

## Course Descriptions 2008

### ART

#### ART 335

##### **Collage as Refuge (2)(0) (AC) 0**

This is a studio course working with visual and written language, elements of design and the principles of organization. Through an intense weekend format, the course will emphasize visual literacy, literary/visual analysis, critical thinking and creative studio work. Photocopy imagery in the form of collage will facilitate student exploration. Students will visually sketch ideas, imagery and iconographical connections to their readings, site visits, and daily journals.

### BUSINESS

#### BUS 312

##### **Principles of Marketing (5)**

An introductory course focusing on the methods of identifying and interpreting wants and needs of consumers, selecting the particular wants and needs the organization will satisfy, and determining the proper mix of product, price, promotion and place. Lecture and readings are blended with problems and cases for class discussion. Student must have at least a junior standing to register for this course.

#### BUS 498

##### **Business Policy & Strategy (5)**

The course helps students integrate, focus, and apply the business and economic knowledge and skills they have acquired through complex real-world business case studies. Preq: BA 312, BA 313, and BA 321.

### EDUCATION

#### ED 503

##### **Master's Project Special Educ. (6)**

A field-based project, approved by a graduate advisor and graduate master's project committee, providing evidence of quality graduate-level scholarship. Preq: Admission to graduate level program. See Dr. Virginia Kelly for further information.

#### ED 506

##### **Special Independent Studies: Spec. Educ. (1-6)**

Contact Dr. Virginia Kelly for information regarding independent study opportunities.

#### ED 510

##### **Creative Arts for Elementary Teacher (3)**

Theatre Arts for Elementary Teachers This course is an exploration of the interrelationships between theatre arts, creative movement and dance arts for the elementary student. Teacher/Students will gain experience in creating, planning and implementing activities, games, and theatre productions for young people.

#### ED 510

##### **Creative Arts for Secondary Teacher (2)**

Theatre for the Secondary Classroom This course will serve as a pathway to using theatre in the classroom as both a course subject and a teaching tool. Methods of teaching, activities, readings and assignments will focus on hands-on interactive ways to use communication, interpretation and origination in the secondary classroom

#### ED 510

**Reading Assessment for Learning (ECE/Elem) (2)**

Advanced study of the reading process and the use of miscue analysis to assess students' reading strategies; includes the development of instruction related to information from the miscue analysis.

**ED 510****Information Literacy (ECE/Elem) (2)**

This course introduces pre-service teachers to selected theories and information literacy skills related to lifelong learning; initiates integration of information literacy instruction into the professional skills expected of future teachers, and introduces the role of the school library as a site based information resource, and the school librarian as collaborator in instruction and curriculum development.

**ED 510****Information Literacy (Secondary) (2)**

This course introduces pre-service teachers to selected theories and information literacy skills related to lifelong learning; initiates integration of information literacy instruction into the professional skills expected of future teachers, and introduces the role of the school library as a site based information resource, and the school librarian as collaborator in instruction and curriculum development.

**ED 510****Talented and Gifted (Secondary) (3)**

An examination of the (a) federal, state, and local requirements on teaching talented and gifted children, (b) traits that identify the talented and gifted child, (c) methods and techniques that may be used for teaching the talented and gifted, and the (d) roles of TAG, OATAG, acceleration, specialized programs and other school or state-based processes for instruction of talented and gifted children.

**ED 541****Lit Review (ECE/Elem) (2)**

Must be enrolled in one of the following class(s): Graduate, Non-Admitted Graduate, Post-Baccalaureate.

**ED 541****Lit Review (Secondary) (2)**

Must be enrolled in one of the following class(s): Graduate, Non-Admitted Graduate, Post-Baccalaureate.

**ED 708****Football Coaching: EOU's Big Man Camp (Coaching Fundamentals) (3)**

Friday – Saturday, June 6 – 7 (Post-session project due June 20)

Instructor: Tim Camp, EOU Football Head Coach

The purpose of this course is to give future and current coaches a background in the area of coaching lineman. This course will involve demonstration and discussion of the fundamental techniques, individual skills, blocking scheme and strategies, strength training and conditioning, practice organization, and coaching skills. Students may sit in a class setting Friday the 6<sup>th</sup> of June to gain appropriate knowledge and work with a number of college coaches in the Big Man Camp Saturday the 7<sup>th</sup> of June.

**ED 708****Football Coaching: Team Camp Instruction – Planning, Organization and Coaching (3)**

Monday – Thursday, July 21 – 24 (Post-session project due August 1)

Instructor: Tim Camp, EOU Football Head Coach

The purpose of this course is to give future and current coaches a background in the area of Planning, Organizing and Coaching Football Team Camps. This advanced course will involve demonstration and discussion of the techniques, skills, schemes and planning strategies, out-of-season, pre-season, and in-season, practice organization, and coaching skills related to coaching in or holding a Team Camp at your high school or university.

**ENGLISH**

## **ENGL 104**

### **Introduction to Literature (4)**

#### **Gen Ed-Humanities**

#### **New Gen Ed-Aesthetics & Hum**

Study of at least two basic forms of literary expression such as fiction, poetry, drama or film, organized by theme or genre. Emphasis is on careful reading and guided analysis of representative works ranging from classic to contemporary. Preq: College-level reading and writing skills.

## **HISTORY**

### **HIST 111**

#### **World History (5)**

Surveys world history from Neolithic times to the Columbian Exchange.

Includes the development of Eurasian empires in India, China, Africa and Persia; the influence of Buddhism and Confucianism in Central and East Asia; the growth of Islam; the effects of Mongol conquest; and the relationship of early Western civilization to Asia and Africa.

## **MUSIC**

### **MUS 396**

#### **Ensemble: African Drumming (1)**

#### **(A) (AC)**

This course will explore the musical traditions of West Africa primarily through learning to play the djembe, as both an accompanying and solo instrument. Other drums of the ensemble will also be used. No musical training is required.

## **PHYSICAL EDUCATION**

### **PES 180 -**

#### **Title: Fitness for a Summer Evening (1)**

The physical activity course will allow students to develop a personal fitness program. Students may choose strength activities, cardiovascular fitness, flexibility activities or a combination, as well as tennis, frisbee and outdoor volleyball.

### **PES 199**

#### **Selected Topics: MedQuest (2)**

See description under "Institutes and Workshops"

### **PES 410**

#### **Football Coaching: EOU's Big Man Camp (Coaching Fundamentals) (3)**

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### **PES 410**

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discussion of the techniques, skills, schemes and planning strategies, out-of-season, pre-season, and in-season, practice organization, and coaching skills related to coaching in or holding a Team Camp at your high school or university.

## **SCIENCE**

### **SCI 103**

#### **Matter (4)**

#### **Gen Ed-Natural Science**

#### **New Gen Ed-Crit Think/Prob Sol**

The course is designed to provide students with a broad background in the physical sciences with emphasis on the scientific method and basic chemistry. The curriculum stresses both theoretical principles and applications of concepts using experimentation as a vehicle for modeling scientific process. This course is especially suited for those students preparing for elementary school science teaching.

## **SPECIAL EDUCATION**

### **SPED 520**

#### **Theories and Characteristics of Exceptionality (3)**

This introductory level course presents theories of exceptionality, with a focus on individual differences in cognitive, physical, affective, sensory and communicative development that affect learning. The definitions, prevalence, causes and characteristics associated with categories and conditions of exceptionality are emphasized and state eligibility criteria are introduced. Multiculturalism and diversity as related to exceptionality are addressed. An observation-participation assignment with exceptional learners in a school setting is required. Preq.: ED 520 or equivalent.

### **SPED 572**

#### **Legal and Procedural Aspects of Special Education (3)**

Legislation, litigation and governance structures relevant to special education are presented. Federal state, and local guidelines, procedures and practices in special education are examined, including preferral, referral, assessment and identification, and placement processes. Service delivery models and options are identified and analyzed. Strategies and techniques for disseminating information and training to site level personnel regarding special law and procedures are provided.

## **SOCIOLOGY**

### **SOC 210**

#### **Humans in Environment (Summer Institute) (4)**

This course will examine the relationships between humans and their environment, and how those have changed over time with population increases and industrialization. Students will have a better understanding of how the environment has affected human settlement patterns, even culture, how humans have impacted their environment, the ecological impacts of our actions, and the problems that societies now face as a result of resource depletion, pollution, and population growth.

## **SPANISH**

### **SPAN 207**

#### **Second Year Spanish (4)**

### **SPAN 208**

#### **Second Year Spanish (4)**

### **SPAN 209**

#### **Second Year Spanish (4)**

The Second-Year Spanish sequence emphasizes written and oral communication and prepares students for study abroad. This class introduces more complex language structures and uses of the language exploring

language and culture through music, videos, literature, and role plays. The class is taught totally in Spanish. Preq: First-year Spanish, three years high school Spanish or instructor's permission.

## **SPEECH**

### **SPCH 111**

#### **Interpersonal Communication L/LC (3)**

**Gen Ed-Language & Logic**

**New Gen Ed-Logic/Lang/Culture**

A games and theory approach to communication between individuals and in small groups. Emphasis on meaningful interaction, with employment of theory as needed.

## **THEATRE**

### **THEA 250**

#### **Acting I A/AC (4)**

**Gen Ed-Artistic Creation**

**New Gen Ed-Arts/Creative Proc**

A performance-oriented overview of the acting process, aimed at providing a basic understanding of the elements of acting including character development, the actor's instrument, scene work and monologue work.

### **THEA 264**

#### **Tech TA: Set Construction (3)**

**Gen Ed-Artistic Creation**

**New Gen Ed-Arts/Creative Proc**

Introduction to techniques and tools of designing and mounting stage productions. Labs based on currently-scheduled shows. (Approx. 20 hours of lab work.)

### **THEA 360**

#### **Playwriting For The Stage (3)( ) (AC) (UWR)**

An upbeat and active study of playwrights and playwriting in a theatrical and performance-oriented context. The course will culminate in individual one-act plays read at the end of the week intensive.

### **THEA 364**

#### **Adv. Tech TA: Set Construction (3)**

Continuation of THEA 264 with emphasis on advanced skills and theory. Preq: Consent of instructor

## **WRITING**

### **WR 131**

#### **Exploratory Prose Writing (4)**

College-level review of writing using students' experiences, observations, and perceptions. Students engage in regular rhetorical analysis, practice all stages of the writing process, and use various modes of discourse to become skillful at successful communication with a wide range of audiences. Preq: TSWE of 41-49 and a satisfactory in-class diagnostic essay.