

**ECON 365 ECONOMICS OF TERRORISM (3)** *Prerequisites: ECON 201-202.* This course explores the causes and consequences of terrorism from an economic perspective. In addition to studying the economic implications of terrorism and gaining an understanding of the fundamentals of political risk assessment, students will use principles of competitive strategy to develop and evaluate alternative responses to the terrorist threat.

**ECON 377 STUDY ABROAD (3)** *Prerequisite: Consent of instructor.* This course offers students the opportunity to study economics in foreign settings.

**ECON 397 INDEPENDENT STUDY IN ECONOMICS (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

**ECON 398 SPECIAL TOPICS IN ECONOMICS (1-3)** [credit depends on topic] *Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her enrollment.

**ECON 399 MANAGERIAL ECONOMICS INTERNSHIP (1-12)** *Prerequisites: Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator and supervising faculty prior to registration.* Qualified students may earn credit for an internship with a business firm or agency while being supervised by an appropriate member of the economics faculty. (See "Internships.")

**ECON 400 INFORMATION, UNCERTAINTY, AND RISK (3)** *Prerequisites: ECON 300 or 301.* This course offers an introduction to the tools and techniques for making decisions under conditions of risk and uncertainty, including such topics as risk analysis, scenario planning, game theory, decision trees, and contingency management. Heavy emphasis will be placed on real-world applications, e.g., information management, competitive intelligence, and security issues associated with political conflict. Students will be exposed to the challenges of dealing with ill-defined problems through a variety of case studies.

**ECON 450 SENIOR SEMINAR IN ECONOMICS (3)** *Prerequisites: ECON 300-301.* Students are required to undertake a research project using mathematical and statistical methods introduced in ECON 250.

## EDUCATION COURSES (EDUC)

**EDUC 101 INTRODUCTION TO EDUCATION AND RELATED PROFESSIONS (3)** With particular attention to American public education and the role of the licensed professional teacher, the course examines historical, philosophical, and current social influences on contemporary practice, institutional development, and public attitudes about children and education. The course includes an exploration of the expanding range of career paths open to teaching and human development professionals and introduces teacher licensing requirements and procedures. Professional vocabulary, attitudes, and performance expectations are introduced as an integral and functional component of the course.

**EDUC 201 CLASSROOM MANAGEMENT IN THE INSTRUCTIONAL CONTEXT (3)** This course introduces the primary task model used by effective teachers. Students study the ongoing cycle of planning, implementation, and assessment and how these are linked. Classroom and behavior management theory and strategies are developed as integral components of the instructional cycle.

**EDUC 202 FIELD EXPERIENCE I (1)** This course is designed to provide pre-service teachers with initial opportunities to observe and participate in the dynamics of a classroom and to share, question, and reflect upon those experiences in campus seminars. This course may be retaken only once with the permission of the instructor. A grade of B- or above is required before taking EDUC 320, 444, or SPED 330.

**EDUC 211 INSTRUCTIONAL STRATEGIES (3)** *Prerequisite: EDUC 201.* This course deals with the specific instructional strategies teachers develop including: establishing rapport with faculty and staff; becoming familiar with school policies and routines; reviewing cumulative folders to find out required

accommodations for individual students; introducing themselves to parents; arranging classrooms; organizing and ordering materials; mentoring; working with aides and paraprofessionals; setting up grade books; becoming familiar with community resources; and setting behavioral expectations.

**EDUC 313 READING AND LANGUAGE ACQUISITION I (3)** *Prerequisite: EDUC 211.* This course is designed to impart a thorough understanding of the complex nature of language acquisition and the reading process to pre-service teachers. It develops their comprehension of sound/ symbol relationships, phonemic awareness, word attack skills, and a wide variety of comprehension and instructional strategies.

**EDUC 320 FIELD EXPERIENCE II (E) (1)** *Prerequisites: EDUC 201 and 211. Corequisite or prerequisite: EDUC 313.* This course provides pre-service teachers with opportunities to apply instructional skills in controlled situations under the guidance of experienced professionals. Students participate in two hours of observations and tutorial instructional activities per week in classrooms in local school districts. Seminars and other activities provide opportunities for analysis and reflection. This course may be retaken only once with the permission of the instructor. A grade of B- or above is required before taking EDUC 420. This course may be retaken only once with permission of the instructor. Enrollment in EDUC 320 is limited to students enrolled in a teacher licensure program.

**EDUC 324 METHODS: SOCIAL STUDIES INSTRUCTION (2)** *Prerequisite: EDUC 201, 211, HIST 255, 256. Corequisite: EDUC 325 second half of the semester.* This is a linked course with EDUC 325 and is taught the first half of the semester. It is an interactive approach designed to help pre-service teachers gain the necessary knowledge, skills, and processes in social studies based on the Virginia Standards of Learning and practices recommended by the National Council for the Social Studies.

**EDUC 325 METHODS: LANGUAGE ARTS INSTRUCTION (2)** *Prerequisite: EDUC 201, 211. Corequisite: EDUC 324 first half of the semester.* This is a linked course with EDUC 324 Methods: Social Studies and is taught the second half of the semester. This course is designed to help pre-service teachers gain the necessary knowledge, skills, and processes which foster students' success on the Virginia Standards of Learning tests in language arts. Major goals are to promote intellectual curiosity and support lifelong learning.

**EDUC 345 CURRICULUM IN EARLY CHILDHOOD EDUCATION (3-5) (3)** *Prerequisites: EDUC 101, 201, 211, PSYC 241.* This course is designed for prospective early childhood teachers at the undergraduate level. Current policies, theories, and practices in early childhood education will be presented. Students will learn historical aspects of early education, learning and developmental theories (such as the impact of brain development on learning), developmentally appropriate practices (DAP), social and cultural contexts, creative appropriateness, importance of play for young children, curriculum planning and evaluation, early childhood schedules and routines, and ways to communicate with parents.

**EDUC 351 READING IN THE CONTENT AREAS (3)** *Prerequisites: EDUC 201 or HPE 310.* This course is designed to impart a thorough understanding of the methodologies and strategies for developing literacy skills to enhance the learning of content area subject matter across all disciplines while addressing the diverse needs of the secondary student population.

**EDUC 352 TEACHING IN MIDDLE/SECONDARY SCHOOL (3)** *Prerequisite: EDUC 201.* This course is designed to impart a thorough understanding to pre-service teachers of the methodologies and strategies for developing instruction and emphasizing the planning of lessons, units, and related materials to enhance the learning of content area subject matter across all disciplines while addressing the diverse needs of the middle and secondary school student population. Methods for meeting the developmental needs of students from grades 6-12 will be stressed.

**EDUC 377 STUDY ABROAD (1)** *Prerequisite: Consent of instructor.* This course provides students with the opportunity to study principles of education in foreign locations.

**EDUC 397 INDEPENDENT STUDY IN EDUCATION (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

**EDUC 398**      **SPECIAL TOPICS IN EDUCATION (1-3) [credit depends on topic]** *Prerequisite:* A background of work in the discipline. This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation.

**EDUC 420**      **FIELD EXPERIENCE III (E) (1)** *Prerequisites:* EDUC 202, 320, with a B- or above. This course provides students with opportunities to apply instructional skills in controlled situations under the guidance of an experienced professional. Students participate in two hours of observations, tutorial, and small and large group instructional activities per week in classrooms in local school districts. On-campus and in-school seminars provide opportunities for analysis and reflection. A grade of B- or above is required in this course before student teaching. This course may be retaken only once with the permission of the instructor. Enrollment in EDUC 420 is limited to students enrolled in a teacher licensure program.

**EDUC 423**      **READING AND LANGUAGE ACQUISITION II (3)** *Prerequisite:* EDUC 313. Taken the semester prior to student teaching, this course builds on knowledge acquired in Reading and Language Acquisition I (EDUC 313). It introduces additional skills to achieve proficiency in a wide variety of comprehension strategies, including a repertoire of questioning strategies, understanding the dimensions of word meanings, teaching summarizing and retelling skills, and guiding students to make connections beyond the text.

**EDUC 424**      **METHODS: SCIENCE INSTRUCTION (2)** *Prerequisites:* EDUC 201, 211. *Corequisite:* EDUC 425 second half of the semester. This is a linked course with EDUC 425 Methods: Math and is taught the first half of the semester. It is an active inquiry approach to model practices recommended by the National Science Education Standards. Methods for teaching knowledge and skills based on the Virginia Standards of Learning are offered from a student-centered approach. Multiple forms of assessment are modeled and the effective use of technology as a tool for learning is stressed.

**EDUC 425**      **METHODS: MATH INSTRUCTION (2)** *Prerequisites:* EDUC 201, 211. *Corequisite:* EDUC 424 first half of the semester. This is a linked course with EDUC 424 Methods: Science and is taught the second half of the semester. This course uses model practices recommended by the National Council on Teaching Mathematics. Methods for teaching knowledge and skills based on the Virginia Standards of Learning are offered from a student-centered approach. Multiple forms of assessment are modeled and the effective use of technology as a tool for learning is stressed.

**EDUC 427**      **STUDENT TEACHING (E) (11)** *Prerequisites:* Completion of all major course requirements, and admission to student teaching. *Corequisite* EDUC 448. This course is an application of effective teaching skills and content at the elementary level. Students are assigned to one semester, full-time block in school systems under the guidance of College personnel and classroom teachers where they practice their teaching skills.

**EDUC 440**      **ADVANCED FIELD EXPERIENCE IN CHILD DEVELOPMENT (3-6)** *Prerequisites:* Successful completion of field experiences, minimum 2.5 GPA overall, consent of instructor for 3 credit hours and consent of dean for 6 credit hours. This course provides an opportunity for a pre-professional learning experience in a non-school setting. Possibilities include preschool education, libraries, educational support programs (e.g. tutorial services) for students with special needs, and social service organizations. Open only to senior students taking the non-licensure option. Application required.

**EDUC 444**      **FIELD EXPERIENCE II (S) (2)** *Prerequisite:* Admission to Teacher Preparation Program and passing scores on Praxis I. *Corequisite:* EDUC 352. This course provides students with opportunities to apply instructional skills in controlled situations under the guidance of an experienced professional. Students participate in observations, videotaped lessons, and on-site practice teaching. On-campus and in-school seminars provide opportunities for analysis and reflection. A grade of B- or above is required in this course before student teaching. This course may be retaken only once with the permission of the instructor. Enrollment in EDUC 444 is limited to students enrolled in a teacher licensure program.

**EDUC 447**      **STUDENT TEACHING (SECONDARY) (11)** *Prerequisites:* Completion of major and minor course requirements and admission to student teaching. *Corequisite* EDUC 448. This course is an application of all the effective teaching skills and content at the secondary level. Students are assigned to a one semester, full-time block in school systems under the guidance of College personnel and classroom teachers where they practice their teaching skills.

**EDUC 448 STUDENT TEACHING SEMINAR (1)** *Corequisite: EDUC 427, 447, SPED 437, HPE 467, or MUSC 460.* This course will continue the student teachers' study of best practices and engage in discussions and activities to help them acquire the professional values and practical strategies to make the successful transition from college student to student teacher to licensed professional teacher.

## ENGLISH COURSES (ENGL)

**ENGL 111 COMPOSITION I (3)** In this introduction to the writing process, students learn how to write, revise, and edit papers using a variety of expository forms to prepare for research and analytical writing done primarily in ENGL 112. The course includes a significant amount of reading related to writing, such as essays across the disciplines, classics, and modern literature. ENGL 111-112 must be completed as a sequence. That is, a student must take ENGL 111 until successful completion, and in the following semester, a student must take ENGL 112 until successfully completed.

**ENGL 112 COMPOSITION II (3)** In this continued work on the writing process, students learn how to take command of an argument and support it effectively. Students learn to read and interpret texts containing language with multiple levels of meaning, develop techniques of writing research papers using argument and analysis (with multiple sources), and research topics efficiently and effectively using the full range of resources, tools, and methodologies. Students who have taken ENGL 111 normally stay in the same section for 112.

**ENGL 201 LITERATURE AND CULTURE I: MASTERPIECES FROM ANTIQUITY THROUGH THE RENAISSANCE (3)** *Prerequisites: ENGL 111-112.* This introduction to the study of literature emphasizes the analysis of selected works from the period. The course includes a significant amount of writing related to the readings, including response essays, critical and creative papers, and tests.

**ENGL 202 LITERATURE AND CULTURE II: WORKS FROM THE ENLIGHTENMENT TO THE PRESENT (3)** *Prerequisites: ENGL 111-112.* This introduction to the study of literature emphasizes the analysis of selected works from the period. The course includes a significant amount of writing related to the readings, including response essays, critical and creative papers, and tests.

**ENGL 203 EXPOSITORY WRITING (3) [Writing]** *Prerequisite: ENGL 111.* This course continues the development of the writer's abilities to generate, edit, and refine written compositions through the study of professional and student expository prose. Particular attention is given to the improvement of composing methods and to the expansion of the writer's range.

**ENGL 205 INTRODUCTION TO CREATIVE WRITING (3) [Writing]** *Prerequisite: ENGL 111.* This course focuses primarily on the writing of poetry and fiction and creative nonfiction and includes study of student and professional texts.

**ENGL 209 NATURE WRITING (3) [Writing]** *Prerequisite: ENGL 111.* Students advance their writing skills and their understanding of the natural world by reading model texts and writing creatively in at least two genres (such as poetry, creative nonfiction, and fiction). Students explore an array of approaches for writing about nature and the environment, including detailed personal observations, and students analyze how nature writing presents complex relationships between the human and natural worlds. Field trips to nearby sites may be required.

**ENGL 210 WRITING IN THE WORKPLACE (3) [Writing]** *Prerequisite: ENGL 111.* Students in this course will engage core professional writing concepts, including audience analysis, research, document design, usability, and ethical composing practices. Students will produce works including feasibility reports, usability tests, and public relations documents. Individual and group projects are a feature of this course, as is directed service-learning interaction with community partners.

**ENGL 220 INTRODUCTION TO LITERARY STUDIES (3) [Theory]** *Prerequisites: ENGL 111-112.* Using literary texts as a focal point, this course explores the nature and functions of literature, the basics of literary analysis, the three principal genres (poetry, fiction, drama), conventions of writing about literature, and methods and materials of research. The course is intended to be the first course in the English major and is required for all English majors.