) Introduce students to the scientific method as well as basic scientific ideas; B) Give students a greater appreciation of the source of natural resources including food, textiles, medicines, and spices; C) Acquaint students with traditional and technologically advanced ways of providing food, textiles, medicines, etc.; D) Acquaint students with important food groups including grasses, legumes, and other economically important plants; E) Acquaint students with the biology and chemistry of the kitchen.

**Methods of Instruction:**  
Lecture and laboratory.

**Method of Evaluation:**  
Students will be evaluated on their performance on exams, laboratories and a written-oral presentation. Semester letter grades will follow the standards found in the Student's Handbook.

**Distribution Requirement:** PLS
BIOLOGY

BIO1110
INTRODUCTION TO MICROBIOLOGY
NOTE: MUST BE TAKEN WITH A LAB. COURSE LAB FEE $50.00

Offered By: Susan Fontaine

Prerequisites: INTRODUCTORY CHEMISTRY

Description: This course examines the structure and life processes of microbial organisms, with particular emphasis on bacteria and viruses, and their relationships to man. We will consider the role of microbes in producing human disease and the means of preventing and controlling these diseases.

Objectives:
A) Recognize and describe different types of microbes and their common and differential characteristics; B) Recognize the types of environmental conditions under which microbes exist and flourish, and to be able to produce, or remove, these conditions; C) Recognize the means by which microbes used in preventing such transmissions; D) Be able to handle infectious material without contaminating the material, or any other person or object.

Method of Instruction:
Three one-hour lectures and one three-hour lab.

Method of Evaluation:
Weekly quizzes, written works and presentations, four one hour exams, and lab write-ups.

BIO1210
ANATOMY AND PHYSIOLOGY I

Offered By: Anna Marie Schilke
Jeffrey Gnadt

Description:

BIO2010
COMPARATIVE ANATOMY
NOTE: COURSE LAB FEE $50.00.

Offered By: Lynn Gillie

Prerequisites: BIOLOGICAL CONCEPTS II

Objectives:
A) Study in a comparative sense, the anatomy and histology of the principal organ systems of vertebrate animals; B) Consider implications of structural variation and adaptation in respect to taxonomy, evolution and ecological relationships; C) Become familiar with the accepted concepts of the origin of vertebrates and, in the process, with representative vertebrate forms; D) Gain an appreciation for the evolutionary process as reflected in the functional and behavioral differences in present-day vertebrates.

Method of Instruction:
Lecture, graphic demonstrations, and lab, including dissection.

Method of Evaluation:
Three "theoreticals" exams based on subject matter, weekly lab quizzes, three "practicals" exams on lab activities, and a final exam.

BIO2015
RESEARCH IN BIOLOGY

Offered By: Christine Bezotte
Daniel Kjar
Lynn Gillie
Michael Pratt
Todd Egan

Prerequisites: Instructor's signature required

Description: The goal of this course is to familiarize students with the practical aspects of conducting research in biology. Theoretical aspects of the scientific method covered in several classes will be applied to practical scientific problems in contemporary science. The students will learn how to synthesize several observations described in scientific literature into a series of hypotheses attempting to explain these observations, and subsequently test these hypotheses in the laboratory or field and write-up the results in a paper. Results will be presented at a scientific meeting or as a seminar for the Division.

Objectives:
A) Use published literature to summarize present knowledge in a field of science; B) Develop ability to synthesize pre-existing data to formulate falsifiable hypotheses; C) Practice capacity to formulate experimental designs to test hypotheses; D) Acquire skill in accurate collection of precise data; E) Develop ability to draw proper conclusions from acquired data; F) Improve skills in writing, revising and oral presentation.

Method of Instruction:
Individual instruction, extensive use of the library and scientific literature. Lab and/or field work.

Method of Evaluation:
Discussion with instructors (20%), research paper (40%), and seminar (40%).
BIO2141
ANIMAL BEHAVIOR
Offered By: Lynn Gillie
Yvette Brown
Prerequisites: PSY1010 (INTRODUCTORY PSYCHOLOGY).
NOTE: COURSE LAB FEE $50.00.
Objectives:
A) Describe the theories that explain animal behavior; B) Describe underlying mechanisms that cause behavior such as genetics, nervous system, hormones, and developmental processes; C) Describe environment and evolutionary process; D) Apply theory to problems in aggression, social behavior, reproduction, communication, altruism, among others.
Method of Instruction:
Lecture-discussion, videos, case studies, presentations, and lab for experiments and observation.
Method of Evaluation:
Class participation, lab reports, two exams and a final, and a research paper and presentation.
Distribution Requirement: PLS

BIO3000
EPIDEMIOLOGY
Offered By: Susan Fontaine
Prerequisites: MICROBIOLOGY (BIO 1110) AND EITHER STATISTICAL METHODS (MAT 2090) OR EVALUATING SOCIAL SCIENCE RESEARCH (SSC 2502).
Description: A study of the nature of epidemics and the biological, chemical, and physical factors contributing to the initiation of epidemics. Emphasis is placed on the integration of biological and statistical elements in the sequence of epidemiologic reasoning that seeks to determine the causes of diseases, both infectious and non-infectious.
Objectives:
A) Understand the historical background and conceptual basis of epidemiology; B) Utilize mortality and morbidity data and apply such data to epidemiologic problems; C) Design and evaluate retrospective and prospective studies; D) Evaluate the validity of epidemiologic studies by applying statistical methods and reasoning processes; E) Be familiar with a variety of epidemiologic studies that have been conducted in recent times; F) Be aware of the multitude of factors that affect the process of disease; G) Be aware of the different ways in which disease manifests itself.
Method of Instruction:
Three one hour lectures and one three hour laboratory per week.
Method of Evaluation:
Three lecture exams (60%), laboratory written reports (30%), and topic paper and presentation (10%).

BIO3120
ECOLOGY
Offered By: Daniel Kjar
Prerequisites: BIO1022 (BIOLOGICAL CONCEPTS II) AND CHE 1511 (BASIC CHEMICAL PRINCIPLES II) OR CHE 1925 (GENERAL CHEMISTRY III).
NOTE: COURSE LAB FEE: $50.00.
Objectives:
A) Describe the scope of ecology; B) Define principles and concepts of energy and energy ecosystems; C) describe examples of the principles and concepts relevant to Biogeochemical cycles; D) Describe and give examples of the principles of limiting factors, community organizations, population organization, individual and species; E) Utilize the systems approach to ecology; F) Design experiments and carry through the collection and analysis of data; G) Describe the current applications of principles and concepts to determining the future of man and the present habitats and ecosystems of the earth.
Method of Instruction:
Lectures, discussion, student reports, lab and field trips, experiments and projects.
Method of Evaluation:
In-class assignments, three lecture exams, lab write-ups, presentations, and a final exam.
BIOLOGY

BIO3125
ECOLOGY OF FRESHWATER ECOSYSTEMS
Offered By: Michael Pratt

Prerequisites: BIO 1022 (BIOLOGICAL CONCEPTS II) AND CHE 1511 (BASIC CHEMICAL PRINCIPLES II) OR CHE 1515 (GENERAL CHEMISTRY II). NOTE: COURSE FEE $50.00.

Description: An introduction to freshwater ecology (limnology), encompassing systematic study of physical, chemical, and biological components and processes of freshwater ecosystems. Field sampling and testing of standard water quality parameters. Laboratory analysis of water quality, structure and function of watersheds, streams, rivers, lakes, and wetlands. Sampling, describing, and identifying populations of phyto- and zooplankton, macrobenthos, fish, and other aquatic biota. Assessment of human impacts on freshwater ecosystems, including water use and misuse, water pollution, water resource management, conservation, and protection.

Objectives:
A) Described, explained, integrated, and applied basic principles of physics, chemistry, and biology of freshwater ecosystems; B) Designed and conducted lab experiments and field studies; C) Sampled aquatic ecosystems using standard equipment and methods; D) Performed standard analyses of water and benthic samples and processed resulting data; E) Identified major taxa of freshwater biota and processed resulting data; F) Found, explained, and used classic and current published literature in freshwater ecology; G) Prepared written reports and delivered oral reports describing, analyzing, comparing, explaining, and interpreting field observations and lab data following the conventional style and format of scientific communication; H) Described, compared, assessed, and explained how & why human activities affect aquatic ecosystems; I) Described, compared, assessed, and explained how to protect, conserve, manage threatened aquatic ecosystems.

Method of Instruction:
Lecture, class and lab discussion, lab and field work, research project, individual and team assignments.

Method of Evaluation:
Exams: 30%; Lab-field reports: 30%; Lab/field notebook: 10%; Literature research reports: 10%; Lab- and/or field-based research project: 20%.

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BIOLOGY

BIO3310
HUMAN PHYSIOLOGY AND PHARMACOLOGY
Offered By: Deborah Woglom

Prerequisites: ANATOMY AND PHYSIOLOGY I & ANATOMY AND PHYSIOLOGY II & INTRODUCTORY CHEMISTRY

Description: This course will correlate knowledge of physiology, pathophysiology and pharmacology, presenting the material in a systems sequence; nervous system, musculoskeletal, integumentary, digestive, circulatory, respiratory, reproductive, endocrine, excretory, and immune systems. Normal body functioning will be related to the physiologic changes that occur as a result of illness. The body's ability to compensate for illness related changes and its responses to medications will be considered.

Objectives:
A) Describe the normal physiology of each of the body's organ systems; B) Describe the major ways in which each system or organ can malfunction; C) Describe the mechanisms of action of the major classifications of drugs that are used on each system or organ.

Method of Instruction:
Lecture, discussion, audio-visuals, and text.

Method of Evaluation:
Weekly quizzes, final exam, and paper.
BIOLOGY JUNIOR SEMINAR

Offered By: Christine Bezotte
Daniel Kjar
Lynn Gillie
Michael Pratt
Todd Egan

Prerequisites: BIOLOGY, BIOLOGY-CHEMISTRY, CLINICAL LAB SCIENCES, OR ENVIRONMENTAL STUDIES MAJOR IN THE JUNIOR OR SENIOR YEAR, OR PERMISSION OF INSTRUCTOR

Description: This course will introduce students to various ways of answering questions in the biological sciences, as well as some of the issues faced by behavioral scientists when conducting research. The course opens with general topics: the nature of social science, how hypotheses are generated, and what ethical principles guide our design of research projects. Then, various research methods are introduced: descriptive research, correlational research, experimental research, single-subject research. The course concludes with a consideration of how research results should be interpreted with regard to "real world" significance.

Objectives:
A) Understand requirements for graduate or professional training in biological sciences; B) Demonstrate use of the primary sources of information and scientific papers printed in professional journals; C) Prepare a template for a portfolio that will showcase key accomplishments in their major.

Method of Instruction:
Individual instruction, extensive use of the library and scientific literature. Lab and or field work.

Method of Evaluation:
Several in-class exams, and class participation (the latter measured by the turning in of the in-class activities).

BIOLOGY RESEARCH IN BIOLOGY

Offered By: Christine Bezotte
Daniel Kjar
Lynn Gillie
Michael Pratt
Todd Egan

Prerequisites: Instructor's signature required

Description: The goal of this course is to familiarize students with the practical aspects of conducting research in biology. Theoretical aspects of the scientific method covered in several classes will be applied to practical scientific problems in contemporary science. The students will learn how to synthesize several observations described in scientific literature into a series of hypotheses attempting to explain these observations, and subsequently test these hypotheses in the laboratory or field and write-up the results in a paper. Results will be presented at a scientific meeting.

Objectives:
A) Use published literature to summarize present knowledge in a field of science; B) Develop ability to synthesize pre-existing data to formulate falsifiable hypotheses; C) Practice capacity to formulate experimental designs to test hypotheses; D) Acquire skill in accurate collection of precise data; E) Develop ability to draw proper conclusions from acquired data; F) Improve skills in writing, revising, and oral presentation.

Method of Instruction:
Individual instruction, extensive use of the library and scientific literature. Lab and or field work.

Method of Evaluation:
Discussion with instructors (20%), research paper (40%), and seminar (40%).
BIOLOGY

BIO4605
EVOLUTION
Offered By: Daniel Kjar

Prerequisites: BIOLOGICAL CONCEPTS I & BIOLOGICAL CONCEPTS II & ORGANIC CHEMISTRY II

Description: Students will study recent research in molecular evolution, along with the classical evidence in morphology, anatomy, physiology, and the fossil record. Discussions will involve learning how to interpret evidence present in scientific reports. Students will be required to write two critiques of research papers from the scientific literature.

Objective:
To synthesize the information from biology and chemistry in understanding the principles and mechanism of the evolutionary process.

Method of Instruction:
Lectures and discussions, student presentations and discussions of assigned readings, studies in current literature and classical papers in evolution.

Method of Evaluation:
Mid-term and final exam (30% each), class presentations and discussions (20%), and two critiques (10% each).

CHEMISTRY

CHE1010
INTRODUCTORY CHEMISTRY
NOTE: COURSE LAB FEE $50.00.
Offered By: Meredith Ward

Description: This course is not intended for science majors. This course will cover certain aspects of inorganic chemistry, organic chemistry and biochemistry. Emphasis will be placed on the application of these principles to understand the chemistry of living organisms, particularly the human body. The development of modern atomic theory will be explored from a historical perspective. Other topics include: The development of the gas laws, acids and bases, radio chemistry and the genetic code.

Objectives:
Upon successful completion of this course, a student will be able to: recognize the chemical bases of certain physiological activities, use the metric system, view chemistry in its historical context, understand the role of experimentation, hypotheses, theory and law, recall the gas laws and apply them to real systems such as respiration, critically analyze a certain level of science writing, recognize the components of blood and recall their functions, recognize the normal and pathological components of urine, and to acquire sound laboratory techniques.

Method of Instruction:
There are three one-hour lectures and one three-hour laboratory session per week. Each laboratory session will begin with discussion of the theory and techniques used in the laboratory.

Method of Evaluation:
The course grade will be determined on the basis of three one-hour examinations. Weekly quizzes, the comprehensive final examination, a written report and laboratory work.

Distribution Requirement: PLS
CHE1505
GENERAL CHEMISTRY I
NOTE: MUST BE TAKEN WITH A LAB. COURSE LAB FEE $50.00.
Offered By: Jared Baker
Roy Richardson
Corequisites: GENERAL CHEMISTRY I & GENERAL CHEMISTRY LAB I
Description: This is the first of a two-term introductory chemistry course designed for the science major. The purpose of this course is to give students extensive training on the concepts encountered in the basic chemical sciences. Students will learn how to apply analytical thinking and problem solving techniques to areas of chemistry including: modern atomic theory, molecules, compounds, the mole, stoichiometry, thermochemistry, gases, the Periodic Table and periodicity. Completion of the two-term sequence will prepare students for more advanced chemistry courses.
Objectives:
A) Demonstrate a basic understanding of the atomic and molecular nature of matter; B) Demonstrate a basic understanding of chemical reactions and stoichiometry; C) Demonstrate a basic understanding of gases and thermochemistry; E) Apply fundamental principles encountered in the chemical sciences toward the examination, evaluation and solution of complex chemical problems; F) Employ basic mathematical concepts to solve complex chemical problems.
Method of Instruction:
Lecture, active group discussion and problem-solving in small groups as well as independently at the board.
Method of Evaluation:
Grading for this course will be based on homework (10%), quizzes (30%), and exams (60%).

Distribution Requirement: PLS

CHE1505L
GENERAL CHEMISTRY LABORATORY I
NOTE: MUST BE TAKEN WITH GENERAL CHEMISTRY I LECTURE. COURSE LAB FEE $50.00.
Offered By: Dale Wexell
Corequisites: GENERAL CHEMISTRY I & GENERAL CHEMISTRY LABORATORY I
Description: This is the laboratory component of the first of a two-term introductory chemistry course designed for the science major. The purpose of this course is to give students hands-on training on the concepts encountered in the basic chemical sciences. Students will learn basic laboratory techniques utilized in the chemical sciences.
Objectives:
A) Develop and demonstrate the principles of the inquiry, observation, data acquisition and interpretations, and deductive methodologies of the scientific method and reporting; B) Develop and demonstrate the ability to safely perform laboratory experiments resulting in the generation of scientific data; C) Demonstrate the professional use of the technical language encountered in the chemical sciences.
Method of Instruction:
Laboratory demonstration, lecture, and hands-on experimentation.
Method of Evaluation:
Grading for this course will be based on laboratory reports (60%), quizzes (30%) and the demonstration of safe and proper laboratory practices (10%).

Distribution Requirement: PLS

CHE1508
PROBLEM SOLVING IN CHEMISTRY I
Offered By: Jared Baker
Prerequisites: MAY NEED TO BE CO-REQUISITE WITH CHE 1510 FOR SOME STUDENTS.
Description: Designed to give students enhanced practice and direction in the solution of complex chemical problems on topics encountered in an introductory chemistry course. These topics include atomic theory, molecules, compounds, the mole, stoichiometry, thermochemistry, gases, liquids and solids.
Objectives:
A) Demonstrate the effective use of basic mathematical skills within the context of topics encountered in an introductory chemistry course; B) Employ a logical approach toward solving complex chemical problems; C) Demonstrate the effective use of dimensional analysis toward the solution of common problems encountered in the chemical sciences.
Method of Instruction:
Active group discussion; problem-solving in small groups as well as independently at the board.
Method of Evaluation:
Class attendance, class participation, and occasional take-home assignments.
CHEMISTRY

CHE1800
THE WORLD OF CHEMISTRY
Offered By: Meredith Ward

Prerequisites: NOT OPEN TO STUDENTS WHO HAVE COMPLETED CHE1510 (BASIC CHEMICAL PRINCIPLES I) or CHE1505 (GENERAL CHEMISTRY I). NOTE: COURSE LAB FEE $50.00.

Objectives:
This is a course designed for non-science majors. It is non-mathematical in approach and the laboratory experiments will permit the student to do his own investigation of the chemical world. As a result of the course, should develop a sense of how a chemist approaches and solves problems, and be able to relate chemical principles to your own life. Topics to be covered include plastics, detergents, food additives, mind and body chemistry, and toxicology.

Method of Evaluation:
Evaluation will be based on weekly quizzes, two one-hour exams, a final exam, laboratory exercises, and reports. Quiz questions will be similar to problem sets in the text.

Distribution Requirement: PLS

CHE2010
ORGANIC CHEMISTRY I
Offered By: Corey Stilts

Prerequisites: CHE 1511 (BASIC CHEMICAL PRINCIPLES II) OR CHE 1515 (GENERAL CHEMISTRY II). NOTE: MUST BE TAKEN WITH ORGANIC CHEMISTRY I LABORATORY. (CHE2011-Problem Solving is not a requirement in order to take Organic Chem I).

Corequisites: ORGANIC CHEMISTRY I & ORGANIC CHEMISTRY I LABORATORY & PROBLEM SOLVING IN ORGANIC CHEMISTRY I

Description:
First in the two part series of Organic Chemistry courses, this is an introduction to the chemistry of compounds containing carbon and hydrogen. Atomic orbitals and hybridization are reviewed. Classification of various groups of organic compounds, naming schemes, their preparation, and physical and chemical properties are discussed. Reactions are discussed in detail, including mechanisms and energetic considerations. Various analytical techniques such as NMR, UV and IR spectroscopy are introduced as well as chirality, optical activity, and stereoisomerism. Synthesis schemes are introduced and in the laboratory various techniques for syntheses and purification of chemicals are practiced. Course Goals: To recognize and identify functional groups, to recall and to apply certain common reactions of organic compounds, to relate structures to physical and chemical properties, to name, by the IUPAC and common systems, certain simple compounds, to design synthetic pathways to selected organic compounds using starting materials, to predict reactions under specific conditions based on currently accepted mechanisms, to acquire proficiency in the purification techniques used in organic chemistry, to recognize and apply the principles upon which these purification techniques are based, to identify organic compounds, and to classify stereoisomers.

Objectives:
A) Apply concepts including, but not limited to, stereochemistry, molecular orbital theory, reaction design; B) identify and construct protecting group reaction schemes; C) Create and evaluate retrosynthetic analyses; D) Identify and name organic structures. (Nomenclature); E) Employ basic mathematical concepts to solve chemical problems.

Method of Instruction:
The course will be primarily taught through lectures and classroom discussion. The course will follow the required textbook and will be partially supplemented by handouts and web references. Along with having an open-lecture where students will be allowed to ask questions or add comments, the course will also involve group discussions and problem set sessions. Students will be given homework sets along with in-class tests and quizzes. There will be review sessions available outside of the normal class time at the student's request and the instructor's discretion. Students will be able to have one-on-one review/study sessions with the instructor during office hours by appointment.

Method of Evaluation:
Tests (400 pts), Final (Cumulative 200 pts), Homework (150 pts.), and Quizzes (150 pts.).
CHEMISTRY

CHE2010L
ORGANIC CHEMISTRY I LABORATORY
Offered By: Corey Stilts
Prerequisites: CHE 1511 (BASIC CHEMICAL PRINCIPLES II)
OR CHE 1515 (GENERAL CHEMISTRY II). NOTE:
MUST BE TAKEN WITH ORGANIC CHEMISTRY I
LECTURE. NOTE: COURSE LAB FEE $50.00.
Corequisites: ORGANIC CHEMISTRY I & ORGANIC
CHEMISTRY I LABORATORY & PROBLEM SOLVING IN
ORGANIC CHEMISTRY I
Description: This laboratory will develop basic manipulative skills,
including introduction to separation, purification techniques and organic
syntheses. You will also learn the principles of laboratory safety
including how to handle, use and dispose of hazardous chemicals along
with safe laboratory etiquette. You will also learn how to use modern
instrumentation (IR, NMR and GC-MS).
Objectives: A) Construct, demonstrate and evaluate chemical syntheses and
determine alternate methods of synthesis; B) Operate chemical
instrumentation and analyze their results from the instrumentation; C)
Search the scientific literature and summarize their results in written
form; D) Demonstrate and use proper safety procedures in a chemical
laboratory.
Method of Instruction: The course will be primarily taught through pre-lab lectures and
discussion. The course will follow the required laboratory textbook and
will be partially supplemented by handouts and web references. Students
will be allowed to ask questions during the laboratory portion. Students
will be responsible for maintaining a proper laboratory manual and
writing lab reports (short and formal). Students will be able to have one-
on-one review/study sessions with the instructor during office hours by
appointment.
Method of Evaluation:
Lab Notebooks (200 pts), Short Reports (450 pts), Formal Lab Reports
(250 pts), Prelab Abstracts (200 pts), and Lab Exam (200 pts).

CHEMISTRY

CHE2011
PROBLEM SOLVING IN ORGANIC CHEMISTRY I
Offered By: Corey Stilts
Prerequisites: CHE 1511 (BASIC CHEMICAL PRINCIPLES II)
OR CHE 1515 (GENERAL CHEMISTRY II). NOTE:
This course is a supplement to CHE 2010 (Organic
Chemistry I), an elective for Chemistry and Biology
majors.
Corequisites: ORGANIC CHEMISTRY I & ORGANIC
CHEMISTRY I LABORATORY & PROBLEM SOLVING IN
ORGANIC CHEMISTRY I
Description: Problem Solving in Organic Chemistry I is a 1 credit-
hour course designed to provide a student concurrently enrolled in
Organic Chemistry I (CHE 2010) with the skills and strategies to
successfully solve complex chemical problems. This is a course intended
to supplement the chemistry curriculum in an attempt to reinforce the
analytical tools needed for success in the sciences.
Objectives: A) Evaluate organic spectra and identify the analytes; B) Define and
identify stereochemical compounds; C) Demonstrate the effective use of
rational synthetic and retrosynthetic design toward the solution of
common problems encountered in organic chemistry.
Method of Instruction: Active group discussion; problem-solving in small groups as well as
independently at the board.
Method of Evaluation: Grading for this course will be on a pass-fail basis and will depend on
class attendance and class participation. Occasional take-home
assignments will be used to reinforce the problem-solving skills learned
in class as well as to assess student-learning.
CHEMISTRY

CHE3010
PHYSICAL CHEMISTRY I
NOTE: COURSE LAB FEE $50.00.
Offered By: Dale Wexell

Prerequisites: GENERAL CHEMISTRY II & PRINCIPLES OF PHYSICS II

Description: This course offers a comprehensive study of the physical principles describing chemical systems, reactions, equilibrium, and structures. Also covered will be the laws of Thermodynamics, chemical potential, chemical equilibrium, phase equilibrium, electro-chemical cells, and an introduction to atomic structure. Lab experiments allow students to maintain and analyze data, determine errors, and prepare reports.

Objectives:
A) State the laws of Thermodynamics; B) Apply Thermodynamics to problem of phase and chemical equilibrium; C) Predict properties and reactions of chemicals from basic thermodynamic data; D) Execute thermodynamic experiments, to collect and analyze data; E) Correctly interpret thermodynamic data; F) Describe the electronic structure of atoms.

Method of Instruction:
Two three-hours lecture-lab sessions per week.

Method of Evaluation:
Homework (25%), quizzes (25%), lab reports (25%), and final exam (25%).

CHE3040
ADV ORGANIC CHEMISTRY
Offered By: Corey Stilts

Description: A study of organic reactions mechanisms, the basic principles underlying organic, and the most useful approaches to mechanistic studies. The types of mechanisms studies include nucleophilic, electrophilic, substitution and elimination. Students will also focus on organic reactions and syntheses found in living organisms. Reactive intermediates including carbanions, carbocations and free radicals will be studied.

Objectives:
A) Organic Chemistry will provide you with a better understanding of how and why reactions occur. It will also give insight into the process of designing a chemical synthesis; B) Having a basic understanding of organic chemistry and reaction mechanisms will allow you to better comprehend topics found in many other disciplines such as biochemistry, qualitative analysis and physical chemistry; C) The more you understand about science, including organic chemistry, the better you will be able to understand the world around you. Having a good understanding of science will enable you to make educated opinions and choices about current events and topics.

Method of Instruction
The course will be primarily taught through lectures and classroom discussion. The course will follow the required textbook and will be partially supplemented by handouts and web references. Along with having an open-lecture where students will be allowed to ask questions or add comments, the course will also involve group discussions and problem set sessions. Students will be given homework sets along with in-class tests and quizzes. There will be review sessions available outside of the normal class time at the student's request and the instructor's discretion. Students will be able to have one-on-one review/study sessions with the instructor during office hours by appointment.

Method of Evaluation:
Students will demonstrate their understanding of the concepts, fundamental principles, and constraints and opportunities of organic chemistry by participating in class discussions of lecture materials and assigned reading; completing with a high level of proficiency and in the allotted time assignments that include concepts from lecture, text and outside readings; and performing well on tests and quizzes that are based upon the content of the lecture, text and outside readings.
CHEMISTRY

CHE3042
BIOCHEMISTRY
NOTE: COURSE LAB FEE $50.00.
Offered By: Roy Richardson
Prerequisites: ORGANIC CHEMISTRY I & ORGANIC CHEMISTRY II
Objectives: This course emphasizes an understanding of the structure, function and interactions of biomolecules in the cell. Students will be asked to become familiarized with commonly used techniques in problem solving, understand mechanisms of enzyme action and kinetics and finally research techniques in biochemical research. Critical thinking and synthesis are particularly emphasized. Students will use knowledge acquired over a broad range of courses as well as synthesize coherent and testable ideas and hypotheses.

Method of Instruction: Lectures and weekly lab experiments.

Method of Evaluation: Two one-hour exams (30%), lab reports (30%), problem sets and class participation (20%), and final exam (20%).

Distribution Requirement: W

CHE3140
ANALYTICAL CHEMISTRY-VERSION
Offered By: Jared Baker
Prerequisites: GENERAL CHEMISTRY II
Description: This course emphasizes quantitative chemical analysis and the underlying principles with the aim of developing the skills necessary to perform effective chemical quantification. Topics to be discussed include the basic theories and methods of volumetric and gravimetric analysis, spectroscopy, chromatography, electrophoresis and electrochemistry.

Objectives: A) Demonstrate an understanding of the need for precision and accuracy in chemical and instrumental analysis; B) Employ the knowledge of solution thermodynamics toward the solution of complex chemical problems; C) Recognize the properties of matter as they relate to specific analytical technologies; D) Demonstrate effective quantitative laboratory skills such as sample and standard preparation, gravimetric, volumetric and instrumental analysis; E) Demonstrate the ability to clearly and concisely interpret, evaluate and present the results of quantitative chemical analyses; F) Generate multiple formal reports documenting results of a variety of analytical analyses; G) Conduct a search of the scientific literature, construct a report formatted according to the American Chemical Society.

Method of Instruction: Lecture and laboratory experiments, active group discussion, problem-solving in small groups as well as independently at the board.

Method of Evaluation: Grading for this course will be based on laboratory reports (35%), homework (5%), quizzes (10%), and exams (50%).

Distribution Requirement: W

CHE4005
RESEARCH IN CHEMISTRY
Offered By: Jared Baker
Prerequisites: Instructor's signature required
Description: The major goal of this course is to familiarize students with the tools available to the modern researcher. Theoretical aspects of the Scientific Method covered in several classes will be applied to practical scientific problems in contemporary science. The students will learn how to synthesize several observations described in scientific literature into a series of hypotheses attempting to explain these observations, and subsequently test these hypotheses in the laboratory.

Objectives: A) Learn to use published literature to summarize present knowledge in a field of science; B) Develop capacity of data and synthesis into comprehensive hypotheses; C) Practice capacity to formulate experimental designs that will unequivocally prove or disprove said hypotheses; D) Acquire skill in accurate collection of precise data; E) Develop ability to draw proper conclusions from acquired data.

Method of Instruction: Individual instruction with various members of the faculty in the Mathematics and Natural Sciences Division. Extensive use of the library and scientific literature. Students will be expected to work a minimum of four hours a week in the laboratory.

Method of Evaluation: Final grade will be based on discussion with instructors to ascertain progress in various skills described under Section IIB (20%), preparation of a research paper (40%) and a seminar describing the student's research (40%).

Instructor's signature required

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CHI1010  
FIRST YEAR CHINESE I  
Offered By: Chao Yu

Objectives:  
Understand spoken Mandarin Chinese, speak the language with accuracy and pronunciation, intonation, and grammatical correctness, progress in reading ability, and gain an insight into selected Chinese customs and ways of life.

Method of Instruction:  
Oral and written, pronunciation, intonation, grammar, comprehension, directed conversation and reading, use of tapes, and regular attendance.

Method of Evaluation:  
Shorter quizzes, tests (oral, written, or both), responses to oral-aural drills, reading and writing drills, and a final.

Distribution Requirement:  
NW

CHI2010  
SECOND YEAR CHINESE I  
Offered By: Chao Yu

Comments:  
Certain foreign languages are not widely known in America; nevertheless, several of them are critical to an understanding of other cultures, such as those of Asia, Africa, and the Soviet Union. To meet this need, Elmira College has established a Critical Language Program to assist interested students in learning these languages. Anyone who takes this course must have a great deal of self-discipline in order to learn a language on his or her own. Whether any of the above languages will be offered is contingent upon the availability of proper native speaker(s) tutor(s).

Objectives:  
To master the basic grammar, vocabulary, and practical syntax of a language, with emphasis on its spoken equivalent to the first year level of college instruction. Students concentrate on speaking in Mandarin Chinese.

Method of Instruction:  
Since these languages are programmed, each student studies his language at the pace agreed upon with the director. The student uses an assigned textbook, a cassette tape-recorder, and accompanying taped lessons to learn the language, and meets with a designated native speaker weekly to test his/her progress.
CAUTION: Each student must spend as much time of this course as he or she would for other courses. The native speaker does not teach.

Method of Evaluation:  
Besides a series of individualized testing situations offered during a term, at the end of the term, a final examination is given by an outside examiner in the respective language.

Distribution Requirement:  
NW

CRJ1010  
INTRODUCTION TO CRIMINAL JUSTICE  
Offered By: Carol Lenhart  
William Pruitt

Description:  
The student will be introduced to all of the criminal justice process. The course will emphasize: legal definition of crimes, sociological data about crime rates and legal and social contexts of police work, court work and corrections. Issues in criminal justice are seen within both a philosophical and historical context concerning basic human rights, as well as rights, which are inherent in American citizenship.

Objectives:  
To delineate the stages of the criminal justice process and to evaluate administrative and policy issues involved.

Method of Instruction:  
Lecture, discussion, and exams.

Distribution Requirement:  
CSI

CRJ2210  
COMPARATIVE CRIMINAL JUSTICE  
Offered By: William Pruitt

Prerequisites:  
INTRODUCTION TO CRIMINAL JUSTICE

Description:  
This course is designed to explore issues related to crime and criminal justice throughout the world. The course will present students with information about the variety of ways that criminal justice systems are organized and implemented around the world. In the United States, criminal justice practitioners often fail to recognize other approaches or points of focus that could improve the decision making process in this country. The social, cultural, and political background of different systems of justice will be introduced and evaluated. Students will identify, analyze, and compare the criminal justice systems in the US with those of other countries.

Objectives:  
A) Explain globalization and its effect on crime and criminal justice; B) Compare and contrast the US criminal justice system (police, courts, corrections) with other nations; C) Identify and distinguish the stages of the criminal process in different countries; D) Analyze crime as an international problem and a global phenomenon.

Method of Instruction:  
Lecture, discussion, and presentations.

Method of Evaluation:  
Exams: (40%); Project: (20%); Article summaries: (30%); Participation: (10%)
CRIMINAL JUSTICE

CRJ2820
DUE PROCESS
Offered By: William Pruitt
Prerequisites: CRJ1010 (INTRODUCTION TO CRIMINAL JUSTICE) OR PSC1010 (INTRODUCTION TO POLITICS) OR ONE INTRO US HISTORY
Description: A sociological approach to understanding Supreme Court decisions in issues of constitutional law and balance of power. We analyze cases in their historic and political contexts including Marbury v. Madison, McCullock V. Maryland and Scott v. Sanford. We look at the micro-sociology of the Supreme Court itself focussing on the analysis of cases as texts reflective of aspects of US politics and culture. In reviewing and understanding cases in criminal procedure as they have evolved through the twentieth century concentrating on the last 30 years students understand how "the law" is changed over time by people writing rationales for their decisions. This class demonstrates the relationships between law(s) and society.
Objectives:
Our objective is the understanding of the U.S. Constitution as a living, fascinating document, which influences our rights as residents and citizens of the United States. Students should be able to appreciate the subtleties of interpretation in cases that affect procedures and actions of police, prosecutor, judge, jail or Department of Corrections.
Method of Instruction:
Seminar discussions, case research analysis and discussion, appeal simulation, and possible paper.
Distribution Requirement: US

CRJ3020
POLICE ADMINISTRATION
Offered By: Carol Lenhart
Prerequisites: INTRODUCTION TO CRIMINAL JUSTICE
Description: A study of the development, organization, and functions of American police agencies. The patrol, traffic management, investigation, and community relations functions of policing are analyzed. An assessment is made of research findings from the public and private sectors. Students also assess selected findings and recommendations of key commission reports including the Knapp Commission, and the President's Commission on Law Enforcement and Administration of Justice.
Objectives:
To provide students with a broad overview of policing in our society, with an emphasis on both the institutional and occupational aspects of policing, as well as the history of policing. Students will be introduced to critical issues in policing, policies and procedures, legal parameters and contemporary concerns.
Method of Instruction:
Lecture and discussion.
Method of Evaluation:
Exams, class participation, quizzes, and paper.

CRJ3311
CRIMINOLOGY
Offered By: Carol Lenhart
Prerequisites: COURSE IS OPEN FOR JUNIORS AND SENIORS ONLY AND CRJ 1010 (INTRO TO CRIM JUSTICE)
Description: This course is designed to instruct students in the application of scientific method to the study of crime. The course includes a discussion of the major theoretical perspectives on crime. We discuss the methods of studying crime, and the impacts of theory on methods. We will look at policy implications. A research paper is required.
Objectives:
Review major theories of crime and deviance including functional, symbolic interaction and critical theories. Apply theories to official deviance (crime) in American society.
Method of Instruction:
Lecture and discussion.
Method of Evaluation:
Exams and written assignments.
Distribution Requirement: W
DAN1010
INTRODUCTION TO DANCE I
NOTE: CP or PE
Offered By: Mia Wise

Objectives:
Students will learn and appreciate the basic fundamentals of dance movement, develop the skills required of a strong, expressive body, gain an understanding of the disciplined body as an instrument of aesthetic expression, and transform conceptual ideas into a non-verbal communicative art form.

Method of Instruction:
Explain and demonstrate basic skills, lead students in group solo improvisation, assigning group and solo projects, etc.

Method of Evaluation:
The day by day effort and work by the student in the studio and the presentation of project works is considered.

DAN3000
ORCHESTRA
NOTE: CP or PE
Offered By: Mia Wise

Description: To transform conceptual ideas into a non-verbal communicative art form. Also, to participate in the student production at the term end.

Method of Instruction:
A) Assigning group and solo projects in which the student will have the opportunity to create, select and organize material into an art form and B) Creative studies to be critiqued by the faculty and students.

Method of Evaluation:
Day to day effort and work by the student in the studio and the presentation and performance of projects.

ECO2010
PRINCIPLES OF MICROECONOMICS
Offered By: Amarendra Sharma
Mariam Khawar

Prerequisites: MAT1030 (COLLEGE ALGEBRA) OR COMPLETION OF MATH COMPENCY REQUIREMENT

NOTE: Either ECO 2010 or ECO 2020 can be taken first.

Objectives:
To introduce the student to the fundamentals of microeconomic theory. The basic tools of economics will be presented and then applied to specific issues. The decision-making behavior of consumers and firms will be stressed. This course has the dual objective of preparing students to take more advanced courses in economics and giving students who do not desire to take further courses a sound grounding in economics so they may act as informed citizens.

Method of Instruction:
Lecture and discussion and classroom experiments. Students are expected to have read assigned material prior to class.

ECO3030
MONEY AND FINANCIAL INSTITUTIONS
Offered By: Naftali Hoffman

Prerequisites: PRINCIPLES OF MACROECONOMICS & PRINCIPLES OF MICROECONOMICS

Description: This course is designed to give students an understanding of financial institutions and markets, and monetary theory and policy in the United States. Discussion of the political economy and institutional change will also be discussed.

Method of Instruction:
Lecture and discussion.

Method of Evaluation:
Three tests.

ECO3041
INTERMEDIATE MACROECONOMICS
Offered By: Mariam Khawar

Prerequisites: PRINCIPLES OF MACROECONOMICS & PRINCIPLES OF MICROECONOMICS

Description: This course is designed to provide an understanding of advanced macroeconomic theories and concepts. After examining national income accounting measures we will study the behavior of the economy in the long run, followed by the determination of output in the short-run. The analysis of the economy will be conducted using mathematical models and will extend to the open economy. Discussions of monetary and fiscal policy will be included throughout the course.
**ECONOMICS**

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<th>Prerequisites</th>
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<tr>
<td>ECO3050</td>
<td>SOCIAL ECONOMICS</td>
<td>Naphtali Hoffman</td>
<td>PRINCIPLES OF MACROECONOMICS &amp; PRINCIPLES OF MICROECONOMICS</td>
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**Description:** This course will cover the allocative and distributional functions of government. Topics to be covered will include the theory of the public good, merit wants, tax policies, cost-benefit analysis, the elementary theory of collective choice, government budget determination, and some of the philosophical aspects of redistribution of income.

**Method of Evaluation:**
Mid-term and final exams.

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<td>ECO3350</td>
<td>GAME THEORY</td>
<td>Amarendra Sharma</td>
<td>PRINCIPLES OF MACROECONOMICS &amp; PRINCIPLES OF MICROECONOMICS</td>
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**Description:** Game Theory is the tool used to study the strategic interaction between players in a game. Used first in military strategy during World War II, it currently dominates economic theory and is beginning to be used in other fields such as Political Science, Biology, Law and Anthropology. This course is designed to be a thorough introduction to Game Theory. Emphasis will be put on applications in Economics, Political Science and Biology.

**Objectives:**
A) Learn both the introductory and advanced techniques of Game Theory so that students are able to model and solve a wide variety of games of strategy; B) Use Game Theory to address not only issues in Economics but also to address topics in other fields such as Political Science and Biology; C) Build analytical and critical thinking skills in both a theoretical and applied context.

**Method of Instruction:**
Lecture, discussion, and student presentation of assignments

**Method of Evaluation:**
Examinations (Four examinations worth 20% each) and one project (20%).

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**EDUCATION**

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<td>EDU1010</td>
<td>FOUNDATIONS OF EDUCATION</td>
<td>Christine Mecke, Vicki Cook</td>
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**Description:** This course provides the philosophical and historical context for the rights and responsibilities of and influences on teachers, other professional staff, students, parents, community members and school administrators. Work in this course focuses on the interrelationship of these roles and the way they enhance student growth and development through the learning process. Models of instruction, curriculum designs, New York and Common Core Learning Standards and assessment devices will be analyzed. A variety of educational topics will be explored in order to assist students to think about the future of education in a diverse, multicultural, and global community.

**Objectives:**
A) Examine the roles of teachers, parents, administrators and community members within the educational system and describe how they impact the teaching profession; B) Describe philosophical and historical influences impacting American education; C) Define instruction, curriculum, local, NYS and National Learning Standards and assessment; D) Examine the legal, ethical, governmental and other influences on school systems; E) Describe the social and cultural contexts of schooling; F) Discuss issues of multiculturalism and diversity (e.g., race and ethnicity, socioeconomic status, exceptionality, gender, religion and English Language Learners) as they relate to the American educational system; G) Recognize characteristics of students at-risk; H) Identify future educational trends including increased reliance on technology in a global society.

**Method of Instruction:**
The teaching methods entail lecture, discussion, problem-solving, and student collaboration.

**Method of Evaluation:**
Reflective essays, article critiques, presentations, papers, mid-term and final exams, quizzes, class activities, and discussions.

**Distribution Requirement:** CSI
EDU2020
TCHNG STDNTS W/DISBLTIES INCLSVE CLSSRM
Offered By: Christine Mecke
Staff
Prerequisites: FNDATIONS OF ED, INTRO PSY, INTRO FLDWRK & SEMIRN ED

Description: Will provide candidates with a background in special education to develop the skills necessary to provide instruction that promotes the participation and progress of students with disabilities in the general education curriculum. Fundamentals, special education laws and regulations, the knowledge and skills to work collaboratively with special education teachers and other supportive colleagues, and all categories of students with disabilities and special learning needs are reviewed. Will examine effective inclusive classroom strategies and tools such as differentiated instruction, behavior management, maximizing academic engagement time, and types of assessments and modifications. Will also study the challenges posed by specific content area curriculum and develop the appropriate accommodations and modifications to insure classroom success and examine the impact that State and National Standards have on the inclusive classroom curriculum.

Objectives:
A) Describe historical implications, court cases and state and federal special education laws and regulations that have influenced the way students with disabilities are educated; B) Discuss educational rights and legal foundations of special education; C) Examine categories of disabilities and higher incident disabilities, lower-incident disabilities and other learning needs; D) Describe the special ed process of identifying students with disabilities through the pre-referral and referral process including the creation or review of a student's IEP as it relates to the student's placement in the least restrictive environment during a case conference mtg; E) Examine practices in inclusive classrooms through observation and reflection; F) Design an inclusive classroom learning environment plan that meets the needs of all learners based on differentiated instructional strategies, standards, and technology; G) Evaluate effective practices for planning and designing effective co-teaching models through effective communication and collaboration among all adults involved in the general education classroom; H) Explain setting high expectations of student success and being supportive of student achievement in an inclusive classroom; I) Develop and apply positive behavioral supports and interventions to address student and classroom management needs in the inclusive classroom; J) Maximize academic engagement time for students with special needs for school success; K) Examine differentiated instructional approaches including individualized instruction that are effective for students with disabilities; L) Differentiate instruction by adapting and modifying content area curriculum designed for the diverse learners; M) Identify a variety of types of appropriate accommodations, modifications and interventions (e.g., RTI) designed to assist students with disabilities; N) Evaluate a variety of assessment devices used and discuss the importance of evaluating student progress; O) Examine research in assistive technology in the areas of special education.

Method of Instruction:
Lecture, discussion, problem-solving, and student collaboration.

Method of Evaluation:
Paper, group presentation, midterm, and final exams, portfolio, class activities, and discussions.

EDU3335
CURR, INSTR & ASSESS CHLD: SOCSTD & ART
NOTE: JUNIOR STANDING
Offered By: Hollie Kulago

Prerequisites: TCHNG STDNTS W/DISBLTIES INCLSVE CLSSRM

Description: Curriculum is the study of foundational knowledge, historical and societal influences, learner characteristics, and philosophical, theoretical and sociological influences that interact and blend to scaffold the growth and development of American Curriculum. In this course, pre-service teachers apply learning theories to designing curriculum and developing lessons aligned to New York State and Common Core Learning Standards for childhood learners of all needs and abilities. Emphasis is on designing, organizing, planning, and assessing curriculum as it applies to instructional techniques in childhood classrooms.

Objectives:
A) To understand the nature of curriculum, design and instruction; B) To discuss key issues relating to the design and implementation of curriculum; C) To recognize and connect state, national, and local standards of curriculum; D) To critically analyze professional writing and educational research data in the field of curriculum, design, and instruction; E) To demonstrate ability to interpret curriculum (e.g., social studies and the arts) and apply to instruction; F) To develop an assessment of curriculum; G) To recognize and utilize available technology, as it relates to professional and student use; H) To demonstrate an understanding of the relationship among child development, individual needs and curriculum instruction in the areas of social studies and the arts.

Method of Instruction:
Lecture, discussion, problem-solving, and student collaboration.

Method Evaluation:
Lesson plans, integrated units, unit presentation, midterm, and final exam.

Distribution Requirement: W
EDU3336
CURRICULUM DESIGN & INSTRUCTION: MIDDLE CHILDHD
NOTE: JUNIOR STANDING
Offered By: Staff
Prerequisites: TCHNG STDNTS W/DISBLTIES INCLSVE CLSSRM

Description: This course provides instructions in applying learning theories in designing curriculum in the students' majors. Emphasis will be placed on development of scope and sequence curriculum in grades 5-9 and the adaptation of this curriculum to appropriate New York State and Common Core standards. This curriculum will be used in the course to design unit and lesson plans.

Objectives:
A) Describe the relationship between curriculum and instruction; B) Describe the processes and models of curriculum development; C) Apply cognitive, behavioral and humanistic views of development to the organization and development of curriculum; D) Demonstrate how to individualize instruction consistent with various learning styles; E) Design learning experiences to meet the needs of a diverse student population; F) Define multicultural education and provide examples of classroom applications; G) Develop scope and sequence curriculum and align with instructional goals, objectives and assessments; H) Develop unit plans and align with state standards and benchmarks; I) Integrate technology into the curriculum; J) Create assessment instruments aligned with instructional objectives; K) Write a course syllabus.

Method of Instruction: Lecture, discussion, problem-solving and student collaboration.

Method Evaluation: Class participation, essays and critiques, lesson plans, unit plans, quizzes and exams.

Distribution Requirement: W

EDU3337
CURRICULUM DESIGN & INSTRUCTION: ADOLESCENCE ED
NOTE: JUNIOR STANDING
Offered By: Vicki Cook
Prerequisites: TCHNG STDNTS W/DISBLTIES INCLSVE CLSSRM

Description: This course provides instructions in applying learning theories in designing curriculum in the students' majors. Emphasis will be placed on development of scope and sequence curriculum in grades 7-12 and the adaptation of this curriculum to appropriate state standards. This curriculum will be used in the course to design unit and lesson plans aligned with New York State and Common Core standards.

Objectives:
A) Describe the relationship between curriculum and instruction; B) Describe the processes and models of curriculum development; C) Apply cognitive, behavioral and humanistic views of development to the organization and development of curriculum; D) Demonstrate how to individualize instruction consistent with various learning styles; E) Design learning experiences to meet the needs of a diverse student population; F) Define multicultural education and provide examples of classroom applications; G) Develop scope and sequence curriculum and align with instructional goals, objectives and assessments; H) Develop unit plans and align with state standards and benchmarks; I) Integrate technology into the curriculum. J) Create assessment instruments aligned with instructional objectives; K) Write a course syllabus.

Method of Instruction: Lecture, discussion, problem-solving, and student collaboration.

Method Evaluation: Class participation, essays, unit plans, lesson plans, teacher observation reports, mid-term and final exams.

Distribution Requirement: W
EDU3338
CURRICULUM DESIGN & INSTRUCTION: VISUAL ARTS
Offered By: Staff

Prerequisites: COURSE FEE $25.00, JUNIOR STANDING, AND EDU2020 (TCHNG STDNTS W/DISBLTIES INCLUSIVE CLASSROOM)

Description: This course introduces students to the concepts, methods and practice of designing curriculum in the visual arts. Students explore historical and contemporary issues relevant to building instructional frameworks in the arts for K-12 age levels. Students demonstrate the knowledge and creativity essential to developing units, lessons, visuals and assessments in the arts. Students understand the National, New York State, and Common Core standards for the Arts, and apply those standards in developing curriculum experiments. Students work individually, in partnerships and in groups to design "team teaching" strategies and interdisciplinary units of study. Students develop a shared repertoire of exemplar units, lessons and assessments as part of their own resource portfolio. Students prepare lessons as presentations for class participants, applying theories into practice.

Objectives:
A) Understand the nature of curriculum, design and instruction; B) Discuss key issues relating to the design and implementation of curriculum; C) Recognize and connect state, national, and local standards of curriculum; D) Critically analyze professional writing and educational research data in the field of curriculum, design, and instruction; E) Demonstrate ability to interpret visual arts curriculum and apply to instruction; F) Develop an assessment of curriculum; G) Recognize and utilize available technology, as it relates to professional and student use; H) Demonstrate an understanding of the relationship among student development, individual needs and curriculum instruction.

Method of Instruction:
Lecture, discussion, problem-solving and student collaboration.

Method Evaluation:
Class participation, essays and critiques, lesson plans, units, portfolio, exams, and presentation.

Distribution Requirement: W

EDU3345
LIT ACQUISITION & DEVL/PRESCH & ELEM SCH LEARNER
NOTE: JUNIOR STANDING, EDU2020 (TCHNG STDNTS W/DISBLTIES INCLUSIVE CLASSROOM), AND SPH2250 (LANGUAGE DEVELOPMENT) PREREQUISITE FOR SPEECH AND HEARING MAJORS.
Offered By: Deborah Owens
Staff

Description: This course provides prospective teachers with the principles and practices for teaching literacy acquisition and development to all children in preschool through grade three. Emphasis is placed on assisting young students to use listening, speaking, reading, and writing for acquiring information, developing understandings, constructing literary responses, creating literary expressions, conducting critical analyses, carrying out evaluations, and developing social interactions.

Objectives:
A) Use philosophical views of literacy acquisition and development in planning and implementing literacy instruction for preschool through grade three students; B) Design lessons that are developmentally and academically supportive of the concepts, skills, and strategies essential for young learners to acquire and develop reading, writing, listening, and speaking; C) Assess student's literacy behaviors and use the results in planning, implementing, and assessing literacy instruction; D) Plan literature units that overview book types, genres, and story elements and devise teaching strategies that cultivate multi- and transcultural perspectives in young learners; E) Develop literacy lessons that incorporate informational texts, references materials, and electronic resources; F) Design a literacy curriculum that integrates New York State and Common Core curriculum standards and guidelines, a curriculum that: 1) Enables preschool through third grade learners to use literacy for information and understanding, 2) Enables preschool through third graders to relate text material to their own lives, broaden their views of diversity, social, historical, and cultural dimensions of texts, and use productive language for self-expression and artistic creation, 3) Enables preschool through third grade learners to use literacy for critical analysis and evaluation, and 4) Enables preschool through third grade to use literacy for social interaction; G) Plan and teach a literacy curriculum that supports and enhances literacy earning for all learners within the classroom; H) Design teaching strategies that integrate reading, writing, listening, and speaking within the preschool through grade three literacy curriculum and devise techniques that connect literacy learning to the content areas.

Method of Instruction:
Lecture, discussions, demonstrations, student presentations, and small group collaborations.

Method of Evaluation:
Class participation, lessons and activities, literature study, projects, and exams.
Objectives:
A) Use theoretical views of literacy acquisition and development on planning and implementing literacy instruction for students in the grades five through eight; B) Plan lessons that are developmentally and academically supportive of the concepts, skills, and strategies essential for learners in grade five through eight to acquire and enhance reading, writing, listening, and speaking; C) Assess students' literacy behaviors and use the results in planning, implementing, and assessing literacy instruction; D) Design literature projects that examine literature categories, genres, and story elements, and devise teaching schemes that cultivate multi- and trans-cultural perspectives in students in the grades five through eight; E) Prepare literacy lessons that incorporate informational texts, reference materials, and electronic resources; F) Plan a literacy curriculum that integrates New York State and Common Core curriculum standards and guidelines, and curriculum that: 1) Enables students in the grades five through eight to use literacy for social interactions, 2) Enables students in the grades five through eight to use literacy for information, developing understandings, constructing literary responses, creating literary expressions, conducting critical analyses, performing evaluations, and developing social interactions.

Method of Instruction:
Lecture, discussion, demonstrations, mini-lessons, student presentations, and small group collaborations.

Method of Evaluation:
Class participation, lessons and activities, literature study, projects, and exams.

Objectives:
A) Design, develop, and organize lessons within the specific grade range and within the subject areas such as social studies, language arts, math, science, health, physical fitness, the arts, family and consumer services, and career development and occupational studies; B) Align New York State Learning Standards to the lessons being developed; C) Use knowledge of individual students' heritage, gender, cultures, languages, socio-economic levels, full range of disabilities, and special health-care needs to assess teaching and learning, to develop curriculum, and to implement lessons within the classroom community; D) Develop and teach lessons which incorporate a range of strategies and include both conventional and electronic materials and resources; E) Demonstrate a classroom management style that reflects the needs of all learners; F) Provide literacy instruction that addresses the needs and interests of all students in given subject areas; G) Implement and evaluate traditional and authentic assessment procedures; H) Communicate effectively and interact in a professional manner with the schools' teaching, administrative, and support staff, as well as the families within the community.

Method of Instruction:
Preservice teachers actively engage in the process of teaching and the accompanying duties under the supervision of both the cooperating teachers and college supervisors. Additionally, will participate in workshops and weekly seminars with their professors and supervisors.

Method of Evaluation:
Overall performance in the assigned schools; professional attributes; performance specific to lessons taught; participation in seminars and workshops; portfolios and other assignments; mid-term and final assessments, and compliance with "The Elmira College Student Teaching Handbook" requirements.
EDU4397
STUDENT TEACHING II AND SEMINAR: ADOLESCENCE ED
Offered By: Linda Pratt
Prerequisites: SENIOR STANDING, COMPLETION OF THE NEW YORK STATE TESTS (TBA), STUDENT TEACHING I & SEMINAR: ADOLESCENCE EDUCATION, AN APPLICATION FOR STUDENT TEACHING II, A MINIMUM OVERALL 2.0 GPA, 2.7 GPA IN MAJOR AND 2.7 GPA IN THE EDUCATION PROGRAM

Description: Student Teaching II is the second of two student teaching experiences and is intended to be the "capstone" experience for preservice teachers completing an approved program of study for teacher certification in New York State. During this course, preservice teachers demonstrate their teaching knowledge, dispositions, and performances as they assume the full instructional load of their cooperating teachers and are given the responsibility to design, implement, and assess a wide range of learning experiences that include National, Common Core, and New York State Learning Standards. Additionally, preservice teachers attend seminars and workshops to discuss such topics as classroom instruction and management; student learning; child abduction prevention; alcohol, tobacco, and other drug abuse prevention; safety instruction; fire and arson prevention; child abuse identification and reporting; and safe schools against violence in education (SAVE). Students Teaching II is offered only during Term I and Term II.

Objectives:
A) Design, develop, and organize lessons within the specific grade range and within the subject area; B) Align New York State and Common Core Learning Standards to the lessons being developed; C) Use knowledge of individual students' heritage, gender, cultures, languages, socio-economic levels, full range of disabilities, and special health-care needs to assess teaching and learning, to develop curriculum, and to implement lessons within the classroom community; D) Develop and teach lessons which incorporate a range of strategies and include both conventional and electronic materials and resources; E) Demonstrate a classroom management style that reflects the needs of all learners; F) Provide literacy instruction that addresses the needs and interests of all students in given subject areas; G) Implement and evaluate traditional and authentic assessment procedures; H) Communicate effectively and interact in a professional manner with the schools teaching, administrative, and support staff, as well as the families within the community.

Method of Instruction:
Preservice teachers actively engage in the process of teaching and the accompanying duties under the supervision of both the cooperating teachers and college supervisors. Additionally, will participate in workshops and weekly seminars with their professors and supervisors.

Method of Evaluation:
Overall performance in the assigned schools; professional attributes; performance specific to lessons taught; participation in seminars and workshops; portfolios and other assignments; mid-term and final assessments; and compliance with "The Elmira College Student Teaching Handbook" requirements.

EDU4398
STUDENT TEACHING II AND SEMINAR: VISUAL ARTS
Offered By: Linda Pratt
Prerequisites: SENIOR STANDING, COMPLETION OF THE NEW YORK STATE TESTS (TBA), STUDENT TEACHING I AND SEMINAR: VISUAL ARTS, AN APPLICATION FOR STUDENT TEACHING II, AND A MINIMUM OVERALL 2.0 GPA, 2.7 GPA IN MAJOR AND 2.7 GPA IN THE EDUCATION PROGRAM

Description: Student Teaching II is the second of two student teaching experiences and is intended to be the "capstone" experience for preservice teachers completing an approved program of study for teacher certification in New York State. During this course, preservice teachers demonstrate their teaching knowledge, dispositions, and performances as they assume the full instructional load of their cooperating teachers and are given the responsibility to design, implement, and assess a wide range of learning experiences that include National, Common Core, and New York State Learning Standards. Additionally, preservice teachers attend seminars and workshops to discuss such topics as classroom instruction and management; student learning; child abduction prevention; alcohol, tobacco, and other drug abuse prevention; safety instruction; fire and arson prevention; child abuse identification and reporting; and safe schools against violence in education (SAVE). Students Teaching II is offered only during the Term I and Term II.

Objectives:
A) To design, develop, and organize lessons for students of all needs and abilities within the specific grade range and within the subject area of art; B) To align New York State and Common Core Learning Standards to the lessons being developed; C) To use knowledge of individual students' heritage, gender, cultures, languages, socio-economic levels, full range of disabilities, and special health-care needs to assess teaching and learning, to develop curriculum, and to implement lessons within the classroom community; D) To develop and teach lessons which incorporate a range of strategies and include both conventional and electronic materials and resources; E) To demonstrate a classroom management style that reflects the needs of all learners; F) To provide literacy instruction that addresses the needs and interests of all students in given subject areas; G) To implement and evaluate traditional and authentic assessment procedures; H) To communicate effectively and interact in a professional manner with the schools' teaching, administrative, and support staff, as well as the families within the community.

Method of Instruction:
Preservice teachers actively engage in the process of teaching and the accompanying duties under the supervision of both the cooperating teachers and college supervisors. Additionally, college students will participate in weekly workshops and seminars with their professors and supervisors.

Method of Evaluation:
Overall performance in the assigned schools; professional attributes; performance specific to lessons taught; participation in seminars and workshops; portfolios and other assignments; mid-term and final assessments; and compliance with "The Elmira College Student Teaching Handbook" requirements.
ENG1075
INTRODUCTION TO LITERATURE

Offered By: Mitchell Lewis

Description: This course offers all students, majors and non-majors alike, an introduction to a broad range of types of literature (poetry, fiction, drama, and their various sub-types) as well as to a variety of technical concepts and skills of literary study.

Objectives:
The course hopes to teach students how to read literature better and enjoy it more; hence the emphasis throughout is on the development of practical skills of literary analysis and criticism: Reading, interpretation, and discussion of specific literary works as well as the writing of brief, precise critical essays about them. We will read plays, short stories, and poems as we seek to accumulate a useful critical vocabulary and seek to understand better the subtlety and sophistication of serious literature and its application to our lives.

Method of Instruction:
Reading, lecture, and class discussion of both literary concepts and literary texts. Each student will be expected to complete all reading assignments in advance of class sessions so that class time can be most profitably used.

Method of Evaluation:
Reading, short critical essays, a mid-term exam and a final exam. Attendance and participation are required.

Distribution Requirement: GN

ENG1104
FOUNDATIONS OF LIT: ANCIENT, CLASSICAL & BIBLICAL

Offered By: Gary LaPointe

Objectives:
The course provides you with a measure of familiarity with landmarks of literature from the ancient Middle East, Greece, Rome, Celtic Europe, and Israel. You will study Gilgamesh, The Odyssey of Homer, Greek Tragedy, selections from several Roman Authors, the Celtic Táin bo Cualnge, and many of the books of the Old and New Testaments of the Bible. Not only will you read and discuss the many stories, themes, and characters so often referred to in later literature, but you will begin a college-level study of literary form and technique as well. Among the specific forms receiving our attention will be the epic, the folk tale, the myth, narrative writing, drama, historical writing, the lyric, the short story, and prophetic and apocalyptic writing.

Method of Instruction:
This is a lecture and discussion course.

Method of Evaluation:
Reading quizzes (25%), a mid-term and a final examination (25% each), and a set of short critical essays (25%). Class participation and attendance are required.

Distribution Requirement: EU
ENG2022
MAJOR ENGLISH AUTHORS III: VICTORIAN & MODERN
Offered By: Gary LaPointe
Prerequisites: ANY OF THE FOLLOWING: ENG 1075 (INTRO TO LIT), ENG 1100 (FOUND OF LIT: KING ARTHUR), ENG 1101 (FOUND OF LIT: THE HERO), ENG 1102 (FOUND OF LIT: AM SHORT STORY) OR ITS EQUIVALENT OR PERMISSION OF INSTRUCTOR.

Description: The course will focus on the contrast between two ways of looking at the world: the Victorian perspective, which saw progress in the rapid development of science, technology, social reform, and universal education; and the modern perspective, which saw in the First World War the failure of Victorian ideals and looked away from "public" issues to seek individual values. Most of the literature studied will be poetry and novels, though some attention may be paid to drama and prose essay.

Objectives:
To provide a general background in British literature of the later Nineteenth and early Twentieth centuries. The literature will be studied against historical, political, philosophical, and social backgrounds.

Method of Instruction:
Lecture and discussion of assigned readings.

Method of Evaluation:
Two essay exams (20%), two critical essays (20%), each four to five pages total, and reading quizzes (20%).

Distribution Requirement : EU

ENG2030
NATIVE AMERICAN LITERATURE
Offered By: Peter Schwartz

Description: Native American Literature is not often included in the canon of American Literature, and thus, many "Americans" are unfamiliar with a much older culture which exists within the mainstream of white, male, capitalist society. This course will introduce the student to Native American myths and legends-- the oral literature of the past--and to contemporary Native American writers. In the readings, I hope that the students will see how the Native Americans past influences contemporary Native American writers, and that they will see how difficult it is for non-whites to maintain an ethnic and society identity outside the mainstream of U.S. culture. The readings will include works from such writers as Louise Erdrich, Michael Dorris, Leslie Marmon Silko, Paula Gunn Allen, and James Welch.

Method of Instruction:
Some lecture, but mostly class discussion. Attendance is mandatory and frequent participation is expected.

Method of Evaluation:
Short analytical papers and quizzes.

Distribution Requirement : NW

ENG2042
AMERICAN LITERATURE: BEGINNING TO THE CIVIL WAR
Offered By: Thomas Nurmi
Prerequisites: ANY ONE OF ENG 1075 (INTRO TO LIT), ENG 1100 (FOUND OF LIT: KING ARTHUR), ENG 1101 (FOUND OF LIT: THE HERO), ENG 1102 (FOUND OF LIT: AM SHORT STORY) OR ITS EQUIVALENT OR PERMISSION OF INSTRUCTOR.

Description: This survey of American literature focuses on the period stretching from early Native American oral tales through the literary movements immediately preceding the Civil War. It will offer an opportunity to chart the literary development of a national literature distinct from European traditions and introduce students to pre-Colonial, Colonial, and early nineteenth century writers. Our focus will be on how writers from a variety of perspectives and movements contributed their voices to the chorus that shaped American literature.

Method of Instruction:
Lecture and discussion.

Method of Evaluation:
Three papers, class participation, and some in-class writing.

Distribution Requirement : US

ENG2250
SHAKESPEARE
Offered By: Peter Schwartz
Prerequisites: ANY 2000 LEVEL ENG COURSE.

Description: This course introduces the student to the study of Shakespeare's plays. We will examine these from a structural point of view. (Plot, characterization, themes, ideas, language devices, etc.) We will read five plays from the comedies and tragedies.

Objectives:
A) Explore, explain and understand Shakespearean dramatic texts: the student will demonstrate that he or she can read the plays with sensitivity and understanding; B) Be aware of how different readings of the plays modify our understandings of the text; C) Understand Elizabethan-Jacobean theatrical literary and linguistic conventions; D) Understand some important aspects of the society in which Elizabethans lived and wrote and how they affected Shakespeare's dramaturgy; E) Discuss the dramatists' exploration of the great themes of human experience, (i.e., power, love, death, justice, etc.).

Method of Instruction:
Lectures and discussion.

Method of Evaluation:
An essay on each play (75%) and quizzes (25%).

Distribution Requirement : EU
ENG3032

INDIVIDUAL WRITERS: D.H. LAWRENCE

Offered By: Mitchell Lewis

Prerequisites: ANY OF ENG 2020 (MAJ ENG AUTHRS I: MED&RENAISSANCE), ENG 2021 (MAJR ENG AUTHR II: NEO&ROMANTICO), ENG 2022 (MAJ ENG AUTHRS III: VICT&MODRN), ENG 2042 (AM LIST: BEGN VIVIL WAR), ENG 2043 (AM LIT: CIVIL WARE-1945) OR ENG 2044 (AM LIST: 1945 TO [PRESNT])

Description: A detailed study of the life and writings of David Herbert Lawrence. Students will sample the variety of Lawrence's writings, including novels, short stories, poetry, drama, essays and letters, with attention to prominent themes, literary techniques, critical reception, and relevant biographical, cultural and other contexts. Major works to be studied include Sons and Lovers and Women in Love.

Objectives:
Students successfully completing the course will be able to:
A) Identify some major themes in Lawrence's work;
B) Articulate some basic formal characteristics of it;
C) Identify some relevant biographical, cultural, social and historical contexts to it;
D) Critically read and write about it.

Method of Instruction:
Lecture and discussion.

Method of Evaluation:
Three essays and reading quizzes.

ENG3090

CHAUCER AND MEDIEVAL LITERATURE

Offered By: Peter Schwartz

Description: The Fourteenth Century was a very troubled time in England. The Black Plague decimated a third of the population; the Hundred Years War was beginning; Wycliff and the Lollards were sowing the seeds of the Reformation; the middle class was emerging as an economic, political, and social entity; capitalism was beginning to replace feudalism; and the peasants revolted against unfair wages and prices. It was a time filled with political, religious, and social unrest, yet it was also an age which produced great poets and great literature. Geoffrey Chaucer was very much a part of his age (he was a civil servant in Richard II's government), and also, as Jonson said of Shakespeare: "not of an age, but for all time." It is from this perspective that I would like to consider Chaucer and other Medieval writers (some before and after Chaucer): to gain a general knowledge of the writers, their works, and their historical period; to understand the Medieval world view; and to see what these writers and works have to say to us today (the past and present may not be so different as we sometimes think). We shall read: Bedier's Tristan and Iseult, the Stanzaic and Alliterative Morte Arthure, selections from Le Morte D'Arthur, selections from Chaucer's Canterbury Tales. We shall take a history of ideas approach and examine some of the philosophical, political, religious, and social attitudes which may have influenced these writers and works. Students who write successful seminar papers will be invited to present their papers at the 35th Medieval and Renaissance Forum at Plymouth State University in the Spring of 2014.

Method of Instruction:
Mostly discussion, some lecture, and seminar presentations.

Method of Evaluation:
Attendance and participation are expected. During the first eight weeks, four short essays (about 400 words each) [50%], a seminar presentation (about a half hour of presentation and discussion) [20%], and an eight-ten pg. paper based on the presentation and subsequent discussion [30%].

Distribution Requirement: W
ENG3200
MAPPING AMERICA
Offered By: Thomas Nurmi

Description: This interdisciplinary course explores the complex relation between writing, mapping, and national identity in American history. Possible focuses for the course include (A) The history of cartography in America; (B) the role of geographic knowledge in American political, legal, and social thought; (C) the influence of geographic discourses on American writing, particularly the novel; (D) the broader theoretical, philosophical, and cognitive ties between writing and mapping. The course encourages discussion between students from the humanities, social sciences, physical sciences and other technological fields beyond the traditional scope of historical and literary study. The goal is to consider how innovative approaches to history and literature inter-animate problems in other disciplines, and how American landscape studies offers a space for truly collaborative learning across fields.

Method of Instruction:
Lecture, class discussion, and digital portfolio.

Method of Evaluation:
Discussion Leader 10%, Map Close Reading Essay 15%, Literature Close Reading Essay 15%, Final Project 30%, and Digital Portfolio 30%.

Distribution Requirement: US

ENG4590
SENIOR SEMINAR: THE LITERARY CANON
Offered By: Thomas Nurmi

Prerequisites: SENIOR STATUS AND SIX COURSES OF ENG (AT LEAST ONE COURSE AT THE 3000 LEVEL).

Description: This course offers an introduction to the debate over the Literary Canon. We will focus on the debate within the academy regarding both the definition and description of Canon (or canons) and will examine how that debate shapes our nation of culture using R.W.B. Lewis' position that "The debate, indeed, may be said to be the culture, at least on its loftiest levels; for a culture achieves identity not so much through the ascendancy of one particular set of convictions as through the emergence of its peculiar and distinctive dialogue".

Objectives:
Will consider why we read and why we read what we read. Will also examine the relationship between reading and literary criticism (how we read) and literary theory (how we think about what we read). Will read several primary texts in connection with the canon debate as well as a broad sampling of critical and theoretical approaches. Students will be encouraged to consider their personal histories as readers and as students of literature so that they can place themselves within a literary and critical tradition.

Method of Instruction:
Discussion, though lectures will be used to set the boundaries for discussion. Students must read the assigned material and be prepared for discussion.

Method of Evaluation:
Written and oral performance, papers and a final project; class participation is essential.

Distribution Requirement: W
ENV1010
INTRODUCTION TO ENVIRONMENTAL STUDIES
NOTE: COURSE LAB FEE $50.00.
Offered By: Michael Pratt

Description: Environmental problems, population growth, wasteful use of resources, destruction and degradation of wildlife habitats, and the extinction of plants and animals are growing at an exponential rate. This course introduces basic biological, chemical and physical concepts and principles from an environmental perspective. Additionally, the roles and responsibilities of humans will be examined with regard to scientific, political, economic, and ethical issues involved in a sustainable future.

Objectives:
A) To introduce basic biological, chemical and physical concepts and principles from an environmental perspective; B) To examine the roles and responsibilities of humans with regard to scientific, political, economic, and ethical issues involved in the attainment of a sustainable future; C) To observe and understand the following through lecture, laboratory exercises and case studies: Forms of matter and energy, Basic ecological principles (populations, communities and ecosystems), Biogeochemical cycles, Evolution, speciation, and extinction, Natural resources, Human population growth, and resource use, Environmental quality, and Environmental policy from an economic, political, and ethical perspective.

Method of Instruction:
Lecture, laboratory activities, case studies, team projects, and field trips.

Method of Evaluation:
Written exams (30%), lab work (35%), term project (20%) and individual and group assignments (15%).

Distribution Requirement: PLS

FIN3010
CORPORATION FINANCE
Offered By: Kathleen Brown
Prerequisites: PRINCIPLES OF ACCOUNTING II

Description: To study the financial aspects of a business enterprise, including initial financial structure, the function of different types of financial securities, sources of permanent and temporary funds, financial administration, and financial limitations of a business enterprise.

Method of Instruction:
Lecture and discussion. The student will be expected to read assigned materials prior to class and to be prepared to take an active part in classroom discussions and in the solution of assigned problems.

Method of Evaluation:
For Professor Brown: Three exams, quizzes, and Wall Street Journal essays.
For Professor Savash: Three exams, quizzes, and Stock Project.

FIN3030
MONEY AND FINANCIAL INSTITUTIONS
Offered By: Naphtali Hoffman
Prerequisites: PRINCIPLES OF MACROECONOMICS & PRINCIPLES OF MICROECONOMICS

Description: This course is designed to give students an understanding of financial institutions and markets, and monetary theory and policy in the United States. Discussion of the political economy and institutional change will also be discussed.

Method of Instruction:
Lecture and discussion.

Method of Evaluation:
Tests, individual and group presentations.
FAR2616
FILMS OF CENTRAL EUROPE (1945 - 1989)
Offered By: George de Falussy

Description: The purpose of this course is to introduce the art of cinema as it applies to the period of Central European culture and civilization from 1945 - 1989. Specifically, this course will explore capsule history of post WWII European cinema, basic film terminology, literary criticism, and technical criticism.

Method of Instruction: Lecture/Demonstration, class discussion, critical writing projects.

Method of Evaluation: Three movie reviews (30%), two critical essays (40%), one theoretical essay (30%).

Distribution Requirement: EU

FRE1010
FIRST YEAR FRENCH I
NOTE: STUDENTS MAY NOT TAKE LOWER LEVEL FOREIGN LANGUAGES COURSES IF THEY HAVE HAD ONE YEAR OR MORE OF STUDY OF THAT LANGUAGE AT THE SECONDARY OR COLLEGE LEVEL WITHOUT PERMISSION OF THE INSTRUCTOR.

Offered By: Staff

Objectives: The course seeks to enable the student to understand French when spoken by the instructor, using the language for a variety of simpler situations, as well as to speak the language, with increasing accuracy of pronunciation, intonation, and grammatical correctness. There will also be opportunity to gain insight into French customs and ways of life.

Method of Instruction: Class sessions are held for three hours weekly for a variety of drills and practice, oral and written, in pronunciation, grammar, comprehension, directed conversation, and reading. Regular attendance at all sessions and regular application and study are essential for progress. One is the maximum number of allowable absences.

Method of Evaluation: Shorter quizzes, oral, written, or both; longer tests, oral, written, or both; responses to drills and practice in class, and final exam.

Distribution Requirement: EU

FRE2010
SECOND YEAR FRENCH I

Offered By: Staff

Prerequisites: FRE1010 (FIRST YEAR FRENCH I) OR TWO TO THREE YEARS HIGH SCHOOL

Description: Provides the student with a review, expansion, and intensification of matters of pronunciation, intonation, and grammatical principles, and also understanding the language when spoken at a normal rate by the instructor and native speakers. The student will be able to speak the language with correctness, as responses to statements and questions, directed comments, short oral reports, and freer conversation. Students will also gain an insight into French customs and ways of life.

Method of Instruction: Class sessions conducted in French, regular attendance, and taped material in GT Library.

Method of Evaluation: Shorter quizzes and longer tests (oral and written or both), responses to drills and to reading and writing practice, and a final exam.

Distribution Requirement: EU

FRE3030
FRENCH COMPOSITION

Offered By: Staff

Prerequisites: FRE3020 (FRENCH CONVERSATION) OR PERMISSION OF INSTRUCTOR

Description: This course, taught in French, is designed to reinforce and advance the students' ability to compose correctly and engagingly in French. It will involve the study of French grammar, the review of linguistic structures, textual/stylistic analysis, and composition in various written genres.

Objectives: A) Gain an understanding and appreciation of various written genres; B) Develop and practice skills in the analyzing of writing styles; C) Develop and practice skills in composing in different genres; D) Improve and refine their knowledge of complex grammatical and linguistic structures in French.

Method of Instruction: Weekly compositions and drafts, lectures, class discussions and work.

Method of Evaluation: Compositions (80%); class participation (20%) (contributions in French to the discussions, class attendance, grammar preparation, etc.)

Distribution Requirement: W
FRENCH

FRE3110
SURVEY FRENCH LITERATURE TO 1800
Offered By: Staff

Prerequisites: ADVANCED FRENCH GRAMMAR & FRENCH CONVERSATION

Description: This course, taught in French, covers the period from the emergence of French from Latin as a viable language of communication and literary expression to the end of the eighteenth century. It introduces the students to general literary, social and historical trends of the period and to representative authors and writings.

Objectives:
A) Learn the chief lines of development of French literature from 1800 to the present and will learn better how to comprehend and appreciate complex literary texts; B) Gain an understanding of the social and historical contexts propitious to the development of this literature; C) Develop skills of literary analysis and will write periodic compositions in French; D) Improve their ability to understand the spoken language and their ability to give oral presentations; E) Develop further their research skills.

Method of instruction:
Lecture, class presentations by students, and class discussions.

Method of Evaluation:
Class presentations, tests, written reports and essays, and class participation (contributions in French to the discussions).

FRESHMAN CORE

FRS1010A
WHN WRLDS COLLIDE: HNRS: AMR SCIENCE FICT OF THE 1
Offered By: Mitchell Lewis

Description: Instructor: Mitchell R. Lewis, Associate Professor of English

This course examines the social, cultural and political conflicts depicted in 1950s American science fiction, including novels and films. Topics include: the Cold War, paranoia, McCarthyism, science, technology, the atomic age, the space race, immigration, gender, racism, capitalism, consumerism, religion, and national identity.

Reading List:

Course Assignments:
Essays, Final Exam (in-class essay), and Reading Quizzes.

FRS1010B
WHN WRLDS COLLIDE: MASH-UP LIT AND ART
Offered By: Jan Kather

Description: Instructor: Jan Kather, Media Arts and Women's Studies

This course examines the conflicts created as a result of discrimination by race, gender, religion, and cultural identity as described in both literature and the arts. Students will be expected to participate in creative projects (mash-up collage, graphic novel, video, photography, music, poetry, dance, etc.) that will accompany their essays. Selections of coursework will be chosen to form a collaborative class book.

Reading List:
1) Lynda Barry, One Hundred Demons (Summer Required Reading); 2) Camille Paglia, Glittering Images: A Journey through Art from Egypt to Star Wars; 3) William Shakespeare, Romeo and Juliet (Folger Shakespeare Library edition); 4) Joseph Bedier, The Romance of Tristan and Iseult; 5) Laura Esquivel, Like Water for Chocolate.

Short readings will be posted on Angel throughout the course, including:
1) "An Inventory of Timelessness" by Michael Ventura; 2) "Dividing Australia: The Story of the Rabbit-proof Fence" by Danielle Olsen; 3) "The War Prayer" by Mark Twain; 4) "Race - The Power of Illusion" - from PBS Documentary; 5) "Kill the Indians, Then Copy Them" by David Treuer.

Course Assignments:
1) Weekly short paper assignments-creative projects; 2) Four essays (three-five pages); 3) Mid-term and Final Exam (open book); 4) Submission of poem, image, graphic comic for collaborative book project.
FRS1010C
WHN WRLDS COLLIDE: POWER, DIFFERENCE, AND CONFLI
Offered By: Gary LaPointe

Description: Instructor: Gary C. LaPointe, Associate Professor of English

Will examine the conflicts that result when groups, nations, and peoples collide in situations where racial, ethnic, social, cultural, economic, and/or political differences are great and power is unevenly divided. Specifically, we shall look at variations on this basic issue in ancient mythology, in historical and modern imperialism and geopolitics, and in historical immigration in America. The course will study an ancient epic poem, a modern South African novel, a recent African play, a collection of Native American "testimonies," and four films.

Reading List:

Viewing List:
1) Passage to India (David Lean, dir.); 2) Where the Spirit Lives (Bruce Pittman, dir.); 3) Avalon (Barry Levinson, dir.); 4) Alamo Bay (Louis Malle, dir.).

Course Assignments:
Reading-Viewing quizzes, occasional out-of-class reports, and four essays.

FRS1010D
WHN WRLDS COLLIDE: IT'S A MAN'S WRLD-OR IS IT? EXPL
Offered By: Denise King

Description: Full Title: It's a Man's World-Or Is It? Exploring Gender Role Conflicts. Instructor: Denise King

This course examines traditional gender role conflicts from several perspectives: historical, literary, cultural and political. We'll discover how male and female stereotypes have been defined---and defied---over time. We'll evaluate current thinking on the status of women and men in contemporary society. Through fiction and non-fiction books, as well as poetry, drama, opinion pieces, scholarly articles, and films, we'll consider such questions as: Do stereotypes reflect nature or nurture? Do religious beliefs impact the roles of men and women? Do societal values support gender conflict? Does the past predict the future or will the collision of women's worlds and men's worlds result in a new world order?

Reading List:

Course Assignments:
1) Three reflective writing pieces (two-three pp each); 2) Term project (five-seven written pages); 3) Final exam (In-class essay); 4) Participation in weekly class activities (possible formats include: debate; student-led discussion; small group presentations; simulations).
**FRS1010E**

**WHN WRLDS COLLIDE: AMR CULTURAL REVOLUTION 1957**

**Offered By:** Richard Marchesani

**Description:** Full Title: American Cultural Revolution 1957 through 1972. Instructor: Richard Marchesani, Assistant Professor of Education

This course studies the many factors that caused a paradigm shift in American culture. The focus will be on how events in music, literature, politics, and the concept known as the Baby Boomers all came together to change the meaning of the word 'American.' From Holden Caulfield's rebelliousness, Elvis Presley's banned hips on Ed Sullivan to the British Invasion, Ginsberg's poetry recitation in San Francisco to the iconic crusade of Martin Luther King, Jr., to the anger of Malcolm X, fragging in Vietnam and finally the tragedy of Kent State - we examine how these persons, these events, these ideologies clashed and caused a tectonic change in what was once called The American Way.

**Reading List:**
1) Catcher in the Rye - by J. D. Salinger (required reading for summer);
2) America Divided by Isserman and Kazin;
3) The Autobiography of Malcolm X by Alex Haley;
4) Howl by Allen Ginsberg;
5) Letter from a Birmingham Jail - by Martin Luther King Jr. (provided online on Angel);
6) The Sixties - by Todd Gitlins.

**Course Assignments:**
Reflection Papers, Reading Quizzes, Essays, and PowerPoint Presentation.

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**FRS1010F**

**WHN WRLDS COLLIDE: CONFLICT IN THE ANCIENT WORLD**

**Offered By:** Heidi Dierckx

**Description:** Instructor: Heidi Dierckx, Associate Professor of Classical Studies

Will examine the social, cultural and political conflicts which defined the Ancient World, through Classical literature. Topics include: Trojan War, Persian Wars, Peloponnesian War, Punic Wars, Democracy versus Oligarchy, gender, and civilization versus barbarism.

**Reading List:**
1) Stephen Mitchell Gilgamesh (Summer Required Reading);
2) Vergil Aeneid (Tr. R. Fagles);
3) Excerpts from Herodotus Histories;
4) Excerpts from Thucydides Peloponnesian War;
5) Excerpts from Polybius The Hannibalic War;
6) Euripides Medea;
7) Euripides Trojan Women;
8) Aeschylus Persians;
9) Aristophanes Lysistrata.

**Course Assignments:**
Essays, Final Exam (in-class essay), and Reading Quizzes.

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**FRS1010G**

**WHN WRLDS COLLIDE: HNRS: FROM HISPANIOLA TO HOG**

**Offered By:** Robert Shephard

**Description:** HONORS - Full Title: From Hispaniola to Hogwarts: Us and Them in History, Memory, and Fiction. Instructor: Robert Shephard, Professor of History

This course examines the tendency of human beings to divide ourselves into groups that we then identify strongly with or against—whether by nation, race, religion, class, hobbies, or sports teams. Under what conditions do the encounters between these groups become positive interactions or destructive collisions? We will start with the biggest collision in world history, the one between the Europeans and the inhabitants of the Americas after 1492, and then move on to look at a variety of encounters in history, in memoirs about the recent past, and in literary fiction between groups divided by religion, race, magical powers, and other markers of identity.

**Reading List:**
1) David Berreby, Us and Them, excerpt (Summer Required Reading);
2) Jared Diamond, Guns, Germs, and Steel;
3) Shusaku Endo, Silence;
4) Marjane Satrapi, Persepolis;
5) Rebecca Skloot, The Immortal Life of Henrietta Lacks;
6) J. K. Rowling, Harry Potter and the Sorcerer's Stone;

**Viewing List:**
1) Black Robe (dir. Bruce Beresford);
2) Kingdom of Heaven, excerpt (dir. Ridley Scott);
3) God Grew Tired of Us, excerpt (dir. Christopher Quinn and Tommy Walker);
4) Persepolis (dir. Marjane Satrapi and Vincent Parannoud);
5) Crash (dir. Paul Haggis).

**Course Assignments:**
1) Two five-page essays;
2) In-class midterm and final exams;
3) Class presentation with a partner;
4) Occasional reading quizzes.
FRS1010H
WHN WRLDS COLLIDE: HNRS: FEED ME! DELICIOUS (AND NUTRITIOUS) Romp through the History of Food and Drink
Offered By: Charles Mitchell

Description: HONORS-Full Title: Feed Me! A Delicious (and Nutritious) Romp through the History of Food and Drink. Instructor: Charlie Mitchell, Associate Professor of American Studies

Will take a buffet approach to exploring the following questions: Why do people eat what they eat and drink what they drink? How have different culinary tastes and traditions shaped the course of history? How has the course of history shaped different culinary tastes and traditions? Among the likely menu offerings will be chocolate, curry, rum, coffee, salt, sugar and spice. And yes, maybe even rats and snails and puppy dog tails.

Reading List:
1) Fuchsia Dunlop, Shark's Fin and Sichuan Pepper: A Sweet-Sour Memoir of Eating in China (summer required reading)
2) Giles Milton, Nathaniel's Nutmeg: Or the True and Incredible Adventures of the Spice Trader Who Changed the Course of History
3) Colleen Taylor Sen, Curry: A Global History
4) Tom Standage, A History of the World in Six Glasses
5) Mark Kurlansky, The Big Oyster: History on the Half Shell
6) Sophie D. Coe The True History of Chocolate (Second Edition)
7) Michael Krondl, The Taste of Conquest: The Rise and Fall of the Three Great Cities of Spice
8) Sidney W. Mintz, Sweetness and Power: The Place of Sugar in Modern History

Course Assignments:
Essays, Presentations, and Participation.

FRS1010I
WHN WRLDS COLLIDE: WHAT'S SO CIVILIZED ABOUT CIVILIZATION?
Offered By: Robin O'Brian

Description: Full Title: What's So Civilized About Civilization? Instructor: Robin O'Brian, Associate Professor of Anthropology

What does it mean to be civilized? Are nations and states the best ways for people to organize themselves? What might we learn from these people who still live outside or beyond the boundaries of the state? Why do states seem to create or intensify inequality? Were there states in Africa? Why do states seem to collapse? These are some of the questions that will drive our exploration of what makes a state.

Reading List:
1) Diamond, Jared, The World Until Yesterday. (Summer Required Reading)
2) Fagan, Brian, The Great Warning
3) Scott, James C., Seeing Like a State
4) Trigger, Bruce, Understanding Early Civilizations
5) Selected readings to be posted on ANGEL.

Course Assignments:
Response papers: I, II, III, IV and an article presentation.

FRS1010J
WHN WRLDS COLLIDE: MARK TWAIN IN HIS TIME
Offered By: Barbara Snedecor

Description: Instructor: Barbara Snedecor, Director of the Center for Mark Twain Studies and Assistant Professor of English

Will examine the life and literature of Samuel Langhorne Clemens--Mark Twain--with attention to the influence of Elmira on his writings. Collisions to be discussed include: Childhood/Adulthood; Europe-America; East/West; Slavery-Freedom; Faith-Doubt; and Poverty-Wealth.

Reading List:
1) Mark Twain, The Adventures of Tom Sawyer (Summer Required Reading)
2) Mark Twain, Tales, Speeches, Essays, and Sketches
3) Mark Twain, Adventures of Huckleberry Finn
4) Mark Twain, Mark Twain's Own Autobiography
5) Mark Twain, The Tragedy of Pudd'nhead Wilson
6) Selected readings provided by instructor.

Course Assignments:
Essays, Oral Presentation, Final Exam (in-class essay), and Reading Quizzes.
**FRS1010K**  
WHN WRLDS COLLIDE: CONTEMPORARY ENVIRONMENTAL  
Offered By: Bridget Sharry

**Description:** Instructor: Bridget Sharry  
Will examine the social, cultural and political conflicts that intersect in contemporary conversations about the environment. We will tackle case studies from various perspectives across disciplines: expect to embrace the humanities as much as the natural and social sciences! Course material includes academic papers, nonfiction, poetry and creative writing, and films. Topics include: Conservation vs. preservation, biotechnologies and GMOs, fossil fuel development, environmental justice, invasive and endangered species, environmental philosophies.

**Reading List:**  

**Course Assignments:**  
Essays, Final Exam, and Reading Quizzes.

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**FRS1010L**  
WHN WRLDS COLLIDE: IT'S A MAN'S WRLD-OR IS IT? EXPL  
Offered By: Denise King

**Description:** Full Title: It's a Man's World-Or Is It? Exploring Gender Role Conflicts. Instructor: Denise King  
This course examines traditional gender role conflicts from several perspectives: historical, literary, cultural and political. We'll discover how male and female stereotypes have been defined---and defied---over time. We'll evaluate current thinking on the status of women and men in contemporary society. Through fiction and non-fiction books, as well as poetry, drama, opinion pieces, scholarly articles, and films, we'll consider such questions as: Do stereotypes reflect nature or nurture? Do religious beliefs impact the roles of men and women? Do societal values support gender conflict? Does the past predict the future or will the collision of women's worlds and men's worlds result in a new world order?

**Reading List:**  

**Course Assignments:**  
1) Three reflective writing pieces ( two-three pp each); 2) Term project ( five-seven written pages ); 3) Final exam ( In-class essay); 4) Participation in weekly class activities (possible formats include: debate; student-led discussion; small group presentations; simulations).
Our lives are relational lives. We live in the context of our relationships with each other. We live in the context of our cultural norms, the signs of the times, and our sense of self and others. We live in peace, harmony, ambivalence, apathy, surprise, shock and conflict with decisions we make and decisions that are made for us. The consequences of these decisions often become actions that "act upon" our lives and the lives of others. Each book for this course (five novels and one memoir) portrays characters whose lives collide with the life of another or the lives of others, resulting in a redefinition of cultural norms or a change in a sense of self, alone or with others.

Reading List:

Course Assignments:
1) Attendance, Preparedness and Participation; 2) Summaries and Critical Interpretations (in class, one for each book); 3) Midterm Review Essay (approx. 1000 words); 4) Final Review Essay (approx. 1000 words).

Description:
Instructor: Jan Kather, Media Arts and Women's Studies

This course examines the conflicts created as a result of discrimination by race, gender, religion, and cultural identity as described in both literature and the arts. Students will be expected to participate in creative projects (mash-up collage, graphic novel, video, photography, music, poetry, dance, etc.) that will accompany their essays. Selections of coursework will be chosen to form a collaborative class book.

Reading List:
1) Lynda Barry, One Hundred Demons (Summer Required Reading); 2) Camille Paglia, Glittering Images: A Journey through Art from Egypt to Star Wars; 3) William Shakespeare, Romeo and Juliet (Folger Shakespeare Library edition); 4) Joseph Bedier, The Romance of Tristan and Iseult; 5) Laura Esquivel, Like Water for Chocolate.

Short readings will be posted on Angel throughout the course, including:
1) "An Inventory of Timelessness" by Michael Ventura; 2) "Dividing Australia: The Story of the Rabbit-proof Fence" by Danielle Olsen; 3) "The War Prayer" by Mark Twain; 4) "Race - The Power of Illusion" - from PBS Documentary; 5) "Kill the Indians, Then Copy Them" by David Treuer.

Course Assignments:
1) Weekly short paper assignments-creative projects; 2) Four essays (three-five pages); 3) Mid-term and Final Exam (open book); 4) Submission of poem, image, graphic comic for collaborative book project.
FRS1010S
WHN WRLDS COLLIDE: AMR CULTURAL REVOLUTION 1957
Offered By: Richard Marchesani

Description: Full Title: American Cultural Revolution 1957 through 1972. Instructor: Richard Marchesani, Assistant Professor of Education

This course studies the many factors that caused a paradigm shift in American culture. The focus will be on how events in music, literature, politics, and the concept known as the Baby Boomers all came together to change the meaning of the word 'American.' From Holden Caulfield's rebelliousness, Elvis Presley's banned hips on Ed Sullivan to the British Invasion, Ginsberg's poetry recitation in San Francisco to the iconic crusade of Martin Luther King, Jr., to the anger of Malcolm X, fragging in Vietnam and finally the tragedy of Kent State - we examine how these persons, these events, these ideologies clashed and caused a tectonic change in what was once called The American Way.

Reading List:
1) Catcher in the Rye - by J.D. Salinger (required reading for summer); 2) America Divided by Isserman and Kazin; 3) The Autobiography of Malcolm X by Alex Haley; 4) Howl by Allen Ginsberg; 5) Letter from a Birmingham Jail - by Martin Luther King Jr. (provided online on Angel); 6) The Sixties - by Todd Gitlin.

Course Assignments:
Reflection Papers, Reading Quizzes, Essays, and PowerPoint Presentation.

FRS1010T
WHN WRLDS COLLIDE: CONTEMPORARY ENVIRONMENTAL
Offered By: Bridget Sharry

Description: Instructor: Bridget Sharry

Will examine the social, cultural and political conflicts that intersect in contemporary conversations about the environment. We will tackle case studies from various perspectives across disciplines: expect to embrace the humanities as much as the natural and social sciences! Course material includes academic papers, nonfiction, poetry and creative writing, and films. Topics include: Conservation vs. preservation, biotechnologies and GMOs, fossil fuel development, environmental justice, invasive and endangered species, environmental philosophies.

Reading List:

Course Assignments:
Essays, Final Exam, and Reading Quizzes.

WRT1010
COLLEGE COMPOSITION I
Offered By: Brandon Pettit
Dawn Fewkes
Erin Riddle
Ingrid Hungerford
Jesse Ozog
Joseph Lemak
Katrina Shilts
Kevin Clark
Laura Jones
Phillip Campanile

Description: This course is required of all first-time, full-time students, and enrollment is dependent upon the student's performance on the writing sample completed during the Summer Registration programs. Based on clear, concise, and logical prose; and successful completion of a library research assignment.

Method of Instruction:
In addition to the classroom meetings, each student will meet with his or her instructor for at least one half-hour conference per week.

Method of Evaluation:
Since competent writing is achieved only by practice and discipline, regularity in performance and attendance at both classes and conferences is essential. Attendance is mandatory. Students will be evaluated in the following areas: actual writing (70%), effort, attendance, and class work (30%).
FRESHMAN WRITING PROGRAM

WRT1020
COLLEGE COMPOSITION II
Offered By: Ingrid Hungerford
Prerequisites: COLLEGE COMPOSITION I

Description: Recognizing that thinking, reading and writing go hand in hand, this course is designed to improve the student's abilities in all three areas. Analytical thinking and reading are defined as the active attempt to determine the total message and experience being conveyed by a communication, whether written or spoken. Critical thinking and reading are defined as the active attempt to determine the total message and experience being conveyed by a communication, whether written or spoken. This course will provide the student with the necessary skills in reasoning, reading, and writing to succeed in college courses in a wide variety of disciplines. Such skills are, of course, also necessary for informed participation.

Objectives:
A) To understand the ways language makes appeals to the reason and to the emotions and to distinguish between these appeals; this involves distinguishing between statements of fact and statements of opinion, and identifying the implicit and explicit assumptions. B) To discover arguments in a communication (for example, in a piece of legal reasoning, in a moral discussion, in a public policy debate), and to recognize and formulate one's own: this involves abstracting general principles from the sets of information and identifying situations in which there is insufficient data to warrant particular conclusions, in others' communications as well as in one's own.

Method of Instruction:
Work with materials to improve ability to comprehend and make judgments about complex reading and to write effectively about them; class lectures, discussions, problem-solving techniques; a required, weekly, thirty-minute, one-on-one tutorial.

Method of Evaluation:
Students will be evaluated on the basis on the performance on quizzes, out-of-class writing assignments, participation in discussions and performance on in-class exercises. Attendance is required. Formal writing assignments include four papers (three of four to five pages each), including one research paper (six to ten pages). Quizzes and possibly a final exam.

GERMAN

GER1010
FIRST YEAR GERMAN I
Offered By: Carrie Hooper
Prerequisites: FIRST YEAR GERMAN I & FIRST YEAR GERMAN II

Objectives: To continue to work for a solid basis for advanced study of German, to review German grammar, to learn to analyze and enjoy German literature, journals, and newspapers, to be able to read tests of medium difficulty with facility and to learn how to converse in German on subjects of everyday life, to acquaint the student with German culture and customs through conversation, literature, films, slides, and records.

Method of Instruction:
Oral and written exercises and assigned readings will be discussed in class, and resources in GT Library.

Method of Evaluation:
Class participation and preparation, biweekly exams, and a final exam.

Distribution Requirement : EU

GER2010
SECOND YEAR GERMAN I
Offered By: Carrie Hooper

Objectives: To continue to work for a solid basis for advanced study of German, to review German grammar, to learn to analyze and enjoy German literature, journals, and newspapers, to be able to read tests of medium difficulty with facility and to learn how to converse in German on subjects of everyday life, to acquaint the student with German culture and customs through conversation, literature, films, slides, and records.

Method of Instruction:
Oral and written exercises and assigned readings will be discussed in class, and resources in GT Library.

Method of Evaluation:
Class participation and preparation, biweekly exams, and a final exam.

Distribution Requirement : EU
HIS1400
UNITED STATES HISTORY I THROUGH 1877
Offered By: Myra Glenn

Description: This course is an introductory survey of the major economic, political, social, and cultural developments in the United States from the early 1600s to 1877. Major topics include: the causes of the American Revolution, the development of slavery, the emergence of American commercial and industrial capitalism, the continental expansion of the United States, the causes of the Civil War.

Objectives:
A) Identify and describe the key people, movements, and events in United States history between the pre-Columbian era and Reconstruction; B) Identify and describe the role of race, gender, ethnicity and class in shaping the events in United States history during this period; C) Describe and evaluate debates and conflicts over core principles and values from this period that continue to shape United States history in the present day; D) Interpret and analyze primary sources; E) Communicate effectively in writing and speaking about historical developments in the United States during this period.

Method of Instruction:
Mixture of class lectures and student discussions.

Method of Evaluation:
Class discussion, quizzes, three essay exams, two essays based on assigned readings.

Distribution Requirement: US

HIS1402
U.S. WOMEN'S HISTORY TO 1865
Offered By: Myra Glenn

Description: An introductory survey course exploring how racial, class, and regional differences shaped the lives of different groups of American women from the early seventeenth to the mid-nineteenth centuries. We will compare the work and family roles of the following groups: Native-American and English women in colonial Massachusetts and Virginia; middle-class urban homemakers and factory women in antebellum New England; plantation mistresses and female slaves in the antebellum South; pioneer frontier women and their urban counterparts back East.

Objectives:
A) To introduce students to major issues and concerns in U.S. women's history; B) To develop a student's analytical skills through critical readings of assigned texts and written assignments.

Method of Instruction:
Lectures and class discussion, with emphasis on the latter.

Method of Evaluation:
Several essays based on assigned readings OR a ten-page research paper on a particular topic, two exams, and class discussions.

Distribution Requirement: US

HIS1500
EUROPEAN HISTORY I
Offered By: Robert Shephard

Description: This course is a survey of European history from the fall of the Roman Empire to the late 1600's, covering the important political, social, economic, cultural, and intellectual developments. Major topics include: the Early Middle Ages and the Carolingian Renaissance; feudalism; the religion and culture of the High Middle Ages; the Black Death and its consequences; the Renaissance in Italy and Northern Europe; the Reformation; absolutism and constitutionalism; and the Commercial Revolution.

Objectives:
To provide students with a basic framework for understanding European historical developments through the seventeenth century and to improve writing skills.

Method of Instruction:
Lectures, including class discussion and films.

Method of Evaluation:
Class attendance and participation, quizzes, three exams, and a four-page paper on the assigned readings.

Distribution Requirement: EU

HIS1600
ASIAN HISTORY I
Offered By: Mark Pitner

Description: This course introduces students to the history and culture of South, Southeast Asia, Southwest Asia, and East Asia, from the earliest times to the medieval period. It summarizes the growth of institutions as well as the manner in which these institutions were transformed over time. It is intended to provide a general foundation on Asian Civilization for the students without any background in Asian studies.

Objectives:
To provide a basic background in South, Southeast Asian, Southwest Asian, and East Asian history and culture in pre-modern times.

Method of Evaluation:
Class discussion/work, essay, two tests, final.

Distribution Requirement: NW
HIS2100
ANCIENT NEAR EAST
Offered By: Heidi Dierckx

Description: An overview of the principal political and cultural achievements of the peoples of Mesopotamia, Egypt, Anatolia, Persia and their neighbors from the fourth millennium to the fifth century B.C. The Sumerian, Babylonian, Egyptian, Hebrew, and Persian civilizations will be examined with emphasis on the reading of primary sources of the time period.

Objectives:
A) To gain a comprehensive understanding of life among the peoples of ancient Near East; B) To determine the major cultural and political achievements of the peoples of the ancient Near East and their contribution to later Ages.

Method of Instruction:
Lectures, discussions based on readings of primary sources, and slide presentations.

Method of Evaluation:
Writing assignments, midterm and final exams, and one research report.

Distribution Requirement: NW

HIS2116
WOMEN IN ASIA MODERN
Offered By: Mark Pitner

Description: The principal goal of this course is to emphasize the value of comparative study for a meaningful understanding of different social and cultural traditions especially as they relate to the roles and status of women in Asia. The purpose of this course is not merely to catalogue the problems and concerns of women at a particular period of time, but to provide you with an adequate understanding of the social, cultural, and historical factors which have shaped women’s lives and roles in different cultural settings. This course will focus on the modern period, a period that covers from closing days of the dynastic system, through the period of Western imperialism, to the middle of the twentieth century and the rise of post-colonial states across Asia.

Objectives:
A) Outline and explain the changing roles of women in Asia as demonstrated through a series of in-class exercises and short tests; B) Compare these roles within the various cultures of Asia as demonstrated through in-class discussion and written assignments; C) Describe and compare core principles and arguments surrounding the concepts of gender and sex in human history; D) Gain the basic skills for doing research in Asian Studies as demonstrated through a written paper and oral presentation that are developed and edited throughout the term.

Method of Instruction:
Class time will be divided between short lectures on the topic/readings of the day, small group projects, and in class discussion. Students will be expected to be active participants in the direction and content of the course discussions and projects. In order to do this all assigned readings must be prepared before class and those materials must be brought to class.

Method of Evaluation:
Participation: 10% (prepared active participation in discussions), Discussion leader 15%, Exam one: 10%, Exam two: 10%, Exam three (semi-cumulative): 20%, Paper 35% (paper proposal 5%; draft 5%, final draft 20%, Presentation 5%).

Distribution Requirement: W
**HIS2660**
**HISTORY OF CHINA TO 1600**
Offered By: Mark Pitner

**Description:** A survey of Chinese history from the pre-historic period through 1600 covering the major social, cultural, political, and economic developments that animate this long period of history.

**Objectives:**
A) Identify and describe the key people, movements and events in the history of Chinese civilization and culture from the pre-historic period to 1600; B) Identify and describe the impact of non-Han Chinese people's influences on Chinese civilization and culture; C) Describe the development of the social, cultural, and religious traditions that have defined the boundaries of Chinese cultural identity; D) Analyze and synthesize a variety of historical data; E) Communicate effectively, in writing and speaking, about historical developments in China.

**Method of Instruction:**
Lecture and discussion.

**Method of Evaluation:**
Participation: 10%, Response papers-study questions 20%, Quizzes: 10%, Mid-term Exam: 30%, Final Exam: 30%.

**Distribution Requirement:** NW

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**HIS3403**
**UNITED STATES AS A GLOBAL PWR, 1945 TO THE PRESENT**
Offered By: Myra Glenn

**Description:** This seminar will explore twentieth-century American foreign policy by paying particular attention to the origins, development and end of the "cold war" between the United States and the Soviet Union. We will also examine major developments in the last two decades, especially the global war against terrorism. Chronologically we will focus on the period after World War II. We will discuss the following: the impact of the atomic bomb on the wartime alliance between the United States and the Soviet Union; the Truman Doctrine and Marshall Plan; the Korean and Vietnam Wars; the Nixon-Kissinger approach to foreign policy; the Reagan Administration's handling of the Cold War; the current changes in the former Soviet Union and Eastern Europe and how they affect U.S. foreign policy; the United States' efforts to deal with Islamic extremists and their use of terrorism. While exploring the last topic, we will discuss current developments in the Middle East and Central Asia.

**Objectives:**
A) To introduce students to major issues and concerns which have fueled American foreign policy after World War II; B) to develop a student's analytical skills, especially through critical reading of assigned texts and written assignments.

**Method of Instruction:**
Mixture of class discussion and lectures.

**Method of Evaluation:**
Students will be graded on the following: three or four essays based on assigned readings OR one research paper, approximately twenty pages in length; two essay exams; class discussion.

**Distribution Requirement:** W
HISTORY

HISTORY

HIS3520
THE FRENCH REVOLUTION AND NAPOLEON
Offered By: Robert Shephard

Prerequisites: COMPLETION OF FRESHMAN WRITING COURSES REQUIRED; HIS1501 (EUROPEAN HISTORY II) RECOMMENDED.

Description: The French Revolution marks one of the great divides of European history, between the world of absolute monarchy and aristocratic privilege (the Old Regime) and the modern political and social order. In 1789, the revolution began with a declaration of rights for citizens and a new constitution. A polarization of opinion took place over the next few years, and in 1792 France entered a desperate conflict involving both civil and foreign war. The so-called Reign of Terror caused suffering, but preserved the revolution from its enemies. After 1800, however, Napoleon Bonaparte seized power as a military dictator and brought about major changes in the regions of Europe he conquered. These events changed Europe forever and continue to provoke heated debate today.

Objectives:
To gain a deeper understanding of developments in France and Europe during the French Revolution and Napoleonic era; to grasp the points at issue in differing interpretations of these events; to improve research, oral presentations, and writing skills.

Method of Instruction:
Class discussions, occasional short lectures, student presentations, and several videos.

Method of Evaluation:
Class participation 20%; Oral presentation 10%; Research paper, or two papers on the assigned readings 50%; and Essay exam 20%.

Distribution Requirement: W

HUMAN SERVICES

HMS1000
HUMAN SERVICES IN CONTEMPORARY AMERICA
Offered By: Maureen Donohue-Smith

Description: The course will examine community responses to selected social problems. Areas to be surveyed may include: poverty and public welfare services; emotional problems and counseling; child abuse/neglect and protective services; racism and sexism and strategies for achieving equal rights; crime and correctional services; physical and mental disabilities, rehabilitation; drug use and drug abuse treatment, and gerontological services. A brief historical review will be presented. The role of individual and societal values in policy formation and implementation will be considered.

Objectives:
A) Describe the historical antecedents of the human services field; B) Identify the different roles and responsibilities of service providers; C) Review the major social problems addressed by human service workers; D) Outline a basic framework for analyzing social policy; E) Articulate the role of values, ethics and attitudes in understanding priorities and practice in human service delivery systems.

Method of Instruction:
May include lecture, discussion, individual and group activities, and AV materials.

Method of Evaluation:
Quizzes, case study, and project.

Distribution Requirement: CSI

HMS1206
SUBSTANCE ABUSE PRGMS
NOTE: REFER TO SCHEDULE FOR SPECIFIC DATES
Offered By: Patti Pottorff-Anderson

Description: An examination of programs serving persons who abuse drugs, including alcohol.
HMS1207
PROGRAMS FOR ADOLESCENTS
NOTE: REFER TO SCHEDULE FOR SPECIFIC DATES
Offered By: Joan Ostrander

Description: This workshop will examine programs for adolescents who are having difficulties with their families, with the schools, and/or with the law. Alternatives to family living, such as foster care and group homes, and dispositional alternatives, such as home bound detention, will be considered.

Method of Instruction: Lectures, films, and discussion.

Method of Evaluation: Two exams, three quizzes, project, short research paper and presentation.

HMS1210
HOSPICE PROGRAMS
Offered By: Stacey McMail-Jerzak

Description: This workshop will examine programs and address the needs of the terminally ill. Topics include the history of the hospice movement, dying, death with dignity, family and mental issues around death and dying.

Method of Instruction: lectures, films, and discussion.

Method of Evaluation: Attendance is mandatory.

HMS1212
VICTIM ABUSE PROGRAMS
NOTE: REFER TO SCHEDULE FOR SPECIFIC DATES
Offered By: Marie Woodford

Description: This workshop will examine programs for those who are the victims of abuse, particularly battered women, abused and neglected children, and victims of sexual abuse.

Method of Instruction: Lectures, films, and discussion.

Method of Evaluation: Attendance is mandatory and specific assignments.

HMS1213
PROGRAMS FOR SPECIAL NEEDS CHILDREN
NOTE: REFER TO SCHEDULE FOR SPECIFIC DATES
Offered By: Joan Ostrander

Description: This course will focus on programs for abused children, gifted children and for bilingual preschool children. Issues such as mainstreaming versus segregated programs, types of curricula, and staff training are discussed.

Objectives: Students in this course will be able to identify types of special needs, clearly define that students with special needs cover a wide range of abilities and needs, investigate programs available for students with special needs, explore training required for working with students with special needs and list educational approaches to meeting all learners.

Methods of Instruction: This course includes: lectures, discussions, group activities, speakers and student presentations.

Methods of Evaluation: Class participation (50 percent) and Presentation (50 percent).

HMS1214
ART THERAPY PROGRAMS
NOTE: REFER TO SCHEDULE FOR SPECIFIC DATES
Offered By: Karen Navaie

Description: This workshop provides a basic introduction to the field of art therapy: its historical background and current perspective; art therapy application with diverse client populations; art therapy theories and approaches; projective techniques and assessment. Through lecture, video and participation in experiential exercises, the participant will acquire an understanding and appreciation of the therapeutic capabilities of art therapy.

Objectives: A) Understand the historical perspective leading to the current practice of art therapy; B) Understand the various theories and approaches within the field of art therapy; C) Understand the impact of the creative process on individuals and the feelings and behaviors evoked by various art media; D) Acquire techniques and strategies applicable to various client populations; E) Understand the application of analysis, interpretation and evaluation of art work in treatment.

Method of Instruction: May include lecture and class discussion; video and slide presentations; experiential exercises, and participant presentations.
HMS2010
CHEMICAL DEPENDENCY: TREATMENT AND REHABILITATION
Offered By: David Gregory

Description: An overview of chemical dependency and different classifications of mood-altering substances (drugs), their use, abuse, dependence and addiction through social, emotional, medical and psychological aspects of chemical ingestion. Family roles, HIV infection and AIDS, treatment and rehabilitation will be addressed.

Objectives:
To understand various drug classifications, to differentiate between use, abuse, and dependence, and to identify and learn about treatment resources with an examination of the different levels of treatment.

Method of Instruction:
Lecture, discussion, videos, guest speakers, and classroom presentations.

Method of Evaluation:
Mid-term and final exams, classroom participation, and attendance is required.

HMS2025
DEATH AND DYING
Offered By: Stacey McMail-Jerzak

Description: An interdisciplinary investigation of death and dying, emphasizing the sociological perspective. Dying and death are studied as social processes, focusing on the effects these processes have on our lives of individuals and society. The course will investigate social roles and occupations related to death and dying, death rituals, how concepts of death affects the lives of individuals and of society, and the problem areas related to the death and dying. The particular emphasis will be on death as a social phenomenon, shaping and being shaped by society.

Objectives:
Be able to discuss historical, cultural, current and media perspectives on death and dying. Demonstrate a knowledge of problems associated with the definition of death. Show familiarity with literature which discusses how to relate to dying and grieving persons. Be able to explain the funeral process, the role of funeral directors, and the uses of funerals. Be able to explain different perspectives on such controversial areas as suicide, abortion, and euthanasia, and show a clear understanding of the meaning of these concepts. Be able to show that he/she understands current directions in death and dying, both theoretical and practical and can relate the things learned in the course to everyday life.

Method of Instruction:
Exams, reaction papers, funeral eulogy, and special assignments.

Method of Evaluation:
A) Exams (200 points); B) Attendance and Class Participation (70 points); C) Special Assignments (20 points); D) Quizzes; E) Reaction papers.

HMS2030
END-OF-LIFE ISSUES
NOTE: OPEN TO NON-NURSING MAJORS
Offered By: Marybeth Gillis

Description: This course will explore quality of life issues related to end-of-life from a cultural perspective including physical, psychological, social and spiritual aspects of dying. Topics to be examined will include public policy, ethical and legal issues, cultural considerations in end-of-life care, common reactions, and preparation for the time of death as well as ways to achieve quality of life.

Objectives:
A) Identify common reactions associated with the end-of-life process; B) Identify dimensions of culture and its influence on end-of-life issues; C) Discuss public policies related to end-of-life; D) Identify physical, psychological, social and spiritual needs for imminently dying people and their families; E) Discuss aspects of suffering for individuals and families facing a life-threatening illness-event.

Method of Instruction:
Teaching-learning strategies may include: interactive lecture, class discussion, case studies, written assignments, oral presentations, technological assisted learning with course base management system (ANGEL), video-films and group work.

Method of Evaluation:
Exams, class assignments, group presentation, and written exercises.

Distribution Requirement: GN

HMS2515
PRACTICUM IN HUMAN SERVICES
Offered By: Maureen Donohue-Smith

Prerequisites: Instructor's signature required

Description: The Human Services Practicum is a 240 hour supervised field experience in an approved human service agency or program. To enroll in HMS 2515, students must meet with and have the written approval of a human services faculty member. This practicum is designed for students who are pursuing a terminal Associate's Degree and must be taken prior to reaching upper division standing.
HUMAN SERVICES

HMS3005
FAMILY ASSESSMENT
Offered By: Maureen Donohue-Smith

Prerequisites: THREE COURSES IN HUMAN SERVICES OR PSYCHOLOGY

Description: This upper level course will focus on theories, frameworks, and research in family dynamics. Emphasis is on assessment of the healthy family. Based on models of normal and abnormal function, analysis will focus on the structure and function of families experiencing transitions or life cycle changes such as parenting, illness, divorce or death. The student will identify and analyze family support needs. Formal and informal family support services will be explored. Families experiencing severe strain and dysfunction will also be introduced and appropriate treatment referrals identified.

Objectives:
A) Apply family theories from a variety of disciplines including psychology and social work as a basis for assessment of families; B) Recognize characteristic function, interaction and adjustment in healthy families; C) Examine the impact of transgenerational influences in families; D) Diagram families using a genogram; E) Analyze the impact of stresses such as illness, divorce, birth and death which influence family processes; F) Identify appropriate interventions and support systems for healthy families experiencing stress.

Method of Instruction:
Lecture, discussion, and audio-visual materials.

Method of Evaluation:
Written examinations (three), family assessment project and presentation.

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HMS3025
SERVICES FOR CHILDREN AND YOUTH
Offered By: Maureen Donohue-Smith

Prerequisites: CHILD AND ADOLESCENT PSYCHOLOGY & INTRODUCTORY PSYCHOLOGY

Description: This course reviews the major service needs of families with children of elementary school age through adolescence. The course reviews the developmental issues facing children in our society and will cover specific social concerns: e.g., transition to drug use, decision-making about sexual activity, school retention, peer-related violence, child abuse and neglect, etc.

Objectives:
Students will review the major services which address the needs of school-age children and adolescents. The class will also explore the educational system from two perspectives: A) As a context for understanding the developmental needs and problems of children and adolescents; B) As a vehicle for providing services to students and their families.

Method of Instruction:
May include discussion, lecture, audiovisual materials, and small group activities.

Method of Evaluation:
Examinations, case study, and presentation.
HUMAN SERVICES

HMS3300
BASIC COUNSELING TECHNIQUES
Offered By: Anne Bizub
Prerequisites: PSY1010 (INTRO TO PSYCHOLOGY) AND JUNIOR OR SENIOR CLASS STATUS OR PERMISSION OF THE INSTRUCTOR
Description: This course will assist students to acquire basic skills or techniques used in one-on-one counseling sessions by professional counselors. Students will first become familiar with the role(s) of the professional helper and the ethical considerations of the helping relationship. They will then learn a model for change and practice appropriate interventions in simulated situations. Multicultural issues and work with various populations will also be addressed. The course is required for Human Services majors and is an elective for Criminal Justice Majors. It is especially appropriate for those who intend to enter any helping field.
Objectives:
A) Describe the relationship between professional counselor and client;
B) Identify the role(s) of the professional counselor;
C) Identify basic ethical principles governing counseling;
D) Demonstrate some of the basic professional counseling skills, including rapport building, active listening, providing empathy, and using appropriate question probes;
E) Describe the impact of culture, language, gender, social class on the counseling process;
F) Describe the basic process of crisis intervention.
Method of Instruction:
Classroom lecture-discussions, in-class skill building exercises via role plays and group analysis of case vignettes.
Method of Evaluation:
Midterm and final examinations, written exercises from workbooks, research paper, audiotaped-videotaped mock counseling sessions.

HMS4515
PRACTICUM IN HUMAN SERVICES
Offered By: Maureen Donohue-Smith
Prerequisites: INSTRUCTOR'S SIGNATURE REQUIRED AND UPPER DIVISION STANDING
Description: The Human Services Practicum is a 240 hour supervised field experience in an approved human service agency or program. To enroll in HMS 4515, students must meet with and have the written approval of a human services faculty member. Students must have upper division standing and have completed or be close to completing the requirements for the bachelor's degree in Human Services. Please see FAQS on the Human Service Intranet site for additional information (under Courses and Projects).

ITALIAN

ITA1010
FIRST YEAR ITALIAN I
Offered By: Carrie Hooper
Description: Students will master the basic grammar, vocabulary, and practical syntax of a language, with emphasis on its spoken equivalent to the first year level of college instruction.
Method of Instruction:
Drills and practice (oral and written), and tapes in GT Library.
Method of Evaluation:
Short quizzes (oral and written), reading and writing drills, and final exam.
Distribution Requirement : EU

JAPANESE

JPN1010
FIRST YEAR JAPANESE I
Offered By: Kazue Nishiki
Objectives:
Understand spoken Japanese, speak the language with accuracy and pronunciation, intonation, and grammatical correctness, progress in reading ability, and gain an insight into selected Japanese customs and ways of life.
Method of Instruction:
Oral and written, pronunciation, intonation, grammar, comprehension, directed conversation and reading, use of tapes, and regular attendance.
Method of Evaluation:
Shorter quizzes, tests (oral, written, or both), responses to oral-aural drills, reading and writing drills, and a final.
Distribution Requirement : NW
JPN2010
SECOND YEAR JAPANESE I
Offered By: Kazue Nishiki
Prerequisites:  FIRST YEAR JAPANESE II

Objectives:
Provides a review, expansion, and intensification of pronunciation, intonation, and grammatical principles. Students will understand Japanese when spoken to by the instructor and native speaker, speak the language with correctness, as responses to statements and questions read prose in Japanese, write Japanese in systematic ways, and gain insight into Japanese customs and ways of life.

Method of Instruction:
Drills and practice (oral and written), use of taped materials in GT library, and regular attendance.

Method of Evaluation:
Short weekly quizzes and longer quizzes (oral, written, or both), response to oral-aural drills, reading and writing drills, and a final.

Distribution Requirement :  NW

LAL2030
NATIVE AMERICAN LITERATURE
Offered By: Peter Schwartz

Description: Native American Literature is not often included in the canon of American Literature, and thus, many "Americans" are unfamiliar with a much older culture which exists within the mainstream of white, male, capitalist society. This course will introduce the student to Native American myths and legends, the oral literature of the past, and to contemporary Native American writers. In the readings, I hope that the students will see how the Native Americans past influences contemporary Native American writers, and that they will see how difficult it is for non-whites to maintain an ethnic and society identity outside the mainstream of U.S. culture. The readings will include works from such writers as Louise Erdrich, Michael Dorris, Leslie Marmon Silko, Paula Gunn Allen, and James Welch.

Method of Instruction:
Some lecture, but mostly class discussion. Attendance is mandatory and frequent participation is expected.

Method of Evaluation:
Short analytical papers and quizzes.

Distribution Requirement :  NW

LAT1010
INTRODUCTORY LATIN I
Offered By: Joseph Lemak

Note: This course has particular value for students of language and literature, history, and philosophy. It is strongly recommended to students preparing for law or medicine.

Objectives:
A) Enable the student to gain a firm foundation in the Latin language; B) Extend and improve the student's understanding of English grammar, vocabulary, and open up pathways to the study of other Romance languages; C) Discover features of ancient Roman life significant for their influence upon European and American social and political ideals.

Method of Instruction:
Since this is an intensive course in which new skills are developed, considerable preparation and practice are expected of each student before each class meeting. Classes are devoted to the learning and reinforcement of new vocabulary, forms, grammatical structure and increased reading proficiency. There is periodic study of derivatives and frequent discussion of aspects of Roman life.

Method of Evaluation:
Quizzes on vocabulary and derivatives, quizzes on forms, grammar and reading (comprehension and translation), and comprehensive term examination.

Distribution Requirement :  EU
LEARNING RESOURCE STUDIES

LRS1010
EC EXPERIENCE
Offered By: Susanna Kappanadze

Description: Elmira College recognizes that a college education takes place both inside and outside of the classroom. This course introduces students to the college and promotes and supports academic, intellectual, personal, and social growth and success. The course reviews the skills and competencies necessary for first-year students’ transition to the college, including developing effective study skills; understanding Elmira College Core Curriculum, major, and career choices; managing time, finances, responsibilities, health, and wellness; developing social relationships and appreciating the diversity of our campuses and communities; and preparing for global citizenship.

The course emphasizes: academic proficiency; the mission and the values of this college; the application of acquired knowledge; higher level thinking; and social awareness. This is a personal development course focusing on academic success and the development of related living skills which go beyond the academic environment.

Throughout the course, students will be introduced to different instructional strategies in order to get accustomed to the many different teaching styles that will be faced throughout the EC experience. Some instructional strategies include lecture, small group interaction, large group discussion, out of class readings, community interaction, and more.

Objectives:
A) Assist students towards a successful transition from high school to college level academics and to promote academic success; B) Help first-year students understand the importance of modeling good behavior and respecting themselves and their community; C) Provide opportunities for students to develop multicultural awareness and cultural competence; D) Provide students with information about campus resources and opportunities available on campus while establishing and maintaining interpersonal relationships within the college community and a connectedness to campus life; E) Enable students to develop effective personal leadership development skills that will enhance their ability to become leaders who will contribute to the greater community.

Method of Instruction:
Some instructional strategies include lecture, small group interaction, large group discussion, out of class readings, community interaction, and more.

Method of Evaluation:
Guided Journals and Reflection Papers - 10%; Reading Quizzes and Two Exams - 20%; Application Assignments - 25%; Final Exam (presentations) - 20%; Active Participation - attendance, enthusiastic participation in all activities, meaningful contribution to discussions and activities, and submitting all homework - 25%.

MANAGEMENT

MGT2010
BUSINESS LAW I
Offered By: Bryan Maggs
Marichiel Lewis

Prerequisites: PARTS I AND II MUST BE TAKEN IN SEQUENCE

Objectives:
Through a study of relevant sources of law, such as cases and statutes, students learn to understand, analyze and apply legal principles and rules regarding criminal versus civil law, regulation of business by anti-trust statutes, the workings of lawsuit, Tort Law, Administrative Law, Consumer Law, and Contract Law.

Method of Instruction:
Lecture, discussions and problem solving.

Method of Evaluation:
In-class exams given at the end of each unit of study. The unit exams will be short answer and essay type questions. Attendance and class participation is considered.

MGT2240
PRINCIPLES OF MANAGEMENT
Offered By: James Mullen
Robert Sell

This course is designed to serve as an introduction to and overview of the practical concepts used for organizational management. We will cover the four primary functions of management, which include planning, organizing, leading, and controlling. As part of this process you will learn about the science of management by analyzing research in regard to relevant topics such as strategic management, decision-making, organizational behavior, human resource management, and leadership. We will also examine the art of management by studying the inherent challenges in applying theory in today's dynamic organizational environments. At the conclusion of the course the student will have a firm understanding of the role of a manager within an organization.

Method of Instruction:
Lecture, discussion, case analyses, and group projects.

Method of Evaluation:
Homework, quizzes, exams, and a group project.
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Offered By</th>
<th>Prerequisites</th>
<th>Description</th>
<th>Objectives</th>
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<tbody>
<tr>
<td>MGT3410</td>
<td>OPERATIONS PLANNING AND CONTROL</td>
<td>James Mullen</td>
<td>MAT2090 (STATISTICAL METHODS) AND MGT2240 (PRINCIPLES OF MANAGEMENT)</td>
<td>This is an upper level management course that builds upon the four primary functions or principles of management that includes planning, organizing, leading, and controlling. The focus on this course is to learn about and practice the business processes that contemporary managers use to plan, guide, and control the operations function in their organization. The course will cover major business planning processes such as demand forecasting, sales and operations planning, material requirements planning, and inventory management policy. Integrated planning processes like supply chain management and information technologies for planning will also be covered. Business control processes including process measurement and analysis, quality management, statistical quality control, and project management methodologies are key components of this course. Finally, we will examine the human side of operations management and how effective people management can enhance organizational effectiveness. At the conclusion of the course the student will have a firm understanding of the role of an operations manager within an organization.</td>
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<td>Method of Instruction: Lecture and class discussion, with examples worked in class.</td>
<td>Method of Evaluation: Grades are based on tests, homework, and a operations simulation project.</td>
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<tr>
<td>MGT3610</td>
<td>COST ACCOUNTING I</td>
<td>John Savash</td>
<td>PRINCIPLES OF ACCOUNTING I &amp; PRINCIPLES OF ACCOUNTING II</td>
<td>This is a study of the theories and procedures in cost accumulation, reporting, and control, including job order and process costing systems, material, labor and overhead costing, joint and by product costing, standard costing and variance analysis, direct costing and the contribution margin, and capital budgeting.</td>
<td>Method of Instruction: Lecture, and discussion. The student will be expected to read assigned materials prior to class and to be prepared to take an active part in classroom discussions and in the solution of assigned problems. Method of Evaluation: Three exams, quizzes, and a class presentation.</td>
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<tr>
<td>MGT3710</td>
<td>ORGANIZATIONAL BEHAVIOR</td>
<td>Robert Sell</td>
<td>PRINCIPLES OF MANAGEMENT</td>
<td>This course focuses on individual and group behavior in organizations. Both classic and contemporary topics are examined to broaden and diversify students' exposure to core readings and issues in the field. Comprises in depth examination of the relevant theory in the literature, and the analyses, interpretation, and application. A major component of the course will be the students' preparation of a paper researching and analyzing a current topic in organization behavior.</td>
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<td>A) Attain an in-depth understanding of both previous and current research on organizational behavior and its application; B) Develop an analytical and integrative way of thinking about OB to enable the student to critically evaluate organizational behavior practices from both a conceptual and methodological perspective; C) Discuss philosophical, theoretical, methodological, ethical and professional issues important to the field of organizational behavior; D) Produce analytical work in the field of organizational behavior in a concise and coherent manner, through writing and presenting a paper on a relevant topic in the field of organization behavior.</td>
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<td>Method of Instruction: Reading of selected articles, class lectures and discussions, synthesis of concepts identified by the readings.</td>
<td>Method of Evaluation: Summaries and analyses of Organizational Behavior readings(six)(30%); Research project/paper (30%); Class participation (attendance, preparation, relevant contributions to discussions)(15%); Final exam (25%).</td>
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MGT4011
STRATEGIC MANAGEMENT
Offered By: Robert Sell
Prerequisites: SENIOR STANDING AND COMPLETION OF ALL BUSINESS ADMINISTRATION CORE COURSES.
Description: This course will challenge students to function as the owner or chief executive officer in a variety of general management business cases. The overall importance of strategic decisions is defined by the fact that they determine the future direction and competitive position of an enterprise for a long time. The stakes are high because they affect not only employee lives but also the organization's very survival. The student's task is to make strategic decisions and to justify these decisions through oral and written communication. In addition, the students must demonstrate how their strategic decisions could be successfully implemented. Students will need to integrate knowledge acquired in previous business administration courses with the concepts and techniques presented in the strategic management text.
Objectives:
A) Understand the concepts and techniques of strategic management; B) Gain experience in using the tools of strategic analysis in order to formulate, implement, and control strategic plans; C) Sharpen analytical skills, enhance judgment-making capacity, and polish communication abilities; D) Apply and integrate the learning from previous functional business courses.
Method of Instruction:
This course will rely heavily on in class case study analysis and discussion. Core concepts of strategic management will be discussed both through lecture format and discussion of reading assignments. Each assigned case study will be discussed in class. A group project will provide students with the opportunity to research and gain an in depth understanding of a contemporary topic in strategic management.
Method of Evaluation:
Written case study assignments, mid-term and final exams, and a project assignment.

Distribution Requirement: W

MIS3010
INTRODUCTION TO MANAGEMENT INFORMATION SYSTEM
Offered By: Howard Adamy
Prerequisites: ACC2010 (PRINCIPLES OF ACCOUNTING I), OR MGT2240 (PRINCIPLES OF MANAGEMENT), OR MKT2250 (PRINCIPLES OF MARKETING), AND JUNIOR STANDING. OTHERS NEED PERMISSION OF THE INSTRUCTOR.
Description: This course provides an introduction to computer-based information systems used by management. It surveys the hardware, software, and systems used to facilitate business processes, solve business-related problems, take advantage of business opportunities, and make effective decisions.
Objectives:
A) To understand the role and importance of information systems in all facets of business and electronic commerce; B) To demonstrate an understanding and use of the hardware and software used by information systems; C) To recognize, appreciate, and respond to the social implications of using information technology.
Method of Instruction:
Lectures, readings, discussions, and group project.
Method of Evaluation:
In-class exercises, assignments, case studies, exams, and term project.
MKT2250
PRINCIPLES OF MARKETING
Offered By: Alison Wolfe
Philip Hurdle

Description: A study of functions involved in the movement of goods and services from producer to consumer or industrial user including formulation of the marketing mix and adjusting the marketing strategy as it relates to product, promotion, price and place.

Objectives:
A) To become familiar with the various principles and practices related to the marketing of products in the U.S.; B) To incorporate basic principles into the problem solving approach; C) To acquaint the student with the various functions existing within the marketing framework as an insight to managing the overall marketing plan.

Method of Instruction:
Lectures, case studies, class discussion, and assigned readings.

Method of Evaluation:
Quizzes, exams, assignments, and term project.

MKT3250
CONSUMER BEHAVIOR
Offered By: Philip Hurdle

Prerequisites: PRINCIPLES OF MARKETING

Description: A large and expanding field of research has emerged focusing on consumer behavior. This is because all of us are buyers and consumers, and much that we do in this area is critical to our lifestyle and sense of well being. The study of consumer behavior is concerned with understanding consumer attitudes, feeling and behavior involved in obtaining, consuming, and disposing of products and services.

Objectives:
A) Understand how internal and external influences affect consumers’ self-concept and lifestyles, which in turn affect needs and desires and lead to specific behaviors and expectations; B) Understand how principles of consumer behavior affect the formulation and implementation of marketing plans; C) Collaborate with classmates to complete in-class assignments and projects; D) Communicate orally and in writing as individuals and in group settings.

Method of Instruction:
Lecture, discussion, and in-class discussion.

Method of Evaluation:
Two exams, quizzes, assignments, and term project.

Distribution Requirement: W

MKT3270
BUSINESS TO BUSINESS MARKETING
NOTE: COURSE FEE $30.00.
Offered By: Alison Wolfe

Prerequisites: PRINCIPLES OF MARKETING

Objectives:
To familiarize the student with the application of marketing principles in the commercial, institutional, and industrial environment. This course will provide a foundation for the student seeking employment in this area and will reinforce the skills of the student already employed in this capacity.

Method of Instruction:
Lectures, guest speakers, case studies, and class discussions.

Method of Evaluation:
Quizzes, exams, assignments, and case studies.

MKT3810
MARKETING RESEARCH
Offered By: Philip Hurdle

Prerequisites: BASIC STATISTICS & PRINCIPLES OF MARKETING

Description: Study of the role of marketing information as the basis for decision making. Topics include: Cost and value of information under conditions of uncertainty, research design, methods of data gathering, analysis of data gathering, analysis of data, inference, simulation and forecasting.

Method of Instruction:
Lecture, assigned readings, and group research project as term project.

Method of Evaluation:
Quizzes, mid-term exam and term paper and presentation.
MAT1000
ESSENTIAL MATH SKILLS I (IN WATSON 303)
Offered By: Coleen Jacobson
Prerequisites: BASED ON MATH SKILLS INVENTORY. OTHERS NEED INSTRUCTOR'S APPROVAL.

Objectives:
To provide an opportunity for students to gain confidence and competence in basic mathematical skills. The course includes both pre-algebra and elementary algebra.

Method of Instruction:
A modified tutorial program. Students meet in small groups with an instructor and tutor. Most of the work is self-paced, and help is always available.

Method of Evaluation:
The course is offered on a pass/fail basis with passing grades assigned to students who attend class regularly and demonstrate progress. Specifically, a student must attend at least thirty-two hours (for one credit) and satisfactorily complete a amount of material agreed on by student and instructor at the beginning of the course.

MAT1030
COLLEGE ALGEBRA
Offered By: Jerome Przybylski
Prerequisites: MAT 1000 (Essential Math Skills) OR AN ADEQUATE SCORE ON THE DEPARTMENTAL PLACEMENT TEST

Description: In addition to satisfying the College's mathematics competency requirement, this course will provide students with a solid basis in the art of formulating and solving quantitative problems. The course also provides the necessary background for other quantitative courses including MAT 1091 (Pre-Calculus I) and MAT 2090 (Statistical Methods). Specific topics will include a review of the fundamental operations of the real number system, exponents, polynomial operations, solutions of linear and quadratic equations, and solution of systems of linear equations and inequalities. Realistic problems will be examined after each topic is introduced.

Method of Instruction:
Lectures, discussions, and problem solving.

Method of Evaluation:
Grades will be based on class examinations, take-home assignments and a comprehensive final.

Distribution Requirement: MAT
MAT2003

MATHEMATICAL HISTORY: ANCIENT TO MEDIEVAL
Offered By: Coleen Jacobson

Prerequisites: MAT 1092 (Precalculus II) OR AN ADEQUATE SCORE ON THE DEPARTMENTAL PLACEMENT TEST

Description: This course will consist of an historical survey of key developments in the early history of mathematics, and of the application of many of those developments to aspects of human civilization. Mathematical techniques that are suitably elementary will be developed and used in class, so that students may gain a feeling for how mathematical abstractions relate to the real world. Areas of application may include architecture, astronomy, engineering, geography, music, and the physical sciences.

Method of Instruction: Lecture-discussion, group problem-solving.

Method of Evaluation: Mid-term and final examinations, plus a paper of modest length.

Distribution Requirement: GN

MAT2005

MATH FR ELEMNTRY TCHERS I: NUMBR SYSTEMS
Offered By: Joanne Redden

Prerequisites: MAT 1030 (COLLEGE ALGEBRA) OR AN ADEQUATE SCORE ON THE DEPARTMENTAL PLACEMENT TEST

Description: This course is designed specifically for future elementary school teachers. It is intended to provide them with some of the content knowledge that they will need to teach mathematics in elementary school as well as a foundation that they can build upon as they explore other aspects of mathematics. Topics will include operations and algebraic thinking, base 10 and other positional number systems, fractions, ratios and proportions and the rational and real number systems.

Objectives:
A) Have a deeper understanding of the mathematics covered in elementary school; B) Be familiar with and be able to use a variety of different number systems such as binary numbers and historical numeration systems; C) Able to explain various models and algorithms for the four basic operations of arithmetic; D) To use a variety of manipulatives to demonstrate these models and algorithms; E) Perform basic calculations with fractions and explain various models and algorithms for these calculations; F) Understand and be able to use certain basic notions of number theory including divisibility, prime factorizations and least common multiples; G) Identify students' mathematical errors and discuss how to correct these errors; H) Communicate their understanding verbally, graphically and in writing.

Method of Instruction: Lecture and in-class activities.

Method of Evaluation: Grades will be based on in class and homework assignments, one midterm exam, and a comprehensive final.

MAT2010

CALCULUS I
Offered By: Josiah Meyer

Prerequisites: MAT 1092 (Precalculus II) OR AN ADEQUATE SCORE ON THE DEPARTMENTAL PLACEMENT TEST

Objectives: This is the first course of a (three-term) sequence in calculus of functions of one variable. Students will understand the basic concepts, apply ideas to solving problems in sciences, and develop the technical facility for the above applications. Topics to be included are: functions and their graphs, limits and continuity, derivatives and applications of differentiation, and anti-differentiation.

Method of Instruction: Lecture, demonstration, discussion sessions, and computer labs.

Method of Evaluation: Grades will be based on a series of in-class and take-home assignments and written exams including a comprehensive final.
MAT 2090

STATISTICAL METHODS

Offered By: Charlie Jacobson
Coleen Jacobson
Jerome Przybylski

Prerequisites: MAT 1030 (College Algebra) OR AN ADEQUATE SCORE ON THE DEPARTMENTAL PLACEMENT TEST

Description: This course is a survey of the principal means of analyzing and evaluating quantitative data. The course will include an introduction to the statistical package MINITAB. Students will use MINITAB to complete a series of laboratory assignments paralleling the development of topics in the lecture sessions. Topics will include: The Design of Statistical Studies (Sampling), Descriptive Statistics, Probability and Probability Distributions, Estimation and Hypothesis Testing, Correlation and Regression.

Method of Instruction:
Four hours of lecture and discussion each week, supplemented by student work on MINITAB assignments outside of the regular class time.

Method of Evaluation:
Grades will be based on the evaluation of examinations, written assignments and MINITAB assignments.

MAT 2100

DISCRETE MATHEMATICS

Offered By: Joanne Redden

Prerequisites: MAT 1092 (Precalculus II) OR AN ADEQUATE SCORE ON THE DEPARTMENTAL PLACEMENT TEST

Description: Discrete mathematics includes a number of topics which do not belong to the traditional calculus sequence, but which are important to future educators wishing to deepen their understanding of mathematics, as well as to application areas, especially computer-related applications. This course is an introductory survey. Topics include sets, number systems, logic, combinatorics (counting arguments), matrices, and introductory graph theory. This course includes a computer lab using specialized software to study the theory and practice of these topics.

Method of Instruction:
Lecture and discussion and demonstration sessions. Lab sessions involving computer exercises.

Method of Evaluation:
Computer-based homework projects, quizzes, and examinations.

MAT 3005

GRAPH THEORY AND DISCRETE MODELS

Offered By: Jerome Przybylski

Prerequisites: MAT 2010 (CALCULUS I) OR INSTRUCTOR’S SIGNATURE REQUIRED

Description: Not that kind of graph. By a graph in this course we mean situations that can be modeled by sets of objects (called vertices) and lines that connect them (called edges). Think of the airline ads in the newspaper that show all the airline routes connecting various cities. Graph Theory has applications in a variety of areas including transportation problems, computer networks, data structures and partition problems. In this course, we will discuss in detail how real life problems lend themselves to a graph theoretical analysis, develop the underlying theory and show how it can be used to analyze and solve these problems.

Method of Instruction:
Lecture/discussion with extensive problem solving. Computer-assisted problem solving will be used.

Method of Evaluation:
Tests (50%), graded assignments (50%).

MAT 3010

CALCULUS III

Offered By: Joseph Kolacinski

Prerequisites: MAT 2020 (Calculus II) OR AN ADEQUATE SCORE ON THE DEPARTMENTAL PLACEMENT TEST

Description: The final course in the sequence of courses on the calculus of functions of one variable. Topics will include sequences and series, Taylor's Theorem, and vector-valued functions.

Method of Instruction:
Lecture, discussion, problem solving, and computer lab sessions.

Method of Evaluation:
Examinations, take-home assignments, and a comprehensive final.
MAT3350
GAME THEORY
Offered By: Amarendra Sharma
Prerequisites: PRINCIPLES OF MACROECONOMICS & PRINCIPLES OF MICROECONOMICS
Description: Game Theory is the tool used to study the strategic interaction between players in a game. Used first in military strategy during World War II, it currently dominates economic theory and is beginning to be used in other fields such as Political Science, Biology, Law and Anthropology. This course is designed to be a thorough introduction to Game Theory. Emphasis will be put on applications in Economics, Political Science and Biology.
Objectives: The course is designed to be an introduction to Game Theory. The primary objectives are: A) Learn both the introductory and advanced techniques of Game Theory so that students are able to model and solve a wide variety of games of strategy; B) Use Game Theory to address not only issues in Economics but also to address topics in other fields such as Political Science and Biology; C) Build analytical and critical thinking skills in both a theoretical and applied context.
Method of Instruction: Lecture, discussion, and student presentation of assignments
Method of Evaluation: Examinations (Four examinations worth 20% each) and one project (20%).

MAT3610
INTRODUCTION TO REAL ANALYSIS
Offered By: Charlie Jacobson
Prerequisites: CALCULUS III & DISCRETE MATHEMATICS
Description: In this course, students are introduced to the analytical techniques of mathematics that depend upon the topology of the real numbers. The course covers: set theory, including cardinality; the axioms of the real number system and their consequences; the concept of the limit and its applications in calculus, including integration theory; the convergence of sequences and series of functions of a real variable; and an introduction to metric spaces as a generalization of real analysis.
Objectives: A) Identified key concepts in set theory, and stated and proved many theorems about set theory, including intersections and unions, functions, images, inverse images, and cardinality; B) Identified the axioms of the real numbers, and stated and proved many theorems about basic properties of the real number system, including basic properties of algebra, order, and completeness; C) Identified the concept of a limit, both of functions and of sequences, stated and proved many theorems about limits, including techniques for their computation, and applied limits in the proof of many of the basic concepts in calculus, including derivatives, integrals, and the convergence of series; D) Identified sequences and series of functions, stated and proved many theorems concerning the way in which sequences and series of functions converge; E) Identified metric spaces, and stated and proved many basic facts about them, generalizing the relevant concepts in objectives B-D.
Method of Instruction: Lecture and classroom discussion; regular assigned and graded homework that is discussed in class.
Method of Evaluation: Based on quality and accuracy of oral and written work.

MAT4590
MATHEMATICS SEMINAR
Offered By: Joanne Redden
Description: A capstone experience for senior mathematics students requiring an extension of their mathematical knowledge into more advanced areas of study.
Method of Instruction: Instructor will work individually with the students to create oral and written presentations.
Method of Evaluation: Based on quality and accuracy of oral and written work.
Distribution Requirement: W
MSL1101
FOUNDATIONS OF OFFICERSHIP
Offered By: Lisa Dwyer
Corequisites: FOUNDATIONS OF OFFICERSHIP & FOUNDATIONS OF OFFICERSHIP LAB
Description: Students examine the US defense structure in terms of organization, mission, personnel, and relationships among and between military forces and branches and departments of the government. The U.S. Army force structure is examined at all levels. The complexities and magnitude of operating the defense organization are studied to provide a framework for subsequent instruction. Students develop skills in conducting oral and written presentations.

Objectives:
A) Research and present ideas clearly and confidently to peers; B) Evaluate time commitments and apply time management techniques to prioritize and set goals; C) Employ the basic elements of fitness, good diet, and stress management daily to achieve a balanced lifestyle; D) Analyze individual influences and explain why any leader needs to understand them; E) Compare and contrast leader actions and outcomes in both civilian and military contexts; F) Apply these three concepts in order to build teams throughout our activities in class and laboratory this semester; G) Describe the role and responsibilities of the Army rank structure; H) Demonstrate proper addresses and courtesies as prescribed by Army regulation and traditions; I) Learn to shoot, move, and communicate in order to be an effective squad member; J) Define the capabilities of your equipment; inspect and inventory cold weather equipment.

Method of Instruction:
Classroom instruction and leadership laboratory (in multiple indoor and outdoor environments) combined with requisite physical training and requisite field training exercises.

MSL1101L
FOUNDATIONS OF OFFICERSHIP
Offered By: Lisa Dwyer
Corequisites: FOUNDATIONS OF OFFICERSHIP & FOUNDATIONS OF OFFICERSHIP LAB
Description: Students examine the US defense structure in terms of organization, mission, personnel, and relationships among and between military forces and branches and departments of the government. The U.S. Army force structure is examined at all levels. The complexities and magnitude of operating the defense organization are studied to provide a framework for subsequent instruction. Students develop skills in conducting oral and written presentations.

Objectives:
A) Research and present ideas clearly and confidently to peers; B) Evaluate time commitments and apply time management techniques to prioritize and set goals; C) Employ the basic elements of fitness, good diet, and stress management daily to achieve a balanced lifestyle; D) Analyze individual influences and explain why any leader needs to understand them; E) Compare and contrast leader actions and outcomes in both civilian and military contexts; F) Apply these three concepts in order to build teams throughout our activities in class and laboratory this semester; G) Describe the role and responsibilities of the Army rank structure; H) Demonstrate proper addresses and courtesies as prescribed by Army regulation and traditions; I) Learn to shoot, move, and communicate in order to be an effective squad member; J) Define the capabilities of your equipment; inspect and inventory cold weather equipment.

Method of Instruction:
Classroom instruction and leadership laboratory (in multiple indoor and outdoor environments) combined with requisite physical training and requisite field training exercises.
MSL2201
INDIVIDUAL LEADERSHIP STUDIES-TEAMWORK
Offered By: Lisa Dwyer

Corequisites: INDIVIDUAL LEADERSHIP STUDIES-TEAMWORK & INDIVIDUAL LEADERSHIP STUDIES-TEAMWORK

Description: Students explore the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and historical leadership theories. The focus of this course is on the continued development of each team member’s individual leadership skills while developing the leadership skills required in leading a squad-sized element.

Objectives:
A) Receive a five paragraph OPORD; B) Conduct Troop Leading Procedures in classroom environment; C) Employ field expedient visual aids; D) Execute Squad Operations; E) Apply Troop Leading Procedures (TLP’s) at the Squad level in a field environment; F) Communicate with Squad/Platoon Leader; G) Discuss conduct of Battle Drills; H) Lead Specialty Teams; I) Demonstrate Individual Leader Attribute; J) Discuss the Profession of Arms - Officership; K) Discuss and apply Leadership Styles; L) Complete Land Navigation [Orienteering] Exercise (4 / 6 standard); M) Execute Small Unit PT; N) Pass the Army Physical Fitness Test (260 standard); O) Discuss Ethical Decision Making; P) Discuss Army Values; Q) Define the Roles of Values in effective leadership; R) Describe Rules of Engagement; S) Discuss Escalation of Force.

Method of Instruction:
Classroom instruction and leadership laboratory (in multiple indoor and outdoor environments) combined with requisite physical training and requisite field training exercises.

MSL2201L
INDIVIDUAL LEADERSHIP STUDIES-TEAMWORK
Offered By: Lisa Dwyer

Corequisites: INDIVIDUAL LEADERSHIP STUDIES-TEAMWORK & INDIVIDUAL LEADERSHIP STUDIES-TEAMWORK

Description: Students explore the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and historical leadership theories. The focus of this course is on the continued development of each team member’s individual leadership skills while developing the leadership skills required in leading a squad-sized element.

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Method of Instruction:
Classroom instruction and leadership laboratory (in multiple indoor and outdoor environments) combined with requisite physical training and requisite field training exercises.
LEADERSHIP AND PROBLEM SOLVING LAB

Offered By: Lisa Dwyer

Corequisites: LEADERSHIP AND PROBLEM SOLVING & LEADERSHIP AND PROBLEM SOLVING LAB

Description: Students are given a detailed introduction to the Leadership Development Program (LDP). The LDP guides the student through the application of leadership principles and teamwork while managing a military organization. Students will use the Army's small unit decision making model (Troop Leading Procedures) to develop solutions to complex situations, and communicate their solutions using the 5-Paragraph Operation Order format. This course also provides continued improvement upon basic military skills, rifle marksmanship, land navigation, and drill and ceremony.

Objectives:
A) Lead the conduct of a battle drill (movement to contact, knock out a bunker, ambush, reconnaissance); B) Supervise the employment of specialty teams; C) Effectively communicate with higher headquarters; D) Identify the capabilities and employment of key weapons systems and equipment; E) Describe the impact of media and civilians on Army operations; F) Build and lead a small unit during a situational training exercise; G) Lead a team through the Leadership Reaction Course; H) Employ sound, ethical decision making in a complex environment; I) Conduct the Troop Leading Procedures in varying conditions, both field and garrison; J) Identify the five-Paragraph Operation Order; K) Brief the Five-Paragraph Operation Order; L) Effectively employ visual aids (terrain model, map, posters) in the mission planning process; M) Define the Army Values and their role in ethical leadership; N) Describe the impact of escalation of force guidelines and the rules of engagement on Army operations; O) Debate the role of Excessive Use of Force (EOF) and Rules of Engagement (ROE) and their relevancy on modern Fourth Generation warfare; P) Describe the role of values, personal and institutional, in effective leadership; Q) Explain the role of the profession of arms and Officership; R) Compare and contrast the role of the Army Officer to civilian professions; S) Execute land navigation to standard; T) Lead small unit physical fitness training; U) Lead drill and ceremony for a platoon; V) Exhibit effective communication in a written and oral format.

Method of Instruction:
Classroom instruction and leadership laboratory (in multiple indoor and outdoor environments) combined with requisite physical training and requisite field training exercises.

LEADERSHIP AND PROBLEM SOLVING LAB

Offered By: Lisa Dwyer

Corequisites: LEADERSHIP AND PROBLEM SOLVING & LEADERSHIP AND PROBLEM SOLVING LAB

Description: Students are given a detailed introduction to the Leadership Development Program (LDP). The LDP guides the student through the application of leadership principles and teamwork while managing a military organization. Students will use the Army's small unit decision making model (Troop Leading Procedures) to develop solutions to complex situations, and communicate their solutions using the 5-Paragraph Operation Order format. This course also provides continued improvement upon basic military skills, rifle marksmanship, land navigation, and drill and ceremony.

Objectives:
A) Lead the conduct of a battle drill (movement to contact, knock out a bunker, ambush, reconnaissance); B) Supervise the employment of specialty teams; C) Effectively communicate with higher headquarters; D) Identify the capabilities and employment of key weapons systems and equipment; E) Describe the impact of media and civilians on Army operations; F) Build and lead a small unit during a situational training exercise; G) Lead a team through the Leadership Reaction Course; H) Employ sound, ethical decision making in a complex environment; I) Conduct the Troop Leading Procedures in varying conditions, both field and garrison; J) Identify the five-Paragraph Operation Order; K) Brief the Five-Paragraph Operation Order; L) Effectively employ visual aids (terrain model, map, posters) in the mission planning process; M) Define the Army Values and their role in ethical leadership; N) Describe the impact of escalation of force guidelines and the rules of engagement on Army operations; O) Debate the role of Excessive Use of Force (EOF) and Rules of Engagement (ROE) and their relevancy on modern Fourth Generation warfare; P) Describe the role of values, personal and institutional, in effective leadership; Q) Explain the role of the profession of arms and Officership; R) Compare and contrast the role of the Army Officer to civilian professions; S) Execute land navigation to standard; T) Lead small unit physical fitness training; U) Lead drill and ceremony for a platoon; V) Exhibit effective communication in a written and oral format.

Method of Instruction:
Classroom instruction and leadership laboratory (in multiple indoor and outdoor environments) combined with requisite physical training and requisite field training exercises.
MLSL4401
LEADERSHIP AND MANAGEMENT
Offered By: Lisa Dwyer
Prerequisites: MSL 3302 LEADERSHIP & ETHICS
Corequisites: LEADERSHIP AND MANAGEMENT
Description: Through dynamic instruction, the student will master the requirements of all small-unit leaders; communication skills; Army operations; logistical support to the Army in the field; and the Army training system. Additionally, planned seminars and detailed case study will impart knowledge of the law of war, ethics, leadership fundamentals, and professionalism.

Objectives:
A) Apply Army leader attributes and core leader competencies as Cadet battalion leaders; B) Evaluate underclass Cadets using the Leadership Development Program (LDP); C) Brief short, medium and long term training plans and staff projects; D) Describe the unique nature of small unit leadership in a non-linear/complex environment; E) Apply military professional ethics in decision making; F) Describe the relevancy of Army Values and core leadership traits in the COE; G) Write a personal and unit fitness program that includes methods to reduce stress; H) Write a memorandum/letter that effectively communicates using Army writing standards; I) Develop personal and professional goals/objectives; J) Explain the Profession of Arms and Officership as it relates to civilian professions; K) Perform the duties of a member of a battalion staff; L) Counsel underclass Cadets to improve performance; M) Mentor and evaluate underclass Cadets during tactical operations; N) Compare historical and contemporary insurgencies; P) Describe the characteristics of insurgency and counterinsurgency.

Method of Instruction:
Classroom instruction and leadership laboratory (in multiple indoor and outdoor environments) combined with requisite physical training and requisite field training exercises.

MLSL4401L
LEADERSHIP AND MANAGEMENT LAB
Offered By: Lisa Dwyer
Corequisites: LEADERSHIP AND MANAGEMENT
Description: Through dynamic instruction, the student will master the requirements of all small-unit leaders; communication skills; Army operations; logistical support to the Army in the field; and the Army training system. Additionally, planned seminars and detailed case study will impart knowledge of the law of war, ethics, leadership fundamentals, and professionalism.

Objectives:
A) Apply Army leader attributes and core leader competencies as Cadet battalion leaders; B) Evaluate underclass Cadets using the Leadership Development Program (LDP); C) Brief short, medium and long term training plans and staff projects; D) Describe the unique nature of small unit leadership in a non-linear/complex environment; E) Apply military professional ethics in decision making; F) Describe the relevancy of Army Values and core leadership traits in the COE; G) Write a personal and unit fitness program that includes methods to reduce stress; H) Write a memorandum/letter that effectively communicates using Army writing standards; I) Develop personal and professional goals/objectives; J) Explain the Profession of Arms and Officership as it relates to civilian professions; K) Perform the duties of a member of a battalion staff; L) Counsel underclass Cadets to improve performance; M) Mentor and evaluate underclass Cadets during tactical operations; N) Apply the military decision making process (MDMP) to battalion training meetings; O) Compare historical and contemporary insurgencies; P) Describe the characteristics of insurgency and counterinsurgency.

Method of Instruction:
Classroom instruction and leadership laboratory (in multiple indoor and outdoor environments) combined with requisite physical training and requisite field training exercises.
MUS1002
PRIVATE FLUTE
Offered By: Mark Spicer
Prerequisites: INSTRUCTOR'S SIGNATURE REQUIRED. NOTE: FEE $100.00
Description: To facilitate technical command, interpretive insight, and understanding of pedagogical procedures. Students have to provide their own instruments.
Method of Instruction:
One, one-half hour lesson per week. Musical and technical assignments to be made by instructor.
Method of Evaluation:
Regular attendance, progressive development in musical and technical capabilities; demonstration of practice outside the private lesson.
Distribution Requirement: CP

MUS1003
PRIVATE GUITAR
Offered By: Peter Haskell
Description: To facilitate technical command, interpretive insight and understanding of pedagogical procedures. Students have to provide their own instruments.
Method of Instruction:
One, one-half hour lesson per week. Musical technical assignments to be made by instructor.
Method of Evaluation:
Regular attendance, progressive development in musical and technical capabilities; demonstration of practice outside the private lesson.
Distribution Requirement: CP

MUS1009
PRIVATE VIOLIN
Offered By: Margaret Matthews
Description: To facilitate technical command, interpretive insight, and understanding of pedagogical procedures. Students have to provide their own instruments.
Method of Instruction:
One, one-half hour lesson per week. Musical and technical assignments to be made by instructor.
Method of Evaluation:
Regular attendance, progressive development in musical and technical capabilities, demonstration of practice outside the private lesson.
Distribution Requirement: CP

MUS1011
CLASS PIANO LESSONS I
Offered By: Mark Spicer
Description: Only for beginning students with little or no previous background in piano. Basics of note-reading and keyboard technique will be stressed. Enrollment is limited to six students per section. Meets once per week on a regularly scheduled basis.
Distribution Requirement: CP

MUS1015
INSTRUMENTAL ENSEMBLE
Offered By: Elizabeth Wavle-Brown
Scott Kelley
Prerequisites: PREVIOUS INSTRUMENTAL SOLO AND ENSEMBLE AND/OR BAND EXPERIENCE.
Objectives:
A) To prepare for performances of the Concert Band during the term; B) To work with a variety of concert band literature; C) To gain a working knowledge of the music appropriate to this type of group; D) To challenge members towards a high degree of ensemble and musical refinement; E) To develop instrumental skills and techniques; F) To increase music reading ability.
Method of Instruction:
Rehearsal for three hours per week.
Method of Evaluation:
Regular attendance at rehearsals, attendance at performances, musical growth, and personal contributions.
Distribution Requirement: CP
MUS1016
PRIVATE SAXOPHONE
NOTE: COURSE FEE $100.00
Offered By: Lou Coccagnia

Description: To facilitate technical command, interpretative insight, and understanding of pedagogical procedures. Students have to provide their own instruments.

Method of Instruction:
One, one-half hour lesson per week. Musical and technical assignments to be made by instructor.

Method of Evaluation:
Regular attendance, progressive development in musical and technical capabilities, demonstration of practice outside the private lesson.

Distribution Requirement: CP

MUS1017
CHAMBER SINGERS
Offered By: Jeffery Seeley

Prerequisites: INSTRUCTOR'S SIGNATURE REQUIRED. PRIOR ENSEMBLE SINGING EXPERIENCE.

Description: To work with and prepare for performance a variety of chamber literature from all periods, to challenge members towards a high degree of ensemble and musical refinement and gain a working knowledge of the music appropriate to this type of group.

Method of Instruction:
Rehearsals for three hours per week.

Method of Evaluation:
Regular attendance, musical growth, and personal contribution.

Distribution Requirement: CP

MUS1018
PRIVATE CLARINET
NOTE: COURSE FEE $100.00
Offered By: Lou Coccagnia

Description: To facilitate technical command, interpretative insight, and understanding of pedagogical procedures. Students have to provide their own instruments.

Method of Instruction:
One, one-half hour lesson per week. Musical and technical assignments to be made by instructor.

Method of Evaluation:
Regular attendance, progressive development in musical and technical capabilities, demonstration of practice outside the private lesson.

Distribution Requirement: CP

MUS1020
PRIVATE VOICE
Offered By: Kasey Stewart

Prerequisites: INSTRUCTOR'S SIGNATURE REQUIRED. NOTE: COURSE FEE $100.00

Description: For beginning students with previous background in singing. Meets once a week on an individually arranged basis.

Method of Instruction:
One, one-half hour lesson per week. Musical and technical assignments to be made by instructor.

Method of Evaluation:
Regular attendance, progressive development in musical and technical capabilities, demonstration of practice outside the private lesson.

Distribution Requirement: CP

MUS1021
PRIVATE PIANO
Offered By: Daniel LaBar

Prerequisites: INSTRUCTOR'S SIGNATURE REQUIRED. NOTE: COURSE FEE $100.00

Description: Only for intermediate or advanced students with previous background in piano. Enrollment is limited to twelve students per section. Meets once a week on an individually scheduled basis. Instructor approval necessary.

Method of Instruction:
One, one-half hour lesson per week. Musical and technical assignments to be made by instructor.

Method of Evaluation:
Regular attendance, progressive development in musical and technical capabilities, demonstration of practice outside the private lesson.

Distribution Requirement: CP
**MUS1070**

A SURVEY OF ETHNIC WORLD MUSIC  
Offered By: Jeffery Seeley

**Description:** This course is intended to introduce the student to the wide diversity of the world's traditional musics by listening to recordings representing each different culture.

**Objectives:**
A) Will listen to the musics of Oceania, South Asia, Southeast Asia, East Asia, the Middle East, Sub-Saharan Africa, the Caribbean, Central and South America as well as others;  
B) Will describe various traditional instruments, vocal techniques and musical scales used to produce each culture's music;  
C) Identify the ethnic-cultural origin of various pieces of music;  
D) Students will describe their musical listening experiences using appropriate musical terminology;  
E) Able to "place" geographically random ethnic music selections that they listen to.

**Method of Instruction:** Lecture, discussion, and in-class listening examples.

**Method of Evaluation:** Attendance (10%), written exams and/or assigned papers-presentations (45% for each one).

**Distribution Requirement:** NW

**MUS1101**

MUSIC APPRECIATION  
Offered By: Mark Spicer

**Description:** To form an appreciation and understanding of the great musical forms, styles, genres, and their composers from the period circa 850 to the present.

**Method of Instruction:** Lectures, discussion, and listening analysis. The student will be asked to listen to specific compositions for the purpose of learning various stylistic traits which may be applied to other compositions of a composer or historical period.

**Method of Evaluation:** Based on attendance, written and aural tests, and a comprehensive final examination.

**Distribution Requirement:** EU

**MUS2010**

HISTORY AND LITERATURE: ANCIENT TO CLASSICAL  
Offered By: Jeffery Seeley

**Objectives:** To demonstrate a working knowledge of the Medieval, Renaissance, and Baroque periods of Western music, both in terms of composers and their styles and the significant literature of the periods. To relate the philosophical and intellectual currents of the periods to the styles of music and explore their influences upon one another.

**Method of Instruction:**  
Lecture, learning, and discussion format. Attendance is strongly advised.

**Method of Evaluation:** Participation, listening, quizzes, and written exams.

**Distribution Requirement:** EU

**MUS3115**

FORM AND ANALYSIS  
Offered By: Mark Spicer

**Prerequisites:** MUSIC THEORY II

**Description:** A study of the formal structure of composition through analysis of representative music before 1900. Will examine the various formal structures common to tonal music by applying appropriate analytical techniques to representative music literature from the seventeenth through nineteenth centuries.

**Objectives:**  
A) To survey analytical procedures appropriate for tonal music;  
B) To learn the common structures in tonal music;  
C) To apply appropriate analytical techniques to representative music literature, and to discuss contributions of specific composers to musical form through analysis.

**Method of Instruction:** Lecture and discussion.

**Method of Evaluation:** Exams and analytical projects.
NSG1206
SUBSTANCE ABUSE PRGMS
NOTE: REFER TO SCHEDULE FOR SPECIFIC DATES
Offered By: Patti Pottorff-Anderson
Description: An examination of programs serving persons who abuse drugs, including alcohol.

NSG1207
PROGRAMS FOR ADOLESCENTS
NOTE: REFER TO SCHEDULE FOR SPECIFIC DATES
Offered By: Joan Ostrander
Description: This workshop will examine programs for adolescents who are having difficulties with their families, with the schools, and/or with the law. Alternatives to family living, such as foster care and group homes, and dispositional alternatives, such as home bound detention, will be considered.
Method of Instruction: Lectures, films, and discussion.
Method of Evaluation: Two exams, three quizzes, project, short research paper and presentation.

NSG1210
HOSPICE PROGRAMS
Offered By: Stacey McMail-Jerzak
Description: This workshop will examine programs and address the needs of the terminally ill. Topics include the history of the hospice movement, dying, death with dignity, family and mental issues around death and dying.
Method of Instruction: Lectures, films, and discussion.
Method of Evaluation: Attendance is mandatory.

NSG1212
VICTIM ABUSE PROGRAMS
NOTE: REFER TO SCHEDULE FOR SPECIFIC DATES
Offered By: Marie Woodford
Description: This workshop will examine programs for those who are the victims of abuse, particularly battered women, abused and neglected children, and victims of sexual abuse.
Method of Instruction: Lectures, films, and discussion.
Method of Evaluation: Attendance is mandatory.

NSG1213
PROGRAMS FOR SPECIAL NEEDS CHILDREN
NOTE: REFER TO SCHEDULE FOR SPECIFIC DATES
Offered By: Joan Ostrander
Description: Programs for abused children, for gifted children, and for bilingual/biocultural preschool children are presented. Issues such as mainstreaming vs. segregated programs, types of curricula, and staff training are discussed.
NSG1214
ART THERAPY PROGRAMS
NOTE: REFER TO SCHEDULE FOR SPECIFIC DATES
Offered By: Karen Navaie

Description: This workshop provides a basic introduction to the field of art therapy: its historical background and current perspective; art therapy application with diverse client populations; art therapy theories and approaches; projective techniques and assessment. Through lecture, video and participation in experiential exercises, the participant will acquire an understanding and appreciation of the therapeutic capabilities of art therapy.

Objectives:
Upon completion of the course, participants will: A) Understand the historical perspective leading to the current practice of art therapy. B) Understand the various theories and approaches within the field of art therapy. C) Understand the impact of the creative process on individuals and the feelings and behaviors evoked by various art media. D) Acquire techniques and strategies applicable to various client populations. E) Understand the application of analysis, interpretation and evaluation of art work in treatment.

Method of Instruction:
May include lecture and class discussion; video and slide presentations; experiential exercises, and participant presentations.

Method of Evaluation:
Class participation (30%), readings (20%), and individual presentations (50%).

NSG1600
COMPLEMENTARY HEALTH THERAPIES
NOTE: LAS
Offered By: Dennis Caso
Elaine Caso

Description: A study of the nature and philosophies that underlie Non Western Complementary Health Therapies. Modalities such as guided imagery, reflexology and therapeutic touch will be discussed. Issues related to interferences with healing such as global nutrition and individual nutrition will be included.

Objectives:
A) Demonstrate an understanding of health care therapies which have evolved from Non-Western philosophies; B) Discuss the philosophies fundamental to mind/body/spirit practices; C) Explore the characteristics of selected modalities; D) Identify and utilize resources about modalities and therapies.

Method of Instruction:
Faculty and group presentations, discussions and guest lecturers and readings.

Method of Evaluation:
Class participation, papers on self-selected modalities and presentation.

Distribution Requirement: NW

NSG2010
INTRODUCTION TO PROFESSIONAL NURSING
NOTE: THIS COURSE IS NOT OPEN TO REGISTERED NURSES.
PREREQUISITE: SOPHOMORE STANDING IN NURSING.
Offered By: Marybeth Gillis
Susan Gustafson

Description: This foundational nursing course focuses on theories and concepts of professional nursing practice within the health care system. Principles of nursing practice will be introduced, and particular emphasis will be placed on the relevance of nursing theory as implemented through use of the nursing process. Special attention will be directed toward written communication and the theories underlying the framework for the curriculum. Students will focus on self-assessment and the internal and external factors which have an effect upon the role of student nurse and the transition to professional practice. This course is not open to Registered Nurses.

Objectives:
A) Discuss the major theories and concepts basic to professional nursing within the health care system; B) Identify the conceptual framework of the Elmira College Nurse Education Program; C) Examine the components of the nursing process; D) Identify the nature of changes, which occur during the transition to a professional role; E) Identify one's own method of coping with change; F) Identify the internal and external factors that have an effect upon the nurse system in meeting health care needs; G) Establish positive alliances with colleagues for the promotion of one's own learning; H) Examine the concept of nursing leadership and its potential for effecting comprehensive health care services; I) Identify the legal and ethical responsibilities of professional nursing practice.

Method of Instruction:
Teaching-learning strategies may include: interactive lecture, discussion, demonstration, self directed learning modules, written assignments, oral presentations and technological assisted learning with course base management system (ANGEL).

Method of Evaluation:
Papers, exams, and group presentation.

Distribution Requirement: CSI/W
NSG2030
END-OF-LIFE ISSUES
NOTE: OPEN TO NON-NURSING MAJORS.
Offered By: Marybeth Gillis

Description: This course will explore quality of life issues related to end-of-life from a cultural perspective including physical, psychological, social and spiritual aspects of dying. Topics to be examined may include public policy, ethical and legal issues, cultural considerations in end-of-life care, common reactions, and preparation for the time of death as well as ways to achieve quality of life.

Objectives:
A) Identify common reactions associated with the end-of-life process; B) Identify dimensions of culture and its influence on end-of-life issues; C) Discuss public policies related to end-of-life; D) Identify physical, psychological, social and spiritual needs for imminently dying people and their families; E) Discuss aspects of suffering for individuals and families facing a life-threatening illness-event.

Method of Instruction:
Teaching-learning strategies may include: interactive lecture, class discussion, case studies, written assignments, oral presentations, technological assisted learning with course base management system (ANGEL), video-films and group work.

Method of Evaluation:
Exams, class assignments, group presentation, written exercises

Distribution Requirement: GN

NSG3000
PERSPECTIVES OF PROFESSIONAL NURSING CARE
Offered By: Staff

Prerequisites: REGISTERED NURSE STATUS

Description: This course focuses on the study of nursing as a process. Theories, processes, and concepts selected from nursing and other relevant fields of the sciences and arts are studied in relation to the professional self-system of the student. Emphasis is placed on the assessment of internal and external factors, which impinge upon the roles of the student who is in the process of transition towards professional practice. Written communication skills are emphasized in this course.

Objectives:
A) Discuss the theories and concepts relevant to the conceptual framework of the Nursing Program; B) Demonstrate the ability to develop a statement of one's own personal philosophy of professional practice; C) Identify one's own method of coping with changes that are experienced in the transition process; D) Review the specific components of the nursing process; E) Examine research within the context of nursing; F) Identify the impact of internal and external discontinuities that have an effect upon the nurse system in meeting health care needs; G) Establish positive alliances with colleagues for the promotion of one's own learning; H) Examine the concept of nursing leadership and its potential for effecting comprehensive health care services; I) Examine the actual or potential need for changes in one's own health care behaviors; J) Articulate areas of responsibility and accountability for the individual nursing practice and for continued professional and personal growth.

Method of Instruction:
Teaching-learning strategies may include: interactive lecture, class discussion, case studies, written assignments, oral presentations, technological assisted learning with course base management system (ANGEL), video-films and group work.

Method of Evaluation:
Papers, presentation and discussion board.

Distribution Requirement: W
NURSING

NSG3005
FAMILY ASSESSMENT
Offered By: Maureen Donohue-Smith

Prerequisites: THREE COURSES IN HUMAN SERVICES OR PSYCHOLOGY

Description: This upper level course will focus on theories, frameworks, and research in family processes. Emphasis is on assessment of the healthy family. Analysis will focus on the structure and function of families experiencing transitions or life cycle changes such as parenting, illness, divorce or death. Special issues related to families experiencing severe strain and dysfunction will also be introduced.

Objectives:
A) Apply family theories from a variety of disciplines including psychology and social work as a basis for assessment of families; B) Recognize characteristic function, interaction and adjustment in healthy families; C) Examine the impact of transgenerational influences in families; D) Diagram families using a genogram; E) Analyze the impact of stresses such as illness, divorce, birth and death which influence family processes; F) Identify appropriate interventions and support systems for healthy families experiencing stress.

Method of Instruction:
Lecture, discussion, and audio-visual materials.

Method of Evaluation:
Written examinations (three), family assessment project.

NURSING

NSG3110
NURSING CARE OF ADULT CLIENTS
Offered By: Bonnie Woodruff

Milissa Volino

Prerequisites: NURSING PRACTICUM II

Description: A clinical nursing course that focuses on the study of nursing as a process with the individual as a client. The use of systems theory and transitional process theory facilitates a view of the individual client interacting with family, social and health care systems. Additional concepts, theories and processes are selected from nursing, the humanities, and sciences to form a basis for nursing care. Basic concepts of medical-surgical nursing will be applied to adult clients drawn from several different levels on the health-illness continuum. Opportunity will be given through classroom and clinical experience for the expansion of knowledge of the transitional process, three levels of prevention, and the nursing process.

Objectives:
A) Apply appropriate theories and concepts from nursing and related fields as a basis for nursing practice relevant to the self and the individual systems in an acute health care setting; B) Utilize the nursing process to assess health status and to plan, prioritize, and implement activities for the preservation, restoration, and-or maintenance of optimum health for the individual client systems; C) Examine the position of young, middle-aged, and older adult individuals in acute care settings on the health-illness continuum; D) Implement activities that support constructive changes in methods of coping with actual or potential health problems based on relevant theories; E) Examine individual predisposition for various discontinuities as they relate to genetics and genetic markers; F) Analyze research, relevant to the care of the individual client system, as part of the nursing process; G) Identify the impact of internal and external discontinuities upon the individual adult system in meeting health care needs; H) Define and employ the leadership process within the framework of the nurse/client relationship; I) Identify needed changes in the health care of the individual client system through coordination with colleagues; J) Demonstrate ethical and legal accountability for the nursing care of adult clients; K) Demonstrate proficiency in skills necessary to provide nursing care for adult clients in an acute care setting.

Method of Instruction:
Teaching-learning strategies may include: interactive lecture, class discussion, case studies, written assignments, oral presentations, technological assisted learning with course base management system (ANGEL), video/films and group work.

Method of Evaluation:
Examinations, presentation, service learning, laboratory and clinical experiences.
NSG3115
HEALTH ASSESSMENT OF CLIENTS ACROSS THE LIFE SPAN
Offered By: Deborah Woglom
Prerequisites: REGISTERED NURSE STATUS, NSG2010 (INTRODUCTION TO NURSING SCIENCE) OR INSTRUCTOR'S SIGNATURE REQUIRED.

Description: This laboratory course will focus on the Nursing Process, emphasizing data collection and nursing diagnosis. Laboratory activities will provide the student with an opportunity to increase his/her skill in conducting the health care interview and the physical assessment across the lifespan. Emphasis will be placed on student participation in both class and laboratory exercises.

Objectives:
A) Examine the specific components of the health care interview as a data-gathering tool for the initial stages of the nursing process; B) Demonstrate an understanding of the role of psychosocial well-being as it relates to physical health and health behaviors; C) Demonstrate both theoretical and applied understanding of the technique of therapeutic communication; D) Develop a framework for evaluation of psychosocial stress and/or functional impairment; E) Demonstrate the ability to communicate with colleagues those findings or impressions derived from the literature and the oral interview; F) Identify the role of the health history in the nursing process; G) Identify the role of the physical examination in the nursing process; H) Demonstrate proficiency in performing the psychomotor skills in the assessment of the physical systems; I) Distinguish normal from pathological conditions, both in the assessment of the physical systems and patterns of psychosocial adjustment and coping; J) Develop sensitivity to ways in which one's own personal style influences the interview process; K) Adapt health assessment techniques for the pregnant, neonatal, pediatric and elderly client; L) Identify culturally influenced variables that should be considered during a health assessment.

Method of Instruction:
Teaching-learning strategies may include: interactive lecture, class discussion, case studies, written assignments, oral presentations, technological assisted learning with course base management system (ANGEL), video-films, group work and return demonstrations.

Method of Evaluation:
Health history, quizzes, class participation and return demonstrations.

NSG4009
NURSING CARE OF FAMILY CLIENTS
Offered By: Denise Talenti
Staff
Prerequisites: CARE OF THE CLIENT IN A DEVELOPMENTAL CRISIS & NSG CARE OF ADULT IN SITUATIONAL CRISIS
Corequisites: NURSING CARE OF FAMILY CLIENTS & NURSING CARE OF PEDIATRIC CLIENTS

Description: This course will replace NSG4110, NURSING CARE OF THE CONTEMPORARY FAMILY, in 2016 for all upperclass nursing major students. Members of the Class of 2017 and thereafter will not take NSG4110.

A clinical course focusing on the effects of developmental and situational discontinuities within a family. Family theory and issues are incorporated in the nursing process to promote health for these populations. Genetics and genomics will be introduced and incorporated throughout the course.

Objectives:
A) Integrate appropriate theories from nursing and other fields as a basis for clinical practice with the family as clients in acute care, rehabilitative, community, and family home environments; B) Utilize the nursing process to meet the health needs of families as they experience the discontinuities, strains, and transitional processes of health and illness; C) Evaluate the effects of internal and external discontinuities and strains upon health families in a variety of settings; D) Utilize evidence based practice to improve the quality of health care given to families experiencing the strains and discontinuities of acute and-or chronic illness; E) Utilize the teaching- counseling role to promote optimal health of the client through knowledge and use of community resources which aid and support the transitional process of health-illness; F) Employ the leadership process within the framework of the nurse-client relationship in promoting the success of the transitional process of health-illness; G) Identify needed changes in the health care system to families which will increase quality of services and facilitate the achievement of acknowledging the reality of strain and refocusing thinking and activities to achieve a homeodynamic balance with growth and incorporation of change; H) Incorporate knowledge of discontinuities, strains, and the transitional process as they demonstrate ethical and legal accountability for nursing care rendered; I) Assume responsibility for continued professional development; J) Demonstrate proficiency in skills necessary to provide nursing care to families, in a variety of health care environments; K) Incorporate knowledge of organizational and system leadership as it relates to patient safety.

Method of Instruction:
Teaching-learning strategies may include: interactive lecture, discussion, demonstration, self directed learning modules, simulations, written assignments, oral presentation, technological assisted learning with course base management system (ANGEL), service learning, campus laboratory practice and clinical practice.

Method of Evaluation:
Three step grading criteria. Clinical evaluations will be considered. Exam and quiz grades and weighted exam grade average.
NSG4011
NURSING CARE OF PEDIATRIC CLIENTS
Offered By: Thola Wolanski
Prerequisites: CARE OF THE CLIENT IN A DEVELOPMENTAL CRISIS & NSG CARE OF ADULT IN SITUATIONAL CRISIS
Corequisites: NURSING CARE OF FAMILY CLIENTS & NURSING CARE OF PEDIATRIC CLIENTS
Description: This course will replace NSG4110, NURSING CARE OF THE CONTEMPORARY FAMILY, in 2016, for all upperclass nursing major students. Members of the Class of 2017 and thereafter will not take NSG4110.

A clinical course focusing on the effects of developmental and situational discontinuities of pediatric clients. Growth and development concepts and care of the well and ill child are incorporated in the nursing process to promote health for this population. Genetics and genomics will be introduced and incorporated throughout the course.

Objectives:
A) Integrate appropriate theories from nursing and other fields as a basis for clinical practice with the child in acute care, rehabilitative, community, and family home environments; B) Utilize the nursing process to meet the health needs of children as they experience the discontinuities, strains, and transitional processes of health and illness; C) Evaluate the effects of internal and external discontinuities and strains upon health care needs of children in a variety of settings; D) Utilize research findings to improve the quality of health care given to children experiencing the strains and discontinuities of acute and-or chronic illness; E) Utilize the teaching-counseling role to promote optimal health of the client through knowledge and use of community resources which aid and support the transitional process of health-illness; F) Employ the leadership process within the framework of the nurse-client relationship in promoting the success of the transitional process of health-illness; G) Identify needed changes in the health care system for children which will increase quality of services and facilitate the achievement of acknowledging the reality of strain and refocusing thinking and activities to achieve a homeodynamic balance with growth and incorporation of change; H) Incorporate knowledge of discontinuities, strains, and the transitional process as they demonstrate ethical and legal accountability for nursing care rendered; I) Assume responsibility for continued professional development; J) Demonstrate proficiency in skills necessary to provide nursing care to children in a variety of health care environments; K) Incorporate knowledge of organizational and system leadership as it relates to patient safety.

Method of Instruction:
Teaching-learning strategies may include: interactive lecture, discussion, demonstration, self directed learning modules, simulations, written assignments, oral presentations, technological assisted learning with course base management system (ANGEL), campus laboratory practice, and clinical practice.

Method of Evaluation:
Must pass a clinical calculation quiz, clinical evaluations will be considered, exams and quizzes, weighted exam grade average, and a pharmacology-clinical calculation test.
PHR2030
BIBLICAL RELIGION I: OLD TESTAMENT
Offered By: Jonathan West

Description: A study of the origins of Judaism in the interpretation of the history of the Hebrew people as the election and providence of God, not only creating a special people but revealing a new understanding of God as ethical monotheism.

Objectives:
A) To acquire a knowledge of the history of the Jews in the 2000 years of biblical history and its relation to the other cultures in Egypt, Cannan and Mesopotamia; B) To understand the formative power of the experience of the Exodus as the paradigm of God's creative dealing with Israel and the manifestation of the qualities that belong to deity.

Method of Instruction:
Refer to syllabus.

Method of Evaluation:
Refer to syllabus.

Distribution Requirement: GN

PHR2130
WORLD RELIGIONS I: HINDUISM AND BUDDHISM
Offered By: Jonathan West

Description: This course will deal primarily with Hinduism and Buddhism in their historical setting and development. Other Indian religions will be more briefly considered as they fit this framework. The student will master basic vocabulary of religious study and the special vocabularies of these oriental religions. We will try to understand how the particular forms and concepts of these religions are related to the cultural experience of the Indian subcontinent. We will also explore their relevance in western cultural experience.

Method of Instruction:
Text readings. Lectures to interpret and supply context of textual materials. Audio visual presentations. Independent research work.

Method of Evaluation:
Announced quizzes as necessary to determine and reinforce vocabulary mastery, mid-term and final exams, the project report. Exams will each count one third. The project report and quiz average will constitute the other third.

Distribution Requirement: NW

PHR3333
FEMINIST PHILOSOPHY
Offered By: Corey McCall

Prerequisites: WMS 1000 OR ONE PHR COURSE OR PERMISSION OF INSTRUCTOR

Description: This course serves as an introduction to feminist thought as it relates to perennial philosophical questions. The course is an historical and topical survey that deals with the metaphysical implications of gender identity ("Is there an essential gendered identity, or is this identity a function of social norms and enculturation?"), epistemology ("How do gender norms influence how we come to know what we know?"), ethics and political philosophy ("Are approaches to moral problems affected by gender norms?"), and aesthetics ("How are art practices and theories affected by feminism?"). We will situate these questions through an historical examination of authors representing perspectives of Liberal Feminism (Hume, Wollestonecraft, Mill); Radical Feminism (Mackinnon, Dworkin); Multiculturalism and Global Justice (Nussbaum); and Postmodernism (Butler).

Objectives:
A) Understand the history of feminist thought and its relationship to key philosophical concepts in epistemology, metaphysics, and ethics; B) Articulate arguments and viewpoints of their own based upon this understanding; C) Critically analyze these ideas and viewpoints in both oral and written formats.

Method of Instruction:
Lecture and discussion.

Method of Evaluation:
Reading, quizzes, two short analysis papers (1,200 words), and research paper (3,000 words).
PED1002
BADMINTON SKILLS
Offered By: Rhonda Faunce

Objectives:
To be able to demonstrate all of the basic skills necessary in the playing of badminton in a game situation and be able to supervise the playing of the game. The student will be able to perform: Racquet grips, center position, ready position, footwork, serve, placement areas, overhead clear, drop shot, smash, drives, backhand clear, and recognize and discuss common problems in these skills.

Method of Instruction:
Lecture and discussion of rules and strategy.

Method of Evaluation:
Attendance and participation. 90% for accuracy and 85% on all skills, and written exam.

Distribution Requirement: PE

PED1007
INTRODUCTORY BOWLING
NOTE: COURSE FEE $80.00.
Offered By: Shannon Howley

Description: To develop an understanding of the basic skills and fundamentals of the three, four or five-step approach as well as proper techniques for picking up splits. The rules of scoring will also be covered.

Method of Instruction:
A) Lane instruction including terms, rules and regulations; B) Etiquette, footwork, hand-eye ball coordination and the Board Adjustment Spare System (B.A.S.S.).

Method of Evaluation:
Class attendance, participation and daily improvements. Check skills as student progress in class. Written quizzes for terminology and scoring methods.

Distribution Requirement: PE

PED1012
BEGINNING YOGA I
Offered By: Kathryn Augustine
Lauren Shaw

Description: This course will explore the ways in which Yoga affects the physical, mental, emotional and spiritual centers of human beings. Students will learn the fundamental way to relax and energize through practicing yoga poses, breathing techniques, and mediation.

Objectives:
A) Perform yoga poses with correct alignment; B) Perform yoga breathing techniques; C) Know the benefits of specific yoga postures; D) Develop physical strength, flexibility and balance.

Method of Instruction:
A) Demonstration of specific poses; B) Practice of specific poses and core body strengthening; C) Practice of breathing techniques and meditation; D) Discussion and possible video teaching.

Method of Evaluation:
Class attendance and participation, written test based on readings from text and skills from class Practicum (performing certain yoga poses).

Distribution Requirement: PE

PED1013
BEGINNING YOGA II
Offered By: Kathryn Augustine
Lauren Shaw

Prerequisites: PED 1012 (BEGINNING YOGA I)

Description: This course is a continuation of Beginning Yoga I (PED1012). The course will introduce additional beginning yoga practices. The course will include postures, breathing techniques, relaxation, and other related practices. The course will introduce the fundamental way to relax and energize though mind, body, and breath.

Objectives:
A) Trace the historical background and modern development of Yoga; B) Identify and perform basic Yoga postures, including warm-up; C) Identify and practice appropriate modifications-accommodations to be utilized in a variety of situations during yoga workouts.

Method of Instruction:
Interactive lecture, videos, silent and verbal demonstration of postures, and practical experience.

Method of Evaluation:
Attendance and Participation (55%), Yoga Journal (10%), Practical Test (25%), and Written Test (10%).

Distribution Requirement: PE
PHYSICAL EDUCATION

PED1015
HORSEMANSHIP
NOTE: COURSE FEE $300.00. SEE DESCRIPTION FOR ADDITIONAL PREREQUISITES.
Offered By: Mary Lou Spencer

Description: The primary purpose of Horsemanship I is to provide students with skills and knowledge in; handling of horses, caring for horses, and nutritional needs of horses, riding of horses in the safest possible way. Students will also learn Horse Anatomy, kinds of tack and tack parts.

Additional Prerequisites: The Horsemanship course is open to all students. Instruction will be based on student's knowledge and previous riding experience. However, for your safety and the well-being of our horses the weight limit for students enrolled in this course will be held at 200 lbs. STUDENTS MUST WEAR LONG PANTS OR SLACKS AND SHOES OR BOOTS WITH HEELS. HELMETS ARE MANDATORY FOR ALL STUDENTS AND WILL BE PROVIDED.

Objectives:
A) Beginning riding; B) Different styles of riding; C) Handling of horses; D) Care and feeding of horses; E) What to look for in a healthy horse; F) Grooming of horses; G) Horse anatomy; H) Knowledge of tack and tacking the horse.

Method of Evaluation:
Attendance (students must attend all classes) and participation (95%) and exam (5%).

Distribution Requirement: PE

PED1018
AEROBICS
Offered By: Amber Myers-Fleming

Description: Through this course, the student will learn basic aerobic movements through basic aerobic steps and routines. Step aerobics, strength training and dance aerobics will be included.

Objectives:
A) Student will be able to identify the different forms of exercise that are considered to be aerobic activities; B) Student will be able to explain the role that aerobic activity plays in maintenance of good health and wellness; C) Student will be able to perform and demonstrate several different aerobic exercises; D) Student will be able to explain the basic theory and concepts of aerobics.

Method of Instruction:
Explanations and demonstrations, assigned readings, and class discussions.

Method of Evaluation:
Attendance and Participation: 80%; Final Practical Aerobic Evaluation: 10%; Final Written Evaluation: 10%.

Distribution Requirement: PE

PED1021
JOGGING
Offered By: Amber Myers-Fleming

Description: This course is designed to provide the first timers, basic, intermediate, and advanced ability level joggers with an opportunity to gain the benefits and value of a lifetime activity.

Method of Instruction:
Discussion, lecture, and training drills.

Method of Evaluation:
Class participation and attendance, written test, and skills test.

Distribution Requirement: PE

PED1030
PILATES
Offered By: Ashley Bingaman

Description: Pilates is a non-impact, total body workout designed for all fitness levels. Through slow concentrated core body movements, the body is worked through a full range of motion while improving strength and flexibility. Pilates can reduce stress, build muscle strength, and improve posture and balance.

Objectives:
A) Trace the historical background and development of the Pilates movement; B) Define the fundamental terminology utilized in Pilates; C) Describe the six principles of Pilates and how they are incorporated into the movement; D) Outline the general and personal health benefits of Pilates; E) Demonstrate knowledge of basic anatomy and how it relates to Pilates movements; F) Identify and practice appropriate modifications-accommodations to be utilized in a variety of situations during a Pilates workout; G) Dialogue in a journal the Pilates experience and the connection between mind, body, and breath; H) Regularly engage in the practice of Pilates.

Method of Instruction:
Lecture, demonstration, active participation, and videos.

Method of Evaluation:
Attendance and participation (55%), practical skills test (25%), journal (10%), and written test (10%).

Distribution Requirement: PE
PED1039
RACQUETBALL SKILLS
Offered By: Preston Chapman

Objectives:
To develop the skill and understanding of the game of racquetball including: A history of the game from its origin to the present, types of courts, basic rules and scoring, etiquette and safety, warming up exercises and equipment. The student will be able to perform the following: A) Forehand and backhand drives (wall and cross-courts shots); B) Drive serves, lob and garbage serves (with an illustration of more advanced serves); C) Backwall shots (forehand and backhand); D) Straight and pinch kills (forehand and backhand).

Method of Instruction:
Discussion and on-court lectures in the following: History, rules, scoring, etiquette and terms. On-court demonstration of the basic skills above. Each student will be given practical experience by participating in drills and playing situations in class.

Method of Evaluation:
Class attendance and participation, a written test, and a skills test.

Distribution Requirement : PE

PED1041
VOLLEYBALL SKILLS
Offered By: Randie Torgalski

Objectives:
Demonstrate all of the basic skills necessary for volleyball and to supervise the playing of the game. The student will be able to underhand serve, overhand serve, bump pass, set pass, spike, block and recognize and discuss errors and problems in these skills.

Method of Instruction:
A pre-test will be given the first day of class to determine each individual's level of performance, lecture and discussion.

Method of Evaluation:
Attendance, participation, and ability to perform. 90% accuracy and 85% for skills, written exam to cover class material.

Distribution Requirement : PE

PED1044
PHYSICAL CONDITIONING
Offered By: Preston Chapman
Randie Torgalski

Objectives:
Terminal: To gain insight into the physiological, psychological aspects of conditioning; to study the energy systems, cardiovascular, and respiratory conditioning systems; weight training, stretching, and overall conditioning programs will be developed for the individual. Specific: To study the aerobic, anaerobic, and lactic energy systems; master the skills involved in: Isometrics, Isotonic, and Isokinetics training. Passive, static, and ballistic stretching will be analyzed.

Method of Instruction:
Classroom lecturing utilizing hand-outs and visual aids; actual participation in the training and conditioning programs.

Method of Evaluation:
Attendance, classroom participation, quizzes, mid-term or final exam, practical test covering the different exercise groups.

Distribution Requirement : PE

PED1070
KARATE
NOTE: COURSE FEE $40.00. FEES FOR OPTIONAL EQUIPMENT MAY APPLY.
Offered By: George de Falussy

Description: The course offers students a chance to enhance their self-development through the study and practice of Washin-Ryu Karate. In addition to a practical system of self-defense, karate provides mental and physical benefits, such as increased flexibility, coordination and stamina, better concentration, increased self-confidence and self-discipline. Individual progress, self-improvement and safety are stressed. With this emphasis, students of widely different abilities may benefit from the instruction, especially those who feel awkward or ill at ease in more competitive forms of physical activity. Students should wear loose clothing in which they may be active and comfortable.

Objectives:
A) Perform basic stances; B) Execute basic blocks and attacks; C) Demonstrate basic Katas (formal pre-arranged exercise); D) Demonstrate an understanding of self-defense; E) Describe principles of self-control and non-violence.

Method of Instruction:
Class discussions, assigned readings, practical exercises, partner and group practice, explanations and demonstrations of practical skills.

Method of Evaluation:
Attendance and participation (60%), final practical skills tests (20%), and final written test (20%).

Distribution Requirement : PE
**PED1112**  
**CPR, FIRST AID & PROFESSIONAL RESCUER**  
NOTE: ATTENDANCE IS MANDATORY. COURSE FEE $35.00.  
**Offered By:** David Tomkalski  
**Description:** The course is intended to acquaint students with the knowledge and skills necessary to render effective first aid care to accident or illness victims whose ailments may range from very minor to life threatening conditions. It is hoped that all students will meet the minimum standards established by the American Red Cross to become certified in First Aid, Adult CPR, Infant and Child, CPR, and Professional Rescuer. Support for the professional rescuer.  
**Method of Instruction:** Readings, lectures, videos, skills practice and testing, guest speakers, and field trips.  
**Method of Evaluation:** Four written tests (110 points), one written and oral review of emergency care television show (110 points).

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**PED1135**  
**AMERICAN RED CROSS LIFEGUARD TRAINING**  
NOTE: COURSE FEE $35.00  
**Offered By:** Rhonda Faunce  
**Description:** This course will provide students with knowledge and skills designed to save their own life or the lives of others in a rescue-emergency situation. This is a lifeguard course.  
**Objectives:** To provide the individual with knowledge and skills in preventive life guarding, emergencies, water rescues, and special situations as prescribed by the American Red Cross Lifeguarding-Lifesaving course. Persons receiving grade of "B" or better will receive a life guarding card from the American Red Cross.  
**Method of Instruction:** Specific skills, endurance swimming, demonstrations, observations, film analysis of nine lifesaving films. Reading, discussion of text and techniques, problem solving, individual and group skills.  
**Method of Evaluation:** Class attendance, participation in water. Written and practical test. Evaluation must be made on the strengths and skills possessed and problem solving at the scene of rescue.

**Distribution Requirement:** PE

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**PED1140**  
**OPEN WATER SCUBA**  
NOTE: COURSE FEE $200.00. SEE INSTR. ADD FEES.  
**PREREQ:** PHYSICIAN "OK", EXECUTED FORM, SWIM 4 LAPS OF POOL, TREAD WATER 3 MINS & DRAWN PROOF 3 MINS  
**Offered By:** Robert Parker  
**Objectives:** The SDI Open Water Scuba Diver course is an entry-level certification course designed to give you the necessary skills to safely conduct open water dives. Some of the many skills you will learn include buoyancy, proper weighting, marine conservation, equipment assembly, proper dive planning, and maintenance. The course covers all the basic knowledge about equipment, physiology and the marine environment while training students to perform basic skills underwater. This course is the key to start exploring dive destinations around the globe or just in your own backyard. This course will be a combination of class room and pool work. The course is designed to get students to the point where they can sign up for their Open water dives. Open Water dives can be done with S & R Underwater or any certifying dive shop. Once the Open water dives are complete students will be certified to dive anywhere in the world. The four required Open Water Dives needed for certification will be additional fees.  
**Method of Instruction:** Lectures, powerpoint presentations, discussions, and pool demonstration.  
**Method of Evaluation:** Quizzes, final exam, and pool performance.

**Distribution Requirement:** PE

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**PED1162**  
**PHYSICAL EDUCATION FOR THE CLASSROOM TEACHER**  
**Offered By:** Rhonda Faunce  
**Description:** The course introduces students to concepts of physical education that can be incorporated into a curriculum that helps students to understand that regular lifelong physical activity is a foundation for a healthy, productive, and fulfilling life. Pre-service teachers will actively participate in physical education activities that demonstrate their understandings of key concepts learned.  
**Objectives:** A) Demonstrate competency in many movement forms and a proficiency in a few movement forms; B) Apply movement concepts and principles to learning and developing motor skills; C) Demonstrate an understanding of and respect for differences among people in physical activity settings; D) Demonstrate knowledge that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.  
**Method of Instruction:** In class- teaching, demonstrations and active participation in physical education activities and games.  
**Method of Evaluation:** Demonstration of concepts learned through physical education activities, participation in class, class attendance, and written exam.

**Distribution Requirement:** PE
PHYSICAL EDUCATION

PED2604
PHILOSOPHY, PRINCIPLES & ORGAN OF ATH IN ED
Offered By: Rhonda Faunce

Description: Basic philosophy and principles as integral parts of physical education and general education; state, local and national regulations and policies related to athletics, legal considerations, function and organization of leagues and athletic associates in New York State; personal standards for the responsibilities of the coach as an educational leader; public relations; general safety procedures, general principles of school budgets, records, purchasing, and use of facilities.

Method of Instruction:
Lecture and discussion.

PHYSICS

PHY2000
PRINCIPLES OF PHYSICS I
Offered By: David Verdonck

Description:

POLITICAL SCIENCE

PSC2040
COMPARATIVE POLITICS - ASIAN
Offered By: Kunihiko Imai

Description: This course is designed to introduce you to the study of Comparative Politics by using the examples of two of the major political systems in Asia—the People's Republic of China (PRC) and Japan—and their relations with the rest of the world. As one of the sub-fields of Political Science, Comparative Politics seeks to find unique characteristics of different political systems. It tries to achieve this by examining domestic as well as international factors that affect politics in each political system. There are numerous different issues that affect politics of any state. Because of the time constraints, however, this course will focus our attention on a few of the most important issues that have affected the politics of the two countries. In order to provide you with enough analytical tools, a substantial amount of time is spent on examining political, economic, cultural, and social backgrounds of the two political systems. Through comparisons, you will come to understand certain patterns of political decision making under different political settings.

Method of Instruction:
Lecture, discussions and debate.

Method of Evaluation:
Three exams, debates, research papers, and participation.

Distribution Requirement : NW

PSC3050
INTERNATIONAL LAW AND WORLD POLITICS
Offered By: Kunihiko Imai

Prerequisites: PSC1020 (INTERNATIONAL RELATIONS) RECOMMENDED

Description: This course is designed to: A) Identify and comprehend the basic concepts of international law as they have developed through the ages; B) Define legal norms of international behavior not only as accepted in juridical and theoretical context, but as adopted and practiced among nation-states; C) Analyze the effect of the law upon the changing patterns and processes of relations among nation-states toward the establishment of the rules of law in the world.

Method of Instruction:
Lecture, debate, discussion and case studies.

Method of Evaluation:
Participation, debate, two mid-term exams, and a final exam.
PSC3400
AMERICAN POLITICAL PARTIES
Offered By: Jim Twombly
Prerequisites: AMERICAN GOVERNMENT AND POLITICS
Description: The course will explore the vital role political parties play and have played in the American political process. Among topics that will be covered will be the history of our party system and the functions that parties serve, including recruitment of political candidates, mobilization of the public, coalition-building, issue framing and organizing legislative institutions. Will also discuss how the role of parties has changed in the modern era, how political alignments are formed and how they erode, the reasons we have a two-party system and how this system shapes our politics, the historic role of third parties in America, how protest movements and other groups find "homes" within political parties, whether the public is well-represented by the two current parties, and a host of other possible topics.

Method of Instruction: Primarily lecture and class discussion.

Method of Evaluation: Midterm and final exams, other written assignments, and class participation.

PSC3540
CONGRESS: LEGISLATIVE STRATEGY AND BEHAVIOR
Offered By: Jim Twombly
Prerequisites: AMERICAN GOVERNMENT AND POLITICS
Description: In this course we will thoroughly examine the institution of Congress and the legislative process in the United States. Among the topics that may be covered are: the historical development of Congress, Congress' relations with the other branches of government, Congressional elections, legislative strategy, current controversies in Congress, and the structure of state and local legislative bodies in the United States. In addition, we will discuss the political environment in which Congress works, including how public opinion, the media, interest groups, lobbyists, and social protest movements affect and are affected by the work of Congress.

Method of Instruction: Primarily lecture and class discussion.

Method of Evaluation: Midterm and final exams, term paper, and class participation.

Distribution Requirement: W
PSYCHOLOGY

PSY1010
INTRODUCTORY PSYCHOLOGY
Offered By: Bradley Seymour
Christopher Terry
Diane Maluso
Heather Grinnell

Description: This course provides an introductory overview of the scientific study of behavior and mental processes. During the course, students become familiar with research methods used by psychologists, as well as various theoretical approaches to understanding behavior. Specific information is covered on such topics as: The biological bases of behavior, perception, language and thinking, human development, learning and memory, stress and coping, personality, behavior problems, and psychotherapy.

Method of Instruction: Primarily lecture, supplemented with films and discussion.

Method of Evaluation: Exams, quizzes, assignments, and or participation in projects.

Distribution Requirement: BSS

PSY2030
PERSONALITY
Offered By: Benjamin Lovett

Prerequisites: INTRODUCTORY PSYCHOLOGY

Description: "Personality" is the unique pattern of thoughts, feelings, and behaviors typically displayed by an individual. This course acquaints students with the different ways in which psychologists have described, measured, and explained personality. Research evidence on biological and social influences on personality is reviewed. Against this background, various theoretical approaches to personality are examined and compared.

Objectives: Students will discuss and describe genetic influences on personality, parental and other social influences on personality, personality change and development, personality testing, and psychoanalytic, humanistic, and behavioral and dispositional theories of personality.

Method of Instruction: Lecture, supplemented by class discussion and class reports.

Method of Evaluation: Grading will be based on exams and a writing project.

Distribution Requirement: BSS

PSY2060
CHILD AND ADOLESCENT PSYCHOLOGY
Offered By: Heather Grinnell

Prerequisites: INTRODUCTORY PSYCHOLOGY

Description: This course explores the processes of human development from the prenatal period through adolescence. Although basic physical development will be covered, emphasis will be on cognitive, emotional and social development.

Additional Information: It is strongly recommended that all students complete this course before enrolling in PSY 3000; psychology majors must take this course first.

Objectives: A) The transactional contributions of biological and environmental features, including culture, to the development of children and the learning process; B) Universals, group differences, and individual differences in development and the factors that account for each of these; C) Major theoretical models that summarize and organize our understanding of the course of child development and the differing contributions of these models.

Method of Instruction: Lectures, films and class discussions will supplement assigned readings. The readings will include a textbook on developmental psychology.

Method of Evaluation: Exams, short assignments, research paper, and class participation.

PSY2141
ANIMAL BEHAVIOR
Offered By: Lynn Gillie
Yvette Brown

Prerequisites: PSY1010 (INTRODUCTORY PSYCHOLOGY)

NOTE: COURSE LAB FEE $50.00.

Objectives: A) Describe the theories that explain animal behavior; B) Describe underlying mechanisms that cause behavior such as genetics, nervous system, hormones, and developmental processes; C) Describe environment and evolutionary process; D) Apply theory to problems in aggression, social behavior, reproduction, communication, altruism, among others.

Method of Instruction: Lecture-discussion, videos, case studies, presentations, and lab for experiments and observation.

Method of Evaluation: Class participation, lab reports, two exams and a final, and a research paper and presentation.

Distribution Requirement: PLS
PSY2602  
QUANTITATIVE METHODS IN PSYCHOLOGY  
Offered By: Diane Maluso  

Prerequisites:  PSY1010 (INTRODUCTORY PSYCHOLOGY) AND MAT1030 (COLLEGE ALGEBRA). INTENDED FOR PSYCHOLOGY MAJORS.

Description:  This course will begin with a brief introduction to data and descriptive statistics as they apply to psychological data. We will then focus on the statistical techniques necessary for hypothesis testing and on the inferential statistics used to analyze questions about group differences, and non-experimental hypotheses regarding the relationships among variables. Students will learn to use both hand-held calculators and computers for statistical analyses.

Method of Instruction:  
Lecture and discussion.

Method of Evaluation:  
In-class exams which will include problem solving and short answer.

PSY2800  
HEALTH PSYCHOLOGY  
Offered By: Christopher Terry  

Prerequisites:  INTRODUCTORY PSYCHOLOGY

Objectives:  
A) To describe the field of health psychology and its links with both behavioral science and biomedical research; B) To acquaint students with recent studies and methods in the field, and help them become informed readers of health-related research; C) To explore a range of topics within the field of behavior and health, including: adopting health protective behaviors and the issues of non-compliance, physiology of stress and theories of stressed behavior; the control of pain and other coping mechanisms; the role of stress in disease and the new field of psychoneuroimmunology; behavior factors in cardiovascular disease, cancer, diabetes, dementia; AIDS, alcoholism, respiratory disease, and eating disorders; D) To provide students with information with which to make informed decisions about their own health-related behaviors such as exercise, dieting, nutrition, drug consumption, and meditation.

Method of Instruction:  
Readings and films, discussion, quizzes, plus an exam. Personal responses to the memoirs, and a small group research project.

Method of Evaluation:  
Quizzes and final (50%), written work (25%), group project (15%), and class participation (10%).

PSY3010  
SOCIAL PSYCHOLOGY  
Offered By: Diane Maluso  

Prerequisites:  INTRODUCTORY PSYCHOLOGY

Description:  This course reviews a contemporary thinking and research on the ways in which people affect one another and the nature of their feelings and actions in various social situations. Specific topics include: the formation of social impressions, the development of attitudes and beliefs, interpersonal influence and persuasion, conformity, stereotyping and prejudice, aggression, helping, interpersonal attraction and love, and the behavior of crowds and other social groups.

Method of Instruction:  
Lecture, with films and class discussion as time permits.

Method of Evaluation:  
Grades will be based on three exams.

PSY3030  
CULTURAL PSYCHOLOGY  
Offered By: Anne Bizub  

Prerequisites:  PSY1010 AND JUNIOR OR SENIOR STANDING OR PERMISSION OF INSTRUCTOR

Description:  Recent cultural research in psychology has demonstrated that many psychological processes are more culture-specific than was once believed. In this course, we will consider topics in personality, social, developmental, abnormal, and health psychology to investigate how cultural traditions and social practices regulate and transform psychological functioning. We will consider how culture-specific theories of mind, self, and social institutions affect human cognition, motivation, emotion, and behavior. Our investigation will include a review of the theoretical and methodological foundations of cross-cultural research in psychology.

Objectives:  
A) Describe the field of cultural psychology and to define the concepts and processes relevant to cultural research; B) Discuss the diversity of cultures and cultural influences on behavior; C) Apply the principles of cultural psychology to explain and interpret everyday behavior; D) Explain the dynamics of cross-cultural experiences; E) Develop an awareness and articulate the impact of their own cultural backgrounds on thoughts, feelings, and behaviors; F) Demonstrate written and oral presentational skills in the discussion of cultural complexities.

Method of Instruction:  
Lecture, discussion, readings, films and videos, group activities and presentations, and guest speakers.

Method of Evaluation:  
Examinations (50%), Research paper (25%), Presentation (15%), and Assignments, activities, and class participation (10%).
PSY3080

EXPERIMENTAL PSYCHOLOGY
Offered By: Christopher Terry

Prerequisites: QUANTITATIVE METHODS IN PSYCHOLOGY

Description: Upon completion of the course, the student should be able to design and implement psychological experiments. The course is a follow-up to PSY2602, Quantitative Methods in Psychology. You will use the information covered in that course to begin to conduct experiments and to learn to write research reports in APA format.

Method of Instruction:
Lectures, discussion, and class experiments.

Method of Evaluation:
Grades will be based upon scores on exams, completion of experimental research project and quality of research reports.

Distribution Requirement: W

PSY3210

CHILD PSYCHOPATHOLOGY
Offered By: Benjamin Lovett

Prerequisites: PSY 1010 (INTRODUCTORY PSY); PSY 2060 (CHILD & ADOLESCENT PSY) RECOMMENDED

Description: This is an advanced elective psychology course on psychological disorders that are typically first diagnosed in infancy, childhood, or adolescence. We'll start by considering how these disorders are classified and assessed. Then, we'll take a detailed look at disorders such as autism, mental retardation, ADHD, learning disabilities, and conduct problems. Throughout the course, we'll examine current controversies about how these and other disorders are diagnosed and treated. This is an excellent course for advanced psychology majors who are interested in clinical or developmental psychology, as well as students from other majors interested in working with children (e.g., Human Services, Education, and Speech and Hearing).

Objectives:
A) Describe the relationship between professional counselor and client; B) Identify the role(s) of the professional counselor; C) Identify basic ethical principles governing counseling; D) Demonstrate some of the basic professional counseling skills, including rapport building, active listening, providing empathy, and using appropriate question probes; E) Describe the impact of culture, language, gender, social class on the counseling process; F) Describe the basic process of crisis intervention.

Method of Instruction:
Classroom lecture-discussions, in-class skill building exercises via role plays and group analysis of case vignettes.

Method of Evaluation:
Midterm and final examinations, written exercises from workbooks, research paper, audiotaped-videotaped mock counseling sessions.

PSY4010

HISTORY AND SYSTEMS OF PSYCHOLOGY
Offered By: Benjamin Lovett

Description: This course assumes that students already have a substantial background in psychological theory drawn from other courses. The course begins with historical precursors to psychology found in philosophy and physiology. The course then covers the major historical schools of psychology: voluntarism, Gestalt psychology, structuralism, functionalism, behaviorism, and the cognitive revolution. Readings and lectures focus on the individuals behind these movements and the methods and results of their scientific research.

Method of Instruction:
Lecture, discussion, and presentations.

Method of Evaluation:
Exams, class presentations and discussion questions.
**PSYCHOLOGY**

**PSY4590**
**ADVANCED SEMINAR**
**Offered By:** Anne Bizub

**Prerequisites:** UPPERCCLASS STANDING IN PSYCHOLOGY OR INSTRUCTOR'S SIGNATURE REQUIRED

**Description:** A detailed study of an advanced topic in psychology pursued in the seminar format. The emphasis is on independent scholarly activity by the student, including seminar leadership. Topics vary, but typically represent a synthesis of differing viewing points and strategies to accommodate the interests and strengths of individual students and the instructor. This course is designed primarily as a capstone experience for advanced psychology majors.

Please see instructor for specific details pertaining to the course.

**Distribution Requirement:** W

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**SOCIODEGY**

**SOC1010**
**INTRODUCTORY SOCIOLOGY**
**Offered By:** Alexa Yesukevich
**Staff**

**Description:** This course provides an overview of sociological work and thought. Sociology studies and analyzes people collectively and since human beings are social species, it is both practical and interesting. Here we will consider the kinds of questions sociologists ask, the methods used to answer them and the theories generated to explain various aspects of social relationships and society.

**Objectives:**
A) Students will be able to understand why social change occurs, in particular in response to particular environments of constraint and opportunity; B) Students will be able to assess different models of explaining social movement behavior; C) Students will learn in depth about one major social movement; D) Students will be able to identify how discourse and culture play a role in social change

**Method of Evaluation:**
Exams, discussion, research essay, and article and documentary reviews.

**Method of Instruction:**
Lecture, discussion, group projects, and film-DVD.

**Distribution Requirement:** BSS

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**SOC1021**
**PROBLEMS IN SOCIETY AND CULTURE**
**Offered By:** Alexa Yesukevich

**Description:** Will consider a variety of social problems and examine the social construction of social problems in print media. Journalistic and sociological perspectives will be compared.

**Objectives:**
The purpose of this course is to enable you to be an active reader, interpreter and critic of the information, analyses and arguments available to you. The sociological perspective will enable you to contextualize your critical reading by highlighting social relationships, social structure and social change. These skills acquired or enhanced should help you throughout college and empower you as a thinker.

**Method of Instruction:**
Lecture, class discussions, and small group discussions.

**Method of Evaluation:**
Quizzes, participation, paper, and final exam.

**Distribution Requirement:** BSS
SOC2010
SOCIAL INEQUALITY
Offered By: Martha Easton

Prerequisites: SOC1010 (INTRODUCTORY SOCIOLOGY) OR ANTI1040 (CULTURAL ANTHROPOLOGY). STUDENTS WHO HAVE SUCCESSFULLY COMPLETED SOC2003 (AMERICAN MINORITYES) ARE NOT ELIGIBLE TO TAKE SOC2010 (SOCIAL INEQUALITY)

Description: Our society is unequal, and different groups of people are affected differently based on social group memberships such as race, class, and gender. This course will examine the causes, maintenance, and products of social inequality. We will look at stratification based on gender, race, class, sexual orientation, age, religion, and ability. We will also look at issues of identity, distribution, and organizational inequality. Will look at inequality mainly within the context of the United States.

Objectives:
A) Understand that social inequality is a social process that actively creates stratification; B) Measure inequality through examining stratification in distribution, organizational experiences, and discrimination; C) Assess different theories of explaining how inequality is maintained; D) Learn about different minority groups, and be able to analyze the relationship between minority and majority groups; E) Examine how people understand their multiple identities and social group memberships.

Method of Instruction: Lecture, discussion, group projects, and film-DVD.

Method of Evaluation: This course will have several analytical papers, exams, and presentations. Class participation will also count.

Distribution Requirement: US

SOC2110
MEDICAL SOCIOLOGY
Offered By: Alexa Yesukevich

Description: This class will examine the social factors in the cause and distribution of diseases and illnesses. We will focus on the cultural components of how illnesses are understood and treated, and how the state of illness itself is socially constructed. We will look at how patients, doctors, caregivers, and family members understand the roles and social relationships that revolve around the status of sickness. We will also look at how lay beliefs contribute to health, illness, treatment, and recovery. Finally, the class will turn to an examination of how different societies organize the delivery of health-care and the disparities in the distribution of medical resources.

Objectives:
A) Students will demonstrate an understanding of some of the major theories in medical sociology; B) Students will demonstrate an understanding of the social and cultural influences on the experience of health and illness; C) Students will demonstrate an understanding of how physical and mental ailments are perceived by the patient, by the medical profession, and by society; D) Students will be able to understand the current practices, distribution and underlying assumptions in modern biomedicine.

Method of Instruction: Class discussion, lecture, and film.

Method of Evaluation: Class participation, reaction papers, group presentations, quizzes and exams.

SOC3150
SOCIAL THEORY
Offered By: Martha Easton

Description: Introduction to the theoretical perspectives of anthropology and sociology from early philosophical bases to current sociocultural theorists. Comparison of the sociological and anthropological approaches, including the differing perspectives of each discipline and the development of contemporary and postmodern theory.

Objectives:
To provide students with an introduction to the history and development of social theory as it developed in the related disciplines of anthropology and sociology.

Method of Instruction: Lecture and discussion; occasional videos and films and student presentations.

Method of Evaluation: Three essay exams, research papers on readings as directed and course participation.
SOCIOLOGY

SOC3210
MONEY, WORK, AND SOCIAL CLASS
Offered By: Martha Easton

Prerequisites: SOC1010 (INTRODUCTORY SOCIOLOGY) OR ANTI1040 (CULTURAL ANTHROPOLOGY)

Description: Social class is one of the most important divisions in modern society, and this course will focus on how social class is created, experienced, and maintained. We will look at class identity formation, and assess the role of money and work in the experience of social. We will assess theories of how social class operates (Marx, Weber, Warner, Wright), examine the cultural aspects of class (DiMaggio, Bourdieu), and will also debate ideas about the consequences of social class (Ehrenreich, Sennett and Cobb, Wright). This course will focus mainly on social class in the United States, although some material will refer to international cases.

Objectives:
A) Explain what social class is, and be able to assess different theories explaining how it is formed; B) Express informed opinions on the role of money, wealth, cultural distinction, and work in the maintenance of class structures; C) Distinguish and differentiate cultural, economic, and social aspects of the experience of social class; D) Identify the role of social class in their own life experiences; E) Assess data regarding the differential consequences of social class stratification in the U.S.

Method of Instruction:
Lecture, discussion, individual projects, observations, film-DVD.

Method of Evaluation:
A) Individual final research project (30%); B) Discussion and debate of readings (30%); C) four papers (five pages) (20%); D) Final exam (application of theories) (20%).

SOCIOLOGY

SOC3311
CRIMINOLOGY
Offered By: Carol Lenhart

Prerequisites: COURSE IS OPEN FOR JUNIORS AND SENIORS ONLY AND CRJ 1010 (INTRO TO CRIM JUSTICE)

Description: This course is designed to instruct students in the application of scientific method to the study of crime. We begin the course with a discussion of the major theoretical perspectives on crime. We discuss the methods of studying crime, and the impacts of theory on methods. We will look at policy implications. A research paper is required.

Objectives:
Review major theories of crime and deviance including functional, symbolic interaction and critical theories. Apply theories to official deviance (crime) in American society.

Method of Instruction:
Lecture, discussion guided by reading question, research paper.

Method of Evaluation:
Three exams, oral and written assignments.

Distribution Requirement: W

SPANISH

SPA1010
FIRST YEAR SPANISH I

NOTE: STUDENTS MAY NOT TAKE LOWER LEVEL FOREIGN LANGUAGES COURSES IF THEY HAVE HAD ONE YEAR OR MORE OF STUDY OF THAT LANGUAGE AT THE SECONDARY OR COLLEGE LEVEL WITHOUT PERMISSION OF THE INSTRUCTOR.

Offered By: David Pannone

Objectives:
Understand spoken Spanish, speak the language with accuracy and pronunciation, intonation, and grammatical correctness, progress in reading ability, and gain an insight into selected Hispanic customs and ways of life.

Method of Instruction:
Oral and written, pronunciation, intonation, grammar, comprehension, directed conversation and reading, use of tapes, and regular attendance.

Method of Evaluation:
Shorter quizzes, tests (oral, written, or both), responses to oral-aural drills, reading and writing drills, and a final.

Distribution Requirement: EU
SPA2010
SECOND YEAR SPANISH I
NOTE: FIRST YEAR COLLEGE SPANISH OR TWO-THREE YEARS HIGH SCHOOL LEVEL
Offered By: Lauren Shaw

Objectives:
Provides a review, expansion, and intensification of pronunciation, intonation, and grammatical principles. Students will understand Spanish when spoken to by the instructor and native speaker, speak the language with correctness, as responses to statements and questions read prose in Spanish, write Spanish in systematic ways, and gain insight into Hispanic culture.

Method of Instruction:
Drills and practice (oral and written), use of short films, and cultural and literary readings.

Method of Evaluation:
Quizzes (oral, written, or both), response to oral-aural drills, reading and writing drills, and a final.

Distribution Requirement : EU

SPA3030
SPANISH COMPOSITION
Offered By: Lauren Shaw

Prerequisites: SPANISH CONVERSATION

Description: This course, taught in Spanish, is designed to reinforce and advance the students' ability to compose correctly and engagingly in Spanish. It will involve the study of Spanish grammar, the review of linguistic structures, textual/stylistic analysis, and composition in various written genres.

Objectives:
A) Gain an understanding and appreciation of various written genres; B) Develop and practice skills in the analyzing of writing styles; C) Develop and practice skills in composing; D) Improve and refine their knowledge of complex grammatical and linguistic structures in Spanish.

Method of Instruction:
Weekly compositions and drafts, lectures, class discussions and work.

Method of Evaluation:
Compositions, class participation (contributions in Spanish to the discussions, class attendance, grammar preparation, etc.).

Distribution Requirement : W

SPA3320
HISPANIC CULTURE AND CIVILIZATION
Offered By: Lauren Shaw

Prerequisites: ADVANCED SPANISH GRAMMAR

Description: Hispanic Culture and Civilization compares historical events and cultural practices throughout the Spanish-speaking world. Beginning with the Iberians in Spain and ending with the Hispanic presence in the United States, the course gives an overview of the development of important peoples, movements, and ideologies of both Spain and Latin America.

Objectives:
A) An understanding of the key historical events and people, cultural practices, socio-historical movements and their ideologies; B) The ability to write in Spanish with correct grammar, clearly developed ideas, and supportive factual information; C) The ability to synthesize ideas from the readings and class discussions while writing compositions in Spanish.

Method of Instruction:
Lecture, class discussion, and group activities.

Method of Evaluation:
Compositions: 25%; Quizzes: 25%; Participation: 20%; Final exam: 30%.
SPEECH AND HEARING

SPH2100
INTRODUCTION TO COMMUNICATIVE DISORDERS
NOTE: OPEN TO FRESHMEN.
Offered By: Karen Wheaton

Objectives:
A) Demonstrate an understanding of basic theories of the development of normal communicative abilities; B) Demonstrate knowledge of the terminology and classification of speech, language, and hearing disorders; C) Demonstrate an understanding of the pathological and theoretical aspects of speech, language, and hearing problems of children and adults.

Method of Instruction:
This course will be taught primarily through lecture, demonstration, and class discussions. Films, videos and audio-tapes, as well as direct clinical observations, will be used to enhance the student's ability to recognize and identify disorder types.

Method of Evaluation:
Two major exams, final exam, participation and contribution to class discussions.

SPH2300
HEARING SCIENCE
Offered By: Marilou Ruble

Prerequisites: INTRODUCTION TO COMMUNICATIVE DISORDERS

Description: A basic overview of the science and profession of audiology that includes the anatomy and physiology of the human auditory system, basic acoustics and physical properties of sounds, and the theories of hearing associated with the auditory system. Offered in the Fall Term.

Objectives:
This course is intended to provide the student with a basic overview of the field of Audiology. Students will be expected to demonstrate knowledge of terminology, classification and categorization, theories and structure related to hearing impairment. Students will also demonstrate a basic knowledge of and ability in using testing procedures employed in Audiology.

Method of Instruction:
Lecture, films, audio-tapes, and observations in the Speech and Hearing Clinic.

Method of Evaluation:
Hourly exams, class participation, clinical observations, and a written or oral project.

SPH2320
PRINCIPLES OF PHONETICS
Offered By: Karen Wheaton

Prerequisites: SPH2100 (INTRODUCTION TO COMMUNICATIVE DISORDERS) AND SPH2250 (LANGUAGE DEVELOPMENT) OR INSTRUCTOR'S SIGNATURE REQUIRED

Objectives:
Demonstrate proficiency in the International Phonetic Alphabet (IPA) as it relates to standard and substandard speech patterns, demonstrate knowledge of theories of phonetics and an understanding of the classification and description of speech sounds.

Method of Instruction:
Lecture, audio-tapes, demonstrations and class discussions. Regular class meetings and individual tutorials will be held for students needing assistance.

Method of Evaluation:
Written exercises, quizzes, mid-term, final, participation and contribution in class discussions.

SPH3000
NEUROGENIC DISORDERS OF COMMUNICATION
Offered By: Cathy Thornton

Prerequisites: ANATOMY & PHYSIOLOGY FOR SPEECH & LANGUAGE & INTRODUCTION TO COMMUNICATIVE DISORDERS & LANGUAGE DEVELOPMENT

Description: This course will study various neurologically-based disorders, such as aphasia, traumatic brain injury, apraxia, dysarthria, and dysphagia, which can be acquired throughout the lifespan.

Objectives:
Students will demonstrate knowledge of the types and neurological correlates of various neurogenic communication disorders; symptoms and differential diagnosis of these disorders; impact of these disorders on daily life; treatment methods; and prevention approaches.

Method of Instruction:
Lectures, discussions, case studies, and videos.

Method of Evaluation:
Three exams and several reaction papers.
SPH3230
DIAGNOSIS AND APPRAISAL
Offered By: Phyllis Holtgrewe

Prerequisites: ANATOMY & PHYSIOLOGY FOR SPEECH & LANGUAGE & INTRODUCTION TO COMMUNICATIVE DISORDERS & LANGUAGE DEVELOPMENT & PRINCIPLES OF PHONETICS

Objectives:
Students will gain an understanding of the interpersonal dynamics of the evaluation process, knowledge of methods of gathering background information, the ability to administer, score and interpret various formal and informal evaluation procedures, the ability to formulate a diagnosis and make recommendations consistent with the evaluation results, and the ability to write diagnostic reports that are professional in style and content.

Method of Instruction:
Lectures, demonstrations, and class discussions.

Method of Evaluation:
Mid-term, final, assessment projects, and written diagnostic reports.

SPH3591
DISORDERS OF LANGUAGE
Offered By: Cathy Thornton

Prerequisites: ANATOMY & PHYSIOLOGY FOR SPEECH & LANGUAGE & INTRODUCTION TO COMMUNICATIVE DISORDERS & LANGUAGE DEVELOPMENT & PRINCIPLES OF PHONETICS

Objectives:
Students will demonstrate knowledge of pertinent facts, trends and methodology used to treat disorders of language, and demonstrate knowledge of disorders as they relate to morphology, semantic, syntactic and pragmatic aspects of language.

Method of Instruction:
Lecture, and class discussion.

Method of Evaluation:
Three exams and research paper.

Distribution Requirement: W

SPH3750
CLINICAL PRACTICE: AUDIOLOGY
Offered By: Marilou Ruble

Prerequisites: INSTRUCTOR'S SIGNATURE REQUIRED AND SPH2100 (INTRODUCTION TO COMMUNICATIVE DISORDERS), SPH2300 (HEARING SCIENCE), SPH 2600 (HEARING DISORDERS AND ASSESSMENT) COMPLETION OF OBSERVATION REQUIREMENT.

Objectives:
Students will apply the theoretical knowledge and clinical techniques acquired in their study of audiology and hearing disorders. Students will exhibit a professional attitude and be responsible for the management and testing of clients assigned.

Method of Instruction:
Students will be assigned individual time slots in which they will be responsible for audiological evaluations throughout the term. Students will meet once a week, in addition to their assigned times for a general discussion of procedures and clinical cases.

Method of Evaluation:
Students will be evaluated on their clinical performance which includes reliability, preparation, professionalism, report writing, responsibility, and technique application.

SPH3751
CLINICAL PRACTICE: SPEECH PATHOLOGY
Offered By: Phyllis Holtgrewe

Prerequisites: INSTRUCTOR'S SIGNATURE REQUIRED AND INTRO TO COMMUNICATIVE DISORDRS; ANATOMY AND PHYSIOLOGY FOR SPCH AND LANG; LANG DEVELOPMNT; PRINCIPS OF PHONETICS; COMPLETION OF OBSERVATION REQUIRMNT. FOR TERM III: PREVIOUS ENROLLMNT IN SPH 3751 IS REQUIRED.

Objectives:
Students will develop and administer therapy programs for assigned clients, establish appropriate goals and procedures, write daily lesson plans and end of the term progress reports, and meet regularly with supervisors to discuss client progress and performance.

Method of Instruction:
Students are assigned clients based on available clinic caseload and individual interests. Students enrolled for the first time will attend a class component as well.

Method of Evaluation:
Students will be evaluated on their clinical performance in the following areas: Dependability, preparation, professionalism, report writing, and technique application.
SPH4515
STUDNT TCHNG&SEM IN SPEECH-LANGUAGE PATHOLOGY
Offered By: Karen Wheaton

Prerequisites: Satisfactory completion of all non-elective requirements for the major and prior approval by the members of the Speech and Hearing faculty are required. See Elmira College Bulletin for additional information.

Description: Students will be placed in local educational settings under the supervision of cooperating N.Y.S. certified speech therapists. An orientation meeting will be held before the beginning of the term. The supervising faculty member will meet with the cooperating therapist on at least three occasions and with the student teacher on at least three occasions. Interested students must have filed an application indicating intent to student teach at the end of Term I of the Junior year. Decisions regarding admission to student teaching are made by the Speech and Hearing faculty at the beginning of Term II of the student's junior year.

SPEECH COMMUNICATIONS

SPC2020
PUBLIC SPEAKING
Offered By: Jeffery Seeley

Description: The course develops the traditional public speaking skills through theoretical examination and exercises in informative and persuasive speaking. During the course each student will select, organize, and present appropriate speech materials in standard oral and written form.

Method of Instruction:
Lecture, discussion and exercises.

Method of Evaluation:
A mid-term and final examinations will be given. Class speeches and critical evaluations will be required. Attendance and participation in class is required.

Method of Evaluation:

Distribution Requirement: CP

THE1001
THEATRE PRACTICUM: PERFORMANCE
Offered By: John Kelly

Description: Faculty supervised performance work on Gibson Theatre and Watson Arena productions. (May be repeated for credit)

Objectives:
Theatre practica are designed to provide students the opportunity to learn about the preparation of theatre arts presentations in hands-on, supervised settings. Performance practicum concerns acting, singing, dancing, etc. in Elmira College Theatre Program productions. Upon completion of the course students will be able to: A) Apply concepts of performance in production; B) Complete the tasks required to create a performance; C) Create an analysis of character; D) Use the body to create character (basic level); E) Use the voice to create character (basic level); F) Use the mind to create character (basic level).

Method of Instruction:
Hands-on experiential learning under the supervision of full-time theatre faculty in Theatre Program production(s).

Method of Evaluation:
Evaluation is Pass-Fail and is dependent upon number of work hours successfully completed.

Distribution Requirement: CP

THE1002
THEATRE PRACTICUM: PRODUCTION
Offered By: George de Falussy

Description: Faculty supervised technical work on Gibson Theatre and Watson Arena productions. May include scenery, costumes, properties, lighting, etc. (May be repeated for credit).

Objectives:
Theatre practica are designed to provide students the opportunity to learn about the preparation of theatre arts presentations in hands-on, supervised settings. Production practicum concerns sets, lights, sound, properties in Elmira College Theatre Program production(s). Upon completion of the course students will be able to: A) Apply concepts of technical theatre in production; B) Employ theatre methods of construction/work; C) Use tools employed in theatre safely; D) Complete technical and design tasks as assigned.

Method of Instruction:
Hands-on experiential learning under the supervision of full-time theatre faculty.

Method of evaluation:
Evaluation is Pass-Fail and is dependent upon number of work hours successfully completed.

Distribution Requirement: CP
THE1003
THEATRE PRACTICUM: ARTS MANAGEMENT
Offered By: John Kelly

**Description:** Faculty supervised management work on Gibson Theatre and Watson Arena productions. Assignments may include promotions, PR, etc. (May be repeated for credit)

**Objectives:**
Theatre practica are designed to provide students the opportunity to learn about the preparation of theatre arts presentations in hands-on, supervised settings. Arts Management practicum concerns public relations, staff supervision, budgeting, etc.

**Method of Instruction:**
Hands-on experiential learning under the supervision of full time theatre faculty.

**Method of Evaluation:**
Evaluation is Pass-Fail and is dependent upon number of work hours successfully completed.

**Distribution Requirement:** CP

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THE1012
STAGECRAFT
Offered By: George de Falussy

**Description:** The underlying purpose of this course is to provide a rigorous introduction to the technical process of the theater. Students will be expected to successfully complete one crew in order to pass the course.

**Method of Instruction:**
Lecture and demonstration, discussions, construction, and painting projects.

**Method of Evaluation:**
Students will be evaluated on class projects and two exams. Due to the interrelated nature of the projects, all work must be presented on time. No late assignments will be accepted.

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THE1010
INTRODUCTION TO THEATRE
Offered By: George de Falussy

**Description:** The course will develop the student's critical skills as a theater goer and reader of dramatic literature; provide insight to the relationship between the theater and human experience; provide the student with experiences in the theater as an audience member and a creative participant.

**Method of Instruction:**
Lecture-discussion, theater experience.

**Method of Evaluation:**
Two exams will be given and students will be evaluated on a theater journal of their artistic experiences. Attendance and participation in class discussion is required.

**Distribution Requirement:** GN

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THE2010
DRAMATIC LITERATURE
Offered By: Margaret Reed

**Description:** This course is designed to give students exposure to and experiences with a variety of styles and genres of dramatic literature, exploring the works of classic and contemporary playwrights writing in either mainstream or experimental formats.

**Method of Instruction:**
Lectures on and examination of dramatic literature, criticism, and reviews of playwrights and their works studied as related to both literature and theatrical production.

**Method of Evaluation:**
The final grade is based upon play and/or playwright reports, quizzes and/or examinations, a final paper, and class participation.
THEATRE

THE3013
ACTING III - TOPICS IN ACTING: ACTING SHAKESPEARE
Offered By: John Kelly
Prerequisites: THE 1013 (ACTING I) OR THE 2113 (ACTING II).

Description: An advanced course in acting covering a variety of topics and techniques employed in performance.

Objectives:
The course objective is to provide advanced, topic specific study of theatrical performance beyond traditional realistic Stanislavsky based techniques, incorporating both theory and practical application to broaden professional performance preparation. Upon completion of each course students will be able to: A) Created in class performances (beyond Stanislavsky); B) Demonstrated mastery of the practical applications covered; C) Apply theories presented during class in performance; D) Apply theories presented during class in written work(s).

Method of Instruction:
Methods of instruction will vary by topic, but all sections will include both theory and the practical application of such. Discussion, performance, and evaluation are all included. Written and oral assignments are anticipated.

Method of Evaluation:
All sections will include evaluation of performances and character analyses, written and oral critiques of work, and either examinations or substantial written assignments.

THE3090
THEATER MANAGEMENT
Offered By: John Kelly
Prerequisites: PLAY PRODUCTION

Description: This course serves as an introduction to the business of managing a theatre. Both theoretical and practical approaches are examined. Not for profit and for profit theatre management problems are examined. Topics covered include: planning, promoting, and funding (including grant proposal writing) a theatrical season, and determining the identity of the theatre. A number of practical projects aid the student in exploring these and other topics. Several field trips are planned.

Method of Instruction:
Lecture and written, researched, assigned management projects.

Method of Evaluation:
Class participation, assigned projects (four-six), mid-term exam, and a final project.

THE4001
DRAMATIC THEORY AND CRITICISM
Offered By: John Kelly
Prerequisites: JUNIOR STANDING OR PERMISSION OF THE INSTRUCTOR

Description: A study of dramatic theory and criticism from ancient Greece to today's modern theatre. The canon of dramatic literature from its beginnings to the newest of works is employed to consider the impact of the theories studied. As theatre and drama exist within a larger world, the intent of the course is to acquaint students with the variety and development of both theatre forms and dramatic literature in historical, cultural, and social contexts. This class will seek to discover the uses of, and purposes for, theater and drama in a variety of cultures and subcultures, and how the use of theatre and drama affected the people within and outside each cultural group.

Objectives:
A) Relate individual plays to specific theories and criticism; B) Discuss dramatic theory as it relates to specific periods of history; C) Discuss dramatic theory as it relates to specific cultures; D) Discuss theatre as it relates to social contexts; E) Compare-contrast works of dramatic literature, theory, and criticism; F) Write clear and concise analyses of dramatic artists and their work; G) Present theory and criticism in oral formats.

Method of Instruction:
As this course is intended to, in some ways, serve as a capstone to all academic elements of study for theatre majors, it will be taught as a seminar. While exams will be provided, much of the work (and evaluation) of students will be the pre- paration of materials for presentation to both student and faculty colleagues (in both written and oral forms.) Discussions of period or country specific theories will be followed by the application of those theories to works of dramatic literature from the period. Continuous development of an understanding of the nature of criticism as either refuting or building upon earlier criticism is stressed.

Method of Evaluation:
Quizzes on readings (10%), Presentations (on assigned readings)written and oral (20%), Papers (application of theory to other works) 10% each (20%), Exams (2) 10% each (20%), Final Paper (compare-contrast theories in specific application) (30%).

Distribution Requirement: W
WOMEN'S STUDIES

WOMEN AND SOCIETY
Offered By: Meagan Lehr

Description: This course, which is broadly interdisciplinary and cross-cultural in scope, examines the ways in which various societies define and limit human beings on the basis of gender. It will examine images, power relationships, and cultural and historical sources of female roles and status, and will explore how the social construction of femaleness occurs in our contemporary world.

Objectives:
A) To identify ways in which social institutions define human beings and constrain their actions on the basis of gender; B) To trace the formative influence of earlier cultural, historical, and religious ideas on the contemporary image and definition of femaleness; C) To introduce the concepts of oppression, domination, and subordination--not only as they apply to women, but to other groups as well; D) To present an overview of the global struggle for women's rights and examine the interplay of social, economic, and cultural forces.

Method of Instruction:
A combination of lectures, readings, films, and small group discussions. There may be guest speakers from various academic disciplines at the College. In addition, we may plan a field trip to the Women's Rights National Historical Park in Seneca Falls.

Method of Evaluation:
Papers, a midterm and final examination, regular class attendance, and participation in class discussions.

Distribution Requirement: GN

WMS1402
U.S. WOMEN'S HISTORY TO 1865
Offered By: Myra Glenn

Description: An introductory survey course exploring how racial, class, and regional differences shaped the lives of different groups of American women from the early seventeenth to the mid-nineteenth centuries. Will compare the work and family roles of the following groups: Native-American and English women in colonial Massachusetts and Virginia; middle-class urban homemakers and factory women in Antebellum New England; plantation mistresses and female slaves in the Antebellum South; pioneer frontier women and their urban counterparts back East.

Objectives:
A) To introduce students to major issues and concerns in U.S. women's history. B) To develop a student's analytical skills through critical readings of assigned texts and written assignments.

Method of Instruction:
Lectures and class discussion, with emphasis on the latter.

Method of Evaluation:
Several essays based on assigned readings OR write ten-page research paper on a particular topic, two exams and class discussions.

Distribution Requirement: US
WOMEN'S STUDIES

WMS2015
GENDER AND NATURE
Offered By: Charles Mitchell

Description: This course introduces students to a selection of American writers, artists and naturalists whose work explores the relationship between the natural world, ways of understanding and relating to the natural world, and gender. Through the material covered in this course we will explore the ways in which the constructed ideas of "nature" and "gender" have been intertwined in American culture, how certain assumptions about the essential nature of women and men have shaped opportunities for women and men to explore, study and know the natural world, and how the gendering of nature has shaped discussions of environmental topics and issues.

Objectives:
A) Describe the way that ideas about nature and gender have been constructed through social and cultural institutions; B) Recognize the ways in which certain assumptions about nature and gender have shaped opportunities for women and men to explore and study the natural world; C) Recognize and describe the ways in which gendered language and images are used to represent nature and natural forces; describe and analyze the ways in which the gendering of nature has influenced the discussion of an environmental topic or issue.

Method of Instruction:
Discussion.

Method of Evaluation:
Participation and class presentation, three papers, and final exam.

Distribution Requirement : US

WMS2116
WOMEN IN ASIA MODERN
Offered By: Mark Pitner

Description: The principal goal of this course is to emphasize the value of comparative study for a meaningful understanding of different social and cultural traditions especially as they relate to the roles and status of women in Asia. The purpose of this course is not merely to catalogue the problems and concerns of women at a particular period of time, but to provide you with an adequate understanding of the social, cultural, and historical factors which have shaped women's lives and roles in different cultural settings. This course will focus on the modern period, a period that covers from closing days of the dynastic system, through the period of Western imperialism, to the middle of the twentieth century and the rise of post-colonial states across Asia.

Objectives:
A) Outline and explain the changing roles of women in Asia as demonstrated through a series of in-class exercises and short tests; B) Compare these roles within the various cultures of Asia as demonstrated through in-class discussion and written assignments; C) Describe and compare core principles and arguments surrounding the concepts of gender and sex in human history; D) Gain the basic skills for doing research in Asian Studies as demonstrated through a written paper and oral presentation that are developed and edited throughout the term.

Method of Instruction:
Class time will be divided between short lectures on the topic/readings of the day, small group projects, and in class discussion. Students will be expected to be active participants in the direction and content of the course discussions and projects. In order to do this all assigned readings must be prepared before class and those materials must be brought to class.

Method of Evaluation:
Participation: 10% (prepared active participation in discussions), Discussion leader 15%, Exam one: 10%, Exam two: 10%, Exam three (semi-cumulative): 20%, Paper 35% (paper proposal 5%; draft 5%, final draft 20%, Presentation 5%).

Distribution Requirement : NW
WOMEN'S STUDIES

WMS3333
FEMINIST PHILOSOPHY
Offered By: Corey McCall

Prerequisites: WMS 1000 OR ONE PHR COURSE OR PERMISSION OF INSTRUCTOR

Description: This course serves as an introduction to feminist thought as it relates to perennial philosophical questions. The course is an historical and topical survey that deals with the metaphysical implications of gender identity ("Is there an essential gendered identity, or is this identity a function of social norms and enculturation?"); epistemology ("How do gender norms influence how we come to know what we know?"); ethics and political philosophy ("Are approaches to moral problems affected by gender norms?"); and aesthetics ("How are art practices and theories affected by feminism?"). We will situate these questions through an historical examination of authors representing perspectives of Liberal Feminism (Hume, Wollstonecraft, Mill); Radical Feminism (Mackinnon, Dworkin); Multiculturalism and Global Justice (Nussbaum); and Postmodernism (Butler).

Objectives:
A) Understand the history of feminist thought and its relationship to key philosophical concepts in epistemology, metaphysics, and ethics; B) Articulate arguments and viewpoints of their own based upon this understanding; C) Critically analyze these ideas and viewpoints in both oral and written formats.

Method of Instruction:
Lecture and discussion.

Method of Evaluation:
Reading, quizzes, two short analysis papers (1,200 words), and research paper (3,000 words).