

Spring 2012 Courses including Service Learning Component

Course Title	Prerequisite	Description	Instructor	Schedule
BUSN 340. Non-Profit as Business Enterprise (3-3-0)	<i>Junior standing</i>	A business boot camp for students of all majors who would like to learn management, legal and financial literacy best practices applicable to the not-for-profit sector. This course examines classic and innovative models of best practices in non-profit governance, regulation, law, ethics and social welfare by applying an entrepreneurial spirit to maximize results.	Bardwell, S.	TR 1600-1715
ENGL 454: WI: Public Rel. and Grants: Writing for Civic Engagement (3-3-0)	<i>ENGL 123; ULLC 223</i>	This course will help students analyze the communications, public relations, and grants needs of educational, social, political, and faith-based organizations that work for the public good. Students will, through partnering with businesses, nonprofits, and government agencies, learn how to use writing as a vehicle for lasting social change. English 454W is a core course for the Minor in Civic Engagement and Social Entrepreneurship and is a prerequisite for an internship, English 491 in public relations.	Rosenberg, R.	TR 1300-1415
GOVT 291: Community Service Internship (credits vary 1-3)		The community service internship provides opportunities for students 1) to serve the community, 2) to explore a possible career field, and 3) to gain experience in understanding the effectiveness of organizations and their programs. Interns serve in a governmental or non-profit organization. The course may be enrolled for one, two, or three credit hours, requiring 25, 50, or 75 hours of community service respectively with an organization approved by the instructor. The discussion within assigned journals and other assignments are required of all participants on such topics as the role of volunteers in formal organizations, liability, service delivery effectiveness, political pressure, and career opportunities. A final paper is required.	Carlson, P.	MWF 1500-1550 (<i>Meet once, then online.</i>)
HONR 382: Civic Engagement (credits vary 1-3)	Any three 300-level HONR seminars	This inquiry encourages students to participate in volunteer experiences related to their long-term goals. Students will undertake service learning internships that will likely consist of reading and reflection that lead to a research proposal accompanied by related volunteer work. Students will keep detailed journals of their activities and produce a final project. Arranged through the Center for Community Engagement. A completed, approved HONR 382 Contract and an approved authorization from the Director of the Center for Community Engagement are required in advance. A minimum of 40 hours of volunteer activity is required for each academic credit. This course may be repeated twice.	Paul, J.	

LDSP 220: Foundations of Leadership Study/Group Dynamics (3-3-0)		<p>This course is an introduction to leadership history and modern leadership theory. Through the study of leadership scholarship and historical and modern leaders, students will gain an understanding of the leadership process, including the role/function/interaction of the process's three elements (leaders, followers, and context) and an introduction to the basic competencies required. Students will study group development, group think, and the effect of power and communication styles in group dynamics. At the discretion of the course instructor, the small group project may include a fund-raising component.</p>	Cave, K.; Shollen, S.	MWF 0900-0950, 1000-1050, 1200-1250 or TR 0800-0915 or 0930-1045 or 1300-1415
PMED 010, 020, 030 or 040: PSP Activities I/II/III/IV (0-0-1)		<p>Participation in a number of requirements for the Pre-med Scholars Program (PSP), including: participation in regularly scheduled seminars, completion of monthly clinical "blocks" (approximately 4 hours each), as well as completion of an approved service learning activity. This course is graded Pass/fail. May be repeated once. <i>PMED 010 is restricted to freshman PSP students/ PMED 020 is restricted to sophomore PSP students/ PMED 030 prerequisite: PMED 020, junior standing/ PMED 040 prerequisite: PMED 030, senior standing</i></p>	Brown, G.	F 1200-1250
PSYC 320: Psychology of Gender (3-3-0) AIGM	<i>PSYC 201 & 202</i>	<p>Psychology of Gender is a discussion-based survey course that examines psychological theories and research on gender similarities and gender differences. We explore social and biological influences on gender roles, behavior, and ability, and research on gender and mental/physical health, sexuality, relationships, and equality in the workplace. The course will critically evaluate empirical data on sexual stereotypes, and examine how assumptions about gender can have real-world consequences. The course format includes formal lectures, but focuses primarily on group discussions, reflective writing, and a research or service-learning project.</p>	Carpenter, D.	TR 1730-1845
PSYC 521: Reading Acquisition and Development (3-3-0)	<i>Enrollment in the MAT Program or consent of instructor and reading field experience</i>	<p>This course examines theories, principles, strategies and research related to reading acquisition and development in children from preschool through elementary grades. The developmental nature of reading acquisition and the application of current reading research to instructional practice will be emphasized. Topics covered will include theories of reading development; skills-based, holistic and balanced approaches to reading instruction; the application of empirical research findings to reading instruction; language basics, including syllables, phonemes and morphemes; concepts of print; letter recognition; phonemic awareness; the alphabetic principle (sound-symbol knowledge); vocabulary, fluency, and comprehension strategies; the role of the family in reading acquisition; reading attitudes and motivation; and diverse learners. A minimum 15-hour field experience is required.</p>	Dow, G.	W 1600-1845

PSYC 521L: Reading Acquisition and Development Laboratory (1-0-3)	<i>Enrollment in the MAT Program or consent of instructor. Coreq: PSYC 521</i>	This course accompanies PSYC 521, Reading Acquisition and Development. PSYC 521 is designed to provide pre-service teachers a strong theoretical and empirical (research) foundation for understanding the reading acquisition process and one on which to base sound reading instructional practice. The laboratory is designed to provide pre-service teachers the opportunity to apply reading theory and research to successful instructional practice in structured field experiences and reflective analyses of those experiences.	Bever, S.	
RSTD 318: Theologies of Religious Pluralism (3-3-0) AIII	<i>ULLC 223</i>	Because of globalization and the increasing interactions between peoples of different cultural, religious, and ethnic backgrounds, it has become essential that we learn about each other's tradition and understand each other's culture. Thus, the goal of this course is to expose the students to the theologies of religious pluralism and the common word among the world's major religions and train them to be future leaders in interfaith dialogue and civic engagement. In this course, students will discuss the common beliefs and the theologies of religious pluralism in the Bible, the Qur'an, and other scriptures of major religions. This course is also designed as a service-learning course. Students are required to spend 20 hours during the semester in service activities.	Rose, K.	W 1900-2145
SOWK 211: Human Behavior and the Social Environment II (3-3-0) AIII	<i>SOWK 210 with a minimum grade of C- or better</i>	This course takes a social systems approach to presenting, unifying, and integrating concepts and knowledge from biology, anthropology, sociology, and psychology about human behavior. The course explores development from middle childhood through late adulthood with attention to how individuals, families, organizations, and communities are shaped by life events. The course includes applications to professional practice from the social work literature and to service-learning experiences in a social service setting.	Valutis, S.	TR 0930-1045
SOCL 395: Social Movements and Social Change	<i>any SOCL or ANTH 200 level course</i>	The first half of the course is geared toward familiarizing students with theories, concepts and findings in the sociology of social movements. This will entail exploring theories of resource mobilization and political opportunity, analyzing specific social movements linked to issues such civil rights, environmentalism, global justice, feminism, nationalism, and race/ethnicity. The second half of the course will be based more heavily on student research. Students would be expected to identify, understand and work with a 'social change' organization in the region.	Heidemann, K.	M 1900-2145
SPAN 304: Advanced Communication in Spanish (3-3-0)	<i>Recomm: SPAN 202 or 4+ years of high school Spanish or consent of instructor</i>	Emphasis will be placed upon fluency and sophistication in oral and written expression. Conducted chiefly in Spanish. Not open to native speakers of Spanish.	Lynam, J.; Molina-Martin, C.	MWF 1100-1150 or MWF 1200-1250