APST 460, Section 01: Seminar: Current Issues in Appalachian Studies - Dr. Theresa Burriss

Students will wrestle with the following questions, which all involve social and environmental justice issues, as well as the ethics (or lack thereof) related to those issues. What is social justice? What about environmental justice? From whose perspective is either social or environmental justice determined? Is there such a concept as environmental regionalism (to compare with environmental racism)? How are the terms “social justice” and “environmental justice” viewed in our current political climate? In what ways has the very word “environment” been coopted and imbued with politically divisive connotations? After grappling with the denotations and connotations of these terms, we will explore how and why social and environmental justice movements started and persist in Appalachia. What gender issues, if any, are at play in the movements? Does SES affect who participates and who doesn’t? What about educational attainment? Race? Through nonfiction, documentaries, and films, students will study many struggles for justice in the Appalachian Mountains.

ARTE 340, Section 01: Clinical Experience in Art Education, Community Partner McHarg Elementary - Dr. Richard Bay

This course prepares pre-service art education teachers to become knowledgeable decision makers through interactive processes, direct observations and exchanges with teaching professional and students. This course offers the pre-service art educator possibilities to connect their understanding of content and theory into meaningful learning experiences. These are recorded in journals and then are used to do the final course evaluation based on the prompt attached. In talking to the principal we would like to add a Parent - Student Evening Art Event either tied to a holiday celebration or other school event. If successful in the fall we would try to prepare a different experience at the same level of participation in the spring. The McHarg Project offers children grades Kindergarten-2nd a chance to work with
unique and non-traditional materials which encourage motor skill development, critical thinking skills, and tactile awareness. Our program incorporates Core skill concepts integrated into each art project. These class projects require consumable supplies none of which are used for any other purpose than our school based project. Finally my students are taught to budget and then use the materials efficiently to obtain the goal specified by each project.

**BIOL 337, Section 01: Immunology - Dr. Sarah Redmond**

Immunology is the study of how living organisms (primarily vertebrate animals) detect and defend themselves from foreign particles, pathogens, and uncontrolled cell growth. Discussions will frequently address human health issues, including vaccines, organ transplants, allergies, autoimmunity, HIV, and cancer.

During this semester: Students from BIOL 337 and GEOS 315 will conduct a mapping project to depict immunological impacts of stress on students across the RU campus. Students from both classes will work together to collect samples and data. BIOL 337 students will perform laboratory bench work to quantify an immunological marker of stress (immunoglobulin A) and report their findings to GEOS 315 students, who will then propose different ways of visualizing the data as maps. Students will work together to discuss how different models inform our understanding of health on campus. This project will allow both groups of students to apply their classroom understanding to real world questions about factors which affect campus well being and will foster discussion of how to best support student well-being at both an individual and an institutional level.

**BLAW 471, Section TBD: Criminalizing Corporations: Bad Business Practices or Homicide? - Dr. Stacey Turmel**

Live Mock Trial Course: The class will be divided into two teams: Prosecution and Defense. The teams of students will participate in the preparation and presentation of a corporate homicide trial. The students will start with the witness interview phase; then move to a mid-term motion hearing before a judge; and conclude with the teams of students presenting a live mock trial before a judge and jury. University faculty and administrators will be enlisted to play witnesses and students shall serve on the jury.
The purpose of the course is to introduce and provide students with a fundamental understanding of mindfulness through the study of theory, practice, neuroscience and science of mindfulness, self-awareness, self-regulation and understanding. The course will offer opportunities to cultivate these skills in students’ daily lives with opportunities applicable to academic/professional interest areas. In-Class Presentation. Students choose an article, research, book chapter, or short video (YouTube) that highlights mindfulness in their field of study or interest. The presentation will be no more than 10 minutes in length. They submit a 1-page summary of what they have selected that includes title, a synopsis, how the article relates to their field of study or interest, and how they will apply the information of the article to your life. Students will be encouraged to attend and make a presentation of their knowledge, experiences, and growth at the SCI Symposium. Each week students submit personal reflections in the form of a journal entry that address their personal thoughts, feelings, and ideas that are inspired by:

- in-class experiences;
- out-of-class experiences related to their personal mindfulness practice; and
- weekly reading.

This is a discussion/practice-based course. Students' presence in class is necessary for not only them but also the entire class, to gain knowledge and insight. The sharing of student viewpoints is valued and an important part of the course. There will also be a day-long experiential retreat at SELU.
CORE 102, Sections 1, 9: Advanced Written and Oral Communications  
- Phelan Christopher Tinsley

CORE 102, Sections 19, 48: Advanced Written and Oral Communications  
- Kelly Brooke Nickell

CORE 102, Sections 27, 39: Advanced Written and Oral Communications  
- Caitlyn Nicole Parker

CORE 102, Section 49: Advanced Written and Oral Communications  
- Michele Ren

CORE 102 provides “further development of students’ writing and speaking skills with attention to applied critical thinking and information literacy. The course will reinforce and develop elements of students’ reasoning and critical thinking and the use of these skills in persuasive communication. Students will develop competency in information literacy and will learn the basic mechanics of public speaking by making oral presentations. This course will also introduce students to basic oral communication skills.” In these sections, students will read, write, research, and discuss issues related to and stemming from the Black Lives Matter movement.

COMS 426, Section 01: Digital Media - Dr. West Bowers

Students from COMS 426 (Digital Media) and MUSC 127 (Introduction to Computer Music) will work together to make videos, complete with music to highlight some of the new redevelopment projects going on in West End Roanoke.

CRJU 490, Section 02: Arson Investigation - Mr. R. Todd Jones

This class will provide the student with fundamentals and technical knowledge needed to conduct a proper fire scene investigation. Students will become familiar with the industry standards of NFPA 1033 & 921 as it relates to proper origin and cause determination. In addition students will learn how to preserve scene evidence, photo documentation, scene security and motives of fire setters as well as case studies of notorious serial arsonist. We will discuss the history of fire
investigations and how the industry has progressed to us scientific methods vs junk science.

CRJU 490, Section 07: Criminalizing Corporations: Bad Business Practices or Homicide? - Dr. Shelly Wagers

Live Mock Trial Course: The class will be divided into two teams: Prosecution and Defense. The teams of students will participate in the preparation and presentation of a corporate homicide trial. The students will start with the witness interview phase; then move to a mid-term motion hearing before a judge; and conclude with the teams of students presenting a live mock trial before a judge and jury. University faculty and administrators will be enlisted to play witnesses and students shall serve on the jury.

ENGL 308, Section 01: Professional Writing Technologies - Dr. Amy Rubens

In ENGL 308: Professional Writing Technologies, students will apply their knowledge of professional writing, digital rhetoric, and electronic publishing tools to produce “born digital” materials (e.g., website, Facebook Page, email campaign, etc.) for Friends of the New River (FNR), a local environmental advocacy group. In doing so, students will hone their writing, collaborative, and critical thinking skills while advancing FNR’s advocacy and outreach goals. Students thus will play an integral role in helping FNR emphasize to the campus and wider communities that the New River’s sustainability affects every citizen and that even small changes in behavior can have a noticeable impact.

GEOG 140, Section 02: Introduction to Environmental Studies - Dr. Christine Mitchell

GEOG 140 is a three-credit course introducing Environmental Studies that exposes students to established and emerging environmental challenges from the perspective of human-environment geography in order to understand the issues that surround multiple visions of the future of human society and nature. This is an introductory lecture and discussion course. Students in the SCI section can elect to replace one of three exams with several SCI experiences during the semester that
will result in a final paper or research project that can be added to their e-portfolio, and a reflection paper.

HLTH 453, Sections 01, 02: Human Sexuality - Dr. Pamela Frasier

Students learn about sexual anatomy, sexual response cycle, sex and gender development, sexual attraction and relationships, reproductive health and social issues in sexuality. Human sexuality is emphasized as a human right, and various perspectives of human sexuality are examined throughout history and from different cultures. Classroom activities support equality, respect, human rights and fairness as core values. As important as what information is taught is how it is taught. Methods for teaching about sexuality, gender, and human rights include lectures, small group discussions, guest speaker, videos, and integrating new information and ideas into what students already know and think about a topic. The latter is accomplished through two strategies: 1) Self-Assessment and Reflection. Students complete weekly self-assessments on attitudes toward human sexuality, various sexual practices and human rights issues. Afterwards, they write a one to two-page reflection about discuss their values, perspectives or position on various issues in small groups or in class as a whole. These are placed with the self-assessments in an electronic personal journal so that the student can gauge his or her personal growth throughout the semester.

HUMD 300, Sections 01, 02: Human Growth & Development: Birth through Adolescence - Dr. Wendy Eckenrod-Green

The HUMD 300 course will address two of the SCI outcomes or standards of learning:

First, the SLO2 will be utilized: Make connections between one’s academic experiences/ knowledge and one’s own participation in civic life. HUMD 300 students will participate in a field trip experience at the Selu farmhouse for 5th grade Montgomery County Public School Students. Students will attend a three hour orientation session to orient themselves to the farm and the room in which they have been assigned. HUMD 300 students will serve as the historical interpreters at the SELU farm and will directly engage with elementary age students. This is important because HUMD 300 students are future teacher
educators and this experience will give them direct teaching experience with students. Second, this field trip experience is free and students enjoy a field trip that is close to home geographically and be exposed to hands on learning which is directly tied to their curriculum.

The second standard of learning that will be addressed is the reflective component (i.e., SLO 5: Engage in self-reflective process as a means of understanding civic experiences). There are two papers required for this assignment. First, before students attend the field trip experience, they will prepare a paper that addresses critical issues. For example, students will be asked to reflect upon poverty and how they will be elf-aware of children in poverty and how they will present material and content in a way that dos not degrade and oppress students in poverty that they will encounter. Additionally, students will develop a poster presentation related to their experience. They will present what they taught, relate their experience to theory (e.g., SCI SLO 1) and reflect upon how this experience will impact their future teaching.

**INST 490, Section 01: Senior Seminar on Global Crises - Dr. Tay Keong Tan**

This is intended to be a capstone program that is focused on developing the competencies of participants as informed and active world citizens, as well as to infuse high-impact practices into the design of these course. It will integrate theory and the diagnosis and solving of endemic and emerging global problems and incorporate the use of reflection and public presentation at the Undergraduate Research Forum in the spring semester.

**ITEC 490, Section 01: IT Professionalism - Dr. Hui Wang**

ITEC490 (IT Professionalism) is designed to aid the transition from a university student to an IT professional. Applying the SCI teaching philosophy and practices, this course covers job search skills, ethics, and written and oral communication through a series of seminar, guest speaker event, field trip, and mentorship program. Students learn to conduct research in the field of Information Technology and present research results in written and oral forms, acquire
professional skills, and develop a viable code of professional ethics via reflective practices, experiential learning, and social pedagogy.

**LEAD 110, Section 01: Emerging Leadership - Mr. John Leonard**

**LEAD 110, Section 02: Emerging Leadership - Mr. Ken Bonk**

This course is designed to introduce you to the nature of leadership and the exploration of various leadership topics including: effective leadership characteristics and behaviors, leadership styles, team development, the role of values and ethics, leading change, and conflict resolution.

Underlying this course is the assumption that effective leadership skills can be learned. A key focus of this course is to facilitate an honest assessment of your leadership abilities and potential, while helping you to develop your leadership skills. This process of assessment and development will involve lecture, group exercises, personal exercises, reflection, and experiential activities.

A primary focus of the course will be to help you apply leadership concepts to your own lives starting at Radford University and into your future career.

**MATH 212, Section 01: Math for Social Analysis - Dr. Jean Mistele**

This course is designed for elementary and middle school pre-service teachers that focuses on the mathematical content: algebra, probability, and statistics. Examples of mathematics activities used in class, address pressing social issues facing our world (e.g. the achievement gap, racial profiling, and endangered species). The pre-service teacher choose from two semester long projects: research or service learning. The research option requires the mathematics activity address a social issue they researched which is appropriate for a particular grade that they teach to their classmates. The service learning option is an after school academic enrichment. The service learning option requires pre-service teachers design, with input from their mentor teacher, and teach a mathematics activity based on the needs of the children, first to their classmates then to the children.
MUSC 127, Section 01: Introduction to Computer Music - Dr. Bruce Mahin

Students' projects will assist the City of Roanoke with audio visual presentations describing revitalization of the Salem Avenue corridor in West Roanoke. Students will interview city staff, community members, business owners and non-profit organizations in this area to develop an information campaign which will be used to promote current revitalization efforts, document local conditions and illustrate the impact of revitalization.

MUSC 447, Section 01: Methods and Practicum for Intermediate Music - Dr. Jennifer McDonel

This course addresses learning and developmental theories related to elementary music education and appropriate music guidance for older elementary children (Grades 3-6). Music education students will travel to local elementary schools on Fridays to observe and participate in elementary music classes, gradually developing and delivering lessons in those classes as their teaching skills develop. Students will gain experience in team-teaching, shared responsibility, and classroom management, in addition to honing their teaching skills of listening, observing, and guiding elementary children’s musicianship in a developmentally appropriate environment. Students will journal weekly, reflecting on the intersection of theory, practice, and ethics of young children’s music development and challenges and successes they discover in their own growth as teachers of young children.

NURS 444, Sections 01, 02, 03, 04, 05: Gerontological Nursing - Professors TBD

Senior level nursing students enrolled in Gerontological Nursing course plan and implement activities, outings, and programs for older adults in the New River Valley and Roanoke Valley. With supervision of the clinical nursing faculty, students engage older adults in the community setting through delivery of Meals on Wheels, special events at multiple facilities, outings to baseball games or local points of interest, health fairs and facility improvement projects such as preparing
raised beds for planting or assisting older adults in the planting of flowers, herbs, and vegetables.

**NURS 450, Section 03: Current Issues in Nursing - Dr. Eunyoung Lee**

This course was designed for students to develop global competency in health care by analyzing and comparing the key characteristics of healthcare system and health performance as well as major health issues among the different countries. An eight factor-model will be utilized to evaluate the healthcare system in the individual countries in terms of “true access to care”. Specific attention will be paid to the developmental history of the national healthcare systems, financing, delivery infrastructure, and health disparities. Also, people’s value and culture will be reviewed how it impacts the health care practice and health care outcomes in the selected countries.

**NURS 451, Section 01: Community Health Nursing - Dr. Erin Cruise**

The Community Nursing Process Application (CNPA) follows a service learning model. Students will work as part of a team with classmates and a community agency. The community and target population vary, but are located primarily in the Roanoke and New River Valley. Students assess the target population and community for needs, demographics, resources, etc. They analyze assessment data and conduct a review of current literature to identify evidence-based strategies. These may include developing and implementing health education materials or programs, or health screenings. Students conduct formative and summative evaluation and provide a formal presentation to their class.

**NUTR 214, Section 06: Honors: Introduction to Nutrition - Dr. Jyotsna Sharman**

The students enrolled in the course would be asked to work in teams to plan and execute a service learning project with the goal of improving health outcomes of campus students. The idea behind such self-directed projects is to help campus students make healthy food choices, adopt healthy nutrition-related practices, change eating behavior, and/or enhance nutritional well-being. The project will target the specific needs of the campus students, and will be followed by a
reflective analysis of the experience and learning of the students enrolled in the course.

**NUTR 317, Section 01: Nutrition in the Life Cycle II: Adult and Elderly - Dr. Jyotsna Sharman**

The course imparts dietetic knowledge about nutritional screening instruments and educational resources to students, which when offered and applied, seek behavior changes in people in an effort to improve nutritional status, health, and well-being of senior residents in our local NRV community. The learning experience is integrated into the students’ academic curriculum. It meets the needs of the target community, and will provide students an opportunity to use their acquired knowledge and skills in real-life situations in communities. This in turn will not only help enhance and extend the classroom learning of future dietetic professionals into the communities, but also help foster development of a sense of caring for others. The reflection activity that will be completed after the culmination of the project will guide students in examining their own perspectives and assumptions about themselves, their community, the organization and people they work with in the community, and the impact of these perceptions on their service. The activity will further encourage students to consider their goals as personally and/or professionally community-oriented people. Finally, this activity will facilitate students in their exploration of self, as well as the community needs and issues, rather than asking them to develop pre-mature solutions to complex civic challenges.

**PEAC 200, Section 01: Introduction to Peace Studies - Patricia B. Shoemaker**

**PEAC 200, Section 02: Introduction to Peace Studies - Ann Mary Roberts**

**PEAC 200, Section 03: Introduction to Peace Studies - Dana S. Cochran**

Introduction to Peace Studies at RU addresses the advantages and challenges of promoting and building peace at the individual-, interpersonal-, communal-, national-, and global-level. It also introduces more equitable, cooperative and nonviolent methods that can transform unjust, violent or oppressive situations. There is emphasis on putting student knowledge and awareness into practical
action by building internal peace-making skills and then applying these skills and concepts to real-world situations. The questions that serve as focal points for the course are: What is Peace Studies and what difference has it made to your perspective on the world? To what extent is peace possible? What can I [yourself] do to make peace possible at the individual-, interpersonal-, communal-, national-, and global-level?

**SOCY 250, Sections 01, 02: Social Inequality - Dr. Amy Sorensen**

Social Inequality (SOCY 250) examines the dimensions, theories and distribution of inequality in the United States and worldwide. Particular attention is paid to the effects of economic inequality on the life chances of rich and poor, men and women, and dominant and subordinate groups alike. In this course, students are asked to critically engage with dominant discourse on issues of inequality and offer sociological solutions to the world's most pressing problems.

**SOCY 493, Section 01: Practicum in Sociology-Roots with Wings - Dr. Melinda Wagner**

SOCY 493, Practicum in Sociology: ROOTS WITH WINGS: Floyd County Place-Based Education Oral History Project, plants the roots of the “web of meaningful relationships” found to be a factor in youth and community resilience. At the same time the Project affixes state-of-the-art technology wings. Radford University mentors work as part of an intergenerational team to teach high school students how to conduct ethical, methodologically sound interviews; record using state-of-the-art audio and video equipment; transcribe; create searchable tables of content; research historical background; archive; discover stories and themes in interviews; extract a theme from hour-long interviews; and create movies. Mentors can come from a variety of majors and contribute by applying the special knowledge and skills learned in their coursework to the Project. The mentors may contribute to a 158-page Project Manual containing step-by-step instructions for carrying out the Project to high quality/archivable standards, a Workbook of learning exercises, and a Mentor’s Manual to prepare future mentors for their roles. Through 2015, the focus of the Project was interviewing veterans of World War II and their families. In 2016 a new focus was launched, interviewing elder residents about their neighborhoods and communities, and their life histories.
within them. The interviewees receive a presentation binder of movie DVD’s, audio files, print transcriptions and content logs, and digital and print versions of scanned photos and artifacts. These items are also archived at the Floyd Story Center at the Old Church Gallery in Floyd. An effort has begun to garner funds and expertise (both volunteer and professional) to render the Floyd Story Center’s collection available via internet through regional libraries. This is a major undertaking and will add to the exposure and experience students gain from their collaboration with the Floyd Story Center (a 501(c)(3) non-profit organization).

**WGST 200, Section 01: Introduction to Women's and Gender Studies - Dr. Michele Ren**

WMST 101 introduces “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 (in blog posts and final reflection essays), the experiences of a woman who is at least twenty years older (via the interview with an older woman and essay), and those of their classmates through team-based activities and large class discussions.