



# BAMA BOUND

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## FRESHMAN COURSE GUIDE

### 2010 - 2011



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THE UNIVERSITY OF ALABAMA  
COLLEGE OF ARTS AND SCIENCES

# Introduction

The Freshman Course Guide is intended to help you with academic planning. Reading and thinking about courses before registering for them is a key to success. You are much more likely to succeed in a course for which you have planned than for one that you register for without much forethought.

If you are joining a Freshman Learning Community, you will find here descriptions of most of the linked courses that are parts of those communities. By reading the descriptions, you can select an FLC that really fits your interests.

The Guide will be useful during your entire first year, but it is especially helpful in planning for freshman orientation, Bama Bound. We want Bama Bound to be a wonderful experience and know that preparation on your part is important.

During Bama Bound, you meet with academic advisors to discuss your fall courses. Then you register for those courses. It is extremely helpful if you have considered the courses that you would like to take before you arrive on campus. The Course Guide enables you to do this.

You may be interested in knowing why we selected the courses that are included in the Course Guide. The courses in the Guide are ones that can be taken by any freshman regardless of the student's college or main academic interest. Some have placement score requirements, but none require a preliminary course. Many of the courses are designated as General Education courses. You'll see that we have noted the General Education area into which each course falls. The University's General Education Requirements includes coursework in the following categories:

Freshman Composition	6 Credit Hours
Literature, Fine Arts, and Humanities	12 Credit Hours
History, Social and Behavioral Sciences	12 Credit Hours
Mathematics and Natural Sciences	11 Credit Hours
Foreign Languages or Computer-designated	6 Credit Hours
Upper-Level Writing (not included in Guide)	6 Credit Hours

There are also a few entries for courses that many students take to explore new fields of study.

The Guide does not list all the courses that are available to you. For example, the Honors College publishes a list of special Honors courses that should be reviewed alongside the Course Guide. The University offers some very interesting Freshman Seminars, each of which is numbered 155, and these are described on the UA website. There are also some courses that are very specifically intended for one particular major or college. Those courses are not included here.

During Bama Bound and throughout your time at the Capstone, we hope to convey how very deeply we care about your personal and academic well-being. We know that making good choices for your first year's courses is an important step. Please use the Course Guide to start your successful career at the Capstone.

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## **African American Studies (AAST) 201**

**Title:** Introduction to African American Studies

**Prerequisite:** None.

**General Studies:** This course does not meet General Studies Requirements.

**Credit Hours:** 3

**Student Profile:** A large portion of the class is freshmen or sophomores. This course is ideal for students interested in the exploration and understanding of the African experience in America. As such it is a good course for students who have interests in different areas, like public relations, advertising, literature, history, political science, communications, and others.

**Course Profile:** AAST 201 is designed as an introduction to the discipline of African American Studies. Through an examination of critical theory, issues, and texts, this course is primarily intended to provide a basic outline of the diversity and complexity of the African American experience in the United States and to offer a multidisciplinary approach to the study of African American identity and life. Using socio-cultural history as a point of departure, students undertake a chronological and thematic examination of what has come to be recognized as the discipline of African American Studies. Attention to literature, essays, history, popular culture (music, television, magazines, newspapers, movies, film, documentaries), and politics allow students to explore and interrogate critical discourses shaping and shaped by African American life and culture.

**Format:** The course is taught by a specialist in African American Studies. However, guest speakers from a wide variety of departments (e.g., Religious Studies, Dance, Art, and Geography) deliver lectures/presentations in her or his area of expertise so that students are exposed to the breadth of the discipline and begin to appreciate interdisciplinary methodology. Students meet twice a week for 75 minute periods. Weekly written responses to readings, a mid-term examination, an oral presentation, and the final comprehensive examination measure learning from the required reading and from the information delivered in the class conversations, discussions, and lectures.

**Follow-up Courses:** If you like this course and want to learn more about African American literature, a good follow-up course is AAST 249, African American Literature. For those interested in African American history, AAST 319 Nineteenth-Century Black History or AAST 320 Twentieth-Century Black History. For those interested in social justice, take AAST 352 Social Inequalities. Additionally, African American Studies offers a wide variety of special topics courses each term.

## **American Studies (AMS) 150**

**Title:** Introduction to American Culture: Arts and Values

**Prerequisite:** Open to freshmen.

**General Studies:** Humanities

**Credit Hours:** 3

**Student Profile:** This course is intended for freshmen and sophomores. It is a general studies course and one that helps students better understand American culture. As such it is a good course for students who have interests in different areas, like public relations, advertising, literature, history, political science, and others.

**Course Profile:** The Beatles, baseball, ragtime, and folk art are just a few lenses students in AMS 150 use to explore the development of American culture and identity from the 1890s through the 1960s. By analyzing how American culture and history combine to impact society and its values, students will get a better understanding of how and why American identity has evolved the way it has. To facilitate our understanding of this development, the course is divided into four eras of American history

**Format:** The course is team-taught by the entire Department of American Studies faculty. Each faculty member delivers lecture/presentations in his or her areas of expertise. The three semester exams and the final comprehensive examination measure learning from the required reading and from the information delivered in the class conversations, discussions, and lectures.

**Follow-up Course:** AMS 151, Introduction to American Culture: World, Nation, Regions, is offered in the spring semester as are several 200-level courses.

## **American Studies (AMS) 205**

**Title:** Working Lives

**Prerequisite:** Open to freshmen.

**General Studies:** Humanities

**Credit Hours:** 3

**Student Profile:** This course is intended for freshmen and sophomores. It is a general studies course and one that helps students better understand American culture. As such it is a good course for students who have interests in different areas, like public relations, advertising, literature, history, political science, and others.

**Course Profile:** Through a close examination of the lives of American workers, we will study the history of workers—men and women, paid and unpaid, of different racial and ethnic groups, in different regions of the United States. We will explore how these workers have shaped America and American culture.

**Format:** This course is taught by Dr. Innis-Jimenez in a large lecture format with Graduate Teaching Assistants to assist students.

Follow-up Course: AMS 151, Introduction to American Culture: World, Nation, Regions, is offered in the spring semester as are several other 200-level courses.

## **Anthropology (ANT) 100**

**Title:** Introduction to Anthropology

**Prerequisite:** Open to freshmen.

**General Studies:** Social Behavioral Sciences

**Credit Hours:** 3

**Student Profile:** A large portion of the class is freshmen or sophomores. This course is ideal for students who are curious about the world around them and about how other human groups solve the problems of everyday living. Students interested in anthropology, archaeology, linguistics, biology, history, science, or just other peoples and societies should find something of interest in the course.

**Course Profile:** ANT 100, Introduction to Anthropology, introduces students to all of the sub-fields of anthropology, demonstrating the benefits of a holistic approach to understanding the human experience. The course begins with a brief introduction to the discipline of anthropology and then explores the place of humanity in nature, embracing a bio-cultural evolutionary approach unique to anthropology. In the second segment, human prehistory is considered from the development of stone tools over 2.5 million years ago to the origins of social stratification accompanying agriculture and urban settlement. In the third segment, the concept of culture is elaborated and the diversity of human cultural patterns is explored from language to economy to religion. The course concludes with prospects for the future of anthropology. At the end of the course, students will have a basic understanding of anthropology.

**Format:** Students meet twice a week for 50-minute lectures and once a week for a 50-minute discussion section. Each discussion section is led by a teaching assistant and contains 20 or fewer students. In these sections, lecture materials are discussed and quizzes may be given.

**Follow-up Courses:** If you like this course and want to learn more about cultural anthropology, a good follow-up course is ANT 102, Introduction to Cultural Anthropology. For those interested in archaeology, a good follow-up course is ANT 107, Introduction to Archaeology. For linguistics, take ANT 210, Language and Culture, and for biological anthropology, take ANT 270, Introduction to Physical Anthropology.

## **Anthropology (ANT) 102**

**Title:** Introduction to Cultural Anthropology

**Prerequisite:** Open to freshmen.

**General Studies:** Social Behavioral Science

**Credit Hours:** 3.

**Student Profile:** A large portion of the class is freshmen or sophomores. This course is required for anthropology majors and fulfills a requirement for minors in anthropology, and is open to students from all divisions. It is a social science because it deals systematically with the behaviors and practices of living peoples. This course is ideal for students who are curious about the world around them and about how other human groups solve the problems of everyday living. Students interested in other peoples and societies should find something of interest in this course.

**Course Profile:** ANT 102, Introduction to Cultural Anthropology, provides a worldwide overview of culture groups, with an emphasis on the contrasts between Western and non-Western peoples. By means of the assigned textbook, ethnography, films, lectures and sections, the course aims to explore the diversity of practices that people have developed to tackle the universal problems of human living. Specific objectives include: (1) an enhanced understanding and tolerance of difference in other peoples, (2) improvement of reading rate and comprehension, and (3) sharpening of comparative and analytic skills.

**Format:** Students meet twice a week for 50-minute lectures and once a week for a 50-minute discussion section in which films are shown, brief articles are reviewed, and lecture materials are discussed. Each section is led by a teaching assistant and contains 20 or fewer students. Course grades are based on section participation and three multiple-choice exams.

**Follow-up Courses:** If you like this course and want to learn more about cultural anthropology, there are a number of good follow-up courses which include: ANT 275, Race, Ethnicity, and Human Variation; ANT 405, Culture, Mind, and Behavior; ANT 411, Culture, Health, and Healing; ANT 412, Peoples of Europe; ANT 413, Peoples of Latin America; ANT 414, Peoples of Africa; or ANT 419, Myth, Ritual, and Magic.

## **Anthropology (ANT) 103**

**Title:** Great Discoveries in Archaeology

**Prerequisite:** Open to freshmen.

**General Studies:** Social Behavioral Science

**Credit Hours:** 3

**Student Profile:** A large portion of the class is freshmen. Most students who take the class want to learn more about human cultures and past ways of life. Students interested in anthropology, archaeology, history, science, or just other peoples and societies should find something of interest in this course.

**Course Profile:** Archaeology is the study of the human past through the material remains left behind by past societies. In ANT 103 we will cover more than 4 million years of human prehistory on all continents (except Antarctica). Since it is impossible to describe all of human prehistory in a single course, Great Discoveries in Archaeology focuses on those ancient achievements that capture our imagination and motivate us to learn more about our mostly hidden and forgotten past.

We will begin at the beginning and review some of the key discoveries in the human fossil record to gain an understanding of the evolution of humans from the earliest species to modern people, *Homo sapiens*. We will survey various archaeological discoveries that chart the diversity of human societies in prehistory, from the Ice Age hunting bands to the first farming villages to the foundation of the first cities and civilizations, such as the ancient Egyptians, Mesopotamians, Inca, Maya, and others. Along the way, you will learn to recognize and explain the scientific method, evaluate scientific information, and understand how and what archaeologists have learned about prehistory.

You will learn how the great archaeological discoveries provide evidence to answer humanity's greatest mysteries: Where did we come from? How did we survive the Ice Age? What is the first evidence of religious beliefs? Where, when, and why did humans domesticate plants and animals? Where, when, and why did people create cities, pyramids, governments, and social classes? Why did the first civilizations rise... and fall? What was it like to live in these ancient cultures?

**Format:** The course meets three days a week for 50 minutes. Two classes are 50-minute lectures that review great discoveries and concepts in archaeology with abundant pictures of ancient artifacts and ruins. The third class is a small 50-minute discussion section in which students have the opportunity to work with fossils and real prehistoric artifacts. In brief group projects, you will learn how archaeologists measure and evaluate their discoveries. Students will also view a series of films. Graded assignments include three multiple-choice exams and several graded quizzes, and group projects.

**Follow-up Course:** If you like this course and want to learn more about archaeology, a good follow-up course is ANT 107, Introduction to Archaeology. If you want to participate on a local archaeological dig, a follow-up course is ANT 269, Field Archaeology.

## **Arabic (ARB) 101 and Other Critical Languages**

**Course Title:** Elementary Arabic or other introductory-level Critical Languages

**Prerequisite:** Open to freshmen.

**General Studies:** Foreign Language

**Credit Hours:** 3

**Student Profile:** For students who want to learn a language that is important but rarely taught in high schools, the Critical Languages Program gives that opportunity.

**Course Profile:** ARB 101 and other critical languages like Farsi, Thai, Chinese, Swahili, and others are available to study in small classes taught by native speakers of the languages.

**Format:** These courses involve a self-instructional approach in the Critical Languages Center. Students are required to study the textbook and listen to assigned audio materials (CDs, or computer sound files). Students have practice sessions three hours per week with a language "trainer" who is a native or near native speaker of the language.

**Follow-up Course:** All of the critical languages have two semesters (one year) of instruction and some have four semesters (two years).

## **Art History (ARH) 151**

**Title:** Introduction to the Visual Arts

**Prerequisite:** Open to freshmen.

**General Studies:** Fine Arts

**Credit Hours:** 3

**Student Profile:** A large portion of the class is freshmen and sophomores. Most students who take the class want to learn more about art and to develop their abilities to appreciate art, learn how art can be meaningful and significant, and enhance and enrich their lives.

**Course Profile:** AHR151 will acquaint the student with the many aspects of the visual arts, and to help students to find their own answers to the questions, "what is art" and "why do we want/need art in our communities and personal lives?" Students will be guided in developing a personal set of standards for interpreting art and understanding the various aspects of art in our lives; the language of art; exploration of the various technical and formal aspects of art media (e.g. painting, printmaking, photography, sculpture, architecture, etc.); and the history of art throughout the world, from ancient times to the present.

**Format:** This course is taught in lecture sessions, enriched with extensive use of power point, videos and online materials.

## **Art History (ARH) 252**

**Title:** Survey of Art I

**Prerequisite:** Open to freshman.

**General Studies:** Fine Arts

**Credit Hours:** 3

**Student Profile:** A large portion of the class is freshmen and sophomores. Most students who take the class want to learn more about painting, sculpture, and architecture from the prehistoric through the medieval periods. Students pursuing a major or minor in art or art history can use this course to satisfy part of their degree requirements.

**Course Profile:** ARH 252 is a survey of the history of art from the Stone Age through the Medieval period. Students learn about cave paintings in the prehistoric era, the art of the Egyptian Pharaohs and how they influenced the ancient Greeks in their sculptures of the ideal male nude, the revolutionary architecture of the ancient Romans, and how Christianity changed the art of the Roman Empire. Students discover the religious art of the Byzantine Empire and how the awe-inspiring cathedrals of Europe evolved.

**Course Format:** This course is taught in large lecture sections.

**Follow-up Course:** HY 101, Western Civilization to 1648, and CL 222, Greek and Roman Mythology, are good follow-up courses.

## **Art History (ARH) 253**

**Title:** Survey of Art II

**Prerequisite:** Open to freshmen.

**General Studies:** Fine Arts

**Credit Hours:** 3

**Student Profile:** Students at many levels enroll in this course. Most students who take the course want to have a broad survey of art. Students pursuing a major or minor in art or art history can use this course to satisfy part of their degree requirements.

**Course Profile:** ARH 253 is a survey of the history of art from the Proto-Renaissance through the modern art movement. Beginning in the 13th century, learn how classical ideas and values were revived in Italy and how the Renaissance changed the status of artists. Study works by the most famous Renaissance artists including Leonardo da Vinci, Michelangelo, and Raphael, learning about their lives and the secrets of many of the greatest works of art ever created. Discover how the Protestant Reformation changed Christian art in catholic and protestant countries. Study famous artworks by the Impressionists and learn why Vincent van Gogh cut off his ear! Study the evolution of the skyscraper in the United States. Learn how modern artists, in their effort to make it new, broke all the rules of classicism.

**Format:** This course is taught in lecture sessions, enriched with extensive use of power point.

**Follow-up course:** Certainly another art history course is a possible follow up, but students may want to try HY102, Western Civilization since 1648, which focuses on a similar time period, a religious studies course, or enroll in French, German, or Italian language study.

## **Astronomy (AY) 101**

**Title:** Introductory Astronomy

**Prerequisite:** none

**General studies:** Natural Science

**Credit Hours:** 3

**Student Profile:** If you aren't seeking to continue to higher level astronomy courses, but want a good survey of the subject, AY 101 is a good option. AY 101 is taken primarily by students to satisfy part of their N requirement in the University Core Curriculum. This course is *not* intended for students planning to major in physics. (Physics majors on the Astrophysics Track should instead take AY 203, AY 204, and AY 206)

**Course Profile:** This course surveys in one semester the history of astronomy, the nature of planetary systems (particularly our own Solar System), as well as the nature and evolution of stars, galaxies, and the Universe. Some of the basic questions discussed in AY101 include:

- Why does the Earth have seasons?
- Why does the Moon have phases?
- Why did ancient people believe the Earth is not moving?
- Why are there different kinds of planets in our Solar System?
- How do stars shine?
- How do stars evolve and die?
- What are black holes?
- How do we know our Universe is expanding?
- Why is the sky dark at night?
- What is the nature of "dark matter" and "dark energy"?
- Is there life elsewhere in the Universe?

**Format:** Astronomy 101 meets two or three times a week for 3 hours. A great many astronomical images from ground- and space-based telescopes are used throughout the course. The course also includes observing sessions using the telescope on the roof of Gallalee Hall.

**Follow-up Course:** If you plan to apply Astronomy 101 toward the N requirement of the University Core Curriculum, Astronomy 102 must also be taken.

**Alternative Courses:** If you would like a more in-depth survey of planets, stars, galaxies, and the Universe, then AY 204 (Solar System Astronomy) and/or AY 206 (Astronomy beyond the Solar System) may be better choices for you. AY 204 and AY 206 take 2 semesters to cover the same topics as AY 101 does in 1 semester. AY 204 and AY 206 also use more math (algebra and trigonometry) to enrich the subject further. AY 204 can also be combined with AY 203 (Observational Astronomy) to satisfy the N requirement of the University Core Curriculum.

## **Astronomy (AY) 102**

**Title:** Introduction to Astronomy Laboratory

**Prerequisite:** AY 101 must be taken before or concurrently with AY 102

**General studies:** Natural Science

**Credit Hours:** 1

**Student Profile:** If you aren't seeking to continue to higher level astronomy courses, but want a good survey of the subject, the combination of AY101 and AY 102 is a good option. AY101 and AY 102 are taken primarily by students to satisfy part of their N requirement in the University Core Curriculum. These courses are *not* intended for students planning to major in physics. (Physics majors on the Astrophysics Track should instead take AY 203, AY 204, and AY 206)

**Course Profile:** Astronomy 102 is the laboratory associated with Astronomy 101 - Introductory Astronomy. Laboratory exercises include observations of the sun, moon, and daytime astronomical activity. Indoor exercises include analyzing stellar spectra, exploring the celestial sphere, and astronomical photographic analysis. More specifically, the laboratory activities in AY 102 are designed to explore the following subjects:

- The appearance of the sky and the yearly path of the Sun
- Properties of lenses and telescopes
- Measuring distances to stars using parallax
- Lunar surface features
- Light spectra; analyzing the Sun's spectrum
- The Sun and solar activity
- The orbital motions of planets in our Solar System
- Stellar brightness and stellar spectral types
- The distribution of globular star clusters in our galaxy
- Observations of our Milky Way galaxy
- Galaxies and clusters of galaxies
- Galaxy motions and the expansion of the Universe

**Format:** Astronomy 102 meets once a week for 3 hours. An instructor spends 10-15 minutes at the beginning of each lab providing background. Students then work in small groups on laboratory exercises, turning in a report at the end of each lab. The lab exercises and are contained in a lab manual available from the SupeStore. There are several quizzes throughout the semester on the lab content.

**Alternative Courses:** If you would like a more in-depth survey of planets, stars, galaxies, and the Universe, then AY 204 (Solar System Astronomy) and/or AY 206 (Astronomy beyond the Solar System) may be better choices for you. AY 204 and AY 206 take 2 semesters to cover the same topics as AY 101 does in 1 semester. AY 204 and AY 206 also use more math (algebra and trigonometry) to enrich the subject further. AY 204 can also be combined with AY 203 (Observational Astronomy) to satisfy the N requirement of the University Core Curriculum.

## **Biology (BSC) 108 and Biology (BSC) 109**

**Title:** Introductory Biology for Non-Majors I and II

**Prerequisite:** Open to freshmen.

**General Studies:** Natural Science

**Credit Hours:** 4

**Student Profile:** BSC 108 and BSC 109 are for students desiring to increase their general science literacy and their understanding of scientific processes. These courses are not intended for students planning to major in biology, microbiology, or marine science, nor are these two courses intended for students planning to go to medical, dental, pharmacy, or physical or occupational therapy schools. These students must take BSC 114:115 and BSC 116:117, rather than these non-major courses.

**Course Profile:** BSC 108 and BSC 109 are introductory non-majors courses. Students can take either course; one is not the prerequisite for the other. Each course combines lecture and laboratory. The courses have very different content. BSC 108 focuses on cellular biology, genetics, plant and animal diversity, and evolution. BSC 109 emphasizes the physiology of living organisms, especially human physiology, but also studies ecology and animal behavior.

**Format:** Those students taking BSC 108 can elect to take the course as a separate lecture and laboratory, which is the more traditional format, or they can take the course in a studio format that integrates lecture, laboratory, and classroom projects. The studio format is reserved for first-year students and can be selected by registering for BSC 108 001- section 003. BSC 109 is taught in the traditional lecture/laboratory format.

**Follow-up course:** Since students can take these two courses in any order, the one not taken in the fall semester is a good Follow-up course for spring. But, to meet the eight-hour natural science requirement, it is not necessary to take both natural science courses in the same discipline, so a student could take an entirely different science course in the spring semester. Astronomy 101, Geography 101 or 102, and Geology 101 or 102 or 105 are good possibilities.

### **Biology (BSC) 114:115 and BSC 118 Honors**

**Title:** Principles of Biology I and Biology Lab I

**Prerequisite:** Open to freshmen.

**General Studies:** Natural Science

**Credit Hours:** 3 hours for lecture and 1 hour for laboratory

**Student Profile:** BSC 114 with BSC 115 is the introductory course for students planning to major in biology, microbiology, or marine science. The course is also required for pre-medical, pre-dental, pre-physical and occupational therapy, pre-pharmacy, and pre-vet students. BSC 118 is the Honors version of this course.

**Course Profile:** BSC 114 is an introduction to the chemical basis of life, cell structure and metabolism, genetics, evolution, and a survey of simple life forms. BSC 115 is a series of laboratory exercises that correlates with the lectures of BSC 114. Exercises include an introduction to the use of the microscope and simple genetic experiments.

**Format:** Students register for a section of BSC 114 and a section of BSC 115 and receive grades for each course. The two are usually taken together, but in the case of scheduling problems, it is possible to take the laboratory after completing the lecture course.

**Follow-up course:** The follow-up course is BSC 116 and its laboratory BSC 117. The follow-up Honors course is BSC 120.

### **Blount Undergraduate Initiative (BUI) 101**

**Title:** Foundations: Origins

**Prerequisite:** Admission to the Blount Undergraduate Initiative

**General Studies:** Humanities

**Credit Hours:** 3

**Student Profile:** Students who have been admitted to the Blount Undergraduate Initiative enroll in this course for their first semester.

**Course Profile:** BUI 101 is the first of two foundation courses for students in the Blount Initiative. The course is subtitled "Origins." As far as we know, humans are the only species with the mental capacity to ask questions about origins. Where do we come from as individuals, as spirits, as a species, as a planet, as a solar system? This semester Blount students explore the different ways the disciplines have grappled with the question of "origins." This interdisciplinary reading course stresses development of critical reading and writing skills through close reading of foundational texts, texts that develop ideas and concepts central to the understanding of origins.

**Format:** The foundations course seminar is held in the Blount Living Learning Center. It is conducted in small seminar-style classes that depend on lots of student interaction. Students enrolled in BUI 101 should also enroll in BUI 100, the Blount Convocation, for fall semester. This is a one-hour course.

**Follow-up Course:** Blount students take BUI 102 and BUI 100 in the spring semester. This course and BUI 101 serve as a foundation for subsequent courses in the Blount Initiative.

## **Chemistry (CH) 101**

**Title:** General Chemistry I

**Prerequisite:** Enrollment in or placement beyond MATH 112, Pre-calculus Algebra.

**General Studies:** Natural Science

**Credit Hours:** 4

**Student Profile:** This course, or CH 117, Honors General Chemistry I, should be taken by all students planning to major in chemistry, as well as those majoring in many other science and engineering fields. This course is also required by health professional programs, such as medical, pharmacy, and dental programs. It is helpful but not necessary for students to have taken highschool chemistry.

**Course Profile:** CH 101 is the first semester of a two-semester sequence that serves as the introductory chemistry sequence. Students gain understanding of the basic chemical structure of the materials around us, including descriptions of the structure of atoms and how atoms assemble into molecules. The structure of the atom is described using both classical and quantum mechanical descriptions. Periodic properties of elements are discussed. Building on the structure of atoms, the course moves to a description of how atoms combine to form molecules. What are the forces that hold the atoms together and what defines the shape of a molecule? Students are introduced to chemical reactivity, chemical equations, and calculations based on stoichiometry. The properties of gases will be discussed, such as the reason a balloon gets smaller if you put it in the freezer. Finally, students will learn about thermochemistry. At the end of the semester, students in this course will have a basic understanding of the structure and properties of chemical compounds.

**Format:** The course is comprised of three hours of lecture, a recitation, and a three-hour lab each week. The lecture meetings combine traditional lectures with interactive problem-solving exercises. In-class demonstrations are used to promote understanding of chemical principles. Recitation sessions are led by the instructor and provide an opportunity for the student and instructor to work example problems and review class material in a collaborative fashion. Chemistry is a “hands-on” science, so the lab experience plays an integral role in this course as it does in all chemistry courses. The experiments have been designed to assist the student in learning fundamental chemical principles learned in the lecture portion. The experiments will serve as an introduction to the basic laboratory operations and skills needed in the practice of chemistry.

**Follow-up Course:** Students who need further study in chemistry will generally take CH 102, General Chemistry II, after completing CH 101. Students earning high grades in CH 101 can also request placement in CH 118, Honors General Chemistry II.

## **Chemistry (CH) 104**

**Title:** Introductory Chemistry I

**Prerequisite:** Open to freshmen.

**General Studies:** Natural Science

**Credit Hours:** 4

**Student Profile:** CH 104 is primarily designed for students in the Capstone College of Nursing and for food and nutrition majors in the College of Human and Environmental Sciences, but it can be taken by other students.

**Course Profile:** CH 104 is the first semester of a two-semester sequence that covers general, organic, and biological chemistry with a focus on the application of these areas of chemistry in medicine, nutrition, and other allied-health sciences. Students gain a basic understanding of the structure and properties of atoms, elements, and molecules; learn about basic chemical reactivity; and learn how to do calculations related to chemical reactions. Students will learn about the structure of the atom and the role of the periodic table in predicting chemical reactivity. After this, students discuss how atoms are combined to form chemical compounds using ionic or covalent bonds and how to predict the structures of these compounds. The next section of the course focuses on the states of matter (solids, liquids, and gases), chemical reactions, and the calculations that allow one to predict their outcomes. Acids and bases play an important role in biological function. Students will learn about the reactions of these compounds and how to calculate and measure pH values. Finally, students will learn about nuclear chemistry and radioactivity and their applications in nuclear medicine.

**Format:** The course is comprised of three hours of lecture, a recitation, and a three-hour lab each week. The lecture meetings combine traditional lectures with interactive problem-solving exercises. In-class demonstrations are used to demonstrate chemical principles. Recitation sessions provide an opportunity for the student and instructor to work example problems and review class material in a collaborative fashion. Chemistry is a “hands-on” science, so the lab experience plays an integral role in this course. The experiments have been designed to assist the student in learning fundamental chemical principles learned in the lecture portion. The experiments will also serve as an introduction to the basic laboratory operations and skills needed in the practice of nursing, nutrition, and related fields.

**Follow-up Course:** After completing CH 104, students will generally take CH 105, Introduction to Organic Chemistry.

## **Chemistry (CH) 117 Honors**

**Title:** Honors General Chemistry I

**Prerequisite:** Membership in the University Honors Program or recommendation from the Department of Chemistry. Students should be placed in or above MATH 125 or MATH 145.

**General Studies:** Natural Science

**Credit Hours:** 4

**Student Profile:** This course is open to students in the honors program or those with a strong interest in chemistry. Students taking CH 117 should have a math background sufficient to enroll in MATH 125, Calculus I (or MATH 145, Honors Calculus I). It is best if students are enrolled in MATH 125 or MATH 145. High-school chemistry is strongly recommended. Calculus may be used in some of the lecture explanations but is not used in exams or for homework.

**Course Profile:** CH 117 is the first semester of a two-semester honors chemistry sequence that prepares students for more advanced courses in chemistry and related disciplines. The major learning goals are to understand the structure of atoms and molecules, chemical bonding, the energetics of chemical reactions and the behavior of gases. Course content is similar to that of CH 101, but a much stronger focus is placed on gaining a detailed understanding of the physical laws and models that can be used to explain the properties of atoms and molecules.

The course starts with a discussion of the physical laws governing chemical phenomena and proceeds to a discussion of the electronic structure of the atom using quantum mechanical concepts in order to explain how classical models of the atom failed. Using this knowledge, the periodic properties of the elements are discussed. Following the development of the Periodic Table, the ways that atoms combine to form molecules are developed on the basis of Lewis dot structures, valence bond and valence shell electron pair repulsion (VSEPR) theories, and molecular orbital theory. This provides the basis for the student to understand the structure, electronic properties, and reactivities of molecules and atoms from first principles. The course also reviews stoichiometry and redox chemistry as well as providing an introduction to Lewis acids and bases.

The final topics of the semester are the development of the laws of thermodynamics and how they apply to chemical reactions in terms of the heat of reaction (enthalpy) and the properties of gases. The latter also includes the derivation of the  $PV=nRT$  phase law from first principles and the development of Boltzmann statistics. A key goal of the course is to develop two ways of thinking about chemistry. The first is to develop a student's ability to master new concepts and apply these in a qualitative way to solve chemical problems. The second is to develop the student's ability to use mathematics to solve chemical problems and to include qualitative concepts in the solution of such problems.

**Format:** The course is comprised of three hours of lecture, a recitation, and a three-hour lab each week. The honors section offers smaller class sizes (typically 50-60) as compared to CH 101, which allows for more significant interactions between the student and instructor. Recitation sessions are led by the instructor and provide an opportunity for the student and instructor to work example problems and review class material in a collaborative fashion. Exams are given during the recitation section and practice exams are worked in a collaborative fashion. Chemistry is a "hands-on" science, so the lab experience plays an integral role in this course as it does in all chemistry courses. The experiments have been designed to assist the student in learning fundamental chemical principles learned in the lecture portion. The experiments will serve as an

introduction to the basic laboratory operations and skills needed in the practice of chemistry. Students in the honors section will perform more advanced experiments, including calculating the electronic structure of molecules using computational chemistry software on advanced computer architectures. Homework is done online and collaborative solution of homework problems is encouraged. The homework includes basic problems to review the material in the chapter and additional problems to develop the student's ability to apply and master the concepts learned from the book and the lecture.

**Follow-up Course:** Students who need further study in chemistry will generally take CH 118, Honors General Chemistry II, after completing CH 117. Students may also take the non-honors CH 102 course after completion of CH 117.

### **Communication Studies (COM) 100**

**Title:** Rhetoric and Society

**Prerequisite:** Open to freshmen.

**General Studies:** Humanities

**Credit Hours:** 3

**Student Profile:** This course is intended for students at any level in their studies but is particularly well suited for freshmen and sophomores. It is a course that counts toward the University's core curriculum in the humanities and is one that helps students better understand the way that persuasive communication functions in American society. As such, it is a good course for students who have interests in areas such as: literature, history, political science, journalism, sociology, public relations, advertising, telecommunication, American studies, African American studies, women's studies, and others.

**Course Profile:** This course is designed to introduce students to the significance and power of rhetoric in American society. As a term, *rhetoric* refers to any symbolic expression (spoken, written, visual, performative) represented in texts that functions within public environments to create meaning and community. The course is organized around topics that comprise what is known as the *American Public Address Tradition*. The reading assignments, lectures and discussions involve actual spoken and written texts from historical and contemporary American culture, including historical speeches, such as Lincoln's "A House Divided," and essays by Susan B. Anthony and Martin Luther King, as well as contemporary rhetorical examples, such as 2008 campaign speeches and the lyrics of rap group Public Enemy and punk band Anti-Flag. We explore these texts within their socio-political contexts through the "rhetorical situation" confronting "rhetors" (speakers and writers). These examples serve as a way to examine the relationship among (1) rhetors, (2) rhetorical situations, and (3) audiences, as well as how these factors influence American community. Students learn and apply key rhetorical strategies and terms.

**Format:** The course is taught by a faculty member in the Department of Communication Studies. The course is run through a lecture/exam format but encourages daily and lively discussion among students. Student evaluation is measured by three midterms, three small reflection assignments, and attendance.

**Follow-up Courses:** Students who enjoy this course may also be interested in other courses in rhetoric, such as COM 310, Rhetorical Criticism, COM 342 Rhetoric of Social Protest, and COM 415 African American Rhetoric.

## **Communication Studies (COM) 122**

**Title:** Critical Decision Making

**Prerequisite:** Open to freshmen.

**General Studies:** Humanities

**Credit Hours:** 3

**Student Profile:** This course is typically includes freshmen, sophomores, and juniors. It is a course that counts toward the University's core curriculum in the humanities and is one that provides a sound introduction to critical thinking and presentational skills required throughout college. Students interested in advertising, public relations, political science, history, business administration and any number of other fields that involve group and individual decision making will find this class useful.

**Course Profile:** This course intends to prepare students to become considerate leaders and successful communicators in an increasingly fast-paced and interdependent world. It offers students a blend of academic, political, and economic considerations that will continue to be of importance as critical junctures are reached across the globe. Students are introduced to philosophical questions, structures for reasoning and logic, and tools for engaging in effective dialogue. Students are required to participate in three decision making activities: a debate, a group discussion, and a persuasive speech. Case studies are used to investigate how decision making can be both constructive and destructive in modern settings. Ultimately, students learn to become better prepared to engage in the deliberative practices of a democratic society.

**Format:** This course meets three days a week for 50-minute lecture/activity sessions. There are three major assignments that involve group and individual presentations, as well as midterm and final exams. Students receive participation points for in-class activities and discussion.

**Follow-up Courses:** Students who enjoy this class may also be interested in COM 225, Small Group Communication and COM 123, Introduction to Public Speaking.

## **Communication Studies (COM) 123**

**Title:** Public Speaking

**Prerequisite:** Open to freshmen.

**General Studies:** Humanities

**Credit Hours:** 3

**Student Profile:** This course is intended for students at any level in their studies but is particularly well suited for freshmen and sophomores. It is a course that counts toward the University's core curriculum in the humanities and prepares students to be effective communicators so that they might also be effective citizens. This course operates under the belief that the art of public speaking can be learned, and it emphasizes the power of the spoken word and the connection between being an excellent speaker and being a critical consumer of public messages. It fulfills a specific degree requirement for many programs throughout the University.

**Course Profile:** This course is fundamentally designed to improve students' proficiency as public speakers. It also aims to familiarize students with the three traditional purposes of public speaking—to teach, to entertain, and to persuade—and how those purposes are fulfilled by various kinds of speeches. In both theory and practice, it helps students develop the five qualities necessary to a successful public speaker: invention, arrangement, style, memory, and delivery. The course also aims to enhance students' perceptiveness as auditors and thereby enables them to become critical listeners of the public discourse of others.

**Format:** For most students this fall, the course will be taught as a large lecture session in combination with small performance labs. The lecture session, taught by a faculty member in the Department of Communication Studies, cover course material and theory, encouraging lively discussion among students. The performance labs will provide students with the opportunity to put course content and theory into actual practice, in both formal and informal speaking assignments. Student evaluation will be measured by a midterm and a final exam, speech exercises and performances, and class participation.

**Follow-up Courses:** Students who enjoy this class and want to advance their performance skills may also be interested in COM 210, Oral Interpretation, COM 323 Advanced Public Speaking, and COM 352 Business and Professional Communication.

## **Computer Science (CS) 102**

**Title:** Microcomputer Applications

**Prerequisite:** No prerequisite

**General Education:** No designation

**Credit Hours:** 3

**Student Profile:** Students in this course are usually freshmen who either wish to improve their general computing skills or are planning to complete the University's General Education requirement by taking courses in computing (C-designated courses) rather than in a foreign language (FL). This course does not carry a General Education designation but is a required prerequisite to a number of courses that do carry a C-designation. CS 102 is not the course to take if you are planning to major in Computer Science. It is applicable to some but not all minors in computer science.

**Course Profile:** Instruction in CS 102 focuses on improving students' abilities to use word processing for research papers, to use spreadsheets and other tools for information management, and to generate presentations using appropriate software. It is designed for any student who wishes to be computer literate, but is not intended for students who wish to major in the field of computing. Instead, it focuses on building basic computer literacy for students pursuing majors in other fields.

**Format:** The course is taught in a large (150 seat) computer laboratory where a specialized software package is used to introduce, teach and test the students on the various software productivity packages. Students spend a week studying each module in the course and then take an in-class test on that material the next week. The lab utilizes instructors and student helpers to provide assistance as students learn this material. All tests are held in the student's regular class period, and students can utilize "flex-time" on the study weeks to complete their hours any time that the lab is open.

**Follow-up Course:** CS 285 is Advanced Microcomputing, which focuses on advanced spreadsheet applications, is an excellent follow-up course as is CS 202, Introduction to the Information Superhighway, which focuses on basic web-site development.

## **Computer Science (CS) 150**

**Course Title:** Programming I

**Prerequisite:** Math 112, Pre-Calculus I

**General Studies:** No designation

**Credit Hours:** 2 and 1

**Student Profile:** The students who enroll in CS 150 and CS 160 are usually planning to major in computer science, management information systems or to pursue mathematics as a major. The two courses do not meet General Education requirements but prepare students to take courses that do carry the C (computer) designation. (This may change in the future.)

**Course Profile:** CS 150 introduces students to programming in Python, a high-level programming language. Emphasis is placed on basic program design and construction, including sequence/selection/iteration and functions and arrays. Students are expected to complete a few individual programming projects over the course of the semester. The course is the first in a series of five courses that make up the introductory sequence in computing (CS 150, 160, 250, 260, 350. CS 150 and 160 are often taken the same semester, as are CS 250 and 260.). Mastery of the material in CS 150 is required to succeed in the following courses.

**Course Format:** The CS 150 course is the first true programming course for majors in computing, and emphasizes algorithm development and software construction. The course is taught in a classroom designed for teaming that uses technology, introducing a concept and then providing time for students to apply these concepts on in-class tasks and exercises. The classroom 40-50 students, with four students and two computers at each table.

**Follow-up Course:** Students usually follow CS 150 with CS 250, Programming II, and CS 260, Foundations of Computer Science, that carry major credit in computer science, and will carry the "C" core curriculum designation. Students majoring in computer science and computer engineering will also take ECE 380 (digital logic) as a follow-on to this course.

## **Computer Science (CS) 160**

**Course Title:** Computer Science Concepts

**Prerequisite:** None

**General Studies:** No designation

**Credit Hours:** 1

**Student Profile:** The students who enroll in CS 160 are usually planning to major in computer science, management information systems or to pursue mathematics as a major. The course does not meet General Education requirements but prepares students to take courses that do carry the C (computer) designation.

**Course Profile:** The CS 160 course focuses on basic problem-solving skills and introduces students to the basics of program construction. Classrooms hold 40-50 students, with four students and two computers at each table. Students will use the Alice programming language on those computers to program robots, sharpening skills of task decomposition and basic programming construction in the process. CS 160 is the second in a series of five courses that make up the introductory sequence in computing (CS 150, 160, 250, 260, 350. CS 150 and 160 are often taken the same semester, as are CS 250 and 260.). Mastery of the material in CS 160 is required to succeed in the following courses.

**Course Format:** The CS 160 course is a "laboratory" format course. Attendance is strictly enforced, and the large majority of the work is done in class rather than as out-of-class assignments.

**Follow-up Course:** Students usually follow CS 150 and 160 with CS 250, Programming II, and CS 260, Foundations of Computer Science, that carry major credit in computer science, and will carry the "C" core curriculum designation. Students majoring in computer science and computer engineering will also take ECE 380 (digital logic) as a follow-on to this course.

## **Criminal Justice (CJ) 100**

**Course Title:** Introduction to Criminal Justice

**Prerequisite:** Open to freshmen.

**General Studies:** None

**Credit Hours:** 3

**Student Profile:** This is an introductory course to the criminal justice discipline, but it does not carry general education credit. Students enroll because they are interested in criminal justice as a possible major or to find out more about the field.

**Course Profile:** CJ 100 is an overview of the criminal justice system and the juvenile justice system with emphasis on the roles and problems of law enforcement, courts, and correctional components. Students meet in small groups to discuss criminal justice issues and complete online assignments. At the end of the course, the student should (1) understand criminology as a scientific discipline, from defining crime as a social problem to knowing the major theories which attempt to explain criminal behavior; (2) know and understand what occurs during the major steps of the criminal justice and the juvenile justice process; (3) know the sources of the criminal law and the rights of criminal defendants, juveniles, and prisoners; (4) know how criminal justice and juvenile justice agencies are organized, and the selection and duties of the major actors in each agency; (5) know the role and impact of politics and discretion in processing criminal cases and cases processed by the juvenile justice system; and (6) know the types, goals, and administration of various punishments and the impact of these punishments on convicted adult and juvenile offenders.

**Format:** This is a lecture course but students also meet in small groups to discuss criminal justice issues. They also complete on-line assignments.

**Follow-up Course:** If this course succeeds in sparking your interest in criminal justice, you can follow it with a 200-level CJ course. You could also follow it with SOC 101 or PSC 101.

## **Economics (EC) 110**

**Title:** Principles of Microeconomics

**Prerequisite:** MATH 100, College Algebra

**General Studies:** Social and Behavioral Sciences

**Credit Hours:** 3

**Student Profile:** While EC 110 is required for students interested in majoring in business, it is also a good choice for students who are interested in any of the social sciences, such as history, political science, or international relations or other disciplines such as philosophy, science, and mathematics. It is a good course for students who are pre-law as well as a very useful course for engineering students.

**Course Profile:** Economics is a social science that studies the way societies allocate their scarce resources and how they respond to changes in the availability of these resources. Governments and politicians use reports and analyses written by economists to study how changes in government policy will affect the well-being of the society as a whole or even the well being of specific groups within the society. Hence understanding of economics can go a long way in helping one to understand why there are important political and economic tensions within some societies but not within others, as well as why there are tensions between some countries but not others. This course offers an introduction to microeconomic analysis beginning with the ideas of scarcity and opportunity cost and ending with possible costs and benefits of government regulation of the economy. It is possible to divide the course into three main components: (1) introduction to scarcity and opportunity costs and the demand-supply model, (2) consumer and producer behavior under conditions of perfect competition, (3) monopoly and imperfect competition.

**Format:** During the fall and spring semesters this course is taught in relatively large lecture sections that have anywhere from 80 to 250 students. There are honors sections of this course that are taught in sections of 20 to 35 students. In large sections tests are mainly multiple choice with one or two short answer questions. Instructors of large sections tend to use Internet-based and computer-graded quizzes as substitutes for homework assignments. Smaller sections sometimes include pop quizzes and more traditional homework assignments.

**Follow-up Course:** Economics 111, Principles of Macroeconomics, is the next economics course and is required for majors in business. Students who enjoy and do well in EC 110 may wish to consider taking EC 210, Microeconomic Policy Analysis, or EC 308, Intermediate Microeconomics. Later in their university careers, pre-law students may want to take EC 410, Law and Economics. This course is taught in a manner similar to the way courses are taught in most law schools, so it gives a pre-law student some idea of what attending law school is like. Students will find connections between economics courses and other courses that develop reasoning abilities. These include philosophy courses in logic (PHL 101, Deductive Logic (or PHL 103, Honors); PHL 102, Inductive Logic; PHL 104, Critical Thinking), mathematics courses, and natural sciences.

## **Educational Psychology (BEP) 110**

**Title:** Introduction to Learning Strategies and Skills

**Prerequisite:** None

**General Studies:** No

**Credit Hours:** 3

**Student Profile:** BEP 110 is recommended for freshmen and sophomores who may have experienced difficulty in adjusting to the demands and study requirements of university-level academics. This course is also recommended for beginning students whose prior educational experiences may not have adequately prepared them for the rigors of university coursework.

**Course Profile:** The course requires that students critically evaluate their own behavior patterns and develop new behaviors that are conducive to college-level learning. Students are expected to attend and actively participate in every class. Out-of-class assignments are given weekly. Receiving a good grade in the course is dependent on regular attendance, active participation, completion of all assignments and satisfactory grades on tests and assignments.

The course content is structured around the Learning and Study Strategies Inventory (**LASSI**). This is computer administered diagnostic instrument that assess students' learning skills using ten scales: Attitude, Motivation, Time Management, Anxiety, Concentration, Information Processing, Selecting Main Ideas, Study Aids, Self Testing, and Test Strategies. Students take the LASSI at the beginning and again at the end of the semester.

## **Freshman Composition Courses**

Students entering The University of Alabama must fulfill core curriculum requirements, one of which is 6 semester hours of freshman composition. The usual method of fulfilling this requirement is to take EN 101 in the fall semester, followed by EN 102 in the spring.

Students, however, who have an ACT composite score of 28 or an SAT composite score of 1240 may enroll in EN 103 in either the fall or spring semester to fulfill the freshman composition requirement. At the successful completion of EN 103, students are awarded placement credit for EN 101 and the freshman composition requirement is complete.

Students who participate in the Blount Undergraduate Initiative enroll in a special composition course, EN 104. The Blount students who qualify for EN 103 but enroll in EN 104 to meet Blount expectations will automatically receive placement credit for EN 101 upon successful completion of this course. Other students who earn a grade of "A-" in the course will also receive placement credit.

Students with a score of 3 on the Advanced Placement (AP) exam will be awarded credit for EN 101 and are expected to enroll in EN 102 or EN 103. Students who are not native speakers of English may enroll in EN 120 based on the score received on a departmental placement examination.

All freshman composition courses are conducted in small sections ranging from 15 to 24 students. The courses are graded plus/minus "A," "B," "C," and "NC." The "NC" or "No Credit" grade means that the course must be repeated but the grade has no impact on the grade point average (GPA).

## **English (EN) 101**

**Title:** English Composition I

**Prerequisite:** Open to any

**General Studies:** Freshman Composition

**Credit Hours:** 3

**Student Profile:** The usual method of fulfilling the freshman composition requirement is to take EN 101 in the fall semester, followed by EN 102 in the spring. Most entering freshmen enroll in EN 101; however, some students may enroll in EN 102, EN 103, EN 104, or EN 120. See the student profile of each course to determine which one you need to take.

**Course Profile:** EN 101 is the first in a two-course sequence. Professors across the University campus have certain expectations of students' expository writing abilities. This course introduces students to those expectations. Because these are expository writing courses, students will compose essays and learn how to read and analyze essays critically. The course goals are to help students:

- develop the ability to understand and use the processes of writing and revision as tools for analyzing topics and evaluating their own writing,
- learn to collaborate productively,
- find out about the variety of rhetorical strategies they can apply to their own writing,
- understand the advantages associated with composing in different print, visual, and digital media,
- learn how to use writing strategies and processes to analyze and write about issues aimed at different audiences and different purposes,
- understand their part in the University discourse community and how its written conventions operate,
- begin to learn the basics of citation formatting and, finally,
- become conscious of their own development as writers.

**Format:** All freshman composition courses are conducted in small sections ranging from 15 to 24 students. The courses are graded plus/minus "A," "B," "C," or "NC." The "NC" (No Credit) grade means that the course must be repeated but the grade has no impact on the grade point average (GPA). There are special sections of EN 101 designated for the students in the Parker-Adams Freshman Living-learning Community, the Arts and Sciences Freshman Living-Learning Community in Harris Hall, and for all of the Freshman Learning Communities (FLCs).

**Follow-up Course:** EN 102 or, with recommendation of instructor, EN 103.

## **English (EN) 102**

**Title:** English Composition II

**Prerequisite:** EN 101 or AP English score of 3

**General Studies:** Freshman Composition

**Credit Hours:** 3

**Student Profile:** The usual method of fulfilling the freshman composition requirement is to take EN 101 in the fall semester, followed by EN 102 in the spring. Most entering freshmen enroll in EN 101; however, some students may enroll in EN 102. Students with a score of 3 on the Advanced Placement (AP) exam will be awarded credit for EN 101 and are expected to enroll in EN 102 or EN 103.

**Course Profile:** EN 102 is the second course in UA's first-year composition sequence. It introduces students to the principles of formal argumentation, advanced critical thinking, university-level research techniques, and research paper writing. Students are expected to produce an argumentative, university-level research paper by the end of the course. To this end, the course goals aim to help students:

- understand the elements of formal argumentation and the differences between Aristotelian, Rogerian, and post-modern argumentation,
- apply the principles of formal argumentation in writing and understand that various disciplines apply these principles in different ways,
- learn to locate source material both in the library and online, read and evaluate this material critically, analyze and summarize points of view and assumptions, and synthesize sources in order to write extended papers incorporating source material,
- understand that citation formats vary from discipline to discipline and be able to use at least one of them correctly, and
- understand that academic research is ethical and be able to understand ethical paraphrasing and summarizing.

**Format:** All freshman composition courses are conducted in small sections ranging from 15 to 24 students. The courses are graded plus/minus "A," "B," "C," or "NC." The "NC" (No Credit) grade means that the course must be repeated but the grade has no impact on the grade point average (GPA). During spring semester, there are special sections of EN 102 designated for the students in the Parker-Adams Freshman Living-learning Community, the Arts and Sciences Freshman Living-Learning Community in Harris Hall, and for all of the Freshman Learning Communities (FLCs).

**Follow-up Course:** Students completing EN 102 with a "C-" or higher are expected to enroll in a literature course and are eligible to take the following two-hundred-level literature courses: EN 205, EN 206, EN 207, EN 208, EN 209, or EN 210. Other two-hundred-level honors literature courses (EN 215, EN 216, EN 219, or EN 220) are available to students in the University Honors Program or the English departmental honors program.

## **English (EN) 103**

**Title:** Advanced English Composition

**Prerequisite:** ACT composite 28 or SAT composite 1240.

**General Studies:** Freshman Composition

**Credit Hours:** 3 hours with 3 additional hours of placement credit for EN 101 awarded after successful completion

**Student Profile:** The usual method of fulfilling the freshman composition requirement is to take EN 101 in the fall semester, followed by EN 102 in the spring. Most entering freshmen enroll in EN 101; however, some students may enroll in EN 103. Students with a score of 3 on the Advanced Placement (AP) exam will be awarded credit for EN 101 and are expected to enroll in EN 102 or EN 103. Students who have an ACT score of 28 or an SAT score of 1240 may enroll in EN 103 in either the fall or spring semester to fulfill the freshman composition requirement. At the successful completion of EN 103, students are awarded placement credit for EN 101 and the freshman composition requirement is complete.

**Course Profile:** EN 103 teaches students to:

- understand and use the processes of writing and revision as tools for analyzing topics and evaluating their own writing,
- learn to collaborate productively,
- understand the variety of rhetorical strategies and processes of analyzing; they will also understand the advantages associated with composing in different print, visual, and digital media,
- understand how to use writing strategies and processes to analyze and write about issues aimed at different audiences and for different purposes,
- understand their part in the University discourse community and how its written conventions operate,
- understand and apply the elements of formal argumentation in writing; will understand the differences between Aristotelian, Rogerian, and post-modern argumentation; and will understand that various disciplines apply these principles in different ways,
- learn to locate source material both in the library and online, read and evaluate this material critically, analyze and summarize points of view and assumptions, and synthesize sources in order to write extended papers incorporating source material,
- be able to demonstrate the appropriate and ethical use of academic research, understand that citation formats vary among disciplines, and use at least one format correctly, and
- become conscious of their own development as writers.

**Format:** All freshman composition courses are conducted in small sections ranging from 15 to 24 students. The courses are graded plus/minus “A,” “B,” “C,” or “NC.” The “NC” or “No Credit” grade means that the course must be repeated but the grade has no impact on the grade point average (GPA). There are special sections of EN 103 designated for the students in the Parker-Adams Freshman Living-learning Community, the Arts and Sciences Freshman Living-Learning Community in Harris Hall, and for all of the Freshman Learning Communities (FLCs).

**Follow-up Course:** Students completing EN 102 with a “C-” or higher are expected to enroll in a literature course and are eligible to take the following two-hundred-level literature courses: EN 205, EN 206, EN 207, EN 208, EN 209, or EN 210. Other two-hundred-level honors literature courses (EN 215, EN 216, EN 219, or EN 220) are available to students in the University Honors Program or the English departmental honors program.

## **English (EN) 104**

**Title:** Blount Freshman English

**Prerequisite:** Open only to students in the Blount Undergraduate Initiative.

**General Studies:** Freshman Composition

**Credit Hours:** 3

**Student Profile:** The usual method of fulfilling the freshman composition requirement is to take EN 101 in the fall semester, followed by EN 102 in the spring. Most entering freshmen enroll in EN 101; however, students who participate in the Blount Undergraduate Initiative enroll in a special composition course, EN 104.

**Course Profile:** EN 104 is a one-semester composition course specifically for students in the Blount Undergraduate Initiative Program. It shares the same organizational and descriptive fundamentals as EN 103, differing only in the qualifying prerequisites and placement credit procedures. Like EN 103, EN 104 is a one-semester, advanced or honors composition course that introduces students to the rigors of expository writing and formal argumentation. The course emphasizes critical reading, critical thinking, and writing as synthesis, along with university-level research techniques and research paper writing.

**Format:** All freshman composition courses are conducted in small sections ranging from 15 to 24 students. The courses are graded plus/minus "A," "B," "C," or "NC." The "NC" or "No Credit" grade means that the course must be repeated but the grade has no impact on the grade point average (GPA). Blount program students taking EN 104 who also meet the EN 103 prerequisite (i.e., a composite score of 28 or higher on the ACT or a composite score of 1240 or higher on the SAT) will receive 6 hours of composition credit for successfully completing EN 104 with a grade of "C-" or higher (i.e., 3 hours for EN 104 and 3 hours of composition placement credit for EN 102). Blount program students taking EN 104 who do not meet the EN 103 prerequisite will receive 6 hours of composition credit ONLY if they receive a grade of "A-" or higher in EN 104. If these students receive a grade lower than "A-" they must then also take an additional 3-hour composition course (EN 102).

**Follow-up Course:** Students completing EN 104 with an "A-" or higher are expected to enroll in a literature course and are eligible to take the following two-hundred-level literature courses: EN 205, EN 206, EN 207, EN 208, EN 209, or EN 210. Other two-hundred-level honors literature courses (EN 215, EN 216, EN 219, or EN 220) are available to students in the University Honors Program or the English departmental honors program. EN 104 students who do not meet the EN 103 prerequisite and who do not earn an "A-" or higher in EN 104 are expected to enroll in EN 102.

## **English (EN) 120**

**Title:** English Composition I for Non-Native Speakers

**Prerequisite:** Students must pass the EPPE (English Proficiency Placement Exam)

**General Studies:** Freshman Composition

**Credit Hours:** 3

**Student Profile:** The usual method of fulfilling the freshman composition requirement is to take EN 101 in the fall semester, followed by EN 102 in the spring. Most entering freshmen enroll in EN 101; however, some students should enroll in EN 120. Students who are not native speakers of English may enroll in EN 120 based on the score received on a departmental placement examination.

**Course Profile:** EN 120 mirrors EN 101. For EN 120, students should expect to learn about writing as a process and develop that knowledge through a process essay, a comparison/contrast essay, a cause/effect essay, and an argument essay. EN 121 focuses on formal argumentation and rhetorical strategies as well as the various elements of constructing a formal research paper. Students successfully completing these courses should leave equipped to not only handle the rigors of academics, but be prepared to engage the professional communities encountered beyond campus life.

**Format:** All freshman composition courses are conducted in small sections ranging from 15 to 24 students. The courses are graded plus/minus "A," "B," "C," or "NC." The "NC" or "No Credit" grade means that the course must be repeated but the grade has no impact on the grade point average (GPA).

## **English (EN) Literature**

### **Titles:**

EN205 English Literature I (through 1785)  
EN206 English Literature II (1785-present)  
EN207 World Literature I (through 1660)  
EN208 World Literature II (1660-present)  
EN209 American Literature I (through 1865)  
EN210 American Literature II (1865-present)  
EN215 Honors English Literature I (through 1785)  
EN 216 Honors English Literature II (1785 –present)  
EN219 Honors American Literature I (through 1865)  
EN220 Honors American Literature II (1865-present)

**Prerequisite:** Credit for EN 101 and EN 102, EN 103, or EN 104. Honors courses require students to be enrolled in the University Honors Program or in English departmental honors.

**General Studies:** Literature

**Credit Hours:** 3 each

**Student Profile:** Students who have fulfilled the freshman composition requirement should enroll in a literature class. Students with an AP English score of 4 or 5 or IB score of 5 receive credit for EN 101 and EN 102 and therefore have met the prerequisite. Although 200-level English courses are not primarily populated by first-year students, they are available for incoming students who have already completed or tested out of the University's 100-level composition requirements.

**Course Profile:** All of these courses offer historical surveys of British, world, or American literature with the chronological limits identified by the dates parenthetically listed by the course titles. Each is intended to provide students with a broad experience of its specified literary tradition, an experience both valuable in its own right for appreciating the roots of contemporary culture and essential background for succeeding in more advanced literature courses.

**Format:** All are taught primarily from literary anthologies from publishers like Broadview, Longman, or Norton; ancillary texts, most often novels, are often included as well. Working within a set of general guidelines provided by the English department, individual instructors construct and conduct versions of each course that best reflect those individual instructors' strengths as teachers.

Daily work may include reading quizzes, student journals, small-group work, in-class writing, and Socratic exchange. Most courses require students to complete two or more exams and one or more short formal papers. Honors sections (EN 215, EN 216, EN 219, and EN 220) typically include more discussion, a heavier reading load, and perhaps one additional paper.

**Follow-up Course:** General education requirements also include a two-course sequence in either literature or history. Students who elect to fulfill the sequence requirement using literature courses enroll in two of those listed above. Also, for students planning a major or minor in English, four 200-level literature surveys are required. All English majors and minors must successfully complete EN 205 and three other 200-level surveys of their choice.

## **Fine Arts (FA) 200**

**Title:** Introduction to Fine Arts

**Prerequisite:** Open to freshmen.

**General Studies:** Fine Arts

**Credit Hours:** 3

**Student Profile:** This course is offered especially for freshmen as a way of introducing the campus and community to the new arrivals, so it is a great place to meet other freshmen students and enjoy the arts together.

**Course Profile:** The course is built around attendance of arts events on campus and in the community. In discussions before and after the events, students learn more about the event in order to enjoy it as thoroughly as possible and then have a chance to trade ideas after the event.

**Follow-up Course:** This course can lead to other courses or to involvement in the community. It is a great way to establish roots in the new community.

## **French (FR) 101**

**Title:** Introductory French I

**Prerequisite:** Fewer than two high-school units in French

**General Studies:** Foreign Language

**Credit Hours:** 4

**Student Profile:** FR 101 is for true beginners in French, or those not proficient enough to test into FR 102.

**Course Profile:** FR 101 is the first semester elementary French course. It entails the acquisition of all modes of communication, language structure, and culture. As in most foreign language classes, French is taught in French from the very beginning. Class activities include lots of meaning recognition, guided speaking tasks, visuals, and movement. Some activities include role playing and similar interaction. We take advantage of the fact that class contains lots of speaking and listening in that students tend to get to know each other and socialize at a simple level. This makes the learning more interesting for most students.

**Format:** Daytime classes meet daily and an evening section meets for an extended time twice a week. There is a comprehensive final exam, and it also has listening and speaking components. Homework is assigned daily and focuses mostly on language accuracy. Most homework is written, but there are some short readings and web-based listening assignments. Homework mostly comes from the main textbook, but also from an online workbook as well as creative assignments given at the discretion of the instructor. Tests are given at regular intervals about twice a month, and there are some quizzes.

**Follow-up Course:** Students who wish to use FR 101 to fulfill the foreign language requirement should also take FR 102, Introductory French II.

### **French (FR) 103**

**Title:** Intensive Elementary French

**Prerequisite:** Two high-school units of French or placement

**General Studies:** Foreign Language

**Credit Hours:** 4

**Student Profile:** FR 103 is ideal for true beginners who have solid study habits and an inclination for language learning as well as for those who had a class or two of French previously, but do not have a good enough foundation to enter right into FR 102 successfully. Students who have not taken French in a year or two or took courses that were not rigorous are good candidates for this course.

**Course Profile:** FR 103 contains the same material and basic structure that FR 101 and FR 102 (first and second semester) have in two semesters, so it moves at a fast pace.

**Format:** As in FR 101, in-class time is mostly spent doing communicative activities with a lot of speaking and listening, but in the interest of time there are more quizzes and less full tests given compared to the FR 101 and FR 102 courses combined.

**Follow-up Course:** FR 103 satisfies the University's foreign language general education requirement. If students wish to continue the study of French, the follow-up course is FR 201.

### **Freshman Learning Community (FLC) 101**

**Title:** Freshman Learning Community Seminar

**Prerequisite:** Membership in a Freshman Learning Community

**General Studies:** No designation. Course is an elective credit.

**Credit Hours:** 1

**Student Profile:** All first-semester freshmen are invited and encouraged to join a Freshman Learning Community of interest to them. The topics are listed and described at [www.flc.ua.edu](http://www.flc.ua.edu). For the most part, any student can join any community. Freshman Learning Communities encourage exploration of different topics and fields of interest. There are a few that are for students planning to major in a particular field of study. This is noted on the description of the FLC. If a science course is involved, the student must also have the appropriate mathematics level to enroll in the science. Biology courses do not have mathematics prerequisites, but chemistry and physics courses do have mathematics prerequisites.

**Course Profile:** This course brings together one or two faculty members and the students who are members of the Freshman Learning Community. The students are all registered for some of the same regular courses and the FLC 101 seminar is a chance to "connect the dots" that link the courses and to become involved in other activities that explore the theme of the learning community. FLC 101 has both social and academic value for students. They meet other students, build friendships, develop study groups, and get to know faculty who share some of their interests.

**Format:** The course is active and encourages students to work together. Participation is key to success in the course. The course is also integrated with a English composition course with which there are shared assignments.

**Follow-up Courses:** There is no specific follow-up course, but it is intended that participation in the seminar will encourage students to develop habits of mind that include reflection, integration of the knowledge gained in one course with that of other courses, and the connection of coursework with out-of-class experiences.

## **Geography (GY) 101**

**Title:** Atmospheric Processes and Patterns

**Prerequisite:** Open to freshmen.

**General Studies:** Natural Science

**Credit Hours:** 4

**Student Profile:** GY 101 does not have a mathematics prerequisite. The course works well for students interested in the social sciences, like history, political science, and anthropology, and also for students interested in communications and business. GY 101 is also a very important course in the geography major, in the environmental science major, and in the environmental studies minor.

**Course Profile:** GY 101 is an introductory-level physical geography course that helps students develop a better understanding of fundamental weather and climate concepts. Some of the most important themes include earth-sun relationships and seasons, solar declination and temperature distribution, atmospheric circulation, winds and pressure patterns, fronts and air masses, and climate types and patterns.

The course focuses on questions that are important to understanding the physical characteristics and interaction between the atmosphere and earth's surface on both global and national scales. What are the mechanisms controlling daily and annual changes in earth-sun relationships and changing periods of daylight and darkness throughout the year? Why do certain regions on the earth have persistent wind and pressure patterns? What is humidity, how is it measured, and what are the mechanisms responsible for precipitation? Why does weather change from day to day and season to season? What is climate and why does it vary so much by location and latitude? The study of climate types and patterns is an integrative theme synthesizing many of the previous themes and questions to understand large scale processes controlling climatic distribution and variability.

**Format:** GY 101 is offered as a natural science lab credit, and therefore, students registered in GY 101 lecture must also register and attend a weekly, two-hour laboratory where the topics introduced in lecture are reinforced through in-class activities. This provides the student with a total of four hours of natural science credit. Other than themes discussed above, the laboratory teaches students competency in map reading.

**Follow-up:** Students may combine GY 101 with another natural science course to fulfill the general education requirement. GY 101 and GY 102 are not a sequence, so students may take either one or both in any order.

## **Geography (GY) 102**

**Title:** Principles of Physical Geography II: Landscape Processes and Patterns

**Prerequisite:** Open to freshmen.

**General Studies:** Natural Science

**Credit Hours:** 4

**Student Profile:** GY 102 does not have a mathematics prerequisite. Students may combine GY 102 with another natural science course to fulfill the general education requirement. GY 101 and GY 102 are not a sequence, so students may take either one or both in any order. There is no advantage or requirement to take GY 101 before taking GY 102. The course works well for students interested in the social sciences, like history, political science, and anthropology, and also for students interested in communications and business. GY 101 is also a very important course in the geography major, in the environmental science major, and in the environmental studies minor.

**Course Profile:** GY102 is an introductory level physical geography course that aims to help students develop a better understanding of the natural environment by explaining the physical and chemical processes that create landforms, such as valleys and mountains, and also create natural systems, such as rivers and glaciers. Students interested in the natural environment, natural resource conservation, or the outdoors in general (hiking, fishing, etc.) should consider taking GY 102 as their natural science lab credit.

Topics covered in GY 102 answer questions that are important to understanding the physical characteristics of Earth's surface, including the following: What is Earth made from, and from where does this material come? How did the major relief features of Earth's surface, such as mountain chains and volcanoes, come to be located where they are now? How does water in liquid and solid form shape the Earth's surface? How do natural systems change and respond to human activities, such as pollution and urbanization, and natural cycles of change that occur over time, such as drought? Changes in natural processes due to human or natural activities are referred to as global environmental change, and understanding these changes and their causes is important for conserving natural resources and natural habitat for plants, humans, and other animals. GY 102 provides global environmental examples but the course also uses examples of natural processes found locally, and in some cases, includes a review of the major landforms found in the state of Alabama.

**Format:** GY 102 is offered as a natural science lab credit; therefore, students registered in GY 102 lecture must also register and attend a weekly, two-hour laboratory in which the topics introduced in lecture are reinforced through in-class activities. This provides the student with a total of four hours of natural science credit. The laboratory teaches students, among other things, competency in map reading.

**Follow-up:** Students may combine GY 102 with another natural science course to fulfill the general education requirement. GY 101 and GY 102 are not a sequence, so students may take either one or both in any order.

## **Geography (GY) 105**

**Title:** World Regional Geography

**Prerequisite:** Open to freshmen.

**General Studies:** Social and Behavioral Sciences

**Credit Hours:** 3

**Student Profile:** This course is for students from all disciplines who would like to better understand how the world functions and how we as individuals and communities affect and are affected by what happens outside our own geographic realms. As a class, we ask and attempt to answer questions such as “What is the difference between the developing and developed worlds? Why is there an increasing gap between the ‘haves’ and ‘have-nots’ of the world? How might globalization affect the various realms of the world? Is globalization creating a global culture or strengthening local cultures? How do people, innovations, trends, and even diseases, diffuse from one realm to another? What critical cultural, political, economic, and environmental events are taking place around the world? How may the various world regions, countries, communities, and even individuals be impacted by these events? Can we in turn have an effect on places in the world far outside our own?” Ultimately, this course should encourage students to see the connections between where places are and why they are the way they are.

**Course Profile:** GY 105 is an introductory-level regional geography course that introduces world geographic regions and the political, economic, cultural, physical and spatial characteristics that make them distinct. Emphasis is placed on the distribution of these landscape features and their interactions with one another. This course explores the dynamic and complex relationship between human activity and physical environment in shaping the various regions of today’s world and the lives of their populations. GY 105 is one of the core courses for the UA’s Global Studies Certificate Program.

**Format:** Students will learn the necessary map skills to locate and learn to identify world regions, states, major cities, and important physical features. This knowledge, combined with a better understanding of the regions’ human and physical geographies, should help students in building a foundation from which they can interpret world events, ongoing conflicts, diverse cultures, increasing interconnectedness, and the implications of these.

**Follow-up Course:** Students are encouraged to try GY 110 or the natural science courses, GY 101 or GY 102. Follow-up courses in other disciplines include PSC 204, International Relations, or ANT 100, Introduction to Anthropology, or ANT 102, Introduction to Cultural Anthropology.

## **Geography (GY) 110**

**Title:** Human Geography

**Prerequisite:** Open to freshmen.

**General Studies:** Social and Behavioral Sciences

**Credit Hours:** 3

**Student Profile:** Students in this course may include freshmen to seniors, but they all have an interest in people and how different people live.

**Course Profile:** GY 110 is designed to familiarize the student with a broad knowledge base of the principles of human geography. Important topics covered and that form the basis for assignments and examinations include: heritage and culture, spatial systems and processes, patterns of economic development and change, demographics, natural resource systems, industrialization and agriculture, human settlement patterns, and human impact on the global environment. Together, these principles of human geography provide a basis for the student to gain an understanding of the world as it currently is and as the world might become. Human Geography teaches students to think particularly about people: where they are, how they interact over the earth's surface, what they are like, and what types of human-induced landscapes evolve. It helps us to understand the world we occupy and to recognize the events and processes that influence societal and national development across the globe. Human geography clarifies the contrasts in societies and cultures, as well as the human landscapes they have created in different regions of the earth. Moreover, its models and explanations of spatial systems and processes enhance our comprehension of the social, political, and economic systems within which we all, individually and collectively, live and operate. Finally, the study of human geography helps make us better informed citizens, more capable of understanding the important issues confronting our communities and nations and more prepared to contribute to their solution. Geography matters!

**Follow-up course:** Students are encouraged to try GY 110 or the natural science courses, GY101 or GY 102. Follow-up courses in other disciplines include PSC 204, International Relations, or ANT 100, Introduction to Anthropology, or ANT 102, Introduction to Cultural Anthropology.

## **Geological Sciences (GEO) 101**

**Title:** Dynamic Earth

**Prerequisite:** Open to all students

**General Studies:** Natural Sciences

**Credit Hours:** 4

**Student Profile:** Students taking this class have an interest in how the earth works. This class is ideal for incoming freshman because geological science offers an overview of many fields of science, which helps students discover and refine their interests. The majority of the students in this class are freshmen or sophomores from disciplines outside of the Geological Sciences. No prerequisites are required.

**Course Profile:** Students will be introduced to the core concepts needed to understand our planet. What are rocks? What causes earthquakes? Why is it a bad idea to live on a volcano? Does climate change? Should I buy a house in New Orleans? How does the surface of the earth change? The teaching methods are student-centered, exciting, and often hands-on, including laboratories where students will work directly with geological samples, participate in field trips, and use cutting-edge technology, including a state-of-the art 3-D visualization system. Students will complete the class with a fundamental understanding of both the abstract and practical importance of geology.

**Format:** Class meets two or three times a week for a lecture (about 110 students) with a member of the department's faculty. Once a week students meet in smaller groups (about 20 students) for a laboratory section led by graduate teaching assistants who are overseen by department faculty.

**Follow-up Courses:** Students often choose to take either GEO 102 - The Earth through Time or GEO 105 - Sustainable Earth, after completing GEO 101, but these courses may be taken individually or in any sequence without prerequisites. Many of our majors became interested geology through this and other 100-level courses. This is an increasingly popular major as geology is a dynamic and growing discipline with abundant employment opportunities in environmental monitoring and remediation, petroleum and energy development, mining, and several other fields.

## **Geological Sciences (GEO) 102**

**Title:** Earth through Time

**Prerequisite:** Open to all students

**General Studies:** Natural Sciences

**Credit Hours:** 4

**Student Profile:** Students are often drawn to GEO 102 because it covers topics of great public interest including fossils (such as dinosaurs), global climate and environmental change, and cataclysmic events in the earth's history. This class also covers the fundamental geological science concepts such as plate tectonics, the rock, water, and climate cycles, earth hazards, and natural resources. No prerequisites are required and this class does not need to be taken in any sequence with other geology courses regardless of the course number.

**Course Profile:** A key to understanding the earth is to appreciate the changes it has undergone over great depths of time. The earth's history serves as a laboratory. By studying the past, we can better understand how the earth operates today. Students will learn the core principles of geological science in the first part of the class such that all students have an adequate background to then explore the earth's past for the remainder of the class. The teaching methods are student-centered and offer direct, hands-on experience, featuring laboratories where students will work directly with fossil and rock samples and participate in field trips. As with all of our 100-level classes, students will complete the class with a fundamental understanding of both the abstract and practical importance of geology.

**Format:** Class meets three times a week in 50 minute periods for a lecture (about 110 students) with a member of the department's faculty, and once a week for a smaller laboratory section (about 20 students) led by graduate teaching assistants who are overseen by department faculty.

**Follow-up Courses:** Students often choose to take either GEO 101 - The Earth through Time or GEO 105 - Sustainable Earth, after completing GEO 102, but these courses may be taken individually or in any sequence without prerequisites. Many of our majors became interested in geology through this and other 100-level courses. This is an increasingly popular major as geology is a dynamic and growing discipline with abundant employment opportunities in environmental monitoring and remediation, petroleum and energy development, mining, and several other fields.

## **Geological Sciences (GEO) 105**

**Title:** Sustainable Earth

**Prerequisite:** Open to any freshman

**General Studies:** Natural Sciences

**Credit Hours:** 4

**Student Profile:** The majority of the students in this class are freshmen or sophomores from disciplines outside of the Geological Sciences. This course is ideal for students who want to become more aware of the severe pressure being placed on the limited earth resources that make our current standard of living possible. No prerequisites are needed.

**Course Profile:** Sustainable Earth (GEO) 105, introduces students to the fields of geology that concern earth resource extraction, use, and disposal. The course begins with a brief overview of the earth. This is followed by a discussion centered on the reasons for earth resource shortages including global population growth and the inequity of resource use by different countries. Next, the class explores resources including water, soil, minerals, rocks, oil, natural gas, and coal. How do these resource form? How do we find them? What are their limitations? Alternative resources are discussed in some detail. Is nuclear energy a safe alternative? How can we use solar, wind, water, and geothermal energy to meet the demands of a rapidly increasing energy hungry population as more traditional energy sources are exhausted? The class then moves on to a discussion of waste disposal and pollution. How do we get rid of the by-products of modern life in a way that does the least harm to our fellow global citizens? What can we do to minimize air and water pollution? A significant amount of time is spent discussing global climate. What are the longterm climate trends? How has man affected global climate and what are some of the implications? The course wraps up with a discussion of environmental law. What is being done at the international and national levels to ensure that our resources are being used wisely (or not)?

**Format:** Students meet twice a week for 1 hour 15 minute lectures (110 students, taught by a faculty member) and once a week for a 2 hour 50 minute laboratory session (smaller classes of ~20 students, led by a teaching assistant). In both the lab and lecture portions of the class there is a strong emphasis on innovative teaching methods. The lab session includes a number of offcampus field trips.

**Follow-up Courses:** If you like this course and want to learn more about geology, consider taking GEO 101 Dynamic Earth or GEO 102 The Earth through Time. Many of our majors became interested in geology through this and other 100-level courses. This is an increasingly popular major as geology is a dynamic and growing discipline with abundant employment opportunities in environmental monitoring and remediation, petroleum and energy development, mining, and several other fields.

### **German (GN) 101**

**Title:** Elementary German I

**Prerequisite:** Fewer than 2 high school units in German or score on German placement exam

**General Studies:** Foreign Language

**Credit Hours:** 4

**Student Profile:** GN 101 is for true beginners of German, or those not proficient enough to test into GN 102.

**Course Profile:** GN 101 is the first semester elementary German course. It entails the acquisition of all modes of communication, language structure, and culture. As in most foreign language classes, German is taught in German from the very beginning. Class activities include lots of meaning recognition, guided speaking tasks, visuals, and movement. Some activities include role playing and similar interaction. We take advantage of the fact that class contains lots of speaking and listening in that students tend to get to know each other and socialize at a simple level. This makes the learning more interesting for most students.

**Format:** Daytime classes meet daily and an evening section meets for an extended time twice a week. There is a comprehensive final exam, and it also has listening and speaking components. Homework is assigned daily and focuses mostly on language accuracy. Most homework is written, but there are some short readings and web-based listening assignments. Homework mostly comes from the main textbook, but also from an online workbook as well as creative assignments given at the discretion of the instructor. Tests are given at regular intervals about twice a month, and there are some quizzes.

**Follow-up:** Students who wish to use GN 101 to fulfill the foreign language requirement should also take GN 102, Elementary German II.

### **German (GN) 103**

**Title:** Intensive Elementary German

**Prerequisite:** Two high-school units of German and placement examination

**General Studies:** Foreign Language

**Credit Hours:** 4

**Student Profile:** GN 103 is ideal for true beginners who have solid study habits and an inclination for language learning as well as for those who had a class or two of German previously but do not have a good enough foundation to enter right into GN 102 successfully. Students who have not taken German in a year or two or took courses that were not rigorous are good candidates for this course.

**Course Profile:** GN 103 contains the same material and basic structure that GN 101 and GN 102 (first and second semester) have in two semesters, so it moves at a faster pace.

**Format:** As in GN 101, in-class time is mostly spent doing communicative activities with a lot of speaking and listening, but in the interest of time there are more quizzes and less full tests given compared to the GN 101 and GN 102 courses combined.

**Follow-up Course:** GN 103 satisfies the general education requirements for foreign language. If students enjoy the course and wish to continue the study of German, GN 201 is the follow-up course.

## **History (HY) 101**

**Course Title:** Western Civilization to 1648

**Prerequisite:** Open to any freshman

**General Studies:** History, Social Behavioral Sciences

**Credit Hours:** 3

**Student Profile:** Many freshmen take this course because of their interest and also because it is part of the University degree requirements. To earn a degree, all UA students complete one General Studies history course selected from History 101, 102, 203, 204, or an Honors equivalent. Students also complete a sequence of two courses in either history or literature. The history sequences are Western Civilization composed of HY 101/105 Honors and HY 102/106 Honors and American Civilization composed of HY 203/205 Honors and HY 204/206 Honors.

**Course Profile:** This course introduces students to the broad outlines of Western Civilization from antiquity to the seventeenth century. Topics to be explored typically include the foundations of civilization in the Ancient Near East, the histories of ancient Greece and Rome, and the foundations of Western Europe in the Medieval and Reformation eras. In addition to these major themes, the course also introduces students to the historical method and to some of the major interpretive issues that confront historians of Western Civilization.

**Course Format:** The structure of HY 101 is a product of its large enrollment (240 students). It meets three times weekly for 50 minutes: twice for 50-minute lecture sessions to the entire class, once for 50 minutes in a smaller “discussion section” of 20 students. The discussion sections are the heart of the course. Here teaching assistants lead students in discussions of the lectures and of the week’s readings (typically around 50-100 pages per week). Analysis of historical evidence, debate on contentious issues, participation in writing workshops—all take place in ways designed to help students build the foundation of a more historically-informed intellectual life. Students are usually evaluated on the basis of some combination of the following: attendance and participation in lectures and sections, midterm exams, a comprehensive final exam, and two or three short papers.

**Follow-up Course:** There are no pre-requisites for this course. Students who choose to enroll will likely wish to take HY102: Western Civilization since 1648 or the Honors equivalent HY 106 in future semesters.

## **History (HY) 102**

**Course Title:** HY102: Western Civilization since 1648

**Prerequisite:** Open to any freshman

**General Studies:** History, Social Behavioral Sciences

**Credit Hours:** 3

**Student Profile:** Many freshmen take this course because of their interest and also because it is part of the University degree requirements. To earn a degree, all UA students complete one General Studies history course selected from History 101, 102, 203, 204, or an Honors equivalent. Students also complete a sequence of two courses in either history or literature. The history sequences are Western Civilization composed of HY 101/105 Honors and HY 102/106 Honors and American Civilization composed of HY 203/205 Honors and HY 204/206 Honors.

**Course Profile:** This course introduces students to European history from the seventeenth century to the present. Topics to be examined typically include Louis XIV and absolutism, the English Civil War, the Scientific Revolution and the Enlightenment, the French Revolution, imperialism and the outbreak of World War I, the Russian Revolution, Hitler and Nazism, World War II and the Holocaust, and the Cold War. In addition to these major themes, this course also introduces students to the historical method and to some of the broad interpretive issues that confront historians of modern Europe.

**Course Format:** The structure of HY 102 is a result of its large enrollment (240 students). The class meets three times a week for 50 minutes: twice for 50-minute lecture sessions to the entire class, once for 50 minutes in a smaller "discussion section" of 20 students. The discussion sections constitute the heart of the course. Here teaching assistants lead students in discussions of the lectures and of the week's readings (typically around 50-100 pages per week). Analysis of historical evidence, debate on contentious issues, participation in writing workshops—all take place in ways designed to help students build the foundation of a more historically-informed intellectual life. Students are usually evaluated on the basis of some combination of the following: attendance and participation in lectures and sections, midterm exams, a comprehensive final exam, and two or three short papers.

**Follow-up Course:** There are no pre-requisites for this course. Students who choose to enroll will likely wish to take HY101: Western Civilization to 1648 in future semesters. The Honors equivalent of HY 101 is HY 105. Alternatively, students may wish to enroll in Art History 252, which looks at a similar time period, or take courses in British or world literature. The Introduction to Religious Studies, REL 100, is also a good follow-up course.

## **History (HY) 105 Honors**

**Course Title:** HY105: Honors Western Civilization to 1648

**Prerequisite:** Open only to students in the Honors Program

**General Studies:** History, Social Behavioral Sciences

**Credit Hours:** 3

**Student Profile:** Freshman in the University Honors Program take this course because of their interest and also because it is part of the University degree requirements. To earn a degree, all UA students complete one General Studies history course selected from History 101, 102, 203, 204, or an Honors equivalent. Students also complete a sequence of two courses in either history or literature. The history sequences are Western Civilization composed of HY 101/105 Honors and HY 102/106 Honors and American Civilization composed of HY 203/205 Honors and HY 204/206 Honors.

**Course Profile:** This course is an intensive introduction to the Western Civilization from antiquity to the seventeenth century. Topics to be examined typically include: the foundations of western civilization in the Ancient Near East, the ancient Greek city-states, the Roman Empire, the Middle Ages, the rise of Islam, the Renaissance, the Protestant Reformation, and the European wars of religion.

**Course Format:** Unlike the larger version of this class (HY101), HY105 sections usually consist of 24 students led by a professor. Most classes revolve around the discussion of primary sources and major issues of historical interpretation. The purpose of the class is not just to cover the main events of European history from antiquity to 1648 but also to introduce students to the work of the historian, including the analysis and interpretation of sources, the construction of historical arguments, and the communication of these arguments in writing. Students are usually evaluated on the basis of some combination of the following: class participation, quizzes, short essays, and midterm and final examinations.

**Follow-up Course:** The follow-up course is HY 106 or the non-Honors equivalent HY 102.

## **History (HY) 106 Honors**

**Course Title:** Honors Western Civilization since 1648

**Prerequisite:** Open only to students in the Honors Program

**General Studies:** History, Social Behavioral Sciences

**Credit Hours:** 3

**Student Profile:** Freshmen in the University Honors Program take this course because of their interest and also because it is part of the University degree requirements. To earn a degree, all UA students complete one General Studies history course selected from History 101, 102, 203, 204, or an Honors equivalent. Students also complete a sequence of two courses in either history or literature. The history sequences are Western Civilization composed of HY 101/105 Honors and HY 102/106 Honors and American Civilization composed of HY 203/205 Honors and HY 204/206 Honors.

**Course Profile:** This course is an intensive introduction to the Western Civilization from the seventeenth century to the present. Topics to be explored typically include Louis XIV and absolutism, the English Civil War, the Scientific Revolution and the Enlightenment, the French Revolution, imperialism and the outbreak of World War I, the Russian Revolution, Hitler and Nazism, World War II and the Holocaust, and the Cold War and the unification of Europe.

**Course Format:** Unlike the larger version of this class (HY102), HY106 sections consist of 24 students led by a professor. Most classes revolve around the discussion of primary sources and major issues of historical interpretation. The purpose of the class is not just to cover the main events of European history from 1648 to the present but also to introduce students to the work of the historian, including the analysis and interpretation of sources, the construction of historical arguments, and the communication of these arguments in writing. Though formats vary by professor, students are usually evaluated on the basis of some combination of the following: class participation, quizzes, short essays, and midterm and final examinations.

**Follow-up Course:** Students may take additional history courses at the 200-level, and they may also follow up this course with Honors literature, especially those in British literature, or other social science courses such as Geography 105 or 110. Art History 253 is a good follow-up course as is Religious Studies (REL) 100.

## **History (HY) 203**

**Course Title:** American Civilization to 1865

**Prerequisite:** Open to any freshman

**General Studies:** History, Social Behavioral Sciences

**Credit Hours:** 3

**Student Profile:** Many freshmen take this course because of their interest and also because it is part of the University degree requirements. To earn a degree, all UA students complete one General Studies history course selected from History 101, 102, 203, 204, or an Honors equivalent. Students also complete a sequence of two courses in either history or literature. The history sequences are Western Civilization composed of HY 101/105 Honors and HY 102/106 Honors and American Civilization composed of HY 203/205 Honors and HY 204/206 Honors.

**Course Profile:** This course is an introduction to the history of the United States from the era of European colonization of the Americas through the era of the Civil War. Topics to be covered include but are not limited to the development of the Atlantic World; the economic, social, and cultural diversity of the North American colonies; the American Revolution, the creation of the Constitution, and the invention of the United States; western expansion, the growth of slavery, and the dispossession of Native Americans; the emergence of a modern two-party political system; the impact of industrialization, immigration, and urbanization; and the sectional conflict over slavery expansion that produced the Civil War.

**Course Format:** Students in this class attend lecture twice a week as well as a weekly discussion section in which they meet in small groups and discuss assigned readings, which range from textbook material and scholarly works of history to fiction and original sources. Assignments vary by professor, but generally they include some combination of short papers and in-class written examinations, all designed to improve student writing and critical thinking about the American past and present.

**Follow-up Course:** Students who choose to enroll in HY 203 will likely wish to take HY204: American Civilization since 1865 in future semesters. Other follow-up courses in later semesters include American literature (EN 209 or 210), Introduction to American Studies AMS 150, and American Politics (PSC 101).

## **History (HY) 204**

**Course Title:** American Civilization since 1865

**Prerequisite:** Open to any freshman

**General Studies:** History, Social Behavioral Sciences

**Credit Hours:** 3

**Student Profile:** Many freshmen take this course because of their interest and also because it is part of the University degree requirements. To earn a degree, all UA students complete one General Studies history course selected from History 101, 102, 203, 204, or an Honors equivalent. Students also complete a sequence of two courses in either history or literature. The history sequences are Western Civilization composed of HY 101/105 Honors and HY 102/106 Honors and American Civilization composed of HY 203/205 Honors and HY 204/206 Honors.

**Course Profile:** This course is an introduction to the history of the United States from the Civil War to contemporary times. Topics to be covered include, but are not limited to, the growth of industry, the development of cities, the emergence of America as a world superpower, the expanding notion of citizenship, and the rise and fall of "liberalism." Students will be exposed to the historical interaction of Americans of different races and ethnicities, genders, and classes.

**Course Format:** Students in this class will attend lecture twice per week as well as a weekly discussion section, in which they meet in small groups and analyze readings, which range from textbook materials and scholarly works of history to original sources, fiction, autobiographies, and visual images. Assignments vary by professor, but students can expect to experience a combination of in-class writing exercises, essay exams, and analytical essays collectively designed to enhance students' ability to appreciate and make critical judgments about the meaning of the past.

**Follow-up Course:** Students who choose to enroll will likely wish to take HY203: American Civilization to 1865 in future semesters. Other follow-up courses include many that explore American culture. These include Political Science 101 and other courses, American literature, African American Literature, American Studies 150 and other American Studies courses, and courses in American religion, Sociology 101, and anthropology courses.

## **History (HY) 205 Honors**

**Course Title:** Honors American Civilization to 1865

**Prerequisite:** Open only to students in the Honors Program.

**General Studies:** History, Social Behavioral Sciences

**Credit Hours:** 3

**Student Profile:** Freshmen in the University Honors Program take this course because of their interest and also because it is part of the University degree requirements. To earn a degree, all UA students complete one General Studies history course selected from History 101, 102, 203, 204, or an Honors equivalent. Students also complete a sequence of two courses in either history or literature. The history sequences are Western Civilization composed of HY 101/105 Honors and HY 102/106 Honors and American Civilization composed of HY 203/205 Honors and HY 204/206 Honors.

**Course Profile:** This course is an intensive introduction to the history of the United States from era of European colonization era through the Civil War. Topics to be covered typically include the development of the Atlantic World; the economic, social, and cultural diversity of the North American colonies; the American Revolution, the creation of the Constitution, and the invention of the United States; western expansion, the growth of slavery, and the dispossession of Native Americans; the emergence of a modern two-party political system; the impact of industrialization, immigration, and urbanization; and the sectional conflict over slavery expansion that produced the Civil War.

**Course Format:** Unlike the larger version of this class (HY203), HY205 sections usually consist of 24 students led by a professor. Most classes revolve around the discussion of primary sources and major issues of historical interpretation. The purpose of the class is not just to cover the main events of American history but also to introduce students to the work of the historian, including the analysis and interpretation of sources, the construction of historical arguments, and the communication of these arguments in writing. Students are usually evaluated on the basis of some combination of the following: class participation, quizzes, essays, and midterm and final examinations.

**Follow-up Course:** The most obvious follow-up course is History 206 or the non-Honors version History 204. But, there are many courses at the University that explore American culture. Some of these are the specialized Freshman 155 Seminars; special UH courses; Political Science 101, American Politics; American literature (EN 209, 210, 219, 220, and 249); and American Studies courses, including 150 and 151.

## **History (HY) 206 Honors**

**Course Title:** Honors American Civilization since 1865

**Prerequisite:** Open only to students in the Honors Program

**General Studies:** History, Social Behavioral Sciences

**Credit Hours:** 3

**Student Profile:** Freshmen in the University Honors Program take this course because of their interest and also because it is part of the University degree requirements. To earn a degree, all UA students complete one General Studies history course selected from History 101, 102, 203, 204, or an Honors equivalent. Students also complete a sequence of two courses in either history or literature. The history sequences are Western Civilization composed of HY 101/105 Honors and HY 102/106 Honors and American Civilization composed of HY 203/205 Honors and HY 204/206 Honors.

**Course Profile:** This course is an intensive introduction to the history of the United States from the end of the Civil War to the present. Topics to be covered typically include the growth of industry, the development of cities, the emergence of America as a world superpower, the expanding notion of citizenship, and the rise and fall of "liberalism."

**Course Format:** Unlike the larger version of this class (HY204), HY206 sections usually consist of 24 students led by a professor. Most classes revolve around discussions of primary sources and of major issues of historical interpretation. The purpose of the class is not just to cover the main events of American history but also to introduce students to the work of the historian, including the analysis and interpretation of sources, the construction of historical arguments, and the communication of these arguments in writing. Students are usually evaluated on the basis of some combination of the following: class participation, quizzes, essays, and midterm and final examinations.

**Follow-up Course:** If a student takes this course first, then the Honors or non-Honors version of American Civilization to 1865 is a good follow-up course. Other follow-up courses include other 200-level history courses, American literature (209, 210, 219, or 220), American politics (PSC 101), anthropology courses, Sociology 101, American Studies courses (150, 151, and others).

## **History (HY) 243**

**Title:** The History of Asian Civilization Until 1400 CE

**Prerequisite:** Open to freshmen.

**General Studies:** Humanities

**Credit Hours:** 3

**Student Profile:** This course is intended as an introductory course for freshmen and sophomores. It is general in its outlook and aims to introduce students to the history of different cultures in Asia. The cultures of Asia have produced some of the most sophisticated, variegated and vast collections of indigenous historiography in the world. This course will outline an exploratory map of those literary storehouses for students of early Asian history. From India through to Korea, from Mongolia to Malaysia, in this course we will be introduced to the historical developments of major civilizations and cultures of Asia up until the 15<sup>th</sup> century, C.E., just before Asia began its complex interaction with western imperialism. By employing primary as well as secondary sources and by considering non-elite, multidisciplinary sources and themes including religion, gender, military history and literature and others, we will venture to understand how Asia developed in the pre-modern period, and how interactions between societies formed a vibrant environment of social, cultural, economical, political and religio-philosophical exchange.

**Course Profile:** In this course we will examine overviews of the histories of pre-modern India, Tibet, China, Korea, Japan, Mongolia, Myanmar, Thailand and Malaysia in order to gain a perspective on the process of change in these societies over time. We will also spend time considering the nature of interaction between these states, and cultural change that took place as a consequence of social, economic and political networks in the pre-modern period.

**Format:** The course involves a combination of lecture and discussion, with the course size limited to 35 students. In these lectures, the professor and students consider a variety of materials, including video, photographs, fiction, and primary sources including governmental records and biographies to help students engage cultures that may be very different from their backgrounds. Students are encouraged to pursue their interests in the course through individualized assessment methods, and to engage critically with the material.

**Follow-up Course:** History offers a variety of sources regarding Asia every semester, and this course also acts as a good beginning for students interested in studying Asia in different disciplines, including Anthropology, Religious Studies, World Literature, and Asian languages.

## **Human Development (HD) 101**

**Course Title:** Human Development

**Prerequisite:** Open to freshmen without prerequisite

**General Education:** Social and Behavioral Science

**Credit Hours:** 3

**Student Profile:** This is a very popular course and is a good choice for students who are interested in any field that involves working with people. Because it studies the full range of human development, it has relevance for students whose career plans involve working with young children, adolescents, adults, or older people.

**Course Profile:** The course studies theories of human development and relates these to the observed bio-physical, cognitive, and psycho-social development of human beings from conception to death. The course pays particular attention to individual development during the traditional college-going stage of life and in doing this provides a good opportunity for selfreflection and discussion of changes in relationships with families and peers. HD 101 carries General Education credit and is offered every semester.

**Course Format:** The course is composed of lectures coupled with in-class discussions, on-line assignments, and group projects. Class size varies from 30 to more than 100.

**Follow-up Course:** HD 101 can be followed by other Human Development courses that focus on particular phases of the life cycle. Other follow-up courses include Psychology 101, Sociology 101, Women's Studies 200, all of which are General Education courses.

## **Italian (IT) 101**

**Title:** Introductory Italian I

**Prerequisite:** Open to freshmen.

**General Studies:** Foreign Language

**Credit Hours:** 4

**Student Profile:** Very few high schools offer Italian, so this class is composed of people interested in learning about the language and the culture of Italy. There may be some upperclassmen, but most of the students will be freshmen and sophomores.

**Course Profile:** This course is the first semester of college-level study in Italian. Emphasis is placed on the development of oral proficiency and listening skills, reading comprehension, writing skills, analysis of grammatical structures, and an understanding of Italian culture and society.

Students successfully completing IT 101 will be able to:

- demonstrate a solid grounding in the fundamental grammatical structures of the Italian language studied in this course,
- demonstrate the ability to communicate effectively in Italian with native speakers and classmates on the topics covered in class,
- listen and understand elementary passages in Italian related to chapter topics and vocabulary,
- read and comprehend elementary Italian prose,
- demonstrate effective written communication skills,
- demonstrate a greater awareness and appreciation of Italian culture and society as contextualized by the study of the Italian language, and
- collaborate and perform effectively in team activities.

**Format:** The course meets four days a week.

**Follow-up Course:** Students who wish to use IT 101 to fulfill the general education foreign language requirement must also take IT 102.

## **Mass Communications (MC) 101**

**Course Title:** Introduction to Mass Communications

**Prerequisite:** Open to any freshman

**General Education:** None

**Credit Hours:** 3

**Student Profile:** This course introduces students to the different fields in the College of Communication and Information Sciences. As such, it is a good choice for students who have interest in journalism, advertising and public relations, and telecommunication and film. It is also a good choice for students with interests in business, the arts, and politics because it gives insight into how mass media influence society. **Course Profile:** The course introduces important issues in the mass media. These include how media functions in our society and what are the effects that it has on people. What is spin and how does it work? What effect does mass media have on individual and community behaviors? How are ideas spread through mass media? How does mass media function reflect the diversity of American culture? What is the legal environment in which mass media operates and how does the First Amendment impact mass media? If these questions intrigue you, MC 101 will be an engaging course for you.

**Course Format:** The course is taught in large lecture sections. There are some small projects done in groups. **Follow-up Course:** Any course that explores American culture is an excellent follow-up course to MC 101. These include American history (HY 203 or 204), American politics (PSC 101), American Studies (AMS 150), Economics 110, TCF 112 or TH 114. Also, follow-up courses for Communications students can include TCF 100, Journalism (JN) 100, and others.

## **Mathematics (MATH) 005**

**Title:** Remedial Mathematics

**Prerequisite:** Placement in mathematics.

**General Studies:** None

**Credit Hours:** 3

**Student Profile:** Students are placed in this course because of scores on the UA Mathematics Placement Exam. The course helps students improve their mathematics abilities so that they may continue in math and meet the mathematics general studies requirements. This course is included in enrollment hours for the semester, but the credits are not counted as earned hours nor are they applicable to any degree program.

**Course Profile:** MATH 005 is an introductory-level algebra course. Upon successful completion of this course the student will have a mastery of basic algebra concepts and operations. Students will be able to perform operations with exponents, radicals, and algebraic expressions; factor polynomials; solve linear equations; and graph linear equations.

**Course Format:** The course is computer-based and provides an opportunity for students to progress at somewhat different rates. If students have questions, there are tutors and instructors available to help. The class also has time scheduled each week in a classroom setting. Evaluation will be based on attendance, homework, quizzes, four major tests, and a comprehensive final exam given in the course during the semester.

**Follow-up Course:** Students progress from MATH 005 to MATH 100.

## **Mathematics (MATH) 100**

**Title:** College Algebra

**Prerequisite:** Appropriate score on UA Math Placement Exam or “C-” or higher in MATH 005.

**General Studies:** None

**Credit Hours:** 3

**Student Profile:** Students are placed in MATH 100 based on the UA Mathematics Placement Exam score. The course helps students improve their mathematics abilities so that they may continue in math and meet the mathematics General Studies requirements. Hours earned in MATH 100 count as electives for the student’s degree. The course is graded plus/minus “A,” “B,” “C,” or “NC” (No Credit).

**Course Profile:** MATH 100 is an intermediate level algebra course. Upon completion of this course the student will be able to perform operations with exponents, radicals, and algebraic expressions; factor polynomials; solve linear, absolute value, quadratic, fractional, and radical equations; solve linear inequalities; and graph linear equations. The solving of verbal problems is stressed.

**Format:** MATH 100 is taught in the Mathematics Technology Learning Center (MTLC lab) and is computer-based. Students meet with their instructors once a week in a face-to-face session and are expected to work independently at least four hours per week in the math lab where tutors and instructors are available to help them.

**Follow-up Course:** From MATH 100, students move in different directions depending on their planned programs of study. Students should progress to MATH 112, Precalculus Algebra, if their interests are in engineering, science, computer science, mathematics, business, and pre-health fields like pre-medical, pre-dental, pre-pharmacy, and pre-physical therapy or any other program that requires the completion of MATH 125, Calculus I. Students can progress to MATH 112 or MATH 110, Finite Mathematics, if they are interested in the social sciences, humanities, social work, communications, and some education fields.

If math is not a student’s best course, it is not necessary to take it the very first semester; **however, it is not a good strategy to take a math course and then wait a while before taking the next one. Once you start taking mathematics, you should continue with the next math course until you have completed all the required courses.**

## **Mathematics (MATH) 110**

**Title:** Finite Mathematics

**Prerequisite:** Appropriate score on UA Math Placement Exam or grade of "C-" or higher in MATH 100.

**General Studies:** Mathematics

**Credit Hours:** 3

**Student Profile:** This general studies mathematics course is designed for students who are sure that they will pursue majors in the humanities, fine arts, social sciences, communications, social work, nursing, and some fields of education. It is NOT for science, mathematics, computer science or engineering majors, and it is not for students in Commerce and Business Administration. It is also not for students planning for medical, dental, pharmacy, or physical therapy professions. MATH 110 is not for students planning to earn a bachelor of science degree.

**Course Profile:** MATH 110 is intended to give an overview of topics in finite mathematics with applications. The student will be expected to apply the laws of logic to argument analysis and switching networks; calculate probability problems (simple and conditional); calculate expected values and variances; and work with the binomial and normal distributions, simple and compound interest, future and present value of annuities, and amortization.

**Course Format:** MATH 110 is taught in the Mathematics Technology Learning Center (MTLC lab) and is computer-based. Students meet with their instructors once a week in a face-to-face session, and are expected to work independently at least four hours per week in the math lab where tutors and instructors are available to help them.

**Follow-up Course:** This course fulfills the general studies mathematics requirement, and it does not lead to a follow-up mathematics course. Because of this, it is not necessary for students to start this course immediately. You can wait until second semester or later to take this course.

## **Mathematics (MATH) 112**

**Course Title:** Precalculus Algebra

**Prerequisite:** Appropriate score on UA Math Placement Exam or “C-” or higher in MATH 100.

**General Education:** Mathematics

**Credit Hours:** 3

**Student Profile:** While this course is taken by students with many different interests, it is primarily intended to prepare students for calculus. Thus, students interested in engineering, business, science, computer science, and mathematics make up a large part of the enrollment. However, students who are exploring different fields can take this because it applies to all programs.

**Course Profile:** Upon completion of this course, the student will be able to perform operations on polynomial, rational, exponential, and logarithmic functions. The student will also be able to graph these functions using techniques and information gathered about the functions; solve linear, quadratic, exponential, logarithmic, and absolute value equations; and solve systems of equations.

**Course Format:** MATH 112 is taught in the Mathematics Technology Learning Center (MTLC lab) and is computer-based. Students meet with their instructors once a week in a face-to-face session, and are expected to work independently at least four hours per week in the math lab where tutors and instructors are available to help them.

**Follow-up Course:** This course fulfills the general education requirement in mathematics and as such can be the only mathematics course a student takes. However, most students who take this course progress to another mathematics course. Students interested in business will move from MATH 112 to MATH 121, Calculus and Its Applications, a survey of calculus for business students. Students who are interested in science, mathematics, engineering, computer science and those who plan health careers (pharmacy, medicine, dentistry, physical therapy, occupational therapy, and others) move from MATH 112 to MATH 113, Precalculus Trigonometry, and then progress to MATH 125, Calculus I.

### **Mathematics (MATH) 115**

**Title:** Precalculus Algebra and Trigonometry

**Prerequisite:** Appropriate score on UA Math Placement Exam.

**General Education:** Mathematics

**Credit Hours:** 3

**Student Profile:** Students in this course are usually freshmen, talented in mathematics. Students who place at calculus through the placement exam but who want a review of algebra and trigonometry can take this course if they wish. Along the course satisfies general education, but usually students who plan to take additional mathematics enroll for it.

**Course Profile:** MATH 115 is an accelerated combination of MATH 112 and MATH 113. Upon successful completion of this course, the student will be able to: perform operations with exponents, radicals, and algebraic expressions; understand functions and operations on functions; graph polynomial, rational, exponential, and logarithmic functions; solve linear, quadratic, absolute value, rational, exponential, and logarithmic equations and inequalities; graph the circle, parabola, ellipse, and hyperbola; understand trigonometric functions and their inverses; graph trigonometric functions; verify trigonometric identities; solve trigonometric equations; understand polar graphs; understand complex numbers in polar form, their powers, and roots; perform vector operations; understand sequences and summation notation; and expand binomials.

**Format:** Depending on the section, students meet three times per week for 50-minute lectures or twice a week for 75-minute lectures. Quizzes and exams are given, and homework is computer based.

**Follow-up Course:** MATH 125, Calculus I (or MATH 145, Honors Calculus I), is the Follow-up course.

### **Mathematics (MATH) 121**

**Title:** Calculus and Its Applications

**Prerequisite:** Appropriate score on UA Math Placement Exam or "C-" or higher in MATH 112.

**General Education:** Mathematics

**Credit Hours:** 3

**Student Profile:** This course is designed for students who plan to major in one of the degree programs of the College of Commerce and Business Administration. If a student plans to major in economics and go on to graduate study, Math 125 is preferred course. It is not the appropriate mathematics course for students who plan to major in a science or in mathematics.

**Course Profile:** MATH 121 is intended to give a broad overview of Calculus. Upon completion of this course, students will be able to: differentiate and integrate algebraic, exponential, logarithmic, and multivariable functions; find the area between two curves; apply the concepts to graphing functions as well as applications pertaining to business and economics.

**Format:** Depending on the section, students meet three times per week for a 50-minute lecture or twice a week for a 75-minute lecture. Quizzes, exams, and homework are computer based.

**Follow-up Course:** This course does not provide sufficient background for students who will need higher levels of Calculus.

### **Mathematics (MATH) 125 (or 145)**

**Title:** Calculus I (or Honors Calculus I)

**Prerequisite:** Appropriate score on UA Math Placement Exam or “C-“ or higher in MATH 113 or in MATH 115.

**General Education:** Mathematics

**Credit Hours:** 4

**Student Profile:** Since this course is required for all bachelor of science programs and by the College of Engineering, many students who are in those programs enroll. It is also one of the courses that pre-medical, pre-dental, pre-pharmacy, and other health professions students are expected to take.

**Course Profile:** MATH 125 (or its Honors version MATH 145) is the first course in the three-part basic calculus sequence for students majoring in mathematics, science, or engineering. Topics include limits, continuity, differentiation, applications of differentiation, and integration. Applications of the derivative are covered in detail, including approximations of errors using differentials, maxima and minima problems, curve sketching, optimization problems, and Newton's Method. Topics on integration include Riemann sums, properties of definite integrals, integration by substitution, and integrals involving logarithmic, exponential, trigonometric, inverse trigonometric, and hyperbolic functions.

**Format:** MATH 125 and MATH 145 meet four times per week for a 50-minute lecture.

**Follow-up Course:** MATH 125 (or MATH 145) is the first course in the three-part basic calculus sequence. Students would follow this course with MATH 126 (or MATH 146). Pre-medical and other pre-health students, as well as biology majors, are usually expected to complete only MATH 125 (or MATH 145). Other programs in the sciences and computer science may require more mathematics courses.

### **Applied Music (MUA) Ensembles**

**Title:** Music Ensembles

**Prerequisite:** Audition, open to freshmen.

**General Studies:** None

**Credit Hours:** 1

Students who like music and have played in a high-school band or orchestra, or those who have sung in a high-school chorus may like to participate in one of the University's numerous ensembles. These are by audition but **open to all UA students**, not just those majoring in music. The Symphony Orchestra is MUA 150, Million Dollar Band members register for MUA 153, University Chorus is MUA 162, University Singers is MUA 163, the Jazz combo is MUA 167, and the Women's Choral is MUA 168.

## **Music (MUS) 121**

**Title:** Introduction to Listening

**Prerequisite:** Open to freshmen.

**General Studies:** Fine Arts

**Credit Hours:** 3

**Student Profile:** A large portion of the class is freshmen or sophomores. This course is ideal for students who are curious about the history and development of music. Students interested in the classical music tradition, live music performance, and/or the development of music from early classical to modern film scores should find something of interest in the course.

**Course Profile:** MUS 121, Introduction to Listening, introduces students to the western music tradition from the 17th century to music of the modern day, giving them the tools to enjoy and appreciate the listening experience. The course begins with a brief introduction to basic music terminology and then explores the historical, cultural, and performance aspects over time. The course is segmented into five units exploring music fundamentals, music and culture of the Baroque era, the Classical era, the Romantic era, and modern music traditions. Exposure to live performance is a key component to the course and upon completion students will have a basic understanding of listening to and evaluating music of many different styles.

**Format:** Students meet either twice a week for 75-minute lectures or three times a week for 50-minute lectures. Sections are led by either music faculty or teaching assistants and contain an average of 130 students in which lecture materials are discussed and assessments are administered.

**Follow-up Course:** Students who like music and have played in a high-school band or orchestra, or those who have sung in a high-school chorus may like to participate in one of the University's numerous ensembles. These are by audition but open to all UA students, not just those majoring in music. The Symphony Orchestra is MUA 150, Million Dollar Band members register for MUA 153, University Chorus is MUA 162, University Singers is MUA 163, the Jazz combo is MUA 167, and the Women's Choral is MUA 168.

### **New College (NEW) 212**

**Course Title:** Creativity

**Prerequisite:** Open to any freshman

**General Education:** Fine Art and Humanities

**Credit Hours:** 4

**Student Profile:** New College courses are open to all freshmen regardless of their college or academic interest. The courses are especially attractive to students who enjoy thinking across disciplinary lines and connecting learning in different fields.

**Course Profile:** This interdisciplinary seminar uses creativity as its organizing principle. Human culture, the creative process, and creative expression are explored through written texts (novels, poetry, essays), film, research, oral and written reports, journals, creative projects, out-of-classroom experiences, and class discussion. This course aims to increase the student's awareness of the visual arts, music, theatre, creative literature, and dance. In addition, we will consider questions of values, ethics, and aesthetics as they are represented in the arts and literature.

**Course Format:** All New College courses are taught in small, informal seminars that encourage discussion and exchange of ideas.

**Follow-up Course:** If the style of learning in this course is appealing, students may wish to follow up with another New College course.

### **New College (NEW) 237**

**Course Title:** Social Science I: Cooperation and Conflict

**Prerequisite:** Open to all freshmen

**General Education:** Social Behavioral Science

**Credit Hours:** 4

**Student Profile:** New College courses are open to all freshmen regardless of their college or academic interest. The courses are especially attractive to students who enjoy thinking across disciplinary lines and connecting learning in different fields.

**Course Profile:** Cooperation and Conflict is a study in conflict resolution. Students will develop tools to identify needs and interests that fuel conflict while also learning tools to work toward conflict resolution.

**Course Format:** All New College courses are taught in small, informal seminars that encourage discussion and exchange of ideas.

**Follow-up Course:** If the style of learning in this course is appealing, students may wish to follow up with another New College course.

### **New College (NEW) 238 Honors**

**Course Title:** Honors Social Science I: Cooperation and Conflict

**Prerequisite:** Open to students in University Honors Program

**General Education:** Social and Behavioral Science

**Credit Hours:** 4

**Student Profile:** This course is for honors students, and usually 3/4 of the class is composed of freshmen and sophomores. This course is ideal for students who are curious about why human groups sometimes work together on difficult problems, and other times fight over them. Students interested in anthropology, sociology, political science, international studies, and environmental studies should benefit from the course.

**Course Profile:** This honors seminar draws upon various social science disciplines to explore the bases of cooperation and conflict. What causes social groups to get along and work together? What makes them disagree and resort to fighting? The seminar explores these questions in relation to a range of global issues, including immigration, ethnic conflict, economic development, and environmental sustainability. Through seminar discussions and deliberation, students learn to understand the perspectives of others and to develop informed opinions of their own.

**Course Format:** Students meet twice a week for one hour and 50-minute seminars which are mostly discussion based, but also include some lectures and hands-on activities. Students learn how to moderate deliberations about key global issues. The course includes a service learning component.

**Follow-up Courses:** If you like this course and want to learn more about deliberation, a good follow-up course is New 436 Social Science II: Public Leadership. For those interested in globalization, a good follow-up course is New 473, Social Science II: Globalization and Folk Art. For more on environmental issues, consider New 230, Interdisciplinary Environmental Studies.

### **New College (NEW) 243**

**Course Title:** Natural Science I: The Laboratory Experience

**Prerequisite:** Open to any freshman

**General Education:** Natural Science

**Credit Hours:** 4

**Student Profile:** New College courses are open to all freshmen regardless of their college or academic interest. The courses are especially attractive to students who enjoy thinking across disciplinary lines and connecting learning in different fields.

**Course Profile:** This seminar demonstrates how laboratory and field research play an essential role in the understanding and advancement of science. Several multidisciplinary experiments and exercises are performed in physics, chemistry, geology, biology, and ecology in an effort to increase scientific literacy and to provide knowledge for addressing the scientific basis of realworld problems through service learning.

**Course Format:** As a service learning course, students are expected to complete hours outside of the regularly scheduled class period. The course assignments have been designed with this obligation in mind. Examples of assignments include laboratory write-ups, presentations and discussions of science in the news, completion of 16 hours of service learning, a reflective essay, and journal entries on assigned topics. Readings are taken from a variety of sources providing fundamental scientific knowledge and detailing important scientific discoveries.

**Follow-up Course:** If the style of learning in this course is appealing, students may wish to follow up with another New College course.

## **Philosophy (PHL) 100**

**Title:** Introduction to Philosophy

**Prerequisite:** Open to freshmen.

**General Studies:** Humanities

**Credit Hours:** 3

**Student Profile:** A large portion of the class is freshmen or sophomores. This course is ideal for students who are curious about core philosophical problems or interested in developing their critical thinking skills.

**Course Profile:** PHL 100 offers an introduction to philosophical methodology by way of studying several classic philosophical problems. The problems studied may vary from one section to another, but will include several of the following:

- Mind. What sort of thing are you? Are you a soul that inhabits your body or are you nothing more than a material being—a sophisticated organic computer?
- Free Will. Do you have free will or are your actions all causally determined by your genetic predisposition, biochemistry, and various environmental stimuli?
- Morality. Are there objective facts about right and wrong or is the moral standing of homosexuality or capital punishment merely a matter of opinion? If not, then what makes right actions right and wrong actions wrong?
- Government. Should we be anarchists, or is there at least some justification for government? If so, what form of government is just? If there is a just form of government, to what extent is a government justified in intervening in the lives of its citizens?
- God. Is there any compelling evidence that God exists? Does the existence of God explain why there exists something rather than nothing or why there exist complex life forms? Is the existence of evil compelling evidence that an omnipotent, loving God does not exist?

**Format:** Sections 001, 002, 004, and 005 will be fifty-student sections that will offer structured critical study and discussion of the assigned essays. Section 003 will be a 250-student lecture course taught by H. Scott Hestevold (Professor and Chair). Four teaching assistants will hold office hours to answer questions, and Professor Hestevold will be available for a weekly question-and-answer session outside the usual class time.

**Follow-up Course:** Other philosophy courses are available. Philosophy offers a track for pre-law students and a mind and brain track for students with that interest.

## **Philosophy (PHL) 104**

**Title:** Critical Thinking

**Prerequisite:** Open to freshmen.

**General Studies:** Humanities

**Credit Hours:** 3

**Student Profile:** A large portion of the class is freshmen or sophomores. This course is ideal for students who are interested in developing their critical thinking skills.

**Course Profile:** Whether you are watching the television, reading a newspaper or book, or attending a class, some person or institution is trying to influence your beliefs, attitudes, or actions. The goal of PHL 104 is to develop the critical skills that are needed in making effective decisions about what to believe and what to do so that we have more control over how we respond to these influences and avoid being unwittingly manipulated. Students will explore the nature of justification and the practice of giving of reasons for a particular position: What beliefs are justified? How do we tell whether a belief is justified? How do we develop and present reasons for a conclusion so that we can show others that a belief is justified? How do we evaluate the reasons that others present to justify beliefs? When should we adopt new beliefs? How do we justify a decision when our information is incomplete or imperfect? How do we tell whether an explanation is the best one available, and how can we find alternative explanations of what we observe?

**Format:** Developing critical thinking skills requires an active participation in discussion with others: presenting arguments, articulating evaluations of arguments, asking appropriate questions about arguments, responding effectively to others' comments and questions. Because of that, attendance and participation in class are both important and will be reflected in each student's final grade. There will likely be three exams and a final exam.

**Follow-up Course:** Other philosophy courses are available. Philosophy offers a track for pre-law students and a mind and brain track for students with that interest.

## **Philosophy (PHL) 200**

**Title:** Introduction to Ethics

**Prerequisite:** Open to freshmen.

**General Studies:** Humanities

**Credit Hours:** 3

**Student Profile:** A large portion of the class is freshmen or sophomores. This course is ideal for students who are interested in the nature of ethics, in developing reasoned views regarding controversial moral problems, and in cultivating critical thinking skills.

**Course Profile:** Ethics is a very ambitious subject, concerning nothing less than how you ought to live your life and what kind of person you should want to be. Are there right answers to those questions, or are they all matters of opinion or maybe things our culture defines for us? In PHL 200 we will consider arguments about that. We will also explore several competing theories about right and wrong: the Divine Command Theory, utilitarianism, and the theory offered by Immanuel Kant. We will also consider some moral emotions and some qualities of character: tentatively, these will include jealousy and envy, gratitude, compassion and loyalty. Partly we will think about what these are; partly we will think about the place they should (or should not) have in one's life.

**Format:** Fifty-student classes will offer structured critical study and discussion of the assigned essays. There will likely be several essay exams.

**Follow-up Course:** Other philosophy courses are available. Philosophy offers a track for pre-law students and a mind and brain track for students with that interest.

## **Philosophy (PHL) 204**

**Title:** Medical Ethics

**Prerequisite:** Open to freshmen.

**General Studies:** Humanities

**Credit Hours:** 3

**Student Profile:** A large portion of the class is freshmen or sophomores. This course is ideal for students who are interested in the nature of ethics, in developing reasoned views regarding controversial moral problems in medicine, and in cultivating critical thinking skills.

**Course Profile:** PHL 204 is an introduction to many of the complex ethical issues involved in medicine. Topics include: physician-assisted dying, allocation of organs and other scarce resources, abortion, genetic engineering, and patient autonomy. Students will read from two books: *Medical Ethics*, a book of medical ethics case studies, and *Biomedical Ethics*, an anthology of philosophical essays.

**Format:** This is a 200-student lecture course. There will likely be three exams and required attendance.

**Follow-up:** Other philosophy courses are available. Philosophy offers a track for pre-law students and a mind and brain track for students with that interest.

## **Philosophy (PHL) 217**

**Title:** Aesthetics

**Prerequisite:** Open to freshmen.

**General Studies:** Humanities

**Credit Hours:** 3

**Student Profile:** A large portion of the class is freshmen or sophomores. This course is ideal for students who are interested in the nature of aesthetics (philosophy of art), in developing reasoned views regarding controversial problems in aesthetics, and in cultivating critical thinking skills. This course would complement the course of study for those students pursuing degrees in art, dance, film, music, or theater.

**Course Profile:** What is art? How do we interpret and evaluate artworks? In PHL 217 students will investigate the various ways these questions have been answered. Then students will apply these insights to the particular arts: painting, literature, music, film, theater, and dance.

**Format:** Thirty-student classes will offer structured critical study and discussion of the assigned essays. There will likely be a paper or two and mid-term and final exams. The instructor, Professor Richard Richards, is a former professional ballet dancer.

**Follow-up Course:** Students may be interested in following this course with an art history, music, theatre, or film course.

## **Physics (PH) 101**

**Title:** General Physics I

**Prerequisite:** Math 113

**General studies:** Natural Science

**Credit Hours:** 4

**Student Profile:** If you aren't seeking to continue to higher level physics courses, but want a good survey of the subject, PH101 is a good option. PH101 is primarily taken by pre-medical, pre-dental, pre-physical and occupational therapy, pre-pharmacy, and pre-vet students, though it can be taken by others. Several majors related to these fields require PH101. Typically, College of Engineering majors needing to complete introductory courses will be obliged to follow the calculus-based physics sequence, starting with PH105 in place of PH101. Similarly, this course is *not* intended for students planning to major in physics.

**Course Profile:** How do we describe the motion of objects around us, and the forces that act on them? How do cars stay on those steep turns at Talladega? Why do the planets have the orbits they do? These sorts of questions and more are the domain of classical mechanics, which describes everything from projectiles to machinery to spacecraft, stars, and planets amazingly well. Classical mechanics also provides a basis for the study of most "modern" subjects in physics, including quantum mechanics, general relativity, astrophysics, and elementary particle physics to name a few. If you are curious about physics - even if you don't think it is relevant to your career path (we think it probably is!) - this might be your course.

Physics 101 covers a variety of topics, including: distance, velocity, & acceleration; Newton's laws of motion; energy; momentum & collisions; rotational motion; gravitation; fluids; thermal physics; and sound & oscillations. PH101 covers a great deal of material which is directly relevant for the Medical College Admissions Test (MCAT), and thus a special emphasis is made to both help students prepare for the MCAT and highlight the importance of the course material in the medical and health industries.

**Format:** Physics 101 follows the "Studio Physics" format, which combines the lecture and laboratory aspects of the course into a single class period. Our classes meet twice a week for two (2) hours, and a third time for a single recitation hour. These meetings take place in a specially designed learning space where students have access to computers, electronic data-collecting apparatus, and three instructors. Instructors have access to video cameras, two LCD projectors, the Internet, and considerable software.

During normal class periods (two hours each) there will be a mix of short lectures and laboratory activities, roughly equally divided. The group activities include short lab experiments using a computer for data acquisition and analysis and other short 'exercises'. The exercises will consist of real-world problems and computer simulations. The one-hour Friday class is a 'recitation' section which will consist of a mixture of new material and problem solving.

**Follow-up Course:** The next logical course in the sequence is PH102, General Physics II, offered every semester.

## **Physics (PH) 102**

**Title:** General Physics II

**Prerequisite:** Physics 101, Math 113

**General studies:** Natural Science

**Credit Hours:** 4

**Student Profile:** If you aren't seeking to continue to higher level physics courses, but want a good survey of the subject, PH102 is a good option. PH102 is primarily taken by pre-medical, pre-dental, pre-physical and occupational therapy, pre-pharmacy, and pre-vet students, though it can be taken by others. Several majors related to these fields require PH102. Typically, College of Engineering majors needing to complete introductory courses will be obliged to follow the calculus-based physics sequence, starting with PH106 in place of PH102. Similarly, this course is *not* intended for students planning to major in physics.

**Course Profile:** What makes the sky blue, or the colors on a rainbow? How do electronics really work? How about the hard disk in your computer, or a Magnetic Resonance Imaging (MRI) machine, or the touch screen on your iPhone™? In PH102, we aim to present the fundamental physics that answers these questions - among many others. PH102 also provides an introduction to the quantum and atomic phenomena that form the basis for chemical and biological interactions, as well as a segue into many of the most recent developments in physics.

Physics 102 continues our non-calculus introduction to physics, and includes electricity and magnetism, optics, and modern physics (*i.e.*, relativity, quantum, atomic, and nuclear physics) If you are curious about physics - even if you don't think it is relevant to your career path (we think it probably is!) - this might be your course. PH102 covers a great deal of material which is directly relevant for the Medical College Admissions Test (MCAT), and thus a special emphasis is made to both help students prepare for the MCAT and highlight the importance of the course material in the medical and health industries.

**Format:** Physics 102 follows the "Studio Physics" format, which combines the lecture and laboratory aspects of the course into a single class period. Our classes meet twice a week for two (2) hours, and a third time for a single recitation hour. These meetings take place in a specially designed learning space where students have access to computers, electronic data-collecting apparatus, and three instructors. Instructors have access to video cameras, two LCD projectors, the Internet, and considerable software.

During normal class periods (two hours each) there will be a mix of short lectures and laboratory activities, roughly equally divided. The group activities include short lab experiments using a computer for data acquisition and analysis and other short 'exercises'. The exercises will consist of real-world problems and computer simulations. The one-hour Friday class is a 'recitation' section which will consist of a mixture of new material and problem solving.

**Follow-up Course:** If you still hunger for more physics, and have taken Math 126, PH253 "Introduction to Modern Physics" might be a good choice. Typically, programs of study *requiring* PH101-PH102 do not require any further physics courses.

## **Physics (PH) 105**

**Title:** General Physics with Calculus I

**Prerequisite:** Math 125

**General studies:** Natural Science

**Credit Hours:** 4

**Student profile:** Physics 105 is the beginning of the calculus-based physics sequence, and is required for physics majors as well as a number of Arts & Sciences and Engineering programs. If you are thinking seriously about physics or a related major, this is probably your course. If you are seeking to continue to higher level physics courses, PH105 is a requirement. A background in calculus at the Math 125 level is necessary.

**Course Profile:** How do we describe the motion of objects around us, and the forces that act on them? How do cars stay on those steep turns at Talladega? Why do the planets have the orbits they do? These sorts of questions and more are the domain of classical mechanics, which describes everything from projectiles to machinery to spacecraft, stars, and planets amazingly well. Classical mechanics also provides a basis for the study of most “modern” subjects in physics, including quantum mechanics, general relativity, astrophysics, and elementary particle physics to name a few. In PH105, we aim first to provide you with the fundamental physics background to understand the world in motion around you, and then use that background to delve into momentum, energy, oscillations, thermal processes, fluid mechanics, and more. Compared to PH101, the mathematical sophistication will be much greater. PH 105 is our first calculus-based introduction to physics, and is aimed at students who desire (or require) a detailed working physics background, particularly calculations and problem solving. The course will stress a conceptual *and mathematical* understanding of everyday phenomena in terms of their basic underlying physical principles.

**Format:** Physics 105 follows the “Studio Physics” format, which combines the lecture and laboratory aspects of the course into a single class period. Our classes meet twice a week for two (2) hours, and a third time for a single recitation hour. These meetings take place in a specially designed learning space where students have access to computers, electronic data-collecting apparatus, and three instructors. Instructors have access to video cameras, two LCD projectors, the Internet, and considerable software.

**Follow-up Course:** The next logical course in the sequence is PH106 “General Physics with Calculus II,” or perhaps PH126 “Honors General Physics with Calculus II.”

## **Physics (PH) 106**

**Title:** General Physics with Calculus I

**Prerequisite:** Physics 105 or 125, Math 126

**General studies:** Natural Science

**Credit Hours:** 4

**Student profile:** Physics 105 is the beginning of the calculus-based physics sequence, and is required for physics majors as well as a number of Arts & Sciences and Engineering programs. If you are thinking seriously about physics or a related major, this is probably your course. If you are seeking to continue to higher level physics courses, PH105 is a requirement. A background in calculus at the Math 125 level is necessary.

**Course Profile:** What makes the sky blue, or the colors on a rainbow? How do electronics really work? How about the hard disk in your computer, or a Magnetic Resonance Imaging (MRI) machine? Maybe the touch screen on your iPhone™? In PH106, we aim to present the fundamental physics that answers these questions - among many others. PH 106 continues our calculus-based introduction to physics, and is aimed at students who desire (or require) a detailed working physics background, particularly calculations and problem solving. Broadly, PH106 covers electrical forces and energy, current and resistance, dc and ac circuits, magnetism and induction, and optics.

Compared to PH102, the mathematical sophistication will be much greater. PH106 is aimed at students who desire (or require) a detailed working physics background, particularly calculations and problem solving. The course will stress a conceptual *and mathematical* understanding of everyday phenomena in terms of their basic underlying physical principles.

**Format:** Physics 106 follows the “Studio Physics” format, which combines the lecture and laboratory aspects of the course into a single class period. Our classes meet twice a week for two (2) hours, and a third time for a single recitation hour. These meetings take place in a specially designed learning space where students have access to computers, electronic data-collecting apparatus, and three instructors. Instructors have access to video cameras, two LCD projectors, the Internet, and considerable software.

**Follow-up Course:** The next logical course in the sequence is PH253 “Introduction to Modern Physics.” After this course you have all the prerequisites finished, and PH253 is required for physics (and some engineering) majors. If you have Math 238 completed, you can also begin the intermediate course sequence, for example PH301 “Mechanics” or PH331 “Electricity and Magnetism I.”

## **Physics (PH) 125**

**Title:** Honors General Physics with Calculus I

**Prerequisite:** Math 125, membership in the university honors program or permission of the department.

**General studies:** Natural Science

**Credit Hours:** 4

**Student profile:** Let's face it: if you're looking at the honors course description, you probably already know a little bit about physics. You probably even took some physics already. In PH125, we get right down to Serious Physics. The topics will be parallel to those in PH105, but significantly more advanced mathematically. Our derivations and formalisms will be more general, our problems more involved (and more realistic!), and our discussions more lively. We will use elementary calculus freely; concurrent registration in a math subject more advanced than Math 125 is not a bad idea. *This is the course for physics majors, honors students, and those of you that enjoy a challenge.*

**Course Profile:** In PH125, we aim to provide you with the fundamental physics background to understand the world in motion around you, and then use that background to delve into momentum, energy, oscillations, thermal processes, fluid mechanics, and more. Compared to PH105, the mathematical sophistication will be much greater - we aim for a deeper and more theoretical understanding of mechanics that will provide a firmer foundation for later courses in physics.

PH 125 is our first honors calculus-based introduction to physics, and is aimed at students who really, really want to know How Things Work. The course will stress a conceptual *and mathematical* rigorous understanding of everyday phenomena in terms of their basic underlying physical principles. The list of course material is the same as for PH105 (above).

**Format:** Physics 105 follows the "Studio Physics" format, which combines the lecture and laboratory aspects of the course into a single class period. Our classes meet twice a week for two (2) hours, and a third time for a single recitation hour. These meetings take place in a specially designed learning space where students have access to computers, electronic data-collecting apparatus, and three instructors. Instructors have access to video cameras, two LCD projectors, the Internet, and considerable software.

**Follow-up Course:** The next logical course in the sequence is PH106 "General Physics with Calculus II," or perhaps PH126 "Honors General Physics with Calculus II." If you enjoyed PH125, it would behoove you to take PH126.

## **Physics (PH) 126**

**Title:** Honors General Physics with Calculus II

**Prerequisite:** Physics 105 or 125, Math 126, membership in the university honors program or permission of the department.

**General studies:** Natural Science

**Credit Hours:** 4

**Student profile:** Let's face it: if you're looking at the honors course description, you probably already know a little bit about physics. You probably even took some physics already. In PH126, we get right down to Serious Physics. The topics will be parallel to those in PH105, but significantly more advanced mathematically. Our derivations and formalisms will be more general, our problems more involved (and more realistic!), and our discussions more lively. We will use elementary calculus freely; concurrent registration in a math subject more advanced than Math 126 is not a bad idea. *This is the course for physics majors, honors students, and those of you that enjoy a challenge.*

**Course Profile:** In PH126, we aim to provide you with a deep understanding of introductory electricity and magnetism, and optics at a considerably higher (and more theoretical) level than PH106. Unlike PH106, in PH126 we will also touch on quantum and atomic phenomena that form the basis for chemical and biological interactions, providing a segue into many of the most recent developments in physics. Compared to PH106, the mathematical sophistication will be much greater - you will have a deeper and more theoretical understanding that will provide a firmer foundation for later courses in physics.

PH126 is our second honors calculus-based introduction to physics, and is aimed at students who really, really want to know How Things Work. PH126 will stress a conceptual *and mathematically* rigorous understanding of everyday phenomena in terms of their basic underlying physical principles. The list of course material is the same as for PH106 (above).

**Format:** Physics 106 follows the "Studio Physics" format, which combines the lecture and laboratory aspects of the course into a single class period. Our classes meet twice a week for two (2) hours, and a third time for a single recitation hour. These meetings take place in a specially designed learning space where students have access to computers, electronic data-collecting apparatus, and three instructors. Instructors have access to video cameras, two LCD projectors, the Internet, and considerable software.

**Follow-up Course:** The next logical course in the sequence is PH253 "Introduction to Modern Physics." If you have Math 238 completed, you can also begin the intermediate course sequence, for example PH301 "Mechanics" or PH331 "Electricity and Magnetism I." Really, at this point, you are ready to take on anything!

## **Political Science (PSC) 101**

**Title:** Introduction to American Politics

**Prerequisite:** Open to freshmen.

**General Studies:** Social and Behavioral Sciences

**Credit Hours:** 3

**Student Profile:** Students who want to become more knowledgeable consumers of local and national political news and information may find PSC 101 of particular interest. It also provides political science majors with the necessary background for more advanced courses in American politics. Pre-law students will find the course helpful as well.

**Course Profile:** PSC 101 acquaints students with the foundations, institutions, and processes of American government. During the semester, the course investigates many of the major controversies surrounding the Constitution, the U. S. electoral system, and American political institutions. This would be a particularly interesting course during a presidential election.

**Format:** The course is offered in different sized lecture sessions.

**Follow-up Course:** A number of political science courses are offered at the 200-level. These include PSC 203, Introduction to Comparative Politics, PSC 204, International Relations, and PSC 205, Political Theory. Students may also follow this course with one of the general studies history courses (HY 101, HY 102, HY 203, or HY 204).

## **Psychology (PY) 101**

**Title:** Introduction to Psychology

**Prerequisite:** Open to all students

**General Studies:** History, Social Behavioral Sciences

**Credit Hours:** 3

**Student Profile:** A large portion of the class is freshmen or sophomores. Anyone interested in understanding human behavior should consider taking PY 101. It may not be an easy class, because human behavior is a complicated subject matter. Nevertheless, it is an important subject for people interested in Advertising, Business, Communication, Criminal Justice, Education, Human Development, Law, Marketing, Medicine, Political Science, etc. (in other words, any profession that requires you to work with people).

**Course Profile:** Psychology (PY) 101 - Psychology is the scientific study of animal and human behavior. It includes the study of human development, thinking and reasoning, memory, social relations, brain and neural mechanisms, abnormal behavior, and much more. Some of the basic questions psychologists try to answer are things like: How does a person know what's going on around them? Why do we see what we think we see? How do we remember things? Why do we act at all? How do we learn new things? How do we manage to get along with one another? How does one person influence another? How do we come to know who we are? Where does intelligence or creativity come from? How do our basic abilities and thought processes change with age? What happens when things go wrong and where do oddities come from? How does nature (biology) and nurture (experience) combine to make us what we are? We can't answer all of these questions for you – but we try to teach you where and how to look for the answers.

**Format:** All sections meet for three hours per week. Most faculty use a combined lecture/discussion format. Course requirements typically include exams, applied written assignments, and participation in research.

**Follow-up Courses:** Psychology majors typically take PY 211 (Elementary Statistics) as the next course in the major sequence. Psychology minors and others interested in psychology are invited to take PY 352 (Developmental Psychology), PY 358 (Abnormal Psychology), PY 365 (Psychology of Aging), and PY 372 (Social Psychology). All 300 level psychology courses are open to students who have completed PY 101.

## **Psychology (PY) 105 Honors**

**Title:** Honors Introduction to Psychology

**Prerequisite:** Open to students in the University Honors Program

**General Studies:** History, Social Behavioral Sciences

**Credit Hours:** 3

**Student Profile:** A large portion of the class is freshmen or sophomores. Some go on to major in Psychology, although many are in other pre-professional programs (e.g., pre-dentistry, pre-law, pre-med, pre-physical therapy, etc.). Any student in the University Honors program who is interested in human behavior should consider PY 105.

**Course Profile:** Psychology (PY) 105 - Psychology is the scientific study of animal and human behavior. It includes the study of human development, thinking and reasoning, memory, social relations, brain and neural mechanisms, abnormal behavior, and much more. Some of the basic questions psychologists try to answer are things like: How does a person know what's going on around them? Why do we see what we think we see? How do we remember things? Why do we act at all? How do we learn new things? How do we manage to get along with one another? How does one person influence another? How do we come to know who we are? Where does intelligence or creativity come from? How do our basic abilities and thought processes change with age? What happens when things go wrong and where do oddities come from? How does nature (biology) and nurture (experience) combine to make us what we are? We can't answer all of these questions for you – but we try to teach you where and how to look for the answers.

**Format:** All sections meet for three hours per week. Class meetings are typically a combination of lecture and discussion, with the small class size allowing for much more interaction and student-directed content than larger lecture classes. Small group discussions, student directed demonstrations, participation in the research process, and discussions of outside readings are commonly built into the meetings.

**Follow-up Courses:** Psychology majors typically take PY 211 (Elementary Statistics) as the next course in the major sequence. Psychology minors and others interested in psychology are invited to take PY 352 (Developmental Psychology), PY 358 (Abnormal Psychology), PY 365 (Psychology of Aging), and PY 372 (Social Psychology). All 300 level psychology courses are open to students who have completed PY 101.

## **Religious Studies (REL) 100 or 105 Honors**

**Title:** Introduction to the Study of Religion (or Honors)

**Prerequisite:** Open to freshmen.

**General Studies:** Humanities

**Credit Hours:** 3

**Student Profile:** A large portion of the class is freshmen or sophomores. Although it is far more than a mere survey of world religions, this course is ideal for students who are curious about the religions of the world—past and present. Because it is also a broad introduction to the research methods used throughout the study of human behavior, as carried out in a public university, this course will be of interest to students in virtually any area of specialty. For those interested in becoming a major or a minor in the academic study of religion, REL 100 (or REL 105) is a required course.

**Course Profile:** Each section of REL 100 (and the Honors version, REL 105) prompts students to consider how to define, describe, compare, interpret the meaning of, and explain the causes for those aspects of human behavior that can be called religious. The professors who teach this course each draw upon their own specialty areas (such as the history of Hinduism, Judaism, Christianity, Native American religions, and religion throughout the African Americas) to provide case studies in defining and describing different aspects of human culture that we commonly understand as religious. Our professors also draw upon their own theoretical expertise (for example, sociological, psychological, or literary critical tools) to focus attention on developing the skill not only of looking for similarities and differences in the material studied but also of accounting for the possible causes for those beliefs, behaviors, and institutions that people do or do not share across cultures, geographic regions, and historical periods.

**Format:** Students meet either twice a week for 75 minutes or three times a week for 50 minutes in lectures led by professors; class time also involves small group work and individual research and writing. All sections are taught by experts in the field.

**Follow-up Courses:** All other 100- and 200-level REL courses are useful follow-up courses to REL 100 (or REL 105); the other 100- and 200-level courses are organized around traditions (such as REL 110, Introduction to the Hebrew Bible; REL 220, Asian Religions; or REL 224, African Diaspora Religions), thematic topics (for example, REL 124 Religion and Film in America or REL 231 Religious Existentialism), or disciplinary tools (such as REL 213, Sociology of Religion).

## **Religious Studies (REL) 220**

**Title:** Survey of Asian Religions

**Prerequisite:** Open to freshmen.

**General Studies:** Humanities

**Credit Hours:** 3

**Student Profile:** This course is intended for freshmen and sophomores. It is a general studies course that exposes students to social practices and belief systems that are prevalent in parts of Asia. Beyond engaging students who are interested in Asia, this course is ideal for students interested in the interaction between a range of human experiences, as it analyzes religion in relation to human relations (both peaceful and violent), history, literature, politics and music, to name a few.

**Course Profile:** In this course we will examine Asian religious traditions in specific regional contexts. We will investigate Islam, Hinduism, and Jainism in the context of India; Daoism, Confucianism, and Buddhism in China; and Buddhism and Shinto in Japan. Through this regional approach, we will survey the texts, practices, and ideals of each tradition in the context of the complexity of contemporary life that includes the interactions, both positive and negative, between the different religious communities.

**Format:** The course involves a combination of lecture and discussion, with the course size limited to 45 students. In these lectures, the professor and students consider a variety of materials, including music, video, photographs, fiction, and ritual objects, to help students engage cultures that may be very different from their backgrounds. Students are encouraged to ask questions about the various materials and the ideas and practices being studied.

**Follow-up Course:** Religious Studies offers a variety of courses each semester on Asia and religious systems and theories beyond Asia, and related courses on Asia in other departments include ARH 254 and HY 244, along with upper level courses in Art History, History, Political Science, and World Literature.

## **Social Work (SW) 100**

**Title:** Introduction to Fields of Social Work Practice

**Prerequisite:** Open to all students

**General Studies:** this is not a core class

**Credit Hours:** 3

**Student Profile:** A large portion of the class is freshmen or sophomores. This course is ideal for students who are interested in pursuing a career in human services, who know they want to become social workers, or who are interested in learning about opportunities for volunteer service in Tuscaloosa. This is a required course for social work majors and social welfare minors, but all students are welcome to enroll.

**Course Profile:** Social Work 100 is an introductory course that presents an overview of the profession of social work and social workers' roles in contemporary society. The course focuses on a critical examination of the profession's values and code of ethics and the major fields of social work practice. Students examine the profession's response to populations at risk, including people of color, women, older adults, children and adolescents, gays and lesbians, and low income populations. Each student completes a 15 clock hour service learning assignment in a social service agency. The course provides a broad base of information for further social work education and helps students decide if social work is an appropriate career for them to pursue.

**Format:** Students meet twice a week for an hour and 15 minutes. For many class meetings, social workers from the community talk about and define their corner of social work practice and contemporary social issues. Attendance is important so students can experience first hand these discussions led by practitioners. For their volunteer service component, students choose from a variety of agencies in Tuscaloosa. Students keep a journal about their volunteer experiences. Students also write a few reaction papers and participate in a debate about social issues.

**Follow-up Courses:** If you like this course and want to learn more about social work, good followup courses are SW 200, History of Social Welfare in the United States; SW 351, Oppression and Social Injustice; or any social work elective. Electives vary from semester to semester, including such topics as forensic social work, international social development, chemical dependency, growing old in America, family and child welfare, social epidemiology, healthy relationships, and juvenile delinquency.

## **Sociology (SOC) 101**

**Title:** Introduction to Sociology

**Prerequisite:** Open to freshmen.

**General Studies:** Social and Behavioral Science

**Credit Hours:** 3

**Student Profile:** Students interested in the scientific study of human behavior will enjoy this introductory course. Students wishing to complete a minor in sociology are required to take SOC 101.

**Course Profile:** In SOC 101, students learn about sociology's origins, methods used to study sociology, types of social institutions, forms of social inequality, and how and why social change occurs. Students are encouraged to use their sociological imaginations, a term coined by sociologist C. Wright Mills, who encouraged us to view our personal troubles in terms of public issues. In other words, how do larger forces of society affect everyday life? For example, students may seek answers to questions such as: How does the economy affect my education? How does the war affect my pocketbook? How do gender norms affect my personal style?

**Format:** SOC 101 is a hybrid course, combining some classroom experiences with a significant amount of computer-based study. Students are encouraged to read the texts and other accompanying materials on their own and to use office hours and email to ask questions about what they have learned. Discussion sessions are held once a week to engage the students in conversation about sociological topics. Students will complete all assignments on eLearning. These assignments include answering questions about data organized in charts and graphs, answering questions about short video clips, online discussions, and chapter exams. The course uses MySocLab, which allows the students access to many helpful study materials to accompany the materials in their eLearning course. These materials include more charts and graphs, lectures from prominent sociologists, and notes on each chapter.

**Follow-up Course:** If a student enjoys this course, he or she may also enjoy other social science courses like PY 101, ANT 100, ANT 102, ANT 103, HY 101, HY 102, HY 203, HY 204, PSC 101, or HD 101.

## **Spanish (SP) 101**

**Title:** Introductory Spanish I

**Prerequisite:** Fewer than two high-school units in Spanish or placement exam.

**General Studies:** Foreign Language

**Credit Hours:** 4

**Student Profile:** Students who have never taken Spanish, or took it during high school more than four years ago will want to take this course.

**Course Profile:** The classes are conducted in Spanish since class objectives involve the development of speaking, writing, reading, and listening skills. You may not understand very much at first, but your comprehension will improve as the class progresses. It is very important that you use every opportunity available to practice the vocabulary and grammar that you are learning.

**Format:** There will be three in-class meetings a week, with Tuesday and Thursday being “Virtual days.” On these days you will complete activities on the Web instead of coming to class. You will have 24 hours to complete activities on Virtual Day, which involves activities like self-tests (to check your progress), quizzes (culture, listening, vocabulary, grammar), Web Quests, and journals. All of the activities are meant to either prepare you for the next class or to review material from the previous class. There are various opportunities for outside of class tutoring (on campus or online) to help you meet the course objectives. The course has a departmental exam. If you are uncertain about your level, you can always take the Spanish Placement Exam at the Language Resource Center, 252 BB Comer Hall, at any time.

### **Spanish (SP) 103**

**Title:** Intensive Review of Elementary Spanish

**Prerequisite:** Two high-school units of Spanish or SP 101 transfer credit

**General Studies:** Foreign Language

**Credit Hours:** 4

**Student Profile:** This course is primarily for students who have previously studied Spanish in high school or at another institution.

**Course Profile:** SP 103 is the equivalent of taking both SP 101 and SP 102 in one semester. The same textbook used in SP 101 and SP 102 is used in this course. It is not a higher level course. The course is conducted in Spanish since class objectives involve the development of speaking, writing, reading, and listening skills. You may not understand very much at first, but your comprehension will improve as the class progresses. It is very important that you use every opportunity available to practice the vocabulary and grammar that you are learning.

**Format:** There will be 3 in-class meetings a week, with Tuesday and Thursday being “Virtual days.” On these days you will complete activities on the Web instead of coming to class. You will have 24 hours to complete activities on Virtual Day, which involves activities like self-tests (to check your progress), quizzes (culture, listening, vocabulary, grammar), Web Quests, and journals. All of the activities are meant to either prepare you for the next class or to review material from the previous class. There are various opportunities for outside of class tutoring (on campus or online) to help you meet the course objectives. If you are uncertain about your level, you can always take the Spanish Placement Exam at the Language Resource Center, 252 BB Comer Hall, at any time.

**Follow-up Course:** SP 103 satisfies the general education requirement for foreign language. If students wish to continue to study Spanish, the next course is SP 201.

## **Special Education (SPE) 100**

**Title:** Exceptional Lives in Society

**Prerequisite:** Open to any freshman

**General Studies:** Social Behavioral Sciences

**Credit Hours:** 3

**Student Profile:** A large portion of the class is freshmen or sophomores. This course is ideal for students who are entering professions that may impact citizens with disabilities. Nurses, architects, bankers, dentists, local government officials, etc. tend to encounter persons with unique life needs due to injury, developmental disability, and life circumstance, but do not know how to approach their needs as a consumer. Various disabling conditions are reviewed, often times by guest speakers themselves dealing with exceptionality. No prerequisites are needed.

**Course Profile:** Special Education (SPE) 100, Exceptional Lives in Society, is an introduction and an overview for **non-education majors** regarding characteristics of diversity, exceptionalities, and social/behavioral issues in the 21<sup>st</sup> century. A Service Learning Project experience, to be arranged outside the Tuscaloosa educational community, that acquaints students with diverse populations is included. This course is offered each fall and spring semester. Participants in this course, through web-based readings/critiques, class lecture, and service learning opportunities, will explore diverse populations from within the context of characteristics, issues and trends, cultural differences, and research

**Format:** Students meet twice a week for 75 minute lectures and complete a 15 hour service-learning project out of class. Sections are led by a senior faculty member with limited support from a teaching assistant. This large group lecture allows for discussion of materials and administration of some quizzes.

**Follow-up Courses:** If you like this course and want to learn more about students with special needs, you may like SPE 304 for traditional age learners or SPE 471 for early intervention practices.

## **Telecommunication and Film (TCF) 112**

**Title:** Motion Picture History and Criticism

**Prerequisite:** Open to freshmen without prerequisite

**General Education:** Fine Arts

**Credit Hours:** 3

**Student Profile:** The course is open to any student who has an interest in film and who wants to know more about the history of film, types of film criticism, and technological changes in filmmaking. While the course is required for the TCF major, it is intended to attract students from many colleges and meets the General Education fine arts requirement.

**Course Profile:** The course involves viewing and analyzing films of different types from different time periods. The span of films is very broad from silent films of the early twentieth century to the recent "Junebug." The course takes students across the globe from the Russian Sergei Eisenstein's "Potemkin" to Italy with DeSica's "The Bicycle Thief" to Alfred Hitchcock's thrillers that were and are so popular in the United States. Viewing the films enables students to see first-hand changes in technology and understand changes in the way people think about film.

**Course Format:** The course format involves lectures, discussion, and film viewing. Students should note that the course is scheduled somewhat differently to accommodate showing the films.

**Follow-up Course:** If students enjoy this course, they may wish to take additional TCF courses. Other follow-up courses could include any of the sophomore-level General Education literature courses (EN 205, 206, 209, 210, 215, 219), American Studies 151, one of the General Education history courses.

## **Theatre (TH) 114**

**Title:** Introduction to Theatre

**Prerequisite:** Open to freshmen.

**General Studies:** Fine Arts and Humanities

**Credit Hours:** 3

**Student Profile:** Students who are interested in learning about how plays are produced and what makes a good performance will probably enjoy TH 114. Students pursuing theatre as a major, however, cannot use TH 114 to fulfill the fine arts requirement.

**Course Profile:** TH 114, Introduction to Theatre, is a semester-long survey of the craft and the art of theatre. It focuses on performance, design, theatrical spaces, play texts, and some brief theatre history. The purpose of this course is to ensure that each student, by the end of the semester, will be more critically aware and insightful in their analyses of plays, films, and television. The plays that are read each semester contain one Greek classic, two examples of American or European realism, and one play connected to the department's current performances which the students will also review (e.g. for fall 2008, *The Heiress*, *Reckless*, *Medea*, *Henry V*, etc.).

**Format:** The course makes use of guest speakers who are experts in their areas, student talkbacks to performers whose work they have witnessed, and attendance at four play productions and two dance concerts and written reviews of each of these. Occasionally students are invited on to the stage to assist the instructor/lecturer. Presentations are made with PowerPoint presentations, scenes and clips from videos and DVDs are watched, and live performances are used frequently to demonstrate and underscore the materials from the lectures and the reading. Students attend lecture sections two days per week and have a smaller discussion group one class meeting per week.

**Follow-up Course:** Students who like TH 114 and want to participate in acting themselves may also be interested in taking TH 113, Beginning Acting (not open to theatre majors or minors).

## **Women's Studies (WS) 200**

**Title:** Introduction to Women's Studies

**Prerequisite:** Open to freshmen.

**General Studies:** Humanities

**Credit Hours:** 3

**Student Profile:** A large portion of the class is freshmen and sophomores. Most students who take the class want to learn more about the roles of women in society. Students pursuing a minor in women's studies can use this course to satisfy part of their degree requirements.

**Course Profile:** WS 200, Introduction to Women's Studies, is an introductory level course that examines the roles and status of women nationally and internationally. Gender roles, expectations, and imagery are examined from a critical perspective to raise the level of consciousness and awareness of how factors contribute to women's oppression. Some topics that are covered in the course include the history of the women's movement, gender and racial stereotypes, body image, women's work, education, women and family, violence against women, women in politics, reproduction and health, and global feminism.

**Format:** Some class time is used for lectures, but students also participate in small group discussions and projects, field trips, poster presentations, journal writing, and film viewing.

**Follow-up Course:** Good follow-up courses could include another 200-level women's studies course or another course that examines the relationship between culture and gender, like ANT 102, SOC 101, or AMS 151.