ART (ART)

120H  History of Art II  Alejandra Gimenez-Berger

ONLINE course. Selective chronological survey of the arts of the Western world from the Renaissance through the present. This course traces the development of the pictorial traditions of the West by concentrating on the major artists and movements, beginning with the resurgence of classical antiquity in the Italian Renaissance and culminating with the radical artistic innovations of the 21st century.

121A  Basic Drawing  Jack Mann

Explores the descriptive and formal potential of drawing as an expressive art medium. We will use an assortment of drawing media such as pencil, charcoal, conti crayon, pen and ink and ink wash. We will work from a variety of subjects, including still life, architecture, and nature studies. Students will be expected to keep an out-of-class sketchbook.

280A-01  Topic: Graphic Design  Crispin Prebys

This course is for students interested in exploring and understanding the basics of graphic design and design principles. Through the development of a variety of projects, students will be exposed to the processes and software used in graphic design practice.

280A-02  Documentary Film  Daniel McInnis

Students will view films from six different areas of American documentary exploration: Capitalism in the U.S., Art and Media, War and Conflict, Sociological Perspectives and Class, and The Landscape (and what we do to it...). Each week will concentrate on a different theme, highlighting different challenges we currently face as a culture and country.

Writings will at first center on formal analysis at the center (use of camera, archival footage, interview technique. etc.) and how films are perceived as effective modes of argument. We will then move on to
more sophisticated critical analysis concerning viewers’ (and filmmakers’) perspectives, visual and aural persuasion, temporal argument, and film as an abstract, single-sided experience vs. a multiplicity of voices.

The course will include a basic primer on film terminology and theory, covering the basics of filmmaking (camera, picture, sound, lighting, editing) so the group can have an active and dynamic vocabulary. We will spend one class on older, silent documentary film to allow for an (albeit abbreviated) historical perspective.

292A Ceramics I
Scott Dooley

Introduction to wheel throwing and hand-building methods of clay construction, and basic decoration and firing techniques.

BIOLOGY (BIOL)

104N Topic: Science Behind Addiction
Cathy Pederson
See also BIOL 250

This course is a basic introduction to addiction to a variety of drugs of abuse. Students will consider both the physical and psychological ramifications of alcohol, amphetamines, cocaine, heroin, nicotine, and marijuana as they relate to both their use and abuse today. What makes these drugs so addictive and how can we treat addiction? Open to all students, but counts toward a major in biology only with departmental approval.

120B Human Health & Pathology
Cathy Pederson

Course material will include an overview of human biology with an emphasis on practical application of preventive health measures and wellness. Lecture and discussion will revolve around the study of structure, function and pathology of organ systems. Laboratories will be conducted during regular class periods and include listening to the heart and lungs with the stethoscope, EKG, and reaction times. Open to all students but counts toward a major in biology only with department approval.

131B Woody Plants of the Natural & Urban Environment
Ron deLanglade
See also BIOL 230

We will learn about the trees, shrubs, and vines that appear in our daily environment—what they are, how they grow, how one cares for them. We will spend much of our class time in the field, both on campus and at other sites. Students, working in pairs, will make a collection of specimens. The course is open to non-major and major/minor students alike; in addition to its General Education application, the course fulfills a Botany requirement in the Biology program. No textbook, but students must purchase three taxonomic keys.
Our planet is currently experiencing a global biodiversity crisis; extinction rates at present are at least 100 times that of any natural extinction event to have ever occurred in our history. Humans are a driving force in the loss of earth’s species and the degradation of ecosystems. Undoubtedly, biological interactions and critical processes may be dramatically altered in our rapidly changing world. This biology course for non-majors will explore the local biodiversity of Clark County. Students will work with the Clark County Park District, additional faculty, and local grade school students to develop and implement a BioBlitz of the county parks. We will also work to identify how human induced alterations such as climate change, habitat loss, and invasive species are threatening the biodiversity of Springfield and beyond.

Open to all students, both non-majors, and those planning to major in biology. This course and Biology 180, required for the biology major, provide an overview of the primary concepts in biology and are prerequisites for upper level biology courses. Students may take Biology 170B and Biology 180B in either order. The major themes of this course are information flow from DNA to protein, animal reproduction, and evolution. Students must also enroll in the accompanying lab section (below).

The laboratory will provide students with hands-on activities designed to reinforce lecture content and develop the basic scientific skills that are needed for future courses in the major.

See also Biology 131B. For activities specific to 230 students, contact the professor.

The aim of this course is to integrate principles of general inorganic chemistry and organic chemistry in relation to fundamental biological processes at the cellular and physiological (tissue) levels. Emphasis will be on integration and understanding of biochemical pathways (including enzymes, coenzymes), structures, naming compounds, and chemical mechanisms. This course does not replace CHEM 271 (Principles of Biochemistry) or CHEM 372 (Advanced Experimental Biochemistry) as part of the Chemistry or Biochemistry and Molecular Biology majors (or minors).

Developmental biology is the study of how single celled zygotes (or fertilized eggs) become multicellular organisms with specialized tissues and organs. This course is designed to provide an overview of the major features of animal development focusing primarily on the cellular and molecular mechanisms that underlie these developmental events. Lecture topics will include fertilization, gastrulation, organogenesis, and classical embryology. Laboratory components will use a range of
developmental model organisms to highlight some of the main tenants of developmental biology. There will be an emphasis on how cells in the developing embryo differentiate into specific cell types, germ layers, and tissues and organs.

250  **Topic: Science Behind Addiction**  
Cathy Pederson

This course is a basic introduction to addiction to a variety of drugs of abuse. Students will consider both the physical and psychological ramifications of alcohol, amphetamines, cocaine, heroin, nicotine, and marijuana as they relate to both their use and abuse today. What makes these drugs so addictive and how can we treat addiction? Prerequisites: Biology 170 and 180. Students will be required to develop a 12-18 minute presentation related to the molecular, cellular, neurobiological and/or pharmacological effects on human physiology for a recreational drug not included in the class. A student cannot take both Biology 129N and Biology 229 for credit.

250  **Wildlife-Habitat Relationship field study**  
Richard Phillips  
*May 19-June 13*

Wildlife management is often synonymous with habitat management. Altering habitat is a key component of effective wildlife management. An animal’s habitat is the intersection of food, water, and cover that provides resources necessary for an animal’s survival and reproduction. This course examines the role of habitat in wildlife population’s distribution and abundance. The distribution of animal species among various habitat types is of interest to wildlife ecology and ecology in general. Such distributions have been the focus of intense study to determine those habitats that allow populations to thrive as well as the impacts of humans on these habitats and their subsequent animal populations. We will examine the reasons why and how wildlife ecologists and managers document such habitat associations as well as techniques that allow humans to manipulate habitat to allow of increases or reductions in wildlife populations. The laboratory component of this course will revolve around measurements and analysis of habitat selection and preference. Students will gain knowledge of habitats and their goal-oriented management.

255  **Biological Literacy**  
Matt Collier

The purpose of this course is to acquaint the student with common sources, methods, and techniques used in the presentation of biological research. A strong emphasis will be placed on the use of bibliographic sources, analyses of student-prepared articles, and written and oral presentations of biologically related literary materials. Etymology of biological terms will also be studied.

**CHEMISTRY (CHEM)**

201  **Organic Chemistry I**  
Pete Hanson

This is a one-semester survey course of organic chemistry. We will cover aliphatic and aromatic organic compounds and will focus on most common functional groups. The emphasis will be on bonding and structural theory, nomenclature, stereochemistry, and reactions of organic molecules. The course has an interactive lecture format where students will be free to ask questions. Many problems
will be assigned as homework. The course will emphasize reaction mechanisms as the basis for understanding organic reactions. The laboratory component will emphasize the techniques for preparation, isolation, analysis, and spectral identifications of organic compounds.

COMMUNICATION (COMM)

190  Public Speaking  Stefne Broz

Addresses basic theoretical principles of effective public speaking necessary for pluralistic audiences, concentrating on content, organization, audience analysis, ethics, language, and delivery. Students apply these principles to several oral presentations of their choosing; some speeches are rehearsed, while the others are impromptu. Students also learn how to develop and use effective visual aids, including PowerPoint.

200  Intro to Communication Studies  Stefne Broz

This course provides an introduction to the field of human communication studies and a foundation for future study within the communication discipline. The course introduces the core concepts, essential skills, and perennial issues found in several relevant contexts of human interaction, including interpersonal relationships, organizations, and cross-cultural interaction. It also examines these contexts from a theoretical perspective, suggesting how scholars have sought to formulate generalized explanations for the processes of human meaning making. @witt@home format.

220H-01  Topic: American Television History  Matthew Smith

ONLINE course. This course explores the development of television as a medium of communication and as a shaper of American culture over the last seven decades. As such, we will not only examine the content of the medium (e.g., televangelism, cable news, reality television) but its transformative effects on American institutions (e.g., politics, the family, social mores). You will learn about Americans in this era and their relation to television through selected readings, in-class lectures and dialogues, and projects designed to help you investigate the meanings behind the people and events that have shaped this nation in the television era.

220H-02  Topic: American Television History  Matthew Smith

This course explores the development of television as a medium of communication and as a shaper of American culture over the last seven decades. As such, we will not only examine the content of the medium (e.g., televangelism, cable news, reality television) but its transformative effects on American institutions (e.g., politics, the family, social mores). You will learn about Americans in this era and their relation to television through selected readings, in-class lectures and dialogues, and projects designed to help you investigate the meanings behind the people and events that have shaped this nation in the television era.
While at Comic-Con International, students will study popular culture through the methods of participant ethnography. We will be examining the intersection of practicing fan culture and the political economy of industrial marketing. Thus, most of our time in San Diego will be spent participating in the Con, attending programs, observing fan behaviors, examining the industries' cultural artifacts, and interviewing participants. Students will complete a set of readings before the Con, and we will meet each day before programming begins for a briefing. Assignments include daily exercises and a paper to be completed in the week after the Con concludes. You'll also have the opportunity to address the Con with a public presentation of your preliminary findings while you are in San Diego.

270S Interpersonal Communication  Katie Warber

ONLINE course. This online course offers an introduction to message production and interpretation in face-to-face and other interpersonal settings. The focus of the course is to illustrate how choices in interpersonal communication behaviors are basic to our character as human beings and the nature of our interpersonal relationships. Students will complete the course having learned about basic interpersonal communication principles related to, for example, self-presentation, self-disclosure, gender, culture, perception, nonverbal communication, effective listening, relationship development, relational maintenance, relationship dissolution, deception, power, emotion, and conflict.

COMPUTER SCIENCE (COMP)

121Q Computing in the Arts & Sciences  John Herzog-Term 2

Broad introduction to computing designed for the general liberal arts student. Emphasis on problem-solving through spreadsheets, databases, graphics and elementary programming. Operating systems, computer networks, and issues related to computers in society are also addressed.

121Q Computing in the Arts & Sciences  John Herzog-Term 5

ONLINE course. Broad introduction to computing designed for the general liberal arts student. Emphasis on problem-solving through spreadsheets, databases, graphics and elementary programming. Operating systems, computer networks, and issues related to computers in society are also addressed.

CRIMINOLOGY & CRIMINAL JUSTICE (CRCJ)

212-01 Topic: Crime in the Media  Nona Moskowitz

See also SOCI 212-01

From The Godfather to Cops, from CSI: Crime Scene Investigation to the New York Times, how do we see crime and the investigation of crime in the media, in Hollywood productions, and in other spaces
that touch our everyday lives? Somewhere between fact and fiction lies a wide spectrum that spans from romance to structural violence. In the course, we will ask: How does the representation of crime and criminals in various media perpetuate stereotypes about certain groups? What are the wider messages that the media sends about crime? How do we participate in these messages and what affect do they have? In the second part of the course, we will look more closely at prison life and prison experience. In this part of the course, we will exam the prison as a system and think about the role it plays in our society. @witt@home format.

212-02 Topic: Serial Murders

Brooke Wagner

See also SOCI 212-02

This course critically explores the social construction of serial murder in contemporary society. Accounts of serial murder can be found over the past several centuries, but only recently has it become a concern to both the criminal justice system and public, largely due to the media’s sensationalized portrayals of these crimes. In this course, we will synthesize historical and contemporary analyses of serial murder, assess the impact of the media on public perceptions of serial killing, and contextualize serial murder as a reaction to broader societal fears and concerns. Students will examine the facts versus the myths of serial murder in order to understand these crimes from a sociological and criminological framework. @witt@home format.

301 Topic: GIS and Criminology

Olga Medvedkov

See also GEOG 380 and SOCI 301

This course will introduce students to the ArcGIS mapping software in the context of crime analysis. The course will begin with an introduction to the ArcGIS software and the different tools that are available for analyzing spatial data and drawing maps. In a later part of the course, participants will work with local crime data, and use it to identify and map crime hotspots.

This course is designed as @witt@home, with 50/50 percent of time spent in and out of the classroom. The course is designed for people without any prior knowledge of ArcGIS, although those with existing ArcGIS skills will still benefit from the crime analysis applications.

ECONOMICS (ECON)

190S Principles of Economics

Mark Egloff

This introductory course in the principles of Economics will explore the primary concepts needed to understand the economic systems that influence the business environment. Learners will focus on understanding the concepts and interpreting economic information available to decision-makers whether those decision makers are political leaders, corporate executives or individual heads of households. The emphasis will be on how to read, analyze and interpret financial information applying the economic principles learned in order to provide effective leadership and to support effective decision making. @witt@home format.
An examination of the foundations of education and teaching through a philosophical perspective. The course develops theoretical and practical perspectives through the close analysis of philosophical texts and by considering cases and disputes emerging from the daily practice of teaching. More specifically, the course examines fundamental questions concerning education as a moral practice. The questions revolve around the ethical standards of the teaching professional and the legal and moral demands placed on practitioners as they consider the developmental needs of their students. The course provides an introduction to the politics of teaching, and practical approaches to moral education.

ONLINE course. Focuses upon the physical, social, emotional, intellectual, and moral development of children in these stages. Emphasis is upon the interactions of nature and social/cultural contexts that explain the wide range of diversity of students at this age level. Family constellations will be a particular focus. The course provides an examination of human development prior to age three to acquaint the student with knowledge about children prior to their entry into formal education and provides an examination of human development through middle childhood years so that students acquire an appreciation for the full range of human development related to early and middle childhood. The course is designed for students seeking licensure in either Early or Middle Childhood; it requires field experience of approximately five hours and concurrent registration in EDUC 120.

ONLINE course. Focuses upon the physical, social, emotional, intellectual and moral development of children in middle childhood through early adolescence and young adulthood. Emphasis is placed upon the interactions of nature and social and cultural contexts that explain the wide range of diversity of students at this age level. Healthy development is stressed as it relates to family constellation, threats to health, safety, and risk behaviors in the contemporary society. The course is designed for students seeking licensure in either Middle Childhood or Adolescence to Young Adult. It requires field experience of approximately five hours and concurrent registration in EDUC 120.

ONLINE course. An extension of the content developed in EDUC 111, designed for students seeking multi-age licensure in art, drama/theatre, foreign language, music, and special education. The course focuses upon the physical, social, emotional, intellectual, and moral development of the adolescent through young adult school-age population. Emphasis is placed upon interactions of nature and social and cultural contexts that explain the wide range of diversity of students. Requires field experience of approximately five hours.
120   Intro to Students with Special Needs  
Sally Brannan

ONLINE course. An examination of how schools and society respond to students who have special needs, including students with disabilities, those alienated from school, and those whose linguistic or cultural backgrounds differ from mainstream society. The course focuses on disability as the context for examining student diversity and the schools.

We will review legislative mandates relating to students with disabilities, teacher roles for identifying and referring students, educational programming options available, and approaches for creating more inclusive school environments. The course challenges prospective teachers to make connections between what is known about human development and diversity and what is believed about human dignity and the purposes of American education, about what is known about current educational practices and what is possible in terms of educational vision. Requires approximately 5 hours of field-based experiences with school-age and adult individuals with disabilities. This course will have an Early/Middle Childhood/Adolescence focus when paired with Educ 111 and a Middle Childhood/Adolescence focus when paired with Educ 112. Requires concurrent registration in Educ 111 or 112.

442   Math in Upper Elementary Grades  
Beth Moore

This course provides an overview of the Mathematics content and curriculum found in Ohio’s 4th-6th grade classrooms. Specific topics will include mathematical processes, number sense and numeration, algebraic concepts, informal geometry and measurement, and data organization and interpretation. Special attention is focused on developmentally appropriate pedagogy.

444   Social Studies in Upper Elementary Grades  
Amy McGuffey

This course provides an overview of the Social Studies content and curriculum found in Ohio’s 4th-6th grade classrooms. Specific topics will include geography, world history, United States history, Ohio history, government, citizenship, and democracy, economics, and social studies as inquiry and processes. Special attention is focused on developmentally appropriate pedagogy.

445   Principles, Practices & Learning in Grades 4-6  
Cook

ONLINE course. The developmental, socio-cultural, and pedagogical foundations related to schooling in grades 4-6 are explored in relationship to the specific needs and characteristics of students ages 8-12. The course expands early childhood and middle childhood candidates’ understanding of the teaching and learning processes specific to the upper elementary grades. A 15-hour field experience in grades 4 or 5 (early childhood generalist endorsement) or in grades 4, 5, or 6 (middle childhood generalist endorsement) provides opportunities to observe, practice and reflect upon teaching and learning in grades 4-6.

520   Topic: Phonics in the Classroom  
Staff

This course covers the developmental nature of reading and writing with an emphasis on the importance of decoding in relation to fluency and comprehension, and focuses on the related cueing
systems that children use as they read a text: graphophonic, syntactic, and semantic. Participants will learn about the key concepts of reading (i.e., concepts of print, phonological/phonemic awareness, alphabetic principle, phonics, morphology) and orthography (i.e., alphabet, pattern, meaning). Participants will explain and give examples of the principles necessary to teach readers to use phonics and structural analysis to unlock unknown words in text. They will discuss instruction with phonics and other decoding strategies and the assess-evaluate-plan-teach cycle as it relates to reading and writing instruction. A classroom project will be required in which participants will assess and create/implement plans in order to tutor a student in the use of phonics and other decoding and spelling strategies.

520 Topic: Frameworks Teaching Math & Science  
Staff

This course examines past and current research on mathematics teaching, learning, and assessment through consideration of conceptions of mathematics teaching, teacher knowledge, learners, and assessing learning. Students will also consider theoretical perspectives such as behavioral, cognitive, and socio-cultural and will read research on children's learning and assessment of learning of specific mathematical domains.

534 History Lit. Policy & Politics  
Kathryn Calabrese

In this course, the candidates will examine the history and politics leading up to the current issues facing literacy educators. Possible topics for investigation and discussion may include, but not be limited to, early or adolescent literacy, teacher education, assessment (e.g., the PARCC assessment, the Third Grade Guarantee), reading instructional models, poverty, and the stratification of education. Candidates will engage in activities that add to their knowledge base related to literacy history, policy, and issues and will prepare them to take action on a personally relevant issue.

537 Community Relations  
Staff

The course provides opportunities for participants to prepare communication for internal and external stakeholders for a variety of media (television, newspaper, and the internet). Participants will evaluate school publications and develop a communication plan designed to promote community relations. The course will address effective communication with internal and external stakeholders and will prepare school leaders to communicate in a variety of situations (promoting student learning, seeking support, responding to the media, and managing a crisis).

542 Math in Upper Elementary Grades  
Beth Moore

This course provides an overview of the Mathematics content and curriculum found in Ohio’s 4th-6th grade classrooms. Specific topics will include mathematical processes, number sense and numeration, algebraic concepts, informal geometry and measurement, and data organization and interpretation. Special attention is focused on developmentally appropriate pedagogy.
544  Social Studies in Upper Elementary Grades  Amy McGuffey

This course provides an overview of the Social Studies content and curriculum found in Ohio’s 4th-6th grade classrooms. Specific topics will include geography, world history, United States history, Ohio history, government, citizenship, and democracy, economics, and social studies as inquiry and processes. Special attention is focused on developmentally appropriate pedagogy.

545  Principles, Practices and Learning in Grades 4-6  Cook

ONLINE course. The developmental, socio-cultural, and pedagogical foundations related to schooling in grades 4-6 are explored in relationship to the specific needs and characteristics of students ages 8-12. The course expands early childhood and middle childhood candidates’ understanding of the teaching and learning processes specific to the upper elementary grades.

570  Working With Diverse Communities  Barker

This course will focus on examining diversity in personal and local contexts and on analyzing how diversity is reflected in curriculum and instruction. Diversity applies to teachers, students, administrators and staff within the school as well as the various populations in the larger school community. Teachers will develop plans and strategies about parental partnering, tolerance, conflict resolution, curriculum sequencing and presentation, assessment, and community building. Prerequisite: Education 550.

590  Read/Synthesizing Tch Research  Staff

This course provides participants with an introduction to teacher research, APA format, and teacher research. Participants will identify a research interest, conduct reviews of appropriate bodies of research literature, write a problem statement, and develop a research question. This preliminary work will result in a written introduction to the participant’s Master’s Thesis, a paper that will constitute a large portion of the Thesis Proposal and Chapter One of the Thesis. Participants will also be introduced to various research methodologies in order to begin to formulate a research plan. Prerequisite: any of the core courses (EDUC 550, 560, or 570)

600  Directed Research  Roberta Linder

Directed Research serves as the capstone experience in the Master of Arts in Education degree. Candidates will work with their Thesis Committee to craft and complete a substantial, high quality research project. Although the completed projects will differ, all must include a written review of the literature pertaining to the candidate(s)’s research topic. The candidate(s) must document the research process and address the project's relevance, value, and significance. See the Thesis Project Preparation Guide for details on the completion of the project. This course entails completion of a project proposal, the successful completion of the research project, and an oral defense before the Thesis Committee. Initial registration for EDUC 600 requires enrollment for 4 semester credits. Subsequent registrations for variable credit (1-4) are required if needed to successfully complete the research project. EDUC 600 is offered every semester. Prerequisites: 550, 560, 570, 590, and 595.
605  Practicum in Reading

Tracy Whitlock

In this course the endorsement candidates will learn about and apply knowledge of informal and formal evaluation instruments for diagnosing reading ability and disability with students and learn to plan appropriate intervention experiences for those students. Each candidate will assess and teach an individual student or a small group of students. The candidate will be responsible for assessing, analyzing assessment data, planning and implementing appropriate lessons, and producing an authentic document that can provide additional information relevant to the future reading instruction of the student.

The Practicum in Reading course: Requires 35 hours outside of your classroom working with one or two students or small groups of students over time.

ENGLISH (ENGL)

101E  Expository Writing

Brian Heaney

Practice in the basic principles of expository writing. A prerequisite to all other English courses except English 100. To meet the general education writing goal, each student must complete this course with a grade of C- or above. Should be taken in the first year of college. Writing intensive.

180A  Film Noir

D. Scot Hinson

Film noir, or “black film,” has been variously labeled as a period in film history, a style of film, and as a separate film genre with its own themes and conventions. No matter how you define it, films labeled as film noir are “deeply unromantic” films that “take a sneaking delight in their displays of passion gone wrong and of murderous calculation confounded.” This course will examine the distinctive “noir” visual style and the characteristic “noir” thematic of lives ruled by an unkind fate. We will also trace the history of film noir from its origins in German expressionism and postwar nihilism, to its golden period in the 1940’s and 1950’s, and to its persistence through the rest of the 20th century in neo-noir (post-classic noir or nouveau noir). We will also look at the debt that these films owe to what the French called “serie noir,” the searing crime and detective fiction of the 1930’s, 40’s, and 50’s. We will examine particularly closely the cultural work of these films and the questions film noir raises about the nature of masculinity, femininity, and homosexuality and their representations in film noir.

180A  African American Literature

ShaDawn Battle

How do we situate African American music and literature in the context of protest and resistance? How, for example, might cultural critics uncover parallels between the literature of the Black Arts Movement and the Kanye West line, “No one man can have all that power” (“Power”)? This course is designed to investigate not only the relationship between 20th century African American literature and musical forms of expression, but also how both genres can be understood in their subversive capacities. We will discuss, analyze, and critique the historical and cultural conditions that led to the production of both the literature and the music as viable modes of
protest. While we will discuss the importance of the “Sorrow Songs,” the Blues tradition, and Jazz, this course will focus on arguably the most expressive art form of contemporary African American culture: hip hop. Furthermore, we will cover the literary periods that span the Antebellum era to the 1980s. It is writing intensive.

180A American Short Stories

This course will introduce students to a variety of US short stories, and the many distinct cultures they have risen out of. One of the questions we will focus on is how to describe the interaction of those cultures: as a melting-pot, as a mosaic, as an ongoing conflict? We will start the course with some practice in how to read analytically, for symbolism and sub-text, and apply those skills to a range of stories from the 18th C to the 21st. This course will include in-class writing and writing three three-page analytical papers over the course of the term, based on our readings and class discussion. Because this is an @witt@home course, students will be expected to have some familiarity with email, forums, and Moodle; instruction in how we will use them in this course will be provided in the first week. Please also explore the ITS help and information page (http://www4.wittenberg.edu/administration/cctr/students.html).

243 Business Writing

ONLINE course. This course will introduce students to a variety of writing formats commonly used in the business world, including formal and informal communications, reports and proposals, and technical or instructional documents. This is a writing intensive course, and students should expect to turn in exercises, drafts, and finished documents frequently.

This is an online course. Students must be familiar with the university’s Moodle courseware and be prepared to discuss class reading in Moodle forums, as well as turn in work and receive feedback via Moodle.

342A Rivers: Writing Them and Running Them

This is a combination creative writing and Phys Ed course (though no HPE credit). We will read about rivers and their quirky, ever-same, ever-changing personalities, studying how others write about them in fiction and non-fiction, and—how best to know them?—we will spend about a third of our time out in them, in Wittenberg’s kayaks on Buck Creek and the Mad River, both of which run through Springfield. Only pre-requisite is students must know how to swim. English 240 is recommended, but not required.

Reading includes James Dickey’s Deliverance, the novel and the film; several essays by nature writers, scientific material, and a how-to video on kayaking. We will begin the Phys Ed portion in the pool, with basic kayaking strokes, safety measures, the ‘wet exit,’ and the option of learning to roll—not a requirement of the course, but sure comes in handy if you flip over.

After several sessions in the controlled environment of Wittenberg’s natatorium, we will move to Buck Creek to learn firsthand about eddies and ferrying across currents and other apt skills. Back in the classroom we will read about such as explored and described by different authors, and we will write
and critique our own sallies into this mini-genre of writing about rivers. This is a creative writing course, mainly Creative Nonfiction, but fiction, poetry, and even screenwriting can be sampled—any way you care to approach it. Though we will experiment in all of them, the main thrust is CNF—with a final Creative Non-Fiction piece turned in for significant part of final grade. ‘Final exam’ will be your one best piece of CNF writing, which will have been critiqued by the class and me, and rewritten to its finest final form, plus a run down all of Buck Creek, from the reservoir through the man-made waves behind the Art Museum and on into those in Snyder Park.

Any time we are on the water, we will have me (certified ACA Level I instructor), and at least one, if not two, assisting Wittenberg students, who have been running these rivers with me for a couple of years. Safety first and standard kayaking protocol, which among other things mandates: If you don’t like what you see, you certainly don’t have to run it: portage around. Period. And bingo, either way you have something exciting to write about! It’s safe, fun, and it’s a ball to relive in words, others’ and your own.

ENVIRONMENTAL SCIENCE (ESCI)

100N  Global Climate Change  David Finster

This course addresses the question: What do we know, and not know, about the science of global climate change in the 21st century? An adequate answer to this question also involves the exploration of: How does “science work”, and how do we decide when we “scientifically know something”? How do we project future climate change in the 21st century, and with what level of confidence? How do economic and political considerations (both nationally and internationally) affect decisions that we make about social and cultural choices regarding lifestyle and energy consumption? The goal of this course is to prepare you to have a fact-based, intelligent conversation about climate change with a United States senator.

This course has a MPS score of 22 as a pre-requisite. Class time will be a mixture of lecture, discussion and small group activities. Students should expect to spend 3-5 hours per classroom day in out-of-class assignments that will involve readings and watching online videos. There will be four exams in the course as the primary method of assessment along with student presentations of a modest nature. The primary textbook will be Introduction to Modern Climate Change (2011) by Andrew Dessler.

FRENCH (FREN)

112F  Beginning French II  Andres Peralta

A continuation of FREN 111. Emphasis on elementary grammar, vocabulary building, reading, writing, speaking, listening comprehension, and francophone cultures. Prerequisite: French 111 or placement. Offered every semester. 90 minutes attendance required weekly in the Foreign Language Learning Center. This course satisfies the university's general education requirement for Foreign Language.
GEOGRAPHY (GEOG)

101S   Cultural Geography   Lance Limoges

ONLINE course. The objective of this course is to introduce the student to the breadth of human geography and in particular how populations influence the way the environment is developed and utilized by people and the subsequent patterns they create on the landscape. Topics will include: the spatial organization of human activities, ways in which social processes and structures can be understood through a geographic lens, geographic perspectives of human/environment interactions, patterns of economic activity, the relationship between political States and cultures, and the impact of globalization. The course will follow a lecture/discussion format to enhance critical thinking and writing abilities. In addition, the class will also require some out of class, off campus collection of data to complete exercises. The overall aim of the course is to provide the student with the analytical skills necessary to think critically about contemporary geographical patterns and processes while also cultivating the student’s own geographical imagination.

380   Topic: GIS and Criminology   Olga Medvedkov

This course will introduce students to the ArcGIS mapping software in the context of crime analysis. The course will begin with an introduction to the ArcGIS software and the different tools that are available for analyzing spatial data and drawing maps. In a later part of the course, participants will work with local crime data, and use it to identify and map crime hotspots. This course is designed as @witt@home, with 50/50 percent of time spent in and out of the classroom. The course is designed for people without any prior knowledge of ArcGIS, although those with existing ArcGIS skills will still benefit from the crime analysis applications.

GEOLOGY (GEOL)

110B   Introduction to Geology   David Miller

Intended for the non-science student. Emphasis on concepts and methodology of the science of geology and its application to problems of human concern about the earth. Note the required Saturday field trip. Dr. David Miller is on the faculty at Clark State Community College and has taught at Wittenberg for the last eight years.

GERMAN (GERM)

275A   Germans & Jews: Cult. Identity   Tim Bennett

Study of the issues that have characterized the history of German Jewry in its relationship to German Christendom, focusing on the period from the Enlightenment to the aftermath of the Holocaust. Consideration of the problems of cultural difference, assimilation, European identity and discrimination as reflected in the cultural imagination. Writing intensive.
HISTORY (HIST)

122H    U.S. History II    Justin Pfeifer

ONLINE course. Our class will focus on American history from the Reconstruction period to the end of the Cold War. Domestic and foreign policy issues will be addressed throughout the semester, providing a thorough understanding of significant periods including the Gilded Age, the Progressive Era, the Great Depression, World War II, and the Cold War. The goal of this course is to provide students with a well-rounded emphasis on political, social, cultural, and economic understandings of U.S. history and their interconnections.

While the instructor will provide a narrative with various lectures throughout the term, of equal importance are the in-class discussions of the reading materials central to understanding the many interpretations of historical debates. This course will consist of lecture, readings, quizzes, primary source exercises, class discussion, and a final examination.

170C    Topic: Film Apartheid    Scott Rosenberg

This class will use the medium of film to explore how the story of Apartheid has been told or explained through movies. This is not so much a class about Apartheid as it is about how films have sought to depict or deal with the subject of Apartheid. The evolution of the way films deal with the subject matter may tell us more about ourselves and our interest then about Apartheid itself. A short history of the development and implementation of Apartheid will be a necessary foundation, which will be covered during the first month of class. As we start watching the films we will consider how the films deal with the subject of Apartheid, with special attention regarding the issue of race. We will consider such questions as whether the film was made during or after Apartheid as well as the intended audience. Of central importance will be how these films depict the impact of Apartheid on whites or Africans. Students will be graded on response papers to the films.

253C/H    Soviet Russia    Christian Raffensperger

Russia in this period is fully enmeshed in European and world history. Over the course of this class we will see Soviet troops in Berlin, as well Soviet activity throughout the world. Russia also goes through a series of dramatic changes in this period from the amazing events of two revolutions in 1917 to the conservative reaction under Stalin, and repetitions of those cycles of reform and reaction throughout the twentieth century. The history of the Union of Soviet Socialist Republics will change the history of the rest of the world, and as such, is a vital component in understanding not only the events of the twentieth century, but our twenty-first century as well.

305    Archaeological Field Methods    Darlene Brooks Hedstrom

Introduction to theoretical and practical application of archaeological field methods. Course includes excavation field experience and training in documentation.
MUSIC (MUSI)

110A Understanding Music  
David Schubert-Term 1

A basic introductory course emphasizing aural perceptual skills and designed to enable the student to appreciate some of the great works of musical art. Explores the materials of music, i.e., melody, harmony, rhythm, tone color, form and mediums of expression. Surveys the basic style periods of music. Required outside listening to a wide variety of music and attendance at selected, appropriate live performances. Assessment is by regular testing throughout the course, and a functional final exam.

110A Understanding Music  
David Schubert-Term 4

A basic introductory course emphasizing aural perceptual skills and designed to enable the student to appreciate some of the great works of musical art. Explores the materials of music, i.e., melody, harmony, rhythm, tone color, form and mediums of expression. Surveys the basic style periods of music. Required outside listening to a wide variety of music and attendance at selected, appropriate live performances. Assessment is by regular testing throughout the course, and a functional final exam. @witt@home format.

NURSING (NUR)

300 Foundations and Contemporary Issues for RNs  
Elizabeth Sorensen

This course provides a transition for professional nurses as they begin their studies to achieve a baccalaureate of science in nursing degree. The course addresses qualities that professional nurses need to be leaders in the complex and ever-changing global health care environment. Topics include role transition, nursing history, ethical and legal issues, nursing theory, professional roles of the nurse, cultural considerations, violence in society, and advanced practice roles. @witt@home

301 Cultural Competence in Health Care  
Elizabeth Sorensen

This course focuses on culture and its impact on health care delivery at the individual, community, and system levels. This course is designed to raise awareness, to inspire action, and to open discussion of cultural issues affecting professional nursing practice. @witt@home

405 Nursing Informatics  
William Perry

This course examines informatics in health care emphasizing information systems and the use of the information technology (IT) applications to support health. @witt@home
PHILOSOPHY (PHIL)

110R Logic and Critical Reasoning

Examination of holistic or integrative thinking and problem-solving as it pertains to life experiences and your status as a citizen in the world. The focus allows for an analysis of reflection and dialogue. This course develops problem-solving skills and methodologies for evaluation of the world around you and your relationship to it. Further, a solid engagement in this course discusses strategies for injecting creativity and theory into practice.

200A Topic: Philosophy and Modern Drama

The primary aim of the course is to provide students with the abilities to recognize and evaluate ethical issues and perspectives as they relate to economic, social, cultural, political, and technological globalization. More specifically, students will be working through plays and short stories that examine what it means to be human and wrestle with “social evils” of the day. By “evil” what we mean are enactments and experiences of unmerited suffering, undeserved harm, or unjustified pain that humans create amongst themselves and others. @witt@home

209A Philosophy of Hip Hop Culture

This course will look at the content and forms of Hip Hop Expression as well as the assessment of performance, lyrics and images placed upon, and embodied by, its audience. This course will be taught thematically, focusing particularly to the fundamental human questions such as: The search for God, love and knowledge; the historical concerns of cultural authenticity, race and sexuality; language as artistic expression and meaning; Chiefly we are looking at Hip Hop as a Cultural Socratic Art-Form, namely the historic look at Hip-Hop’s ability to question, inform and engage in the search for purpose within a democracy through its drama, music, and cultural forms. @witt@home

POLITICAL SCIENCE (POLI)

101S American National Government

Introduces students to a mature analysis of the American political system. Students will become acquainted with such political concepts as federalism, political culture, political socialization and political participation. The course should enable students to assess the institutions, processes and policies of American government. Our emphasis will be on the role and activities of individuals and institutions as they shape and respond to the American political process.

102S Introduction to Comparative Politics

Introduces students to the study of political institutions and political behavior from a comparative perspective. We will focus on political processes and issues in a wide variety of countries, including advanced industrial democracies, communist and post-communist systems, as well as countries in the developing world. A second major objective is to learn basic concepts and techniques used in
comparative political analysis. In addition to tests, participation in a simulation exercise and a political game are also required. @witt@home

PSYCHOLOGY (PSYC)

107Q  Statistics  Cliff Brown

This is a course in applied statistics. Its emphasis is on the mechanics of summarizing and analyzing data, with examples from the behavioral sciences. The purpose of the course is to prepare students for other courses in Psychology and related disciplines and to help them conduct and interpret statistical analyses.

130S  Proseminar III: Developmental  Mary Jo Zembar

This course examines development across the life span. The course begins with an introduction to psychology as a social science and its methodology. This is followed by a focus on prenatal development and the changes in physical, motor, cognitive, and social skills that take place in the early years of life. The second half of the course focuses on developmental issues unique to adolescents (puberty, at-risk behavior) adults (marriage, career development) and the aged (retirement, Alzheimer’s disease). Students are required to gain practical experience with children and adults by completing a child observation and an adult interview.

160S  Prosem VI-Social  Lauren Crane

ONLINE course. Social psychology is the scientific study of how others influence our beliefs, emotions and behavior. Topics examined include conformity, persuasion, social cognition, attribution, attitudes, prejudice, aggression and nonverbal communication.

180S  Life Span Development  Mary Jo Zembar

This course has been designed to meet the program requirement of many health professions for a 3-credit course in lifespan development. The course begins with an introduction to psychology as a social science and its methodology. This is followed by a focus on prenatal development and the changes in physical, motor, cognitive, and social skills that take place in the early years of life. The second half of the course focuses on developmental issues unique to adolescents (puberty, at-risk behavior) adults (marriage, career development) and the aged (retirement, Alzheimer’s disease). Students are required to gain practical experience with children and adults by completing a child observation and an adult interview. The last week will focus on peer-reviewed research and its application of developmental phenomena to specific health professions (e.g., nursing, occupational and physical therapy, etc.).

207  Experimental Design  Lauren Crane

A systematic introduction to relevant aspects of the scientific enterprise, namely the design and analysis of experiments. The focus is on design of experiments in an analyzable manner, and on subsequent statistical analysis. In the laboratory, participants will perform statistical analysis by
calculator and computer. Course performance evaluation is based on lab projects and class contribution. We will devote considerable discussion to the nature and limitations of scientific models and scientific knowledge.

RELIGION (RELI)

176R  Racism & Social Ethics  Warren Copeland

This is not a course on African American Religion. It is rather a course on the racism practiced against African Americans in the United States. It assumes that racism is bad. It does not assume that we know either just what constitutes racism or what to do about it. We shall begin by confronting the reality of the issue in our society. We will then examine some approaches to the issue arising from the Civil Rights and Black Power Movements. Next we will examine the nature of institutional racism in contemporary U.S. society.

RUSSIAN (RUSS)

151A/C  Russian War on Film  Lila Zaharkov

Conflict is the foundation of drama. War, with all its horrors and triumphs, provides an effective setting for conflicts internal as well as external. The unfortunate impact of war throughout Russia’s history has permeated its collective consciousness and created a culture that both grieves and celebrates simultaneously, accepting loss and finding hope and small victories in the midst of destruction. The Russian films in this course deal frankly with the anguish of war yet manage to hearten the viewer by the resiliency of the human spirit. Films will be shown chronologically in their historical setting beginning with the Russian Revolution to the War in Afghanistan. Short reaction papers to each film plus an individual project and a final exam. All films have English subtitles and all coursework and discussion is in English.

SCHOOL OF COMMUNITY EDUCATION (SCED)

300  Topic: Leadership in a Diverse Environment  Danal Neal

Learning to become an effective leader is like learning to play music: Besides talent, it demands persistence and the opportunity to practice. Effective monocultural leaders have learned to play one instrument; they often have proven themselves by a strong drive and quick and firm opinions. Leading in a multicultural and diverse environment is like playing several instruments. It partly calls for different attitudes and skills; restraint in passing judgment and the ability to recognize that familiar tunes may have to be played differently. The very qualities that made someone an effective monocultural leader may make her or him less qualified for a multicultural environment.

@witt@home format.
This course is designed to prepare students with the experiential, technical, and leadership skills fundamental to planning and leading education and recreational programs on a challenge course (high and low ropes). This course provides a comprehensive understanding of challenge course programming, including instruction considerations, lesson planning, group dynamics, equipment use, safety/emergency standards and procedures, experiential learning cycle, full value contracting, and Challenge by Choice. Students will be trained in all facets of facility-based adventure programs, instructional methodologies, risk mitigation, course facilitation, administration and effective evaluation.

**SOCIETY (SOCI)**

101S  Intro to Sociology  Brooke Wagner

ONLINE course. Introduction to Sociology introduces and studies various sociological principles on the nature of social interaction and the problem of social order. The course demonstrates how different sociological perspectives help us understand and articulate the compelling character of social life. The course is divided into three parts, and the leading, theoretical approaches within sociology-Symbolic Interaction, Social Conflict, Functionalism-are studied one at a time in each part of the course. In general, the course will encourage you to enjoy, recognize, and actively engage in the practice of social inquiry.

212-01  Topic: Crime in the Media  Nona Moskowitz

From *The Godfather* to *Cops*, from *CSI: Crime Scene Investigation* to the *New York Times*, how do we see crime and the investigation of crime in the media, in Hollywood productions, and in other spaces that touch our everyday lives? Somewhere between fact and fiction lies a wide spectrum that spans from romance to structural violence. In the course, we will ask: How does the representation of crime and criminals in various media perpetuate stereotypes about certain groups? What are the wider messages that the media sends about crime? How do we participate in these messages and what affect do they have? In the second part of the course, we will look more closely at prison life and prison experience. In this part of the course, we will exam the prison as a system and think about the role it plays in our society.  [@witt@home](#) format.

212-02  Topic: Serial Murders  Brooke Wagner

This course critically explores the social construction of serial murder in contemporary society. Accounts of serial murder can be found over the past several centuries, but only recently has it become a concern to both the criminal justice system and public, largely due to the media's sensationalized portrayals of these crimes. In this course, we will synthesize historical and contemporary analyses of serial murder, assess the impact of the media on public perceptions of serial killing, and contextualize serial murder as a reaction to broader societal fears and concerns. Students will examine the facts versus the myths of serial murder in order to understand these crimes from a sociological and criminological framework.  [@witt@home](#) format.
This course will introduce students to the ArcGIS mapping software in the context of crime analysis. The course will begin with an introduction to the ArcGIS software and the different tools that are available for analyzing spatial data and drawing maps. In a later part of the course, participants will work with local crime data, and use it to identify and map crime hotspots. This course is designed as @witt@home, with 50/50 percent of time spent in and out of the classroom. The course is designed for people without any prior knowledge of ArcGIS, although those with existing ArcGIS skills will still benefit from the crime analysis applications.

SPANISH (SPAN)

106F  Spanish for Professionals II  Victor Garcia

The second component of a two-course sequence that follows a modified individualized instruction format, with students meeting to review grammar, to discuss, and to present assignments and projects. Assignments are keyed to students’ professional and/or personal interests, including such areas as business, health care, and law enforcement. Limited to adult/non-traditional students. A grade of C- or higher meets the Foreign Language Competency requirement.

111  Beginning Spanish I  Christine McIntyre

The emphasis is on elementary grammar, oral practice, and required laboratory. This is a course for both true beginners—those learning Spanish for the first time—and “high beginners”—those reviewing Spanish in order to move into a higher level. The focus is to develop learners’ ability to carry out language tasks for communication. Students will practice the essential structures needed to function at beginning and low intermediate levels, interweave vocabulary and grammar activities, and engage in communicative activities.

112F  Beginning Spanish II  Victor Garcia

A second semester continuation of Spanish 111, this course will complete the basic elements of beginning Spanish, focusing on listening, speaking, and writing skills. The grammar will include the two simple past tenses—the preterite and the imperfect, pronoun work, and the subjunctive. Because of the brief length of the second term, students should expect a minimum of two to three hours a week in independent lab assignments. A grade of C- or higher meets the Foreign Language Competency requirement.