Course Content: Students will learn the skills and strategies necessary to prepare and
deliver special occasion, informative, and persuasive speeches using several different
presentational styles (e.g., extemporaneous, impromptu, manuscript). The primary
emphasis in this course are: (a) selecting, researching (including evaluation of source
materials), and supporting speech topics; (b) constructing and organizing speeches; (c)
incorporating PowerPoint technology in speeches; (d) nonverbal and paralinguistic
speech delivery skills; and (e) critiquing others’ speeches. Although this is a skills-based
course, students need to understand the theory and concepts/constructs integral to public
speaking and be able to apply and discuss these components creatively and intelligently.
The ultimate goal is for students to gain more confidence communicating in diverse
public contexts.

Prerequisites: None.

Attendance: You are expected to attend all classes. You are allowed 3 absences;
additional absences beyond the allotted amount will result in a 10-point reduction per
absence from your grade.

Class Format: Interactive – discussions, activities and student presentations.

Readings:
   Boston, MA: St. Martin’s Press
2. Student Course Packet – College bookstore. The course packet contains
   assignments, grading sheets, study guides, and handouts.

Projects: Speeches/Presentations: You will be evaluated on your skill in selecting and
researching a topic, organizing and delivering your speeches, and following instructor
requirements. You must prepare a typed outline for each speech.

Evaluation: You will be required to furnish a blank videotape to your instructor so that
one of your speeches can be videotaped for self-evaluation. The instructor will select the
speech that will be recorded, and each student will be responsible for viewing the tape
after class and the typing up a self-evaluation.
Objectives & Course Content: In this course we will analyze the communication act and will attempt to improve the student's oral communication in formal and informal presentations as well as formal debate. Emphasis will be placed on the construction of coherent argument as well as effective presentation.

Prerequisites: Open Only To Freshmen; This Is a Freshman Seminar

Attendance: Required.

Class Format: Lecture/Discussion, student speeches, and student critiques.

Laboratory/Field Experience: In-class presentations and critiques

Readings: Text.

Paper/Projects: None.

Evaluation: Speech presentations and speech criticisms, Quizzes, Final exam.
GEN 1013-001
Communication Theory & Presentation Skills
Arthur Worthington
TR 8:30-10:20
Fall 2006

Course Content: As a freshman seminar, this course is intended for students who are taking a speech communication class for the first time. The course is designed to explore the theories of interpersonal, group, public and intercultural communication and how they apply to real-life situations at school, work, and recreation. In addition, students will participate in class public speaking exercises and be taught how to develop-organize and deliver a speech.

Prerequisites: Open only to freshmen. This is a freshmen seminar.

Attendance: Required.

Evaluation:
Exam I 100pts.
Exam 2 100pts
Presentations/Formal Speech 150pts (total)
Classroom activities/Participation 50pts
400pts.
Objectives: To introduce students to the fundamentals of business.

Course Content: Use of business publications to demonstrate practical applications of business education.

Prerequisites: Not open to BASK Math Students.

Attendance: Required

Class Format: Lecture, Cases

Laboratory/Field Experience: Service Learning

Readings: Wall Street Journal, and textbook TBA

Evaluation: Quizzes, Cases and Exams.
GEN 1019-001 (Freshmen Seminar)  
Communication Everyday  
Donnetrice Allison  
MW: 8:30 a.m. – 9:45 a.m.  
Fall 2006

**Course Content:** Assist students in developing a general understanding of various forms of communication: including, verbal and nonverbal styles of communicating, interpersonal communication, intercultural communication, communicating in small groups, mass communication and public communication.

**Prerequisites:** None.

**Attendance:** Five points will be deducted from the final grade for any absences beyond three. Students will not be allowed to make-up missed assignments unless they can supply written verification of an emergency.

**Class Format:** Primarily discussion and activity.


**Papers/Projects:** Class Activities, Interpersonal Assignment, Group Project, Speech, Media Project, Three Exams

GEN 1041-001  
Freshman Seminar  
R. Tinsley  

MWF 12:45PM-02:00 PM  
Fall 2006

Objectives: Participants in this course will demonstrate ability to reason logically and abstractly and to comprehend and criticize arguments; demonstrate ability to write and speak effectively and persuasively; show capacity for “reflective reading” – entering into personal dialogue with a text; develop a conceptual framework with which to assimilate new experiences – and the ability to adapt it as necessary.

Course Content: GEN 1041 is a freshman seminar designed to help students meet the goals and objectives for General Studies courses set forth in the Undergraduate Bulletin through the reading and discussion of children’s literature and folktales from around the world. Participants will be expected to read from the text each week and submit written responses to assigned items from the chapters.

Prerequisite: Open only to students requiring a Freshman Seminar.

Attendance: Required.

Class Format: Lecture, demonstration, discussion, student presentations.

Laboratory/Field Experience: N/A


Paper/Projects: Weekly journal and reflection writings, 1 presentation/project, 2 exams

Evaluation:  
Exams 30%  
Journals and Reflections 40%  
Project/presentation 20%  
PARTICIPATION/ATTENDANCE 10%
Objectives: To improve reading, writing, and critical thinking skills.

Course Content: Opportunities to apply various writing strategies, analyze specific pieces of literature, develop ability to read like a writer, write like a reader.

Prerequisites: None

Attendance: Mandatory.

Class Format: Instruction, discussion, writing, peer critiquing.

Laboratory/Field Experience: Students are encouraged to use the Writing Center (tutors, texts available).


Paper/Projects: Five original essays emerging from class instruction, literature models.

Evaluation: Grades rest on a one hundred point system; a point is deducted for an unexcused absence; each essay can earn up to eighteen points, quizzes and class activities comprise the remaining ten.
Objectives: Students will learn to write clear, effective English prose through a variety of writing projects. By reading and writing a series of essays, students will master the stages of the writing process, improve their critical thinking skills, and start to synthesize what they read with what they experience and what they think.

Prerequisites: Students must fulfill the BASK writing requirement.

Attendance: After two absences, the student’s final grade will drop one letter grade.

Class Format: Lecture, in-class writing activities, peer critique, discussion.

Laboratory/Field Experience: Attendance at visiting Writers Series and various Open Mics.

Readings: Rules for Writers; A Small Place; packet on Anthology

Paper/Projects: Four formal essays and in-class final essay; Writing in Real Life Project; Research Paper; Quizzes and Tests

Evaluation: A separate rubric accompanies each essay and the research paper. All work must be complete and grammatically competent, as well as explore the material beyond the obvious.
GEN 1120
RHETORIC AND COMPOSITION
Chad Parlett
Section 009  MWF  12:45 – 2:00 PM
Section 010  MWF  2:10 – 3:25 PM
Fall 2006
W1

Objectives:  To improve critical reading skills through the analysis of essays, poetry, drama and short fiction. To improve writing skills with an emphasis on personal experience, imagery, dialogue, focus and peer reviews.

Prerequisites:  Open to Freshman.

Attendance:  Mandatory.

Class Format:  Discussion, question and answer (Socratic).

Laboratory/Field Experience:  Extra credit quote every week, journal writing.

Readings:  Bedford Reader, Bedford Compact Introduction to Literature.

Paper/Projects:  Three informal drafts, three completed essays, one research paper.

Evaluation:  Essays, research paper, class participation, extra credit, journals.
Objectives: To improve writing, reading, and critical thinking skills. To strengthen communication skills on both individual and small group bases.

Course Content: Students will read and write in a variety of modes, learning the importance of meeting audience needs. The course stresses writing as a means of learning and self-discovery as well as communication and offers opportunities for collaborative learning through peer critiquing.

Prerequisites: Fulfillment of BASK requirements.

Attendance: Mandatory.

Class Format: Lecture, discussion, peer writing workshop activities.

Laboratory/Field Experience: N/A


Paper/Projects: Essay; research paper; reading journal; writing portfolio; group presentation; class chapbook.

GEN 1120-015
RHETORIC & COMPOSITION
Maryann McLoughlin
TR  8:30 – 10:20 AM
Fall 2006
W1

Objectives: An introductory-level writing course designed to improve writing and critical thinking skills. Goals include writing clear, correct, accurate, and thoughtful essays, along with college-level research.

Prerequisites: College Writing, if required.

Attendance: Required.

Class Format: Class and group discussion, some lecture, some in-class writing, and videos.

Laboratory/Field Experience: Computer lab for power point, research, and essay assignments.


Paper/Projects: Essays, study questions, power point presentation

Evaluation: Based on essays, study questions, participation, in class writings, power point presentation, and quiz.
Course Content: The subject of this course is writing and rhetoric. It has three interrelated goals. First, the course will teach you to become more aware of the rhetorical effects of your own writing, and of literary and cultural texts, and to see your own role in the process of knowledge creation and culture-making. Second, the course will teach you to be more aware of your own views, to understand competing views, and to engage in written dialogue and debate with others who occupy positions both different from and related to your own. Finally, the course will teach you how to read critically and write effectively about a variety of cultural texts, including essays, fiction, films, and websites.

Prerequisites: None.

Attendance: Regular attendance is required. More than four absences will lower your grade. More than seven will result in failure of the course. Coming to class without a draft on peer revision days will also count as an absence.

Class Format: Class discussion, regularly scheduled writing group workshops, occasional lectures.


Projects: Working portfolio, final portfolio of revised papers, drafts of each paper, postwrites.

Evaluation: Evaluation is based on graded portfolio, completion of all assignments, timely submission of drafts, active participation in discussions of readings and in writing groups, and regular class attendance.
Objectives: This course is intended for students whose major is in the field of Liberal Arts, Social Sciences or Business. Successful completion of this course will prepare students for courses in statistics and business mathematics.

Course Content: Topics will introduce elementary functions, equations, inequalities, matrix algebra, exponentials, logarithms, quadratic and special functions.

Prerequisites: GNM 1125 or high school algebra (2 years) and geometry. Not open to those with credit for any math acronym course.

Attendance: Attendance at each class is expected and usually has an effect on a student’s final grade.

Class Format: Lecture, in-class problem solving, quizzes, and test.

Laboratory/Field Experience: None


Paper/Projects:

Evaluation: Final Grade is based on tests and quizzes.
Objectives & Course Content: This course will give the basics in grammar and conversation in Italian. Speaking, listening, reading and writing skills will be developed.

Prerequisites: None

Attendance: Since speaking and hearing are important to learning a language, attendance is important and will be taken in class. Although missing classes will not directly lower your grade, material will be covered in class that is not in the textbook so attending classes is important. Be sure to get lecture notes if missing a class is unavoidable.

Class Format: Lecture, discussion


Evaluation: Three exams.
GEN 1372-001  
ESSENTIAL CHINESE I  
Jianrong Wang  
MWF 11:20 AM – 12:35 PM  
Fall 2006  
International/multicultural course (I).

Objectives: The course is designed to provide beginners with fundamental skills in listening, speaking, reading and writing Mandarin Chinese. Students are expected to:

- Learn 6 lessons, each with about 30 or more new words, situational dialogues, key expressions and grammatical notes.
- Learn pinyin system and the four tones.
- Learn basic characters and stroke orders.
- Learn Chinese culture and customs.

Prerequisites: No prior knowledge is required. Open only to students with no previous knowledge of Chinese.

Attendance: Required

Class Format: Lectures and drill sessions, with class aides of audio, visual and digital materials.

Laboratory/Field Experience: One field trip


Paper/Projects: One class presentation

Evaluation: Homework every class, weekly test, mid-term exam
GEN 2110-001
Speech, Argument & Persuasion
Nestor Smith
MW 8:00-9:50 PM
Fall 2006

Objectives & Course Content: Students as a class will choose five topics to explore; gather a range of material on these topics; debate, with civility, opposing points of view; and defend opinions in written essays. We will look at the ways we are influenced by argument and persuasion in advertising, political speeches, testimonials, and editorials.

Prerequisites:

Attendance:

Class Format:

Laboratory/Field Experience:

Readings:

Paper/Projects:

Evaluation:
GEN 3245-001
Multicultural Children’s Literature
M. Steinacker

SAT 08:15AM-12:05PM
Fall 2006

Objectives: This course is designed to provide the learner with an overview of theories and practices in multicultural education and a study of trends and developments in multicultural literature written for children. Specific works will be examined in light of their cultural as well as universal themes. Participants will be expected to read critically and apply information attained in a variety of formats.

Course Content:

Prerequisite:

Attendance: Required.

Class Format: The class format includes interactive and participatory activities and instruction, lively discussion, group and individual presentations, reflective writing, technology activities and research.

Laboratory/Field Experience:

Readings: The Story of Babar: the little elephants; the Complete Adventures of Curious George; Picture This: How Pictures Work. Additional readings will be assigned and distributed in class.

Paper/Projects: All writing assignments are due on the dates assigned.

Evaluation:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays/Projects</td>
<td>40%</td>
</tr>
<tr>
<td>Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Class/group participation</td>
<td>10%</td>
</tr>
</tbody>
</table>
GEN 3245-002  
Multicultural Children’s Literature  
M. Hussong  
TR 02:30PM-04:20PM  
Fall 2006

Objectives: This course is designed to provide the learner with an overview of theories and practices in multicultural education and a study of trends and developments in multicultural literature written for children. Specific works will be examined in light of their cultural as well as universal themes. Participants will be expected to read critically and apply information attained in a variety of formats.

Course Content: Emphasis will be placed on the historical background, philosophy, and pedagogical theory of multicultural children’s literature. The objective is to provide the student with a global understanding of multicultural literature through research, literature circles, lively discussions, and reflective writing.

Prerequisite:

Attendance: Required.

Class Format: The class format includes interactive and participatory activities and instruction, lively discussion, group and individual presentations, reflective writing, technology activities and research.

Laboratory/Field Experience:

Readings: The Story of Babar: the little elephants; the Complete Adventures of Curious George; Picture This: How Pictures Work. Additional readings will be assigned and distributed in class.

Paper/Projects: All writing assignments are due on the dates assigned.

Evaluation:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays/Projects</td>
<td>40%</td>
</tr>
<tr>
<td>Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Class/group participation</td>
<td>10%</td>
</tr>
</tbody>
</table>
Course Objectives & Content: This course will cover psychological and physical issues in health and well being. We will cover some of the mental disorders common to college students. We will also cover physical aspects of life leading to health and well being. Topics will include eating disorders, sleep problems, stress management, anxiety and depression. We will also cover the importance of exercise and some of the science behind exercise and nutrition. Students should come out of the course with the ability to advise and direct incoming students in some elemental ways to mental and physical health. Dealing with these issues early should improve new students’ abilities to better engage in the life of the college.

Prerequisites: Permission of Instructor for sophomores and juniors

Attendance: Required. Several misses will affect your grade.

Class Format: Lecture, Discussion, and some hands-on experience.

Field Experience: Practical and observational experience at:
- Counseling Center
- Sport Complex

Outline of course
- Physical Fitness and Wellness
- Nutrition for wellness
- Weight Management
- Muscular Strength and Endurance
- Preventing Cardiovascular Disease
- Cancer Risk Management
- Addictive Behavior
- Anxiety
- Depression
- Sleep Disorders
- Eating Disorders

Readings: Textbook, Lifetime Fitness and Wellness by W.W.K. Hoeger and S.A. Hoeger

Papers/Projects: To be determined

Evaluation: Exam every five weeks
Objectives & Course Content:

The student will gain increase competency in diverse speaking environments. The learner will gain exposure to various speaking situations and with practice gain increased competency. The learner will analyze different speech styles and will be encouraged to step beyond his or her comfort zone in attempting different manners and styles of speech. Given our multicultural society the student will be challenged to expand one’s oratorical skills through practice and a greater appreciation of diversity. “This experience will get you performing out of the box.”

Prerequisites: Open to Juniors and Seniors only

Attendance: Mandatory

Class Format: Lecture, Discussion and Performance

Readings: To be Assigned

Evaluation: Performance VHS & Class Participation
Objectives: Our objective is to train students to serve as tutors in our Writing Center.

Course Content: Review of English grammar and usage, tutoring pedagogy, and the psychology of one-on-one communication.

Prerequisites: Permission of Instructor required; junior and seniors only.

Attendance: Mandatory!

Class Format: Discussion, hand-on exercises, role play.

Laboratory/Field Experience: Four hours per week tutoring at the Writing Center as part of the course.

Readings: Diana Hacker, *A Writer’s Reference*; Our in-house *Tutor Handbook*

Paper/Projects: Web caucus discussion, copy-editing exercises, Web site project, final exam

Evaluation: Webcaucus 30%, project 20%, copy editing exercises 30%, final exam 20%