Spring 2014
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ART 340: Practicum in Art Education, Dr. Richard Bay, Art Education Intervention, McHarg Elementary School, Radford.

CORE 102: Section 43, Ms. Shalin Krieger; Sections 23 and 76, Mr. Jay Rimmer/Ms. Katie Smith - Through the use of political news media and pundit arguments, students will be exposed to varying viewpoints/theories on contemporary issues. Make connections between one's academic experiences: Through class discussion, and response writing, students will engage in the "discussions" being had in the academic and civic life around them. They will pose arguments about and/or to their local or national government, and learn different ways they can use what they are learning and their own "place" in civic life, politics and government. There will also be ethical discussions surrounding many of the issues we will discuss, so they may get a brief introduction to discussing ethical concepts at the local, national and global levels.

CORE 102: Sections 17, 29, 52 - Dr. Michele Ren. The new CORE 102 course requires a speech analysis, a research narrative, a researched argument, and an informative speech. Students in these 3 SCI sections of the course will use a Ted Talk for the speech analysis and an issue from either Ted or Yes! magazine to begin their research on a "contemporary local, national, or global issue." All four CORE assignments will be uploaded into a final e-portfolio which students will present to the public at the end of the semester.

CRJU 415: Emergency Management, Dr. Stephen Owen - This course explores fundamental concepts related to the management of crisis and disaster situations, including types of hazards, emergency planning, emergency preparedness and response, and principles of incident command system structure. Emphasis will be placed on application exercises and the analysis of case studies of actual incidents. Students will also participate in a campus tabletop exercise.

DSN 400: Special Topics in Design, Think Through Make: An Interdisciplinary Approach- Mr. Nathan Bicak. This course acts as an interdisciplinary studio and will focus on four areas of design collaboration; investigative research (including funding outreach); pre-design collaboration (including prototyping), construction techniques, and community outreach. Students will gain an understanding of the issues and impact of sustainable practices in the residential environment and weigh design decisions within the parameters of ecological, socio-economic, and cultural contexts. Students will address a holistic design problem through inter-disciplinary collaborations and consensus building, leadership and teamwork. Through a series of exercises students will assess the strengths and weaknesses of their collaborative design work and revise and develop reiterations as necessary. Community outreach will include educating others about the economic and ecologic advantages of small-scale living. In addition, students will develop community relationships with regional professionals.
LEAD 110, Emerging Leaders, Ms. Jessica Twiest - Offered focused activities that involve learning and exploring concepts and theories of leadership and applying these concepts to in class activities. Students are encouraged to develop and sharpen their own set of leadership skills through group work and individual reflection.

MGNT 460, Sect 1, Business and Society, Dr. Steve Childers - This course focuses on building the skills sets necessary for the student to become a leader in promoting ethical and socially responsibility actions at the intersection of the economic, political, and social environments. Topics to be covered include capitalism, corporate social responsibility, business ethics, regulation, globalization, environmental policy, and employee relations.

PEAC 200 (all sections) - Through examining a number major issues associated with the discipline of peace studies, this course introduces students both to the important contemporary discipline of peace studies and to the major international and global issues associated with the human quest for a more just and peaceful world order. Through studying the central international and global issues confronting humankind in the 21st century, students learn to engage in careful and sustained reflection on some of the major problems confronting humankind today, as well as on the issues of conflict management at the international level, and, finally, on their personal roles and responsibilities as world citizens.

PHSC 420, Artic Geophysics for Teachers, Dr. Mythianne Shelton - This course and fieldwork will help preservice teachers expand their theoretical and practical knowledge about science, research, student learning and teaching.

PHSC 450, Artic Geophysics, Dr. Rhett Herman - Purpose of the Artic Geophysics class is to immerse students in the global research effort on the impact of human activity on the energy balance on the arctic sea ice. This is different from other classes studying aspects of climate in that students will actually be the researcher.

RELN 370, American Sects and Cults, Dr. Susan Kwilecki - Sects and cults represent religion in its most unconventional and potentially volatile form.

SOCY 493, Practicum in Sociology: Floyd County Place-Based Education Oral History Project, Dr. Melinda Wagner - Research has shown that children who are most resilient in the face of challenges such as negative stereotyping, community and family dysfunction, or culture change have a “strong intergenerational self.” They know they belong to something larger than themselves. Youth taught to capture the wisdom of elders learn lessons of past hardships and absorb demonstrations of coping skills. The Project uses technology to foster these connections. As an ongoing initiative in the New River Valley, the Floyd County High School Place-Based Education Project has built a successful program on this model - forging connections, building technology skill levels, conserving history and fostering intergenerational understanding.
WMST 101, Sections 1 & 2, Dr. Michele Ren - The purpose of the WMST 101 course, according to the official course syllabus, is to introduce “the interdisciplinary field of Women’s Studies through global and multicultural perspectives.” The course provides “an overview of women’s experiences and their activism to achieve equality over time and across the world, with attention to differences of gender, race, ethnicity, class, sexuality, and nation.” To achieve these goals, every Women’s Studies 101 course utilizes, as part of its assessment procedure, a reflective final essay that asks: “What is Women's Studies? What difference does it make to your perspective on the world?” In order to get students to a place where they can answer how Women’s Studies has impacted their perspectives on issues such as gender, sexuality, age, race, class, nationality and/or power and privilege, the course takes students through a set of readings by, for, and/or about women both locally and globally that challenge many of the ideas and assumptions that students enter the class with. In my sections of the course, students then use these texts to reflect on their own experiences (via daily discussion board posts and the final reflection essay), the experiences of a woman who is at least twenty years older (via the interview with an older woman and essay), and on at least three Women’s History Month events.

MAYMESTER

PEAC 200, Introduction to Peace Studies, Mr. Tim Filbert - This course immerses students in the culture, politics, geography, diverse biology and everyday life of Costa Rica while allowing students to consider peace through the lens of a small and dynamic country recognized for its practices of nonviolence and its activism for peace and democracy. Part of this learning is the experience of a home stay with a Costa Rican family. From these experiences, students will develop a framework for analyzing central issues, problems, and challenges facing peace throughout the world, and how to apply these insights into their own lives and communities.

SCI Course Projects 2014

BIOL 105 - This project features a biotechnology theme within the general education course Biology for Health Sciences (BIOL 105), which is prerequisite for Microbiology (BIOL 334) and Human Anatomy & Physiology (BIOL 311, BIOL 312, or BIOL 322). Students will apply their knowledge gained in lecture to isolate dyes from soft drinks, transform bacteria, and learn how to run a DNA gel electrophoresis in a guided inquiry laboratory activity in the laboratory. Guest speakers from local law enforcement officials, area physicians, RU's nursing program, and other allied health professionals will bring to bear their expertise as students explore how biotechnology has influenced these career options. In small groups, students will design a habitat that brings together various aspects of human nutrition, human physiology, and the biogeochemical cycling consequences of metabolism.

BIOL 481 - Alternative Spring Break-Trip to S Johns. The plan for this course is to immerse ourselves in the biology of the tropical Caribbean. Few students will likely become tropical biologists,
so the course will stress general ecological principles, environmental issues of broad concern, and development of skills valuable to any scientist. Specifically we will improve our ability to read, comprehend, and discuss scientific literature, observe and identify novel organisms and phenomena, conduct meaningful field research, and communicate scientific information.

**MUSIC 100, MUSIC 127, COMS 164, COMS 226 - Summer 2014.** Students will work directly with the Wilderness Road Museum staff to develop a series of short videos to inform the community about the exhibits at the museum.