Benny

An Honors Thesis (ID 499)

By

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What is Benny?

Benny is a students' guide to more effective course selection. One of the most forceful and most often voiced student complaints on college campuses is the confusion in determining the class schedule for each term or semester. At Ball State only matriculates and freshmen are required to see a curricular advisor before signing up for class. The rest of the students are left to juggle their classes as best they can. Appointments can be made by upperclassmen, but they often find their advisor out or terribly busy. Even with an advisor's help, the student frequently ends up with a schedule with which he is very dissatisfied. The only descriptive guide provided by the University to aid the student in selecting courses is the Ball State University Undergraduate Catalog. Each course description gives a very brief (often only one sentence) theme for the course, the credit hours, and any prerequisites required. This guide is useful in determining what classes are needed to fulfill a major or minor, but it offers no help in setting up a balanced schedule. Usually the student only uses the quarterly newspaper Schedule of Classes when filling out his schedule. He takes into consideration the number of hours he signs up for, what time the classes would be most convenient for him (fitting the classes in with work and/or family life schedules), what buildings he must get to in each ten minute passing period, and even the days he will have his final examinations.
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Benny is designed to aid the students in choosing classes by providing more information about the factors that must be considered; for example, the cost of the class, the work load, types of examinations, and teaching style may be considered. Different students learn better in different environments, for example, small discussion groups rather than large lecture sections. Some students prefer essay to objective examinations; also some students would rather have several tests than risk an "all or nothing" on one major examination. Often students cannot tell that they are signing up for three or four heavy reading classes all in the same quarter, when it might be much better to arrange a reading class, a class requiring a term paper, and a class with daily problem assignments or weekly labs in the same term. The type of student typically enrolled in the class also could make a difference. For example, I know a student who was very interested in astronomy and who took an astronomy class which would count toward his minor. When he got into the class he found mostly General Studies students; the class was geared down to them. True, he got an "easy A" but he was disappointed that he did not learn what he had hoped to learn. According to the Catalog, this was the course he was most interested in, yet he had no idea that it was not mainly composed of majors and minors.

True, not all students have a choice as to the specific professor they end up with, but for those who do, they need and deserve a more complete guide which is geared to the needs of the student.
The History of Benny

Benny is the second effort to establish a students' guide to more effective course selection at Ball State. Its first edition was published during the 1975-76 school year at which time it was named Beneficence. Stan Richey, then President of the Student Association, was editor. He designed it to closely resemble the Purdue student guide, Courselector. Courselector is evidently well established; it has a student staff of twelve and is published by Courselector, Inc., Princeton, New Jersey. It is printed like a magazine, containing a great deal of advertisement. Beneficence, Ball State's first edition, was also printed in magazine form; that is, it was printed on 8 1/2 x 11 paper, it was stapled twice on the left hand side, it was printed on both sides of the paper, each page containing two columns, and it had a heavier cover. However, it was not funded by advertisements. Purdue's Fall, 1974 Courselector was 44 pages long and contained two hundred and two entries. The advertisements took up approximately seventeen pages (one side). Beneficence was fifteen pages long and contained sixty-eight entries.

Beneficence had many shortcomings from the beginning. First of all, for the number printed, it was very expensive. There were one thousand copies made and the cost was $617.72. It was printed by Gibson's Speed-E-Print, in Muncie. Worse, though, was its timing - it was late. It came out too late in Winter quarter to be of any use to the students. Their spring schedules were already filled out and turned in. Stan Richey had decided that since it
was a first effort, it would be best to go ahead and print it in order to get some reactions. However, even after it was printed, it was not distributed properly. There were only one thousand copies printed which is a ratio of one copy to fourteen students (the graduating Seniors, who would not be filling out any more schedules, have been excluded); this could not have been very effective in reaching the students. Furthermore, there were over one hundred copies left sitting in a corner of the SA office. So probably the actual number that ever reached the hands of the students was very small.
Benny: *Vintage*, 1976

Note: This section is the journal that I kept while working on Benny through the summer and fall of 1976. I have tried to be honest in presenting both my mistakes and shortcomings as well as my successes.

**Early May, 1976**

Joe Hammer, the newly elected Student Association President, was desperately trying to find people to fill different positions on the Student Association Boards. One board is the Educational Opportunities Board, under which falls Free University and a new SA publication called *Beneficence*. One student had volunteered to be in charge of Free University and Joe asked me to be in charge of *Beneficence*. I agreed to accept the position because I had been one of the student senators who had voiced some complaints about the way in which *Beneficence* had been managed the preceding spring. At that time I was not even sure if *Beneficence* was a worthwhile project; I was considering that I might do the best possible thing by discontinuing such a publication, and not waste more of the students' money. Before I could make such a decision, however, I had to do some research.

**May 12, 1976**

The first thing I did was to contact Stan Richey. I wanted to know everything, to have everything that he had in doing *Beneficence*, and to talk to everyone he had talked to. Unfortunately, he did not have much to give me. The only background he had on *Beneficence* was all in a small folder; it contained a copy of *Beneficence*, a copy of Purdue's *CourseSelector*,
a copy of the University of Evansville's guide to course selection, and
one of the questionnaires that had been sent out to professors. In
addition he told me that he had talked with Dr. Victor B. Lawhead, Dean
of Undergraduate Programs, Dr. Charles Greenwood, Assistant Dean of Under-
grade Programs, Dr. Richard Burkhardt, Vice President for Instructional
Affairs, and Dr. Stephen Wurster, Dean for Academic Planning.

Also on May 12, I talked to Dr. Thomas Ray whose office is Room 206
of the Administration Building. He gave me a time line that I could work
from. Planning for Beneficence to be used in scheduling classes for
Winter Quarter, I learned that the tally sheets go to each department six
weeks before the first day of Fall Quarter. If faculty have been selected
to teach a specific section of a class, it is recorded then. The final,
updated tally would be in his office on August 27. On the 30th it would go
to the Daily News to be printed. The Winter Schedule of Classes would be
out the first day of Fall Quarter. Registration would be from the sixth day
to the sixth week. With luck, Beneficence would be out by then too.

Dr. Ray pointed out several problems to me in organizing a course
selector. They are listed and explained below:

1) The number of students signing up for a course will necessitate
last minute changes in the number of sections offered. Therefore, some
departments do not assign sections to instructors until one week before the
quarter.

2) On the other hand, the upper division classes are more stable.
Because these courses are more specialized, the sections are fewer in
number; and because the instructors are more likely to teach that course on
a regular basis, the instructors are often listed in the paper. Furthermore, students signing up for these classes are more likely to get into the section they request because they have higher priority due to more earned hours and because, with fewer sections in these classes, there is a reduced chance of being shuffled around.

On the basis of this Dr. Ray suggested that:

1) For upper division classes, continue to work from the mailed questionnaires. These professors are likely to be around in the summer because they have seniority to teach in summer school. Their names are also more likely to be in the Schedule of Classes, so that students could sign up for the specific section of a course they wanted.

2) For the Freshmen and Sophomores, work from a General Studies perspective. Work through personal interviews and make a summary of each course. This will help the student tell "reading" courses from "paper" courses, etc. First I should go to department heads and course coordinators. For example, Dr. Joseph Trimmer is the coordinator for all of the English General Studies classes.

3) Send the instructors a questionnaire for each upper division course they teach. Designate the courses at the top. Ask that they include the quarter they will teach the course and section number, if known.

It seems May 12 was a busy day, because on this day I also went to talk to Dr. Warren VanderHill, Director of the University Honors Program. I guess by now my mind was made up to do Beneficence. The deeper I got into it, the more excited I got. What it came down to, regardless of how conceited I appear, I thought I could do a better job than had been done before. In fact, I really wanted to put a lot into it, to make Beneficence a worthwhile endeavor. If I was going to put this much into it, I thought,
"Why not do this for my Honors Project?" So I went to the Honors House to ask permission to do Beneficence for ID 499. Dr. VanderHill questioned if a guide to course selection was worth doing. He saw the problem as one of lack of response from professors in returning questionnaires. For example, it is not worth a great deal if, under the English Department only four professors respond and one of the courses to be taught is an Honors Colloquium. Also colloquia change each quarter; they are not stable courses. He suggested separating honors courses into a special category in the guide. Dr. VanderHill also agreed to be my advisor for my Honors Project.

May 13, 1976

I was thinking that somehow I needed to find out all the professors who taught 300 and 400 level classes in order to complete a questionnaire mailing list. So I went back to Dr. Ray to ask for a copy of the computer tally. He suggested I make an appointment with Dean Burkhardt to see the Teaching Load. I made an appointment for May 20 at 4:00.

May 20, 1976

I went to Dean Burkhardt and explained my purpose in requesting to see the Teaching Load. He said that it would be very boring and tedious to go through it page by page because the listings are by professor with the course they teach. He suggested that I go to each department, which I had thought of and already ruled out as too time-consuming. However, he said that his secretary would do this for me and have a list ready for me by the time I returned for summer school. I gladly agreed.
June 1, 1976

I returned a long distance phone call to Dean Burkhardt's secretary regarding the list of names being made up.

June 7, 1976

This was the first day of summer school. I went to pick up the compiled names of all professors teaching 300 and 400 classes and was astounded to find over 600 names. Some names had several course numbers following; questionnaires were needed for each course. I typed a letter of explanation to send out with the questionnaires. (A copy of it can be found in the Appendix.) However, still needing the actual questionnaires, I went to the SA office to find out if there were any left over from last year. There were a few. I judged that we needed at least 1,800. Then I filled out a request form for campus mail envelopes from Ball State Service and Stores; I had decided to send the questionnaires and copies of the old Beneficences out by campus mail to save in costs, and because I felt they would be more easily lost or discarded at the professors' homes. Hopefully, those not teaching summer sessions would still check their office mailboxes.

June 9, 1976

The questionnaires were at the top of my list of priorities, so I went to A.E. Boyce Co. in downtown Muncie, where the last questionnaires were made. I also realized at this time that I had not stated where the questionnaires were to be returned in the letter I had printed up to send to the instructors. Therefore, I made some changes on the questionnaire format, cutting down the number of required readings and allowing some room for a...
return address at the bottom. I found that the questionnaire was probably the best place for the return address in the long run.

Next I got in touch with Rosie Rood who was working for the SA office under work-study. During the week of June 14-19 she addressed most of the campus mail envelopes. The questionnaires were to be delivered to the Office on Tuesday, June 15. By Thursday they were not yet there, so I called A.E. Boyce: they said that they had just received the negative that morning and the order would not be delivered until the first of next week.

June 21, 1976

This entire report may be very boring, but try to imagine what I went through at times. The entire project was plagued by delays beyond my control. Perhaps this sounds melodramatic, but believe me, I was not laughing at the time. On Monday, I checked at the office and still the questionnaires were not in. Everything was ready to be mailed, yet our hands were tied without those questionnaires. Once again I called the Boyce Company to find out when the shipment would be delivered. They said it had already been delivered, but whether to Room 224 of the Student Center or to the BSU Receiving Dock, they did not know. I checked the receiving dock of the Bookstore with no luck. I then called the Physical Plant. They had delivered several boxes to the Office of Student Programs the prior week. Whether or not there was a box from A. E. Boyce, they did not know. I checked the entire Student Center over, including every inch of the SA office, the Office of Student Programs, Jim Schuster's Office, and the Information Center downstairs just in case the boxes had been mixed up. Again nothing. Very distraught, I called A.E. Boyce back to find out who had signed for receiving the order. I was
told that another company handles the deliveries and it could take days to check out. Having done everything else that I could, I asked them to call me when they found out.

Almost three weeks of the first summer session were over. Expecting my second session to be much more involved, I figured I had better get busy with the General Studies interviews. I had already made a tentative list of the General Studies classes I wanted to cover. So I started calling departments to find the professor who coordinated the sections of each course. From speaking with Dr. VanderHill, I knew that Dr. Trimmer coordinated the English General Studies Courses, so I made an appointment with him for the next day. However, I soon found that not all departments are organized in the same manner. Some have committees, in some the department heads are the most knowledgeable people to talk to, and some have no one person who coordinates the courses. I made a list of the best people to see, their phone numbers, and their office numbers.

June 29, 1976

On this day the questionnaires were found or at least 400 of the 1800 ordered. The package had set unnoticed on the Better Business Bureau's desk for one week. I would like to have filed a complaint about that! Rosie and I began to stuff the envelopes, putting in the appropriate number of questionnaires, writing the designated course at the top of each one, along with my letter, a letter Joe Hammer had written and a copy of the 1975-76 Beneficence. I soon realized that the copies of Beneficence were going to run out fast so I made a decision to include it only in the packets containing three or more
questionnaires, because it would be more beneficial for these to be returned.

I had an interview that afternoon with Dr. Richard Olsen in the Biology Department. When I showed him the questionnaire, he asked if it was the same one he had filled out last winter. It was in fact the very same since I was using the old forms for the interviews. Then I realized that by interviewing every name on my General Studies list, I was going over "tilled ground." Some of these instructors had just filled out these same forms six months ago. So before I continued with any more interviews I went back to Beneficence and double checked that I was not doing any more "repeats." If they were already in Beneficence, I cut out that entry, stapled it to the form and put it with the completed ones.

July 9, 1976

The 400 questionnaires found had all been sent out and some already returned. I hated to risk never finding anymore so I ordered 800 more. These would not be in for two more weeks. I was getting anxious that the forms would be sent out too late to be returned before the end of summer school. I was almost done with the individual General Studies interviews. Most professors were very cooperative; some readily understood what Beneficence was all about, that is, its objective, how it was composed, etc., and others did not. I found that instructors generally love to talk about and explain their classes; each had put a lot of thought into how he conducts his course. Unfortunately, not all of what they told me was I able to use.

I was planning to begin typing Beneficence soon, because I was not sure if there would be enough time at the end of the summer. We would have to wait as long as possible before starting the upper division classes to insure that most of the questionnaires would be returned. However, with the interviews
completed, the General Studies section could be done early. So, almost out of necessity, the book would be divided into two sections. Concerning the interviews, there were only six classes that would not be included because of my inability to reach the professors.

July 19, 1976

At this time all of the questionnaires had been mailed out; the hardest part of the project was left-waiting for the replies. Already several had been returned. Some were very complimentary, others were not. I found that I had misspelled "questioneer" (sic) three times in the letter. At least I was consistent! Few professors could resist circling it and returning it to me; I guess it's just the ol' teacher in them. But I admit that I wholeheartedly deserved it.

Several replies indicated that these instructors no longer taught the course we had sent to them. I did no further work with these since we already had the most complete list of the upper division classes that we could get. All correspondence received was saved, some of which can be found in the Appendix.

July 23, 1976

I went to Dr. James Marine, Assistant Dean of Student Programs, to ask him how many copies we should have printed. He said that I should wait until I knew exactly how big this year's Beneficence was going to be. I did find out though, that Ball State has two printing centers - the copy center in the Administration Building and the Duplicating Center, which just moved to the bottom of the Old Library. I had only known of the Copy Center, so I then called Mr. Bud Icerman to inquire about the Statamatic printing of the
Duplicating Center; this is where they make a photocopy first as a "master" and run copies from that. The cost for over one hundred copies printed on both sides is as follows: $4.00 for the first hundred copies, $1.10 for each hundred following. The cost of stapling goes along with a collating service, and it is 35c per one hundred. The only drawback is that with collating there is no guarantee how soon we would get them; it could take up to a month.

July 21, 1976

By this time, there had been one important change made in Beneficence; that was to change its title. Joe and I talked about how confusing the title is with the statue for which "Beneficence" is better known. Still we wanted to retain some continuity between the two publications, so we decided to call it by its nickname, Benny.

I went to talk with Joe for several reasons on this day, however. I had had a very poor night's sleep because of my worrying over Benny. (I am a worrywart at heart.) I had been so relieved that the questionnaires were all out, when I realized that I had not given much thought to actually putting together the book until that night. Such questions as, "How many copies should we make?" "Where will we get them printed?" "How much will printing cost?" "Shouldn't we order the paper?" "Who is going to staple thousands of books together the first week of school?" were going through my mind. So the next day after classes I went to the Student Association office to talk with Joe. Luckily he was in.

So far as the typing was concerned, we decided to use elite type, single space and two columns as the old Beneficence had. When we took it to be printed we would have them print it on both sides of the paper. Also Joe said that if Rosie needed more time to type it than her work-study hours
would allow, we would give her a straight $2.20 per hour salary.

When I got home I called the Copy Center in the Administration Building and found out the following: the printing cost is $10.68 per thousand. There is a subtraction of $3.00 per thousand for the backs to be printed. They furnish the paper. It usually takes about a week. The stapling fee is 50¢ per hundred but it could take a long time.

So I had all my questions answered except for how we were going to get it stapled, since the collating fee was too high for our budget. Joe thought it would be easy to get several students in one evening and get it done. That sounded pretty shaky to me, but I had no better alternative to offer.

August 27, 1976

This was the earliest possible day that Benny could go to the printer because this was the day that the Winter Tally arrived at the Administration Building. I went to Dr. Ray's office and copied down any known section numbers for the professors who were in Benny. There turned out to be only nine.

Dr. Marine was not in so I had to wait until Monday to do anything else.

August 30, 1976

This was the big day that I had looked forward to all summer - Benny went to print. I had a feeling of relief and accomplishment. First I talked to Dr. Marine; previously we had decided to wait until we knew how large the book was going to be before we determined how many copies to order. There turned out to be over one hundred and thirty entries. However, because of
the small type, it is contained in twenty-nine pages; when printed on both sides of the paper it turns out to be fifteen pages long. This is exactly the same length as last year's Beneficence, even though this year's contains twice the number of entries. Because one of the biggest complaints of last year's edition was that there were not enough printed to effectively reach the student body, we decided to print two thousand. Thus the entries were doubled and the number printed would be doubled.

In addition, Dr. Marine emphasized the importance of well planned distribution since that was also a poorly planned aspect of the previous publication. We needed to get it equally to the residence halls and to off-campus students; it is difficult but also important to get the books to the latter because these are usually the older students who would use the largest part of Benny, that is, the section on upper division classes.

Also we discussed one last thing, an evaluation. I would like to send a copy of Benny with some sort of evaluation to each professor who returned a questionnaire. Evaluating the students will be more difficult. I will have to find a way of getting a random sample.

September 9 - 26, 1976

During this time we received several more returned questionnaires. Of course these were too late to include in the publication. Evidently these professors had not checked their office mailboxes all summer and had just discovered the questionnaires. We received fourteen in all. I tried to get back to most of the instructors so they would not be surprised to see that their course was not included in Benny when it came out.
September 27, 1976

At last the near-finished product had come from the Duplicating Center. They had gone ahead and collated and stapled them. Although this was unexpected, I was grateful. However, we had the covers separate at the office so we still had to staple two thousand covers to two thousand booklets, but that was much easier than it would have been to do the entire book. By Wednesday, September 29, at the Senate meeting we had just enough stapled to give to the residence hall Senators. With thirty-three residence halls and forty copies of Benny to each hall, 1320 were immediately distributed. An additional eighty were sent to those professors who had contributed to the publication along with a letter of appreciation and an evaluation sheet. The results of the evaluations can be found in the Appendix at the end of this paper. That left six hundred copies to be distributed to off-campus students. I called the Daily News and found it was not possible to use their stands because they are cleared each night. I decided to take ten copies to each sorority and fraternity (total three hundred), to take several to the curricular advising offices and to put the remainder on a table in the Student Center Arcade.

October 6, 1976

Benny is now all distributed. Several evaluation sheets have been returned. Some professors have called asking if their course can please be included in the next edition. Dr. Greenwood called to ask us to be sure to include the GEN ED and ID courses, for example those taught by Dr. Nelson and Dr. Barber, because students often do not know about these classes. He said that in the future, he would handle getting those questionnaires to the
right people.

I mentioned to Dr. Greenwood the possibility of the University taking over such an endeavor. He suggested that I speak with Dean Burkhardt or Dr. Donald Mikesell.

I would like to mention that questionnaires had been sent to those professors Dr. Greenwood suggested, and that they were not returned.
EVALUATION AND CORRESPONDENCE
Faculty Evaluations

I sent out seventy-eight evaluations and received twenty-one back as of October 11, 1976. A breakdown of the answers to the questions can be found below. A copy of the evaluation sheet is in the Appendix.

1. Were you pleased with how your information was used?
   - Yes: 20
   - No: 0

2. Were there any misrepresentations in your information?
   - Yes: 4
   - No: 17

3. Were there any questions which you felt were inappropriate or useless?
   - Yes: 0
   - No: 21

4. Do you have any additional questions that you would like to see added?
   - Yes: 0
   - No: 21

5. Are there any courses which you felt were left out, that could be good to include in Benny?
   - Yes: 8
   - No: 10
   - Other: 3
For some of the comments, see below.

"In general, I was very pleased with the contents and general makeup. I would hope that it might be expanded and updated periodically." Dr. Richard Artes, Speech Pathology and Audiology

"Of course, I would like to see every course included." Dr. Donald E. Ahlersmeyer, Department of Special Education

"Your spelling has improved greatly!" Dr. James Kirkwood, Industrial Arts Education

"The courses should be arranged more strictly by departments." Dr. Frances Rippy, Department of English

"Seems like only a minimum number are included - could expand considerably. Looks like a good and helpful job to me." T.R. Mertens, Department of Biology

"Would like to see more faculty respond." Mrs. Andrea Seger, Women's Physical Education
Student Evaluation

The only student evaluation undertaken was through the Student Senate. This was mainly done for the benefit of Dean Burkhardt and his consideration of the continuance of Benny. This evaluation can also be found in the Appendix. The students were much more critical of Benny. When asked if they had used it in choosing their classes, most said no because the guide was not complete enough. Some said that they did not use it because their classes were already decided upon at the time. This could be due to the fact that Benny came out at the very last minute or because these people were Seniors and did not have too many required classes left to choose from. Most said they would use Benny in the future if it were more complete. Most responses from other students were of a similar type. Most said that they used the Ball State Undergraduate Catalog when choosing classes, but that Benny could be more useful to them.
Correspondence

During the course of Benny I received quite a bit of correspondence, all of which was saved. Most of it concerned clarification of who taught what classes, when, etc. I did receive four letters, however, that I would like to include parts of.

The first was received after Benny had gone to the Duplicating Center. It is a request to include a course in the next issue, which is meaningful to me because it shows that some do feel a need to continue Benny. I might also mention that I also had several phone calls from professors who requested space for their courses in the next issue of Benny. Following is an excerpt from that first letter:

I realize that the Ground School syllabus I sent you was late for the next issue. However, the syllabus will not be changing. Could you keep it to use for a later issue? Could you put a listing: "Aviation - see Industrial Education"? It seems that very few students know where to look for this particular course.

The next two letters were complimentary and boosted my spirits at the time. Dated July 20, 1976, the next is as follows:

I entered my course in Beneficence last spring and was pleased with the resulting booklet. It is an excellent idea, I think, and worth pursuing. However, . . . I am sorry not to be able to help; I do think Beneficence is one of the most valuable things the students have conceived during the past several years.

And,

I am returning the Beneficence questionnaire blank because
at this time I do not know if I will be teaching NR 371. When I am in the position to know definitely that I will be teaching the course, I will gladly fill out the blank and challenge students to come to my class. Students should have the right to pick instructors as well as the courses.

The last letter was not so understanding of Benny's purpose. But in order to show both sides and that there is some dissent in publishing a students' guide to course selection, I included it, too.

It is obvious you are mis-titling your publication. It would be more appropriate to call it "The Lazy Students' Guide to Easy Courses." I couldn't see one single factor that would be a good basis for selecting a course! Everything is aimed at, "how little can I do and get by?"

Even if I were willing to answer your quiz, I couldn't for several reasons:
1. I teach what is needed and often that isn't known until just before the class starts. . . .
2. Your "student demands" in the teacher evaluations, believe it or not, do have some influence. If I find students are cutting class, not reading assigned material, etc., I change my approach. Also, why some students who want to go through with absolutely NO effort bother to enroll is beyond me but I certainly will not help them make a very serious mistake!
3. How many office hours are available for the student of this course? I have at least ten hours per week scheduled for office time. It is available to any student. If that isn't enough special appointments can be made, even in the evenings. I am scheduled to teach two evening courses on campus in the fall quarter, as well as one day class. I will be working both a day and a nite (sic) shift solely for the benefit of students. I would like to see them have a little interest in their own education!!! After all I am interested in them! Am I asking too much?

I might also mention that with none of the four letters above were their courses included in Benny, so actually we got a lot more response than is evident in the book itself.
**Analysis and Benny's Future**

*Vintage 1977?*

I have procrastinated in writing this very last section in hopes that I could definitely say where *Benny* is going for sure. But, in reality, I do not know and, anyway, the final decision is not in my hands. (It would be up to the new SA President and Budget Council who would set the budget for next year.) Before writing this, however, I did go to two meetings specifically set for the discussion of *Benny*.

On November 17, 1976, the Vice Presidents and college deans met and heard me speak about *Benny*. They then asked questions and offered their comments and suggestions. I had gone to Dean Burkhardt previously in order to ask that the University take over the printing of *Benny* like it does the printing of the *Undergraduate Catalog*. I felt that this would be a more advantageous way because 1) the faculty might feel more obligated to respond to an Administrative-sponsored rather than a student-sponsored project, 2) the University would have full use of the computers for mailing lists, the duplicating services, and secretarial help thus making the completion of *Benny* a lot easier and more efficient.

The Administration, on the other hand, strongly upheld the idea of *Benny* remaining a student project. The faculty might resent that the Administration would require or ask them to respond to the *Benny* questionnaire. Also, if *Benny* carried the Administration's name, it would have to be much
more reputable. The students can get by with mistakes, but the Administration cannot. The Administration might easily screen out spelling errors, but they cannot be responsible for the validity of each professor's entry. No one can say that the professor cannot change the specifics of his course after entering it in Benny. For that matter, no one can insure that the professor tells the truth in the first place, as often they tend to use some propaganda to draw students into their classes. Consequently, the department heads would probably want to edit the material, yet in reality they do not want the extra work.

With Benny being a student project, the administration feels that the publication would be in a better light to the faculty. Also the students might be seen as really caring about their education and trying to do something to improve it.

Someone brought up one problem with Benny that I had not foreseen. If it would be completed to the degree that I would like to see, how huge would the actual size be? The Catalog is pretty thick. Could you imagine if each course were covered to the extent that it is covered in Benny?

My answer to this is that many courses listed in the Catalog are not regularly taught. We would have to be selective in determining which classes to include. Or maybe we should only include General Studies and some elective courses.

An alternative to publishing Benny at all would be to require that a syllabus of every course be available in the Curricular Advising offices. However, even though each course currently has a syllabus, they become outdated very frequently and also they would be very bulky.
The deans are behind Benny. They would like to see it continue, but as a student project. Dean Burkhardt offered the use of his secretaries in future typing of Benny. He also asked that I try to identify some interested persons to carry on Benny and then get back with him.

The second meeting was with Mrs. Doris Lawhead in the Senior Curricular Advising Office. Dean Burkhardt had sent me a letter referring me to her. In his letter he said:

I would like to suggest that you spend a little time with Mrs. Lawhead in the Office of Curricular Advising. Mrs. Lawhead has spoken to me recently about her interests in this general area which seems to dovetail with yours. I propose that the two of you consider variations on the idea that "Benny" represents with the thought that it may be possible to develop a publication inspired by students and implemented by the University designed to assist students in selecting the best possible academic programs. (This letter can be found in the Appendix).

I met with Mrs. Lawhead on December 6, 1976. It seems that she had gone to Dean Burkhardt to ask for a leave of absence because in her dealings with Seniors she found that many are changing their majors and a better source is needed to help students choose their programs and electives. (She will find out in January whether or not she was granted that leave.) We talked about Benny, its good points and its bad ones. She also stressed being selective about which courses to include - not to just take what you can get, but to actually go out and solicit those courses you want. She especially stressed including more elective courses. Then in the cover letter state exactly what will or will not be included in the book. We also talked about striking some of the questions which would let a student choose only the "easy, giveaway" courses. By doing so we might get a better response from faculty, if Benny is continued to be done through faculty response. At the
end of this meeting she also asked that I try to find some students who might be willing to work on this project with her next year.

To end this, I have some thoughts and questions to pose about the continuance of Benny.

Is it worth it? Benny doubled in number of entries this year. Will it double next year and 260 entries; then is it worth it?

If we continue Benny, how should we print it - as a supplement or a new edition?

If Benny is continued, when should we begin again, this spring? Summer?

Right now my immediate concern is to find three to seven key people who would be interested in taking over the future of Benny, to give them all the background, problems, comments, questions, suggestions, and some direction, and to meet with these students, Dean Burkhardt, and Mrs. Lawhead to determine definitely the future of Benny.
THE FINISHED PRODUCT
Miss Jodi Taylor  
Vice President  
Student Association

Dear Miss Taylor:

I want to thank you for taking your time to come and meet with the Academic Instructional Deans the other day to talk about "Benny." I hope you carried away the idea that the group was sympathetic and hoped that it would be possible for you to identify some students who might wish to continue the project that you have started so well. I know you feel it is going to be essential to have some assistance beyond that which can be provided by students.

I would like to suggest that you spend a little time with Mrs. Doris Lawhead in the Office of Curricular Advising. Mrs. Lawhead has spoken to me recently about her interests in this general area which seem to dovetail with yours. I propose that the two of you consider variations on the idea that "Benny" represents with the thought that it may be possible to develop a publication inspired by students and implemented by the University designed to assist students in selecting the best possible academic programs.

As you can see I have asked that a copy of this be directed to Mrs. Lawhead so that when you do get together you will have been "introduced."

Sincerely,

Richard W. Burkhardt  
Vice President  
and  
Dean of Faculties

RWB:bb

cc: Mrs. Lawhead
Miss Jodi Taylor
Vice President, Student Association
SC 224

Dear Miss Taylor:

I discussed your Benny project with the Deans last week and I can report a spirited discussion of the subject. We have scheduled one more session in which to talk about it. By that time all the Deans will have checked the idea with their department heads.

Today the majority of us feel that Benny should continue as a student project. Our final decision will be reported to you soon.

Sincerely,

Richard W. Burkhardt
Vice President
and
Dean of Faculties
June 7, 1976

Dear Ball State Professor,

This year the Student Association is again working to publish Benevolence, a course-selector to aid students in filling out their quarterly schedules. Perhaps you saw last year's Benevolence; if not I am enclosing a copy so you can see exactly how the information is used. Unfortunately the percentage of returned questionnaires last year was very low. I hope this year to be more successful in covering the majority of courses offered at Ball State. Because the upper division classes are more stable and upper classmen have the best chance of getting into the section they request, I am only doing the 300-400 level classes by questionnaire. The others will be done by consensus. I would appreciate very much your cooperation in returning a questionnaire for each upper level course you teach and which quarter you teach it if possible. If you have any questions or suggestions please call me at 235-7651 or 235-5277. Thank you.

Sincerely,

[Signature]

Vice-President
Ball State Student Association
September 28, 1976

Dear Professor:

It's finally out and just in time! I'd like to thank you once again for taking the time and trouble to enter your course in Benny. I thought that you would like to see the finished product so I am enclosing a copy. I hope you are pleased with it and happy with how your information was used. I apologize for any errors in translation, omissions, or oversights.

I honestly feel that a guide to course selection such as we have put together has a place in the future of Ball State. As with any beginning effort, this one has been plagued with growing pains and problems. Once a procedure is established the guide should have fewer errors. Hopefully, in the future these problems will be corrected. I am also enclosing an evaluation sheet; I would appreciate getting as many as possible returned. I need some feedback so that Benny can be improved and become a status quo publication. If you have any complaints or suggestions, please let me know about it. Thank you.

Sincerely,

Jodi Taylor, Vice-President
Ball State Student Association

JT/sn
BENNY EVALUATION

1. Were you pleased with how your information was used?

2. Were there any misrepresentations in your information?

3. Were there any questions which you felt were inappropriate or useless?

4. Do you have any additional questions that you would like to see added?

5. Are there any courses which you feel were left out, that would be good to include in Benny?

6. Any comments, complaints, or suggestions on the guide as a whole.

Please return to: Jodi Taylor
Room 224
Student Center
BENNY Feedback

1. Did you Residence Hall Senators take several copies of Benny to your Residence Hall?

   Were all of the copies picked up?

2. Did you, an Off-Campus or At-Large Senator help distribute any copies of Benny? If so, to whom?

3. Did you use Benny in choosing classes?

4. Do you think you would use Benny or a similar publication in the future to choose classes?

5. Did you hear any response from any other student(s) concerning Benny? If so, what?

6. Do you feel a students' guide to course selection is a waste of Student Association's money?

7. Do you use the Ball State Catalog when choosing classes?

8. If Benny were as complete as the Catalog, do you feel Benny would be more or less useful to the student body?

9. Do you have any suggestions for a better name for Benny?

10. Would you be interested in working on the next edition of Benny? If yes, please leave me your name.

11. Do you have any comments, complaints, or suggestions for Benny?
A GUIDE TO COURSE SELECTION
BENNY

VOLUME 1 NO. 2 BALL STATE UNIVERSITY SEPTEMBER, 1976

Editor's Note:

Hopefully this book will serve as a useful educational tool. Like any tool, it can probably best be used by those aware of its intentions and limitations.

Benny has been designed to assist you in registration. It contains detailed descriptions of more than 125 courses being offered this academic year. Its purpose is to facilitate intellectual exploration and discovery by reducing some of the uncertainties in selecting an academic schedule.

Most of the information contained in Benny was provided voluntarily by the respective course professors. To avoid misrepresentations, Benny has published the descriptions submitted almost totally without editorial revision. Errors in translation, omissions, and oversights are apologized for in advance. As you will find, the information presented here is more objective than subjective. This approach was pursued in order to insure that the responsibility for comparison and choice would remain in the hands of the individual student.

It should be noted that since registration materials are released several months prior to the beginning of classes, some information will inevitably change. For example, not all of the section numbers are included for each professor. It is suggested that an interested student go to the specific department and ask if that professor knows yet what section he/she will be teaching. In addition, many professors did not respond due to the fact that necessary information is provided only a month or few weeks prior to the beginning of the quarter.

For several reasons it was decided to separate this guide into the lower division (100-200) classes and the upper division (300-400) classes. The lower division courses are summarized by course; the upper division classes have been listed as before, by each individual professor teaching that class. Each section is sub-divided into departments.

We hope you find this guide useful. We want to thank the faculty for their generous contributions of time and effort in providing the course data.

We invite your comments and criticism concerning Benny and hope that you will find it to be of assistance.

Jodi R. Taylor
Student Association Vice-President

Rosemary Rood
Typist
ANTHROPOLOGY

ANTH 100 - INTRODUCTION TO ANTHROPOLOGY
COURSE IS PRIMARILY: lectures. APPROXIMATELY 90 students enrolled, PREDOMINANTLY non-majors. MAJOR THEME/OBJECTIVE: Man as an animal. The relation between anatomy and behavior with the emphasis on the evolution of primate and human behavior. REQUIRED READING: Introduction to the Primate - Rosen. ESTIMATED COST: $4.00. TYPICAL WEEKLY ASSIGNMENT: Twenty pages per week. No special exercise. MIDTERM EXAMINATION: one or two. FINAL EXAMINATION: comprehensive, partial. GRADING PHILOSOPHY: On basis of examinations.

ANTH 120 - INTRODUCTION TO ARCHAEOLOGY

ANTH 160 - INTRODUCTION TO CULTURAL ANTHROPOLOGY
COURSE IS PRIMARILY: lectures and movies. APPROXIMATELY 70 students enrolled, PREDOMINANTLY non-majors. TEACHING ASSISTANT'S ROLE: part-time lecturer, counselor, grader of objective questions. MAJOR THEME/OBJECTIVES: Describes the cultural answers to man's common problems. Develops the concept "culture" and shows how it functions to solve the many intellectual and practical problems that all men face. Sees culture as a system of social, economic, artistic, language, political, and religious beliefs and behaviors which facilitate this function. The course examines each of these aspects and describes particular cultures from around the world. REQUIRED READING: Man in Perspective - Richards; Conformity and Conflict - Spradley and McCurdy. ESTIMATED COST: $10.00. TYPICAL WEEKLY ASSIGNMENT: Fifty pages per week + outside reading assignments. MIDTERM EXAMINATIONS: two. FINAL EXAMINATION: not comprehensive. GRADING PHILOSOPHY: Each exam will be worth equal value. Much of the test content will come from the lectures so that attendance is important. Letter grades will be determined by curve.

BIOLOGY

BIO 100 - MAN AND THE LIFE SCIENCES
COURSE IS PRIMARILY: electronic response, audiotutorial self-instruction, discussion, evaluation. APPROXIMATELY 24 students enrolled, PREDOMINANTLY non-majors. MAJOR THEME/OBJECTIVE: Birth; development; gene control; genetic counseling; aggression; territoriality and survival; time, adaptation and change; man, communication and behavior; population dynamics, air pollution and radiation; life and energy; water, thermal and bio-cide pollution. REQUIRED READING: none outside of class. TYPICAL WEEKLY ASSIGNMENT: attendance at four scheduled class meetings highly recommended; no outside readings or assignments; Biology and Now learning guide is completed during S.T. - a scheduled class meeting. MIDTERM EXAMINATION: none. FINAL EXAMINATION: 70% comprehensive. QUIZZES: eight weekly 15-item multiple choice quizzes covering topic studied that week; topics listed in major theme/objectives. GRADING PHILOSOPHY: Grade based upon total points earned during the quarter - weekly ER points (27 points), weekly quiz points (120 points) and final exam points (50 points). Grading scale (A,B,C,D,F) based upon established performance norms of previous Biology 100 students.

BIO 111 & 112 - PRINCIPLES OF BIOLOGY 1 & 2
EDUCATIONAL PSYCHOLOGY

EDPSY 250 - HUMAN GROWTH AND DEVELOPMENT
COURSE IS PRIMARILY: lectures and discussions + outside individual field experiences. APPROXIMATELY 35 students enrolled. PREDOMINANTLY mixed-majors and non-majors. MAJORS THEME/OBJECTIVE: A survey course which explores the social, physical, intellectual and psychological development of individuals from birth to old age. School performance and behavior of students and teachers also included.
ESTIMATED COST: $16.00. TYPICAL WEEKLY ASSIGNMENT: Reading is student's planning. Approximately 4 chapters from text and classroom notes on each test. MIDTERM EXAMINATION: none. FINAL EXAMINATION: not comprehensive. QUIZZES: yes, 5 tests covering new material. All tests equally weighted. TERM PAPERS: Five - 1 page in length, on the field experience observations. PROJECTS: none. GRADING PHILOSOPHY: Class average grading system.
Final grade depends on the cumulative 5 test scores and written observations.

ENGLISH

ENG 103 - LITERATURE AND COMPOSITION
COURSE IS PRIMARILY: discussions. APPROXIMATELY 25 students enrolled, PREDOMINANTLY mixed - majors and non-majors. MAJOR THEME/OBJECTIVE: There is a review of grammar, the use of rhetoric, methods in paragraph development, argumentation and logic. REQUIRED READING: Standards of English, The Expositor, Harbrace College Handbook, (others up to each individual instructor).
ESTIMATED COST: $15.00. TYPICAL WEEKLY ASSIGNMENT: A theme a week, readings, plus handbook. MIDTERM EXAMINATION: optional.
FINAL EXAMINATION: yes. OTHER TESTS OR QUIZZES: optional. THEMES: 8 altogether
300 - 500 words each. These must then be corrected after handing back.

ENG 104 - LITERATURE AND COMPOSITION
COURSE IS PRIMARILY: discussions. APPROXIMATELY 25 students enrolled, PREDOMINANTLY mixed - majors and non-majors. MAJOR THEME/OBJECTIVE: There is a review of grammar,
but the three main emphases are: drama, poetry, and writing a research paper.

REQUIRED READING: Standards of English, The Expositor, Harbrace College Handbook, (others up to each individual instructor)

ESTIMATED COST: $15.00. TYPICAL WEEKLY ASSIGNMENT: A theme about every 2 weeks, plus work on research paper, and readings.

MIDTERM EXAMINATION: optional. FINAL EXAMINATION: yes. PAPERS: Themes must be 300-500 words each. Research must be 800-1000 words. Themes must be corrected after being handed back.

ENG 205 - WORLD LITERATURE

COURSE IS PRIMARILY: discussions. APPROXIMATELY: 25 students enrolled, PREDOMINANTLY: mixed - majors and non-majors.

MAJOR THEME/OBJECTIVE: This is a continuation of English 103-104. There will be various writing assignments plus readings from World, British and American Literature.

ESTIMATED COST: $15.00. MIDTERM EXAMINATION: yes. FINAL EXAMINATION: yes. OTHER TESTS OR QUIZZES: yes. Most exams are essays. Papers; research papers, reports, etc. (up to each individual instructor).

ENG 207 - AMERICAN LITERATURE

COURSE IS PRIMARILY: discussions. APPROXIMATELY: 25 students enrolled, PREDOMINANTLY mixed - majors and non-majors. MAJOR THEME/OBJECTIVE: The special emphasis is on readings of American Literature.

MIDTERM EXAMINATION: yes. FINAL EXAMINATION: yes. OTHER TESTS OR QUIZZES: yes. PAPERS: yes - various research papers, reports, etc. (up to each individual instructor).

ENG 209 - BRITISH LITERATURE

COURSE IS PRIMARILY: discussions. APPROXIMATELY: 25 students enrolled, PREDOMINANTLY mixed - majors and non-majors. MAJOR THEME/OBJECTIVE: The major emphasis is on readings from British Literature.

MIDTERM EXAMINATION: yes. FINAL EXAMINATION: yes. OTHER TESTS OR QUIZZES: Yes. PAPERS: Yes Various research papers, reports (up to each individual instructor).

FOREIGN LANGUAGES

FL 217 - THE OLD TESTAMENT AS LITERATURE

COURSE IS PRIMARILY: lectures, discussions and slides. APPROXIMATELY 15 students enrolled, PREDOMINANTLY non-majors. MAJOR THEME/OBJECTIVE: The Promises, The People, and the Land. Special emphasis on the archaeological background and culture of the ancient near eastern peoples. The students should gain an extensive knowledge of a literary tradition in its cultural environment. REQUIRED READING: Archaeology of the Old Testament - M.E. Unger. ESTIMATED COST: $6.00. TYPICAL WEEKLY ASSIGNMENT: Books and passages from the Old Testament are read. MIDTERM EXAMINATION: two. FINAL EXAMINATION: not comprehensive. QUIZZES: none. TERM PAPERS: one that is five pages in length. It is basically a report on a book that is closely connected with the Old Testament. PROJECTS: None. GRADING PHILOSOPHY: The lectures present sufficient material that together with the basic reading any student ought to make a worthy grade.

GEOGRAPHY

GEOG 101 - FUNDAMENTALS OF PHYSICAL GEOGRAPHY AND EARTH SCIENCE

COURSE IS PRIMARILY: lectures, laboratories, and programmed instructions on closed circuit. APPROXIMATELY: 100 students enrolled. PREDOMINANTLY: non-majors.


GEOG 110 - ELEMENTS OF PHYSICAL GEOGRAPHY

ESTIMATED COST: $15.00. TYPICAL WEEKLY ASSIGNMENT: Attend lectures, read 1-2 chapters per week, occasional worksheets. MIDTERM EXAMINATION: three. FINAL EXAMINATION: not comprehensive. OTHER TESTS, QUIZZES OR PAPERS: none.

GEOG 130 - METEOROLOGY I
COURSE IS PRIMARILY: lectures. APPROXIMATELY 15-20 students enrolled, PREDOMINANTLY mixed - majors and non-majors. MAJOR THEME/OBJECTIVE: Students should finish course with better understanding of earth's atmospheric system and interaction to produce weather conditions that affect our daily lives. REQUIRED READINGS: Weather - Battan, Weather - Burnett, Lehr & Zim. TYPICAL WEEKLY ASSIGNMENT: Reading - 20 pages per week; 1 lab exercise per week. MIDTERM EXAMINATION: two. FINAL EXAMINATION: comprehensive. PAPERS: none.

GEOG 150 - WORLD REGIONAL GEOGRAPHY
COURSE IS PRIMARILY: lectures. APPROXIMATELY 25-35 students enrolled, PREDOMINANTLY non-majors. MAJOR THEME/OBJECTIVE: How people in other parts of the world live - the physical and cultural aspects. A Human geography course for the non-major. REQUIRED READING: Regional Geography of the World - Jesse Wheeler. ESTIMATED COST: $15.00. TYPICAL WEEKLY ASSIGNMENT: Some map assignments in addition to reading about a chapter a week. MIDTERM EXAMINATION: yes. FINAL EXAMINATION: not comprehensive. OTHER TESTS OR QUIZZES: yes, on map assignments. PAPERS: none.

GEOLOGY

GEOL 102 - HISTORICAL GEOGRAPHY

GENERAL AND EXPERIMENTAL PSYCHOLOGY

GKPSY 100 - GENERAL PSYCHOLOGY
COURSE IS PRIMARILY: lectures. APPROXIMATELY: 35-40 students enrolled - however, some have 75, some have 210 - depends on the section. TEACHING ASSISTANT'S ROLE: Discussion groups in large sections. MAJOR THEME/OBJECTIVE: An overview of Psychology emphasizing such topics as sensation and perception, motivation, learning, abnormal psychology, personality, development and physiology. Especially emphasized is methods. REQUIRED READING: No uniform text - up to each individual instructor. ESTIMATED COST: $7.00-$14.00. TYPICAL WEEKLY ASSIGNMENT: Reading from 60-80 pages per week. Other assignments vary with the instructor. MIDTERM EXAMINATIONS: 4-5. FINAL EXAMINATION: yes - varies with instructor as to whether it is comprehensive or not. PAPERS: maybe small ones - no major ones.

HISTORY

HIST 220 - LABORATORY COURSE IS U.S. HISTORY
COURSE IS PRIMARILY: laboratories. APPROXIMATELY: 12 students enrolled. PREDOMINANTLY: mixed - majors and non-majors. MAJOR THEME/OBJECTIVE: Class is held in the Delaware County Archives at BSU. Emphasis is upon social, political, economic history of people at the local level. Frontier politics, land development, law enforcement, biographies of individuals. Each student does his own research and writes it up. The students learn to evaluate sources, improve his own writing and develop his thinking. REQUIRED READING: Delaware County Indiana, the Pioneer Period - Stoeckel & Johnson. ESTIMATED COST: $2.04. TYPICAL WEEKLY ASSIGNMENT: During the first two weeks the student does short papers to get acquainted with the material available for research. He is guided during class time and has the chance to re-do papers to improve his grade. MIDTERM EXAMINATION: none. FINAL EXAMINATION: none. QUIZZES: none. TERM PAPERS: two papers - 5-10 pages in length. PROJECTS: Some students do research off-campus if their papers require it, but it is not assigned. GRADING PHILOSOPHY: Students are graded on willingness to work, time put in and improvement in their papers. Grades depend on how
well the individual project is done and student improvement.

HEALTH SCIENCE

HSC 160 - FUNDAMENTALS OF HUMAN HEALTH
COURSE IS PRIMARILY: various methods.
APPROXIMATELY: 30 students enrolled.
PREDOMINANTLY: mixed. MAJOR THEME/OBJECTIVE: It is a survey course grounded in good research but intended to provide ideas and information for everyday decision making. Content - mental health, alcohol, drugs, nutrition, first aid, fitness, disease, and sexuality. REQUIRED READING: Essentials of Life and Health. ESTIMATED COST: $8.00. TYPICAL WEEKLY ASSIGNMENT: outside "think" assignments, and 40 pages a week. MIDTERM EXAMINATION: none. FINAL EXAMINATION: not comprehensive. QUIZZES: none. TERM PAPERS: optional. PROJECTS: 10 summary reaction cards, and extra credit alternatives. GRADING PHILOSOPHY: Each test - 20%, summary reaction cards - 20%, instructor's subjective judgement - 20%.

INDUSTRIAL EDUCATION

IED 161 - INDUSTRY IN CONTEMPORARY SOCIETY
COURSE IS PRIMARILY: lectures and laboratories.
APPROXIMATELY: 20 students enrolled.
PREDOMINANTLY: non-majors.
TEACHING ASSISTANT'S ROLE: Help with individual lab work. MAJOR THEME/OBJECTIVE: Study the evolution of a product from idea to profit through the operation of a simulated manufacturing corporation. REQUIRED READING: Manufacturing - Wright. ESTIMATED COST: $9.25. TYPICAL WEEKLY ASSIGNMENT: Work varied depending on role in simulated corporation. MIDTERM EXAMINATION: none. FINAL EXAMINATION: yes - comprehensive. OTHER TESTS, QUIZZES OR PAPERS: None. GRADING PHILOSOPHY: Students are graded on the quality of their work in the various roles in the corporation - (60%), Final Exam - (40%).

IED 171 - INTRODUCTION TO ELECTRICITY
COURSE IS PRIMARILY: lectures, discussions, and laboratories.
APPROXIMATELY: 25 students enrolled.
PREDOMINANTLY: majors. MAJOR THEME/OBJECTIVE: (1) Theory of Electricity (2) Sources of Electricity (3) Alternating and Direct Currents

(4) Applications of Electricity to House Wiring and Radio (5) Understanding of Electronics Occupation. REQUIRED READING: General Electricity - Bergman. ESTIMATED COST: $2.00. TYPICAL WEEKLY ASSIGNMENT: 15 pages of text materials per week; one laboratory exercise per week. MIDTERM EXAMINATION: two. FINAL EXAMINATION: comprehensive. QUIZZES: none. TERM PAPERS: none. PROJECTS: Library research required for one experiment. GRADING PHILOSOPHY: All tests amount to 78% of final grade, experiments amount to 22% of final grade, and extra credit allowed up to 4% of additional credit.

JOURNALISM

JORN 100 - MASS COMMUNICATIONS MEDIA
COURSE IS PRIMARILY: lectures and discussions.
APPROXIMATELY: 40 students enrolled.
PREDOMINANTLY: non-majors. MAJOR THEME/OBJECTIVE: Understanding the Mass Media. REQUIRED READING: Media - 2nd ed. - Peter Sandman. ESTIMATED COST: $7.95. TYPICAL WEEKLY ASSIGNMENT: Reading 2 chapters per week (20-30 pages), and 1 project a week (e.g. a short report). MIDTERM EXAMINATION: 3-4 spread over the quarter. FINAL EXAMINATION: not comprehensive. PAPERS: a few short ones. PROJECTS: Go to library and see professional journals.

JORN 110 - NEWSWRITING AND REPORTING
COURSE IS PRIMARILY: laboratories.
APPROXIMATELY: 14 students enrolled.
PREDOMINANTLY: majors. MAJOR THEME/OBJECTIVE: Introduction to newswriting stylebook. Course covers basic news forms, such as accident reports, simple news stories, obituaries, and speeches and meetings. Some emphasis on reporting. Ability to type is required. REQUIRED READING: Reporting - Mitchell Charnley, Reporting for the Print Media - Fedler, BSU Daily News Stylebook. ESTIMATED COST: $16.00. TYPICAL WEEKLY ASSIGNMENT: 30 pages per week, plus one chapter in workbook per week. MIDTERM EXAMINATION: one. FINAL EXAMINATION: comprehensive. QUIZZES: writing exercises quiz once every ten days. TERM PAPERS: one consisting of 200 words. A book report, the book is chosen by the students on the subject of journalism. PROJECTS: none. GRADING PHILOSOPHY: Final grade is an average of weekly quiz grades, homework grades and midterm and final test. Midterm and final counts slightly more than other grades.
JOURN 230 - PHOTOJOURNALISM

LATIN
LAT 213 - LATIN ELEMENTS IN ENGLISH
COURSE IS PRIMARILY: discussions. APPROXIMATELY: 20 students enrolled. PREDOMINANTLY: non-majors. MAJOR THEME/OBJECTIVE: The primary aim is to help students improve their English vocabulary by learning a number of Greek and Latin roots commonly used to make up English words. Some emphasis will also be put on dictionary use, the principles of word formation, and the way meanings change. REQUIRED READING: English Words - D. Ayers. ESTIMATED COST: $4.00. TYPICAL WEEKLY ASSIGNMENT: Cover one lesson a day in the textbook. Classroom word involves covering assigned exercises and related supplementary material. MIDTERM EXAMINATION: two. FINAL EXAMINATION: not comprehensive. QUIZZES: none. TERM PAPERS: none. TERM PAPERS: none. PROJECTS: none. GRADING PHILOSOPHY: Grading will be based on thoroughness of preparation shown in class, class participation, and improvements. There will be 4 tests worth 20%, 30%, 20%, and 30% respectively.
LAT 295 or CC 295 - CLASSICAL WORLD IN FILM, FICTION & FACT
COURSE IS PRIMARILY: lectures, discussions and laboratories. APPROXIMATELY 30-35 students enrolled. PREDOMINANTLY: non-majors. MAJOR THEME/OBJECTIVE: Primarily this course is an introduction to the Graeco-Roman world through the medium of films. It also contrasts Hollywood distortions with the actual facts. REQUIRED READING: The 12 Caesara - Suetonius; Roman Life - Carcopino; and two novels that concern the Ancient World. ESTIMATED COST: $8.00. TYPICAL WEEKLY ASSIGNMENT: One feature film; ca. 80 pages of reading. MIDTERM EXAMINATION: none. QUIZZES: none. TERM PAPERS: One due every week. Three or four pages in length. PROJECTS: none. GRADING PHILOSOPHY: In effect, the student chooses his own grade based on a system of points for film viewing and reading.

MATHEMATICS
MATH 161 or 162 - APPLIED CALCULUS I or II

MUSICAL PERFORMANCE
SMALL ENSEMBLES 138-438 OPERA WORKSHOP
COURSE IS PRIMARILY: laboratories. APPROXIMATELY: 50 students enrolled. PREDOMINANTLY: mixed - majors and non-majors. TEACHING ASSISTANT'S ROLE: pianist, conductor, stage director. MAJOR THEME/OBJECTIVE: Varies from sight reading opera scores to fully memorized performances with orchestra, costumes, etc. Practical stage experience for majors, as well as general education of "playing a part." REQUIRED READING: opera scores change each quarter. ESTIMATED COST: $0. TYPICAL WEEKLY ASSIGNMENT: If performed, then 15 hours rehearsal plus student's private preparation. Sight reading takes no prep unless student wishes. MIDTERM EXAMINATION: none - only
performances. FINAL EXAMINATION: none.
QUIZZES: none. TERM PAPERS: none - unless a graduate creative project. PROJECTS: field trip if performed, and if same opera is nearby. GRADING PHILOSOPHY: If student performs correct notes to his or her best ability memorized, then "A" results (usual grade). Lots of wrong notes make life difficult.

PHYSICAL EDUCATION GENERAL FOR MEN

PHM 131 - VOLLEYBALL

PHILOSOPHY

PHIL 100 - INTRODUCTION TO PHILOSOPHY
COURSE IS PRIMARILY: lectures and discussions. APPROXIMATELY: 30 students enrolled. PREDOMINANTLY: non-majors, but some majors. MAJOR THEME/OBJECTIVE: The major types and principal problems of philosophy in terms of the most significant historical and contemporary school movements. Introduction to 1.) What is Philosophy? 2.) Major Philosophers and their thoughts. 3.) Discussion of Ethics, Justice and other current concerning Philosophy. REQUIRED READING: Short Introduction to Philosophy - Olson, however this varies with the instructor. ESTIMATED COST: $5.95. TYPICAL WEEKLY ASSIGNMENT: Some short papers - varies according to each instructor. FINAL EXAMINATION: yes - comprehensive.

PHYSICS

PHYS 100 - INTRODUCTION TO ENERGY AND SPACE SCIENCE
COURSE IS PRIMARILY: lectures and laboratories. APPROXIMATELY: 60-70 students enrolled. PREDOMINANTLY: non-majors. TEACHING ASSIS-

PHYSICAL EDUCATION GENERAL FOR WOMEN

PPC 294 - KINESIOLOGY (Physical Education Professional Coeducational)

POLITICAL SCIENCE

POL 130 - AMERICAN NATIONAL GOVERNMENT
COURSE IS PRIMARILY: lectures and discussions. APPROXIMATELY: 25-80 students enrolled. PREDOMINANTLY: mixed - majors and non-majors. MAJOR THEME/OBJECTIVE: Politics is often labelled the art of the possible. This introductory course in American politics examines governmental decision making from theoretical and practical perspectives. Emphasis is placed upon constitutional, institutional and behavioral processes of policy-making. Specific topical areas include political parties, Congress, judiciary, executive, and political culture. REQUIRED READING: Varies with each instructor. ESTIMATED COST: $12-15. TYPICAL WEEKLY ASSIGNMENT: Also varies with the instructor. No labs, workbook, or problem sets. MIDTERM EXAMINATION: yes. FINAL EXAMINATION: yes (whether it is comprehensive or not varies with each instructor). OTHER TESTS OR QUIZZES: Some.
POLS 131 - THE NOW POLITICS
COURSE IS PRIMARILY: lectures and discussions. APPROXIMATELY: 25-80 students enrolled. PREDOMINANTLY: mixed - majors and non-majors. MAJOR THEME/OBJECTIVE: This course attempts an unconventional introduction to American politics. It focuses on the contemporary controversies of American politics and the clashing viewpoints about current issues, e.g., political corruption and reform, role of the mass media, presidential power, minority rights, corporate power, the environment, foreign policy, and radicalism. The goal of the course is to be relevant to what is going on NOW as well as to be generally informative. This course may be substituted for POLS 130 (American National Government) in regard to all curricular requirements and course prerequisites. REQUIRED READING: Varies with each instructor. ESTIMATED COST: $12-15. TYPICAL WEEKLY ASSIGNMENT: Also varies with the instructor. No labs, workbook, or problem sets. MIDTERM EXAMINATION: yes. FINAL EXAMINATION: yes (Whether is comprehensive or not varies with each instructor). OTHER TESTS OR QUIZZES: Some.

POLS 210 - INTRODUCTION TO POLITICS
COURSE IS PRIMARILY: lectures and discussions. APPROXIMATELY: 25-80 students enrolled. PREDOMINANTLY: mixed - majors and non-majors. MAJOR THEME/OBJECTIVE: The course is concerned with two types or things: 1.) Basic ideas and theories concerning politics, and 2.) The ways in which political scientists study politics. Part of the course is based on open discussions of politics and political ideas. The other part is concerned with an in-class research project, which students have found very interesting and enjoyable. The idea of the research is on political attitudes of people rather than do library research. REQUIRED READING: Varies with each instructor. ESTIMATED COST: $12-15. TYPICAL WEEKLY ASSIGNMENT: Also varies with the instructor. MIDTERM EXAMINATION: yes. FINAL EXAMINATION: yes (whether it is comprehensive or not varies with each instructor). OTHER TESTS OR QUIZZES: Some.

POLS 238 - URBAN GOVERNMENT IN THE UNITED STATES
COURSE IS PRIMARILY: lectures and discussions. APPROXIMATELY: 25-80 students enrolled. PREDOMINANTLY: mixed - majors and non-majors. MAJOR THEME/OBJECTIVE: This course is an examination of the politics of urban America - 1970's style. An understanding of our present political mechanism will dramatically demonstrate why we are presently experiencing an urban crisis. The nature of this crisis and suggestions for reform will be the primary focus of this course. REQUIRED READING: Varies with each instructor. ESTIMATED COST: $12-15. TYPICAL WEEKLY ASSIGNMENT: Also varies with the instructor. MIDTERM EXAMINATION: yes. FINAL EXAMINATION: yes. (whether it is comprehensive or not varies with each instructor). OTHER TESTS OR QUIZZES: Some.

RELIGIOUS STUDIES
RELST 101 - RELIGIONS IN AMERICAN CULTURE
COURSE IS PRIMARILY: lectures and discussions. APPROXIMATELY: 30 students enrolled PREDOMINANTLY: non-majors. MAJOR THEME/OBJECTIVE: An introductory survey of the major religions in the United States with emphasis on their historical development, distinctive beliefs, institutions and practices. REQUIRED READING: Religions in American Culture - Hudson. ESTIMATED COST: $5.50. MIDTERM EXAMINATION: sometimes. FINAL EXAMINATION: sometimes. PAPERS: none.

RADIO AND TELEVISION
RIM 210 - WRITINGS FOR RADIO & TV
SOCIOLOGY

SOC 100 - PRINCIPLES OF SOCIOLOGY
COURSE IS PRIMARILY: lectures. APPROXIMATELY: 200 students enrolled. PREDOMINANTLY: mixed - majors and non-majors.
TEACHING ASSISTANT'S ROLE: They handle discussion sections (35 people each).
MAJOR THEME/OBJECTIVE: Representative overview of the sociology discipline, interpersonal and intergroup relations, social dynamics, cultures and sub-cultures and institutions in societies.
REQUIRED READING: It varies with the instructor. ESTIMATED COST: $8-$15.
TYPICAL WEEKLY ASSIGNMENT: Reading 1-2 chapters per week in text; some discussion section projects, e.g. students test social norms at street corners.

SPCH 210 - PUBLIC SPEAKING
COURSE IS PRIMARILY: Participation - personal speech improvement. PREDOMINANTLY: mixed - majors and non-majors.
MAJOR THEME/OBJECTIVE: Parliamentary procedure; audience analysis; organizing and preparing a speech; logical thought and arrangement. PRESENTATION: e.g. Persuasion, Explaining speeches. REQUIRED READING: The Effective Speaker - Huckleberry and Strother. ESTIMATED COST: Average of 2 speeches per week. 1-2 chapters reading. MIDTERM EXAMINATION: none. FINAL EXAMINATION: Yes - a final speech. OTHER TESTS OR QUIZZES: Yes - over the reading. PAPERS: Yes - about 20 (outline of each speech). These must be typed or in ink. PROJECTS: Help at speech contests.

SPCH 216 - PHONETICS
COURSE IS PRIMARILY: discussions, participation. APPROXIMATELY: 30-75 students enrolled. PREDOMINANTLY: mixed - majors and non-majors. TEACHING ASSISTANT'S ROLE: grades daily quizzes. MAJOR THEME/OBJECTIVE: 1.) Learn about speech language 2.) Learn how we talk 3.) Study and listen to other American dialects 4.) Personal speech pronunciation improvement. REQUIRED READING: Beginning Phonetics - Huckleberry; Pronouncing Dictionary - Kenyon and Knott. ESTIMATED COST: $8-$10. TYPICAL WEEKLY ASSIGNMENT: Lots of exercises - small amount of reading. MIDTERM EXAMINATION: 4 exams. FINAL EXAMINATION: comprehensive, oral mainly. QUIZZES: daily. GRADING PHILOSOPHY: Exams and oral performances, midterm is ¼. Other ¼ is made up of other exams and performances.

THEATRE

THEAT 100 - INTRODUCTION TO THEATRE
COURSE IS PRIMARILY: lectures. APPROXIMATELY: 40-200 students enroll, PREDOMINANTLY: non-majors. MAJOR THEME/OBJECTIVE: To investigate the nature of theatre from 5th Century to the present time.
REQUIRED READING: Seven Famous Greek Plays, Drama of English Renaissance, Seventeenth Century French Drama. ESTIMATED COST: $3.
TYPICAL WEEKLY ASSIGNMENT: Attend class; read six plays during quarter. MIDTERM EXAMINATION: 3. FINAL EXAMINATION: none. PAPERS: two, LENGTH: 500 words, reaction reports for two productions. GRADING PHILOSOPHY: 20% for each of four quizzes and 20% for attendance.

URBAN AND REGIONAL STUDIES

URS 200 - THE NATURE OF URBAN LIFE
COURSE IS PRIMARILY: lectures, discussions APPROXIMATELY: 20 students enroll, PREDOMINANTLY: mixed - majors and non-majors. MAJOR THEME/OBJECTIVE: Designed to introduce students to study of cities, by various approaches and disciplines. Gives greater understanding of what cities are, their pluses and minuses, and how to go about finding out things about them. REQUIRED READING: I Came to the City - Hurst ESTIMATED COST: $6.00. TYPICAL WEEKLY ASSIGNMENT: 40 pages (double column); problem assignments; overall course project with paper, visuals and presentation. MIDTERM EXAMINATION: one. FINAL EXAMINATION: comprehensive. QUIZZES: occasional, on readings. PAPERS: one to three; position paper, report on problem assignment; report on class project. GRADING PHILOSOPHY: Diligence and quality. Midterm - 25%, Final - 30%, Class participation - 20%, Project -25%.
ARCHITECTURE

ARCH 401 - ARCHITECTURAL DESIGN
INSTRUCTOR: Juan Pablo Bonta

ARCH 402 & 403 - Same as for ARCH 401

ACCOUNTING

ACC 311 - INTERMEDIATE ACCOUNTING I
INSTRUCTOR: Dr. Terry L. Arndt, Ass. Prof.
QUARTERS TEACHING THIS COURSE: 3. COURSE IS PRIMARILY: lectures. APPROXIMATELY: 35 students enrolled, PREDOMINANTLY: majors. OFFICE HOURS AVAILABLE: 8 per week. MAJOR THEME/OBJECTIVE: The emphasis is on accounting theory and concepts underlying the preparation of financial statements. Major portion of the course is devoted to principles which the professional accountant follows in determining periodic income. ESTIMATED COST: $15.00. TYPICAL WEEKLY ASSIGNMENT: Approximately 40-60 pages per week with 20-30 exercises and 4-8 longer problems. MIDTERM EXAMINATION: none. FINAL EXAMINATION: not comprehensive. TESTS OR QUIZZES: none. PAPERS: 1 - length of 3-4 double-spaced typed pages. It is to be a critique of an outside article in accounting or finance chosen by the student and subject to approval by the instructor. OTHER COURSE REQUIREMENTS: Have access to the Wall Street Journal. GRADING PHILOSOPHY: Tests (which includes the final examination) - 80%; Problems graded by the instructor and the critique of an outside article - 20%. Section 001

ACC 461 - FINANCIAL STATEMENT ANALYSIS AND INTERPRETATION
INSTRUCTOR: Dr. Terry L. Arndt, Ass. Prof.
QUARTERS TEACHING THIS COURSE: 8. COURSE IS PRIMARILY: lectures. APPROXIMATELY: 30 stu-

ART - CRAFTS

ACR 211 - CERAMICS I
INSTRUCTOR: Linda S. Arndt
QUARTERS TEACHING THIS COURSE: All 3 and summer. COURSE IS PRIMARILY: Informal studio work. APPROXIMATELY: 15 students enrolled, PREDOMINANTLY: mixed - majors and non-majors. OFFICE HOURS AVAILABLE: 8:00-3:00 M-F. MAJOR THEME/OBJECTIVE: To learn some basic techniques of hand-building mix glazes and application plus information on some history and contemporary work done in clay. REQUIRED READING: A textbook and some magazine article - varies each quarter. ESTIMATED COST: $15.00. TYPICAL WEEKLY ASSIGNMENT: We have 3 problems to do (techniques) that take 8 weeks to do - we read in text when it is necessary - no set schedule. MIDTERM EXAMINATION: none. FINAL EXAMINATION: yes. OTHER TESTS OR QUIZZES: no. PAPERS: yes - comments on articles read or opinions written on certain lectures. OTHER COURSE REQUIREMENTS: 3 projects, a notebook with drawings for ideas. GRADING PHILOSOPHY: Concerned with honest involvement - even someone with no talent can do well. Wants motivated, interested students who will go more than half way if a student is sincere. Prepare to work - class is time consuming.
ACR 511 - GRADUATE CERAMICS
INSTRUCTOR: Linda S. Arndt
QUARTERS TEACHING THIS COURSE: All 3 and summer. COURSE IS PRIMARILY: lectures, discussions and studio work. APPROXIMATELY: 4-5 students enroll, PREDOMINANTLY: majors. OFFICE HOURS AVAILABLE: 8:00 - 3:00 M-F. TEACHING ASSISTANT'S ROLE: getting supplies, firing kilns. MAJOR THEME/OBJECTIVE: Individual exploration with guidance - lots of discussion and individual attention. REQUIRED READING: Ceramics - Phillips Rawson, A Paper on Clay. ESTIMATED COST: $10.00. TYPICAL WEEKLY ASSIGNMENT: Each student sets up a set of problems in clay-functional or structural-and are critiqued on their work weekly. MIDTERM EXAMINATION: none. FINAL EXAMINATION: none. OTHER TESTS OR QUIZZES: yes - 4 theory review tests; 5 trans. speed takes; 5 mailable copy takes; frequent dictation takes. PAPERS: none. GRADING PHILOSOPHY: Standards have been established by the department; grades assigned according to these.

BEQA 337 - CALCULATING MACHINES
INSTRUCTOR: Dr. Bruce Shank
COURSE IS PRIMARILY: laboratories. APPROXIMATELY: 28 students enrolled, PREDOMINANTLY: majors. OFFICE HOURS AVAILABLE: 10 hours per week. MAJOR THEME/OBJECTIVE: Principles of operating electronic calculating machines; principles of programming electronic calculator. ESTIMATED COST: $3.00. TYPICAL WEEKLY ASSIGNMENT: Students learn to operate 3 different types of calculators; approximately 13 class days per machine; within each unit student progresses at own rate of speed through assignments. MIDTERM EXAMINATION: none. FINAL EXAMINATION: none. OTHER TESTS OR QUIZZES: yes - 1 test per unit (3 units). PAPERS: none. GRADING PHILOSOPHY: Graded according to departmental standards.

BEQA 338 - DUPLICATING, MACHINE TRANSCRIBING AND FILING
INSTRUCTOR: Dr. Bruce C. Shank
COURSE IS PRIMARILY: lectures, discussions, and laboratories. APPROXIMATELY: 20 students enroll, PREDOMINANTLY: mixed - major and non-majors. OFFICE HOURS AVAILABLE: 10 hours per week. MAJOR THEME/OBJECTIVE: Principles of preparation of materials for duplication; machine operations for duplicating; voice transcribing procedures; filing principles and practice. ESTIMATED COST: Books and lab materials - $25. TYPICAL WEEKLY ASSIGNMENT: Mostly both in-class & out-of-class laboratory work assignments. MIDTERM EXAMINATION: none. FINAL EXAMINATION: yes - comprehensive. OTHER TESTS OR QUIZZES: 3 check-up tests for filing unit. PAPERS: Personal projects required or assigned projects required for duplicating...
procedures. GRADING PHILOSOPHY: There are 6 to 7 graded duplicating projects; 3 filing tests; 1 major duplicating test; professor’s personal evaluation of students practice work; 1 v-w test.

BBOA 490 - PRINCIPLES OF BUSINESS AND DISTRIBUTIVE EDUCATION

INSTRUCTOR: Dr. Adaline Jones Eastman, Prof.
QUARTERS TEACHING THIS COURSE: Winter.
COURSE IS PRIMARILY: Simulation or educational game. APPROXIMATELY: 15 students enrolled, PREDOMINANTLY: majors. OFFICE HOURS AVAILABLE: 3 hours per week. MAJOR THEME/OBJECTIVE: The problem of planning a complete high school business-distributive education program up through developing a master teaching schedule for the business education department of a junior-high school. Student should gain considerable insight into the many responsibilities of a business and/or distributive education teacher beyond merely teaching classes. REQUIRED READING: Readings from the textbook, plus regular supplementary reading assignments from various references and hand-outs supplied by course instructor. ESTIMATED COST: $10.00. TYPICAL WEEKLY ASSIGNMENT: Textbook and supplementary readings, solutions of various problems, preparation of various individual and group reports, preparation of written reports as the culmination of the problem being considered. Generally, a written report is required every two weeks. MIDTERM EXAMINATION: two. FINAL EXAMINATION: yes. OTHER TESTS OR QUIZZES: none. PAPERS: reports mentioned above. OTHER COURSE REQUIREMENTS: Sometimes there are field trips to schools when they can be arranged. GRADING PHILOSOPHY: Grades are based on tests, written reports, oral reports, class participation, group participation and attendance.

BIO 312 - DEVELOPMENTAL BIOLOGY

INSTRUCTOR: Lee Engstrom
QUARTERS TEACHING THIS COURSE: 2 + 1 summer. COURSE IS PRIMARILY: lecturers. APPROXIMATELY: 20 students enrolled, PREDOMINANTLY: majors. OFFICE HOURS AVAILABLE: 2 per week. MAJOR THEME/OBJECTIVE: The major physical and informational usage processes which result in one generation forming another generation of organisms - gametogenesis, fertilization, cleavage, gastrulation, morphogenesis and organogenesis - with emphasis on developmental phenomena rather than anatomy. REQUIRED READING: Development by Berrill & Karp; Laboratory Studies of ... Watterson & Sweeney. ESTIMATED COST: $20. TYPICAL WEEKLY ASSIGNMENT: Reading is not assigned, but expected as a supplement to lecture and laboratory. MIDTERM EXAMINATION: yes. FINAL EXAMINATION: not comprehensive. OTHER TESTS: yes - laboratory practical. PAPERS - none. OTHER COURSE REQUIREMENTS: No. GRADING PHILOSOPHY: Total points curved.

BIO 311 - GENETICS

INSTRUCTOR: Thomas R. Mertens
COURSE IS PRIMARILY: lectures and laboratories. APPROXIMATELY: 24 students enrolled, PREDOMINANTLY: majors. OFFICE HOURS AVAILABLE: 10 per week. MAJOR THEME/OBJECTIVE: Basic Mendelian Genetics with emphasis on the cytological basis of heredity, and the nature of the genetic material, DNA. Advances in genetics having implications for humans, human genetic engineering. Stress on laboratory work as a means of synthesizing course subject matter. REQUIRED READING: Principles of Genetics - Gardner; Genetics Lab Investigations - Gardner; Probability & Chi-Square - Cooper; Human Genetics - Readings - Mertens. ESTIMATED COST: $25.00 TYPICAL WEEKLY ASSIGNMENT: Reading in text - 20 pages; Programmed instruction; Assigned problems (not handed in); Laboratory work with Maize, Drosophila, etc. MIDTERM EXAMINATION: Usually 2 or 3. FINAL EXAMINATION: not comprehensive. OTHER TESTS OR QUIZZES: Yes - usually 2 or 3 on weeks when exams are not given. PAPERS: none. OTHER COURSE REQUIREMENTS: 2 written laboratory reports on experimental work with Drosophila. GRADING PHILOSOPHY: Grade is based on total points accumulated on tests, quizzes, lab reports, etc. Final exam = 20-25% of total grade; Midterms and quizzes = 50%; Lab work = 25%.

BIO 453 - HUMAN GENETICS & THE PROBLEMS OF MANKIND

INSTRUCTOR: Thomas R. Mertens
QUARTERS TEACHING THIS COURSE: 4
COURSE IS PRIMARILY: lectures and discussions. APPROXIMATELY: 24 students enrolled PREDOMINANTLY: mixed - course has no prerequisites. OFFICE HOURS AVAILABLE: 5 per week. MAJOR THEME/OBJECTIVE: Human reproduction as related to transmission of hereditary traits, pedigree analysis, inheritance of polygenic traits such as IQ, genes in populations, ethical problems created by
advances in Human Genetics, Genetic Engineering. REQUIRED READING: Heredity & Human Affairs - Nagle; Human Genetics - Mertens. ESTIMATED COST: $15.00. TYPICAL WEEKLY ASSIGNMENT: 20 pages reading, problem solving, pedigree analysis, audiovisuals in class. MIDTERM EXAMINATION: one. FINAL EXAMINATION: not comprehensive. OTHER TESTS OR QUIZZES: none. PAPERS: Students are required to write one paper - 10 page maximum - topics on human genetics, genetic engineering, bioethical issues related to genetics; Student may study a trait in his own family. GRADING PHILOSOPHY: Grade is based on total points accumulated - 100 on Midterm, 100 on term paper, 200 on Final.

Section 001
BIO 498 - UNDERGRADUATE RESEARCH
INSTRUCTOR: Peter Nash
QUARTERS TEACHING THIS COURSE: All.
COURSE IS PRIMARILY: discussions and laboratories. APPROXIMATELY: 3 students enroll, but it is open to more. PREDOMINANTLY: mixed - majors and non-majors. OFFICE HOURS PER WEEK: 15. MAJOR THEME/OBJECTIVE: To develop research techniques and basic concepts in Biology. It is a "Hands On" type course. REQUIRED READING: None. ESTIMATED COST: $0. TYPICAL WEEKLY ASSIGNMENT: Readings are open. Lab reports are required at end of term. MIDTERM EXAMINATION: none. FINAL EXAMINATION: none. OTHER TESTS OR QUIZZES: None. PAPERS: 1 - length of 3-5 pages, depending on work. GRADING PHILOSOPHY: Judged on basis of work performed; class participation and final report.

COMPUTER SCIENCE

CS 331 - MACHINE LANGUAGE AND SYSTEMS PROGRAMMING I
INSTRUCTOR: Clinton P. Fuelling
COURSE IS PRIMARILY: lectures and laboratories. APPROXIMATELY: 20 students enroll, PREDOMINANTLY: majors. OFFICE HOURS AVAILABLE: 4. MAJOR THEME/OBJECTIVE: The student should gain an understanding of the operation of computers and the machine language and be able to develop and run simple assembler programs. REQUIRED READING: Assembler Language Programming - Struble. ESTIMATED COST: $15.00. TYPICAL WEEKLY ASSIGNMENT: Assignments are text material, text problems, and computer projects. There is about 30 pages to read each week and one project. MIDTERM EXAMINATIONS: 2-3. FINAL EXAMINATION: comprehensive. OTHER TESTS OR QUIZZES: none. PAPERS: none. GRADING PHILOSOPHY: The student is graded on production and quality. One hundred percent of the grade is based on tests, projects, and class participation.

CS 441 - SYSTEMS ANALYSIS
INSTRUCTOR - CLINTON P. FUELLING
COURSE IS PRIMARILY: lectures. APPROXIMATELY: 25 students enroll, PREDOMINANTLY: majors. OFFICE HOURS AVAILABLE: 4 per week. MAJOR THEME/OBJECTIVE: To understand the basic accepted procedures of ADP systems and to apply the procedures in a reasonable application. REQUIRED READING: Systems Analysis - Semprevivo. ESTIMATED COST: $12.00. TYPICAL WEEKLY ASSIGNMENT: Weekly assignments are text reading and one article reading. There is one course project. MIDTERM EXAMINATION: 1 or 2. FINAL EXAMINATION: comprehensive. OTHER TESTS OR QUIZZES: none. PAPERS: 8 one-page papers. Each is a summary and reaction to a recent ADP article. PROJECTS: Each student must do a complete systems study. GRADING PHILOSOPHY: The student is graded on production and quality. The grade is about 50% tests, 20% reports, 25% project, and 5% judgement.

ECONOMICS

ECON 300/500 - NATIONAL INCOME ANALYSIS
INSTRUCTOR: Robert R. Jost
COURSE IS PRIMARILY: lectures, some discussions. APPROXIMATELY: 30 students enrolled, PREDOMINANTLY: non-majors, some majors. OFFICE HOURS AVAILABLE: 10 hours per week. MAJOR THEME/OBJECTIVE: (1) National Income Accounting (2) Simple Income Determination (3) General Equilibrium Analysis (4) Inflation. REQUIRED READING: Macroeconomics - Demling & McDougall; Exercises in Aggregate Economic Analysis - Ching. ESTIMATED COST: $20.00. TYPICAL WEEKLY ASSIGNMENT: Text & workbook assignments; handout problems. EXAMS: 3-4 one-hour exams plus the final. PAPERS: yes, 1 for graduate students, length of 5-10 pp. GRADING PHILOSOPHY: Final grade a result of total grade points on 4 or 5 exams - grading is done on partial curve basis.

ECON 312 - ECONOMICS OF THE GHETTO II
INSTRUCTOR: Daniel Geraci
QUARTERS TEACHING THIS COURSE: Each quarter one section. COURSE IS PRIMARILY: discussions. APPROXIMATELY: 30 students enroll. PREDOMINANTLY: mixed - majors and non-majors OFFICE HOURS AVAILABLE: 10 hours per week. MAJOR THEME/OBJECTIVE: This is an in-depth study of the Economics of Poverty. REQUIRED READING: Welfare in America - Mendell; General Theory - Keynes; Principles of Econ-
ECON 431/531 - LABOR ECONOMICS
INSTRUCTOR: Robert R. Jost
COURSE IS PRIMARILY: lectures, some discussions. APPROXIMATELY: 30 students enrolled, PREDOMINANTLY: non-majors, some majors.
OFFICE HOURS AVAILABLE: 10 hours per week.
MAJOR THEME/OBJECTIVE: Focus is on economic problems of the wage earner; growth, structure, and policies of labor organization; and the employer and governmental policies toward labor. REQUIRED READING: Labor Economics - Carter & Marshall. ESTIMATED COST: $13.00. TYPICAL WEEKLY ASSIGNMENT: Text assignments plus handout materials and reading current events. MIDTERM EXAMINATION: yes. PAPERS: yes, if graduate student. COURSE REQUIREMENTS: Reading relevant current events concerning Labor Economics. GRADING PHILOSOPHY: Total points/partial curve.

ECON 485 - URBAN ECONOMICS
INSTRUCTOR: Stanley R. Keil, Ass't. Prof.
QUARTERS TEACHING THIS COURSE: 1 - usually spring. COURSE IS PRIMARILY: lectures and projects. APPROXIMATELY: 15 students enrolled, PREDOMINANTLY: mixed - majors and non-majors. OFFICE HOURS AVAILABLE: 4 hrs. per week. MAIN THEME/OBJECTIVE: Main emphasis is on the problems of developing the urban economy and financing urban public services. Urban housing and poverty problems are treated in their economic aspects. REQUIRED READING: Economic Principles and Urban Problems - Bish & Kirk; Economic and Urban Problems - Netzer; Urban, Economic and Public Policy - Heilbrun. ESTIMATED COST: $20.00. TYPICAL WEEKLY ASSIGNMENT: 100-150 pages per week including reserve room reading. MIDTERM EXAMINATION: yes. FINAL EXAMINATION: comprehensive. OTHER TESTS OR QUIZZES: none. PAPERS: 1 - approximately 15 pages in length. A selection of topics are suggested - review of articles or can design a project that can be carried out in Muncie. GRADING PHILOSOPHY: Previously grading has been 1/3 for each test and 1/3 for paper or project. Most exam questions are essay.

EDPSY 250 - HUMAN GROWTH AND DEVELOPMENT
INSTRUCTOR: Robert E. Taylor
COURSE IS PRIMARILY: laboratories and unit testing. APPROXIMATELY: 30 students enrolled, PREDOMINANTLY: majors. OFFICE HOURS AVAILABLE: 10 hours per week.
TEACHING ASSISTANT'S ROLE: Assist with unit testing & role playing, answer questions that students are afraid to ask professor. MAJOR THEME/OBJECTIVE: Child Study, learning about children and youth, learning about self. REQUIRED READING: Human Development - Perkins; Knowing Women - Castillejo. ESTIMATED COST: $13.00 TYPICAL WEEKLY ASSIGNMENT: 45 pages reading per week, prepare for role playing, prepare for unit testing. Points are accumulated by passing unit tests. There are parallel tests so four opportunities to pass each unit. MIDTERM EXAMINATION: none FINAL EXAMINATION: comprehensive. PAPERS: 8 - brief preparations for role play - child observations. GRADING PHILOSOPHY: Final is 25% of grade. Concepts are all that have been tested before. No surprises. Each student works at her own pace.

EDPSY 345 - EDUCATIONAL TESTS & MEASUREMENTS
INSTRUCTOR: Dr. Ebert L. Miller, Prof.
QUARTERS TEACHING THIS COURSE: Autumn.
COURSE IS PRIMARILY: lectures, discussions, and individual projects. APPROXIMATELY: 20 students enrolled, PREDOMINANTLY: mixed - majors and non-majors. OFFICE HOURS AVAILABLE: approx. 16 hrs. per week. MAJOR THEME/OBJECTIVE: (1) Knowledge and skills for interpretation of the results of tests and measurements (2) Basic Knowledge and skills for development of evaluative measures. (3) Basic Knowledge and skills for self education in this area in the future. REQUIRED READING: Measurements and Evaluations - Stanley & Hopkins; Basic Statistical Concepts - Brawn, Arvos & Mink. ESTIMATED COST: approx. $15.00. TYPICAL WEEKLY ASSIGNMENT: Approximately 60 pages of
study per week plus 4-6 hours of related exercises. MIDTERM EXAMINATION: yes. FINAL EXAMINATION: comprehensive. OTHER TESTS OR QUIZZES: Yes - Statistics Concepts Competency Quiz - optional for credit. One test administered and interpreted. Project required. OTHER COURSE REQUIREMENTS: No - However, since it is a one night a week course, reasonably regular attendance is expected. GRADING PHILOSOPHY: Each test or quiz (except final) or project is weighted the same. The final is weighted to equal two of the other grades. Final is norm referenced. Midterm is norm referenced. Quiz (Statistic Concepts) is mastery referenced. Test administration and any other optional projects are on a modified contract basis.

EDRDG 400 - TEACHING READING IN THE ELEMENTARY SCHOOLS

INSTRUCTOR: Many members of the department teach this class. QUARTERS THIS COURSE IS TAUGHT: Offered every quarter - several sections. COURSE IS PRIMARILY: Modules - content and performance. APPROXIMATELY: 25-30 students enroll, PREDOMINANTLY: majors. OFFICE HOURS AVAILABLE: 10 hours per week. MAJOR THEME/OBJECTIVE: The skills involved in learning to read and how to teach these skills. REQUIRED READING: Modules. ESTIMATED COST: $10.00. TYPICAL WEEKLY ASSIGNMENT: Self-paced to some extent. FINAL EXAMINATION: comprehensive. OTHER TESTS OR QUIZZES: Competency tests on content areas as each student is ready. Teaching is graded on performance part of the course. OTHER COURSE REQUIREMENTS: Teaching aids are required with each lesson. GRADING PHILOSOPHY: All module scores are averaged with same weight. The final exam is equal to each module in the final course grade.

EDRDG 430 - CORRECTIVE READING IN THE CLASSROOM

INSTRUCTOR: Dr. Joan Williams, Prof. COURSE IS PRIMARILY: Practicum, in public schools. APPROXIMATELY: 20 students enroll, PREDOMINANTLY: Elementary & Special Ed. majors. OFFICE HOURS AVAILABLE: As many as needed by students. ASSISTANT'S ROLE: Assistant is with the instructor and students in the public school to aid in immediate individualization. MAJOR THEME/OBJECTIVE: Major thrust is to "do" what has been learned regarding pupils, methods, materials, skills, etc., in a reading instructional setting (corrective reading). BSU students teach pupils (poor readers) to read more effectively and learn further useful techniques. REQUIRED READING: Often no textbook is used due to the nature of the course. (When a text is used, it depends on current availability and need.) TYPICAL WEEKLY ASSIGNMENT: Much of the time is given toward preparation of lessons for the elementary pupils. Each BSU student prepares about 14 lessons during the quarter, two of which are diagnostic. MIDTERM EXAMINATION: none. FINAL EXAMINATION: sometimes. OTHER TESTS OR QUIZZES: none. PAPERS: Some kind of summary of the diagnostic and the instructional work with the pupils is needed. It may be in checklist format or may be paper. OTHER COURSE REQUIREMENTS: Further acquaintance with the human aspect of teaching - learning and further acquaintance with methods, materials, skills, etc. Much, but not all, of this is done in class together. GRADING PHILOSOPHY: Main item considered is planning - teaching lessons; feedback is given constantly so that student has awareness of "grade" at any time and can have aid if he or she desires. (Other items listed above add smaller part.)
EDUCATION: SECONDARY

EDSEC 465 - STUDENT TEACHING
INSTRUCTOR: John P. Strouse
COST: $0. TYPICAL WEEKLY ASSIGNMENT: Student teachers normally teach 4 hrs per day. MIDTERM EXAMINATION: none. FINAL EXAMINATION: none. OTHER TESTS OR QUIZZES: none.
PAPERS: Students are required to write 1 paper - a log of their activities - approximately 5 pages long. OTHER COURSE REQUIREMENTS: successful completion. GRADING PHILOSOPHY: Grade is result of subjective judgement of public school supervisor and university supervisor.

(EDSEC 465 is a 4 hour course and EDSEC 460 and 462 are 5 hour courses. Otherwise, they are the same.)

EDSEC 465 - STUDENT TEACHING - SECONDARY SCHOOL
INSTRUCTOR: Royal J. Morsey
QUARTERS TEACHING THIS COURSE: Fall, Winter, & Spring. COURSE IS PRIMARILY: laboratories. APPROXIMATELY: 24 students enroll, PREDOMINANTLY: majors. OFFICE HOURS AVAILABLE: 10 hours per week, and by appointment. MAJOR THEME/OBJECTIVE: The course is required for a teaching license. The student enrolled for 14 credits (10 weeks) will be expected to teach a minimum of 25 1/2 hours in each of four classes for a total of 102 hrs. of teaching and observe a minimum of 14 hrs. for a total of 56 hours. Students are also expected to participate in extra-class, school and community activities of teachers. REQUIRED READING: none. TYPICAL WEEKLY ASSIGNMENT: Students develop lesson plans, teach classes, etc., in the high schools to which they are assigned. FINAL EXAMINATION: none. MIDTERM EXAMINATION: none. OTHER TESTS OR QUIZZES: none. PAPERS: Students will be asked to develop unit and daily lesson plans. GRADING PHILOSOPHY: The grade is determined by the high school supervisor after consultation with the university supervisor. It is based on the student's progress in developing teaching skills. There are no formal examinations.

FOREIGN LANGUAGE

FL 310 - LINGUISTICS AND THE LANGUAGE
TEACHER

INSTRUCTOR: Dimitri Sotiropoulos

GEOGRAPHY

GEOG 421 - URBAN GEOGRAPHY
INSTRUCTOR: Meeka Schoen
QUARTERS TEACHING THIS COURSE: Fall, Winter, & Spring. COURSE IS PRIMARILY: laboratories. APPROXIMATELY: 20 students enroll, PREDOMINANTLY: mixed - majors and non-majors. OFFICE HOURS AVAILABLE: As many as necessary. MAJOR THEME/OBJECTIVE: The geographical background in the patterns of urban development. REQUIRED READING: Spatial Foundations of Urbanism - Dean S. Rugg. ESTIMATED COST: $4-6. TYPICAL WEEKLY ASSIGNMENT: No specifically designed weekly assignments. Readings will be related to topics taken up in class. MIDTERM EXAMINATIONS: two. FINAL EXAMINATION comprehensive; OTHER TESTS OR QUIZZES: none. PAPERS: 1 - Paper related to topics in special area of interest of individual student within the field of urbanization (e.g. historical processes, social problems.) Approximate length: 10-15 pages. GRADING PHILOSOPHY: Grades are given on the tests and paper. No curve. Midterm and finals 60%, Paper 40%.

GEOLOGY

GEOL 308 - INVERTEBRATE PALAEOONTOLOGY I
INSTRUCTOR: R. William Orr
QUARTERS TEACHING THIS COURSE: Winter. COURSE IS PRIMARILY: laboratories. APPROXIMATELY: 15 students enrolled, PREDOMINANTLY: mixed - majors and
non-majors. OFFICE HOURS AVAILABLE: as many as needed. TEACHING ASSISTANT'S ROLE: laboratory assistant, grading. MAJOR THEME/OBJECTIVE: Study of fossil invertebrates, Protoplas through Brachiopodias. Fossilization and preservation of organisms. Emphasis on common fossil types of the midwestern United States. REQUIRED READING: No required text. ESTIMATED COST: $0. MAJOR THEME/OBJECTIVE: One laboratory assignment and three lecture/discussion hours per week. MIDTERM EXAMINATIONS: two. FINAL EXAMINATION: not comprehensive. OTHER TESTS OR QUIZZES: mid-term and lab final. PAPERS: none. GRADING PHILOSOPHY: Three lecture exams of equal value, 2 lab exams of equal value, 8 laboratory exercises. Lecture exams valued at Approximately 60%, lab exams and exercises at Approximately 40%.

HIST 403 - RISE OF NATIONALISM IN US 1789-1824
INSTRUCTOR: William G. Eidson
QUARTERS TEACHING THIS COURSE: Spring & Summer. COURSE IS PRIMARILY: lectures. APPROXIMATELY: 25 students enroll, PREDOMINANTLY: majors. OFFICE HOURS AVAILABLE: 5 hrs. per week. REQUIRED READING: Federalist Era - Miller, Democratic Republic-Smelser; Growth of Nationalism - Dangerfield. ESTIMATED COST: $10-$15. TYPICAL WEEKLY ASSIGNMENT: 120 pages per week. MIDTERM EXAMINATION: one page, FINAL EXAMINATION: not comprehensive. OTHER TESTS OR QUIZZES: one, 10-15 pages. PAPERS: one, 10-15 pages. GRADING PHILOSOPHY: The two exams count 100 points each, the research paper is 100 points, and the final examination is 150 points. Students are primarily judged on the basis of examination and papers only. However, this instructor reserves the right to help a student's grade if that person has done particularly well in class discussions.

HIST 428 - THE CARIBBEAN
INSTRUCTOR: Merrill Rippy
QUARTERS TEACHING THIS COURSE: Spring '77
COURSE IS PRIMARILY: discussions and colloquium. APPROXIMATELY: 15 students enrolled, PREDOMINANTLY: non-majors. OFFICE HOURS AVAILABLE: 5 hours per week. MAJOR THEME/OBJECTIVE: The economic-political history of the 20th century Caribbean area, with emphasis on the Cuban revolution and Castro's attack on imperialism and colonialism. The technique of acquiring information is emphasized as well as "facts". REQUIRED READING: Each student studies 3 books on a selected topic, analyzes the
book and the author through book reviews. All books are library books. ESTIMATED COST: $0. TYPICAL WEEKLY ASSIGNMENT: The number of pages would depend on the book, but probably most of the books run about 300 pages and the reviews 2 pages. The average reading would be about 100 pages per week. MIDTERM EXAMINATION: no. FINAL EXAMINATION: no. OTHER TESTS OR QUIZZES: none. PAPERS: 3 - 2 pages on each book, plus notes on book and review. Each book must result in a set of full notes on the reading; the same is true of the articles. A short paper is written on the basis of the notes. GRADING PHILOSOPHY: Grades are on written work only and the criteria are completeness of research, correctness in use of form, and skill in presentation in writing of the paper.

HIST 445 - HISTORIOGRAPHY
INSTRUCTOR: Merrill Rippy
QUARTERS TEACHING THIS COURSE: Winter '76-77. COURSE IS PRIMARILY: discussions and colloquium. APPROXIMATELY: 15 students enroll, PREDOMINANTLY: majors. OFFICE HOURS AVAILABLE: 5 hours per week. MAJOR THEME/OBJECTIVE: The major historians and major concepts of historical knowledge connected with these historians and their works. REQUIRED READING: Historians Handbook - Gray; Students Guide to History - Benjamin; 3 articles on historians from journals. ESTIMATED COST: $5.00. TYPICAL WEEKLY ASSIGNMENT: Gray And Benjamin are read and analyzed first and then each student will read three articles on major topics in historiography from important journals. MIDTERM EXAMINATION: no. FINAL EXAMINATION: comprehensive. OTHER TESTS OR QUIZZES: yes - short quizzes over the two books. PAPERS: 3, about 5 pages each. The papers are notes over the article read and a comprehensive analysis of the articles from the notes taken. GRADING PHILOSOPHY: Grades are based on written work only, primarily the papers and the final exam.

HIST 478 - BRITISH COMMONWEALTH
INSTRUCTOR: John J. Schroeder
QUARTERS TEACHING THIS COURSE: Winter '76-77. COURSE IS PRIMARILY: lectures and discussions. APPROXIMATELY: 15-20 students enroll, PREDOMINANTLY: mixed - majors and non-majors. OFFICE HOURS AVAILABLE: 5 hours per week. MAJOR THEME OBJECTIVE: Survey of the Commonwealth - Canada, Australia, South Africa, India, etc. REQUIRED READING: none. ESTIMATED COST: $0. TYPICAL WEEKLY ASSIGNMENT: Students pick a particular country and read on it on a quarterly basis.

MIDTERM EXAMINATION: yes. FINAL EXAMINATION: not comprehensive. OTHER TESTS OR QUIZZES: none. PAPERS: Sometimes oral reports - sometimes papers. GRADING PHILOSOPHY: Midterm - 40%; Final - 40%; Oral report or paper - 20%.

HOME ECONOMICS: EDUCATION

HED 498 - PRACTICUM WITH A RETAIL STORE
INSTRUCTOR: Mrs. Shirley Adams, Ass't. Prof.
QUARTERS TEACHING THIS COURSE: every quarter. COURSE IS PRIMARILY: work experience in store. APPROXIMATELY: 6 students enroll, PREDOMINANTLY: majors. OFFICE HOURS AVAILABLE: 20 hours per week. TEACHING ASSISTANT'S ROLE: Supervisor in the store. MAJOR THEME/OBJECTIVE: Understanding of a retail operation, responsibilities of management, opportunities in the field, firming up career objectives. REQUIRED READING: none. COST: $0. TYPICAL WEEKLY ASSIGNMENT: Approximately 4 hours per day of on-the-job training, seeking as many varied experiences as are possible. MIDTERM EXAMINATION: no. FINAL EXAMINATION: no. OTHER TESTS OR QUIZZES: none. PAPERS: yes - 1. Approximately 10 pages in length on whatever related topic the student feels she needs more knowledge about. OTHER COURSE REQUIREMENTS: Bi-weekly progress reports. GRADING PHILOSOPHY: Based mainly on recommendation of store supervisor as he or she evaluates student's daily performance and achievements in the areas of enthusiasm, quality or work, initiative, responsibility, maturity, leadership, decision-making, attendance and punctuality, poise, dependability, and ability to communicate.

HOME ECONOMICS: FOODS AND NUTRITION

HFN 340 - NUTRITION & DIETETICS I
INSTRUCTOR: Judith L. B. Roepke
QUARTERS TEACHING THIS COURSE: every quarter. COURSE IS PRIMARILY: lectures. APPROXIMATELY: 30 or more students enroll, PREDOMINANTLY: mixed - majors and non-majors. OFFICE HOURS AVAILABLE: Approximately 4 hours per week. MAJOR THEME/OBJECTIVE: The role of nutrition in health and in life cycle, functions of nutrients and an understanding of the variety and components of a well-balanced diet. REQUIRED READING: Nutrition & Physical Fitness - Bogert, Briggs & Collonay. ESTIMATED COST: $10.
TYPICAL WEEKLY ASSIGNMENT: Approximately 40 pages in the text, and weekly professional articles review. MIDTERM EXAMINATION: yes. FINAL EXAMINATION: not comprehensive. OTHER TESTS OR QUIZZES: Approximately; 1 per week. PAPERS: Summary and comment of article mentioned above. OTHER COURSE REQUIREMENTS: Evaluation of own food intake. GRADING PHILOSOPHY: Approximately; ¼ Midterm; ¼ Final; one-sixth readings; one-sixth projects and ¼ weekly quizzes.

HFN 360 - QUANTITY FOOD PRODUCTION INSTRUCTOR: Helen M. Smith COURSE IS PRIMARILY: lectures and laboratories. APPROXIMATELY: 20 students enrolled, PROMINENTLY: majors. OFFICE HOURS AVAILABLE: open. MAJOR THEME/OBJECTIVE: The principles of cooking methods used in quantity food production are taught in lecture with practical application provided through experiences in the dining service on campus. REQUIRED READING: Quantity Food Production-Kotchavar. ESTIMATED COST: $15.00. TYPICAL WEEKLY ASSIGNMENT: Chapters for an assigned area are read over a 2-week period. Lab reports due each week. A log book for the quarter is kept. MIDTERM EXAMINATION: yes - one. FINAL EXAMINATION: comprehensive. OTHER TESTS OR QUIZZES: Yes - short quizzes over reading assignments. PAPERS: none. GRADING PHILOSOPHY: 50% examinations and 50% written work.

HFN 441 - DIET AND DISEASE INSTRUCTOR: Helen M. Smith COURSE IS PRIMARILY: lectures. APPROXIMATELY: 15 students enroll, PROMINENTLY: majors. OFFICE HOURS PER WEEK: open. MAJOR THEME/OBJECTIVE: Emphasis is placed on the nutritional aspects of diets used in different diseases with the practical application of writing diets for diseases. REQUIRED READING: Diet and Disease - Robinson. ESTIMATED COST: $15.00. TYPICAL WEEKLY ASSIGNMENT: Lab reports due every two weeks. Chapter reading assignments average 30 pages a week. MIDTERM EXAMINATION: yes - one. FINAL EXAMINATION: comprehensive. OTHER TESTS OR QUIZZES: Yes - each week over reading assignments. PAPERS: none. OTHER COURSE REQUIREMENTS: Students will visit the hospital and a nursing home. GRADING PHILOSOPHY: 50% examinations - 50% written assignments.

HOME ECONOMICS: HOME AND FAMILY


HOME ECONOMICS: TEXTILES AND CLOTHING

HTO 300 - DESIGN THROUGH FLAT PATTERN INSTRUCTOR: Mrs. Shirley Adams, Ass't. Prof. QUARTERS TEACHING THIS COURSE: Spring, and some summers. COURSE IS PRIMARILY: lectures, discussions and laboratories. APPROXIMATELY: 15-20 students enrolled, PROMINENTLY: majors. OFFICE HOURS AVAILABLE: 10 hours per week. MAJOR THEME/OBJECTIVE: Design, pattern making, fit, alterations, refine construction techniques and procedures. REQUIRED READING: Design Through Flat Pattern - Kopp, Rolfo, Zelin. ESTIMATED COST: $12.50. TYPICAL WEEKLY ASSIGNMENT: Daily lab work covering about 10 pages of problems first part of the quarter. Rest of the time is devoted to designing a garment, making the pattern, and making a garment from it. MIDTERM EXAMINATION: yes - one. FINAL EXAMINATION: comprehensive. OTHER TESTS OR QUIZZES: none. PAPERS: none. OTHER COURSE REQUIREMENTS: Design notebook, daily pattern exercises. GRADING PHILOSOPHY: 60% on final project - 40% on exercises and tests.

INDUSTRIAL ARTS

IED 364 - INDUSTRIAL ARTS FOR ELEMENTARY INSTRUCTOR: James John Kirkwood
QUARTERS TEACHING THIS COURSE: All.  
COURSE IS PRIMARILY: laboratories. APPROXIMATELY: 24 students enrolled, PREDOMINANTLY: Elementary Ed. majors. OFFICE HOURS AVAILABLE: 20 hours per week. MAJOR THEME/OBJECTIVE: The elementary majors will gain an understanding of how to use manipulative experiences in the elementary classroom to stimulate verbal learning. REQUIRED READING: How to Do...Kirkwood & South. ESTIMATED COST: $3.85. TYPICAL WEEKLY READING: About 10 pages or more are required. Usually 2 observation reports are required. MIDTERM EXAMINATION: none. FINAL EXAMINATION: none. OTHER TESTS OR QUIZZES: yes - reading checks. PAPERS: yes - one paper - about 4 pages in length. Topic: Unit of instruction, or similar. OTHER COURSE REQUIREMENTS: 3-4 projects. GRADING PHILOSOPHY: C = Student did the work and participated in class. B = Above, + did a good job and was interested. A = Above, + all work was done in an outstanding manner, rated subjectively.

LIBRARY SCIENCE

LIB 422 - AUDIO-VISUAL MATERIALS
QUARTERS TEACHING THIS COURSE: Autumn, Winter and first summer. COURSE IS PRIMARILY: Lectures and discussions, and laboratories. APPROXIMATELY: 20 students enroll, PREDOMINANTLY mixed - majors and non-majors. OFFICE HOURS AVAILABLE: Professor - 5 hrs., Laboratory staff - 40 hrs. LABORATORY ASSISTANT'S ROLE: Assist in laboratory activities. MAJOR THEME/OBJECTIVE: Production and utilization of various types or library and instructional media. Students will have laboratory experience in various mounting, laminating, lettering, color and black & white transparency - making techniques and operation of audio-visual equipment. REQUIRED READING: Creating Instructional Materials - Robert V. Bullough; Projectionists! Programmed Primer - George T. Yeomans. ESTIMATED COST: $11.00. TYPICAL WEEKLY ASSIGNMENT: Lettering, dry mounting, laminating, transparency making, construction of a bulletin board or display, operation of AV equipment. MIDTERM EXAMINATION: yes - one. FINAL EXAMINATION: not comprehensive. PAPERS: none. GRADING PHILOSOPHY: Final grade is determined by the combination of his/her performances in examinations, creativities and qualities of various productions, and active class and laboratory participations.

MARKETING

MKT 334 - SELLING AND SALES MANAGEMENT
COURSE IS PRIMARILY: lectures and discussions. APPROXIMATELY: 20-30 students enroll, PREDOMINANTLY: majors. MAJOR THEME/OBJECTIVE: Involves a study of selling principles; The role of selling in the marketing function; The major activities of managing a sales force including hiring, training, compensating, motivating, and evaluating; and sales planning and analysis. REQUIRED READING: Management of the Sales Force - Stanton & Buskirk; Principles of Salesmanship - Irwin Co. Plaid Series; and Numerous library periodicals. ESTIMATED COST: $10-$15. TYPICAL WEEKLY ASSIGNMENT: 100 pages of reading. FINAL EXAMINATION: yes (whether is comprehensive or not depends on the instructor). OTHER TESTS OR QUIZZES: Normally 3-5 course exams. PAPERS: yes - Normally, one, but some instructors may require two. (1) Summary report of one day each student is asked to spend with a salesperson. (2) Summary of interview with a sales manager. OTHER COURSE REQUIREMENTS: Group class presentation, outside readings, and case problems. GRADING PHILOSOPHY: depends upon instructor.

FINANCE AND MANAGEMENT

MGT 488 - OFFICE MANAGEMENT AND CONTROL
INSTRUCTOR: Martha F. Hill
QUARTERS TEACHING THIS COURSE: All. COURSE IS PRIMARILY: lectures. APPROXIMATELY: 35 students enrolled, PREDOMINANTLY: MAJORS. OFFICE HOURS AVAILABLE: 10 hours per week. MAJOR THEME/OBJECTIVE: The management of the business office as a a producing unit and the relation of the office routine to managerial control of the several other departments of a business through records, reports, and budgets. REQUIRED READING: Articles from list of magazines. MIDTERM EXAMINATIONS: 3 exams during quarter. FINAL EXAMINATION: not comprehensive. PAPERS: 1 - one page paper. OTHER COURSE REQUIREMENTS: cases. GRADING PHILOSOPHY: Total Accum of points on papers, cases, and exams.
MATH 161-162 - APPLIED CALCULUS I
INSTRUCTOR: Earl H. McKinney
COURSE IS PRIMARILY: lectures. APPROXIMATELY: 20 students enroll, PREDOMINANTLY: non-majors. OFFICE HOURS AVAILABLE: 10 hours per week. MAJOR THEME/OBJECTIVE: Student should gain an understanding of the calculus operations and their application to selected problems. REQUIRED READING: The Brief Calculus - Shockley. ESTIMATED COST: $15.00 (new). TYPICAL WEEKLY ASSIGNMENT: Cover approximately one section per class with approximately 15 exercises per class meeting. EXAMINATIONS: 3 or 4. FINAL EXAMINATION: comprehensive. QUIZZES: Occasional announced quizzes. PAPERS: None. GRADING PHILOSOPHY: Each of 3 or 4 hour exams carries a weight of one. Final carries a weight of two. Quizzes (total) carries a weight of one.

MATH 322 - STATISTICS 2
INSTRUCTOR: Dr. Mir M. Ali
QUARTERS TEACHING THIS COURSE: Spring and Fall. COURSE IS PRIMARILY: lectures. APPROXIMATELY: 10-15 students enroll, PREDOMINANTLY: majors. OFFICE HOURS AVAILABLE: 5 HOURS per week. MAJOR THEME/OBJECTIVE: This is a continuation of Math 321 and consists mainly of statistical testing procedures. This course will make the students familiar with the aspect of statistical tests and would also enable them to complete the probability and statistics sequence. REQUIRED READING: Introduction to Mathematical Statistics - Hoel. ESTIMATED COST: $10.00. TYPICAL WEEKLY ASSIGNMENT: 20-30 pages of reading and 20-25 problems. MIDTERM EXAMINATION: yes - one. FINAL EXAMINATION: Comprehensive. OTHER TESTS OR QUIZZES: Two more tests in addition to the midterm and final exam. PAPERS: none. GRADING PHILOSOPHY: Midterm and the other two tests - 20% each; Final - 30%; and Homework - 10%.

MUSPE 438 - OPERA WORKSHOP
INSTRUCTOR: John Campbell

MUSPE 438 - MADRIGAL SINGERS (Sec. 1)
INSTRUCTOR: Dr. Wm. Wakeland
QUARTERS TEACHING THIS COURSE: Fall, Winter and Spring. COURSE IS PRIMARILY: Choral rehearsal. APPROXIMATELY: 23 students enroll, PREDOMINANTLY: mixed - majors and non-majors. OFFICE HOURS AVAILABLE: 3 hrs. per week. MAJOR THEME/OBJECTIVE: We will prepare three choral concerts per year including the very colorful and elegant Madrigal Christmas dinner series. REQUIRED READING: none. COST: $0. TYPICAL WEEKLY ASSIGNMENT: No reading, just learning of musical parts. MIDTERM EXAMINATION: none. FINAL EXAMINATION: none. OTHER TESTS OR QUIZZES: none. PAPERS: none. OTHER COURSE REQUIREMENTS: Learn own musical part; Required attendance for programs given by this group. GRADING PHILOSOPHY:
Grades are determined by attendance and learning individual parts.

SCHOOL OF MUSIC

MUSCH 350 - CONCERT CHOIR
INSTRUCTOR: Dr. Phillip S. Ewart
QUARTERS TEACHING THIS COURSE: All.

MUSCH 350 - OPERA CHORUS (Sec. 2)
INSTRUCTOR: John Campbell

MUSCH 351 - CHORAL UNION
INSTRUCTOR: Dr. Phillip S. Ewart

NURSING

NUR 310 - MATERNAL-CHILD NURSING I
INSTRUCTOR: Cora M. Wantz
QUARTERS TEACHING THIS COURSE: Fall and Spring. COURSE IS PRIMARILY: lectures, discussions, laboratories and modules. APPROXIMATELY: 80 students enrolled, PREDOMINANTLY: majors. OFFICE HOURS AVAILABLE: approximately 6 per week. MAJOR THEME/OBJECTIVE: Maternal-Child Nursing-Emphasis on the "family" and their responsibilities in society and the normal care for pregnancy - labor & delivery - basic nursing skills. REQUIRED READING: Maternity Nursing - Fitzpatrick; Fundamentals of Nursing - Puerst & Wolfe; Nursing of Children - Waechter; Pharmacology - Bergersen. ESTIMATED COST: Around $50.00. TYPICAL WEEKLY ASSIGNMENT: Readings = 100-150 pages; Laboratory - 12 hours per week; A.V. material average 3-4 hours per week. MIDTERM EXAMINATION: yes - one. FINAL EXAMINATION: not comprehensive. OTHER TESTS OR QUIZZES: yes - weekly quizzes. PAPERS: yes, students must write 2 papers, approximately (1) 5-6 pages (2) 2 pages. Topics; "The Family" and "Newborn Appraisal". OTHER COURSE REQUIREMENTS: Part of lab hours are spent in Community agencies. GRADING PHILOSOPHY: Final - 35%; Midterm - 30%; Quizzes - 30%; Papers - 5%. Must have a satisfactory laboratory evaluation to pass the course.

NUR 310-311 - MATERNAL-CHILD NURSING I & II
INSTRUCTOR: Carolyn Sue Caldwell (along with several other instructors)
COURSE IS PRIMARILY: lectures, laboratories and seminars. APPROXIMATELY: 80 students enrolled, PREDOMINANTLY: majors. (Students are divided into sections - 10 to a section). OFFICE HOURS AVAILABLE: 5 hours per week, plus planned conferences. TEACHING ASSISTANT'S ROLE: Assistant prof in laboratory experience MAJOR THEME/OBJECTIVE: A family centered approach to Maternal-Child Nursing. REQUIRED READING: Maternity Nursing - Fitzpatrick; Pediatric Nursing - Marlow; Pharmacology in Nursing - Bergersen; Taber's Medical Diction-
NUR 401 - ISSUES IN NURSING
INSTRUCTOR: Joanne Guendling
QUARTERS TEACHING THIS COURSE: Autumn, Winter and Spring. COURSE IS PRIMARILY: Independent study. APPROXIMATELY: 2-7 students enroll, PREDOMINANTLY: majors (must be). OFFICE HOURS AVAILABLE: As needed. MAJOR THEME/OBJECTIVE: Issues current in nursing of interest to the student for an in-depth independent but guided study. REQUIRED READING: none. COST: $0. MIDTERM EXAMINATION: none. FINAL EXAMINATION: none. TESTS OR QUIZZES: none. PAPERS: yes - one. Taber - source for format. CONTENT and TOPIC-up to student. GRADING PHILOSOPHY: Total grade on quality of paper, effort involved in gaining resource material for it, grammatical construction, etc.

NUR 410 - PSYCHIATRIC NURSING-MENTAL HEALTH
INSTRUCTOR: Coralyn Stults
COURSE IS PRIMARILY: lectures, discussions, and laboratories. STUDENTS ARE PREDOMINANTLY: majors. OFFICE HOURS AVAILABLE: 4 hrs. per week. MAJOR THEME/OBJECTIVE: (1) Psychiatric Nursing (2) Mental Health (3) Human Behavior. REQUIRED READINGS: Psychiatric Nursing in Hospital and Community - Lazare; Psychiatry in Primary Care - Cadoret; and numerous periodicals. ESTIMATED COST: $22.00. TYPICAL WEEKLY ASSIGNMENT: 20 pages reading minimally per week; care plans and interactive analysis 3 times for quarter; 3 small papers and 1 class presentation. MIDTERM EXAMINATION: yes - one. FINAL EXAMINATION: comprehensive. OTHER TESTS OR QUIZZES: one for quarter. PAPERS: 3 of them - 1 page each. OTHER COURSE REQUIREMENTS: Clinical performance must be satisfactory. GRADING PHILOSOPHY: Midterm - 25%; Final - 25%; Remainder of grade based on papers, presentation, etc.

NUR 415 - FAMILY & COMMUNITY NURSING
INSTRUCTOR: Sara Ingold
NURSING 415 IS OPEN ONLY TO SENIOR STUDENTS IN NURSING.

POLITICAL SCIENCE

POL 401 - INTERNSHIPS IN AMERICAN GOVERNMENT (STATE LEGISLATURE)
INSTRUCTOR: Robert T. Perry
QUARTERS TEACHING THIS COURSE: Winter and Spring. COURSE IS PRIMARILY: Field experience. APPROXIMATELY: 15-20 students enroll, PREDOMINANTLY: mixed. OFFICE HOURS AVAILABLE: 8 hours per week. MAJOR THEME/OBJECTIVE: This program provides an opportunity for students to gain experience by working in staff-type positions with the General Assembly. As a result, students can gain an appreciation of the state legislative system from both a practical and academic orientation. REQUIRED READING: Texts vary from year to year. ESTIMATED COST: $10.00. TYPICAL WEEKLY ASSIGNMENT: Day to day work assignments are made by legislative staff. Academic assignments include some reading and research projects. MIDTERM EXAMINATION: none. FINAL EXAMINATION: comprehensive. OTHER TESTS OR QUIZZES: none. PAPERS: one. Paper topics are selected according to legislator needs, student interest and available resources. OTHER COURSE REQUIREMENTS: Performance of assigned tasks by legislative staff. GRADING PHILOSOPHY: Grades are assigned on the basis staff evaluation of day-to-day work, written assignments and oral examination.

Section 002
POLS 495 - COMMUNIST CHINA IN WORLD AFFAIRS
INSTRUCTOR: Dr. Teh-Kuang Chang
QUARTERS TEACHING THIS COURSE: Spring and Summer. COURSE IS PRIMARILY: lectures and discussions. APPROXIMATELY: 15 students enroll, PREDOMINANTLY: mixed. OFFICE HOURS AVAILABLE: 5 hours per week, plus individual appointments, without limitation. MAJOR THEME/OBJECTIVE: Communist China's current Foreign Policy and its relationship with other countries. Particularly with U.S. after Nixon's visitation to China. This is an important and interesting course to any students, regardless of their major. REQUIRED READING: One textbook only. Will select a good book but with a reasonable price. ESTIMATED COST: $10.00. TYPICAL WEEKLY ASSIGNMENT: About 50 pages reading per week. MIDTERM EXAMINATION: yes - one. FINAL EXAMINATION: yes (objective or comprehensive - depends on students vote.) OTHER TESTS OR QUIZZES: yes - oral quizzes occasionally. PAPERS: yes - one. APPROXIMATELY: 4 pages in length. TOPIC: Being a major's course, most grades are A, B, or C. Final exam - 40%; Individual paper - 20%; Group project - 20%; Other - 20%.

PHYSICAL EDUCATION - PROFESSIONAL COEDUCATIONAL

PPC 491 - P.E. IN THE ELEMENTARY SCHOOL
INSTRUCTOR: Adelaide M. Cole
COURSE IS PRIMARILY: lectures, discussions, and laboratories. APPROXIMATELY: 20 students enroll, PREDOMINANTLY: non-majors. OFFICE HOURS AVAILABLE: approximately 10 hours per week. MAJOR THEME/OBJECTIVE: The "Why's" and "How's" of teaching games, self-testing and rhythmic activities in the elementary school. REQUIRED READING: Dynamic P.E. - Daner & Pangrasi. ESTIMATED COST: $8.20. TYPICAL WEEKLY ASSIGNMENT: 2 chapters of reading. MIDTERM EXAMINATION: yes - one. FINAL EXAMINATION: comprehensive. OTHER TESTS OR QUIZZES: none. PAPERS: yes - one. Length of about 6 pages. Student has a choice of several projects or papers. OTHER COURSE REQUIREMENTS: Teaching an activity (2). GRADING PHILOSOPHY: Midterm examination - one-fifth; Final examination - one-fifth; Project or paper - one-fifth; Teaching - two fifths.

PPC 497/597 - EVALUATION IN PHYS. ED.
INSTRUCTOR: H. Thomas Dobbs

PPC 499 - LABORATORY AND FIELD EXPERIENCE IN ATHLETIC TRAINING 2
INSTRUCTOR: Ms. Andrea Seger B.S.E., M.S., A.T.C.
QUARTERS TEACHING THIS COURSE: Fall, Winter and Spring - arranged. COURSE IS PRIMARILY: laboratories. APPROXIMATELY: 6 students enroll, PREDOMINANTLY: majors. OFFICE HOURS AVAILABLE: 2 per week for each student. MAJOR THEME/OBJECTIVE: Practical Application of techniques learned. Additional advanced techniques taught. REQUIRED READING: None. COST: $0. TYPICAL WEEKLY ASSIGNMENT: At least 2 hours per week in training room. MIDTERM EXAMINATION: none. FINAL EXAMINATION: none. OTHER TESTS OR QUIZZES: none. PAPERS: one - notebook required of experiences gained. GRADING PHILOSOPHY: Grading is a combination of notebook and skill shown in lab.

PPC 498 - LABORATORY AND FIELD EXPERIENCE IN ATHLETIC TRAINING 1
INSTRUCTOR: Ms. Andrea Seger
QUARTERS TEACHING THIS COURSE: Fall, Winter, and Spring - arranged. COURSE IS PRIMARILY: laboratories. (The rest of information is the same as in "Laboratory and Field Experience in Athletic Training 2").
PHYSICAL EDUCATION - PROFESSIONAL MEN

PPM 381 - TECHNIQUES OF COACHING FOOTBALL
INSTRUCTOR: Thomas D. Sells
QUARTERS TEACHING THIS COURSE: Fall. COURSE IS PRIMARILY: lectures and discussions. APPROXIMATELY: 15-20 students enroll, PREDOMINANTLY: majors. OFFICE HOURS AVAILABLE: 3 hours per week. MAJOR THEME/OBJECTIVE: Preparation for coaching interscholastic football. TYPICAL WEEKLY ASSIGNMENT: One and two page reports. MIDTERM EXAMINATION: none. FINAL EXAMINATION: comprehensive. OTHER TESTS OR QUIZZES: none. PAPERS: one. APPROXIMATELY: 15-20 pages in length. Construct a playbook. GRADING PHILOSOPHY: 40% Attendance, participation. 30% Midterm; 30% Final Exam; 30% Paper & Reports; 30% Class Participation.

PHYSICAL EDUCATION - PROFESSIONAL WOMEN

PPW 382 - SPRING SPORTS
INSTRUCTOR: G. Eileen Keener

PHYSIOLOGY

PSYSL 414 - CARdioVASCULAR DYNAMICS
INSTRUCTOR: Dr. Thomas A. Lesh
QUARTERS TEACHING THIS COURSE: Winter or Spring. COURSE IS PRIMARILY: lectures. APPROXIMATELY: 10 students enrolled, PREDOMINANTLY: mixed (primarily graduate students). OFFICE HOURS AVAILABLE: 10 hours per week. MAJOR THEME/OBJECTIVE: Describes the operating characteristics of the living mammalian circulatory system, with stress on its self-regulating capabilities and on techniques of measuring cardiovascular functions. REQUIRED READING: New textbook to be selected. ESTIMATED COST: $20.00. TYPICAL WEEKLY ASSIGNMENT: 30-50 pages per week (relatively complex material). No problems or lab reports. MIDTERM EXAMINATION: yes - one. FINAL EXAMINATION: not comprehensive. OTHER TESTS OR QUIZZES: none. PAPERS: none. GRADING PHILOSOPHY: Grading depends basically on exams; final counts slightly more than midterm; class participation is a factor in "tipping" a borderline grade one way or the other.

RELIGIOUS STUDIES

RELST 400 - COMPARATIVE RELIGIONS
INSTRUCTOR: Carl F. Andry

RUSSIAN

RUS 306 - SLAVIC PEOPLES & CULTURES
INSTRUCTOR: Kathryn G. Samuelson
QUARTERS TEACHING THIS COURSE: Usually Spring term. COURSE IS PRIMARILY: discussions. APPROXIMATELY: 1-10 students enroll, PREDOMINANTLY: majors (also available to non-majors with permission) OFFICE HOURS AVAILABLE: 3 hours per week. MAJOR THEME/OBJECTIVE: The primary subjects studied are the history and development of Russian art, music, religion, literature, language and folklore, from the earliest times to the Soviet period. REQUIRED READING: Various library assignments. ESTIMATED COST: $0. TYPICAL WEEKLY ASSIGNMENT: Read 10 page assignment in library. Listen to 30 minute recording. View 2 30-min. films. MIDTERM
EXAMINATION: yes - one. FINAL EXAMINATION: comprehensive. OTHER TESTS OR QUIZZES: yes - 2 per quarter over specific topics. PAPERS: one - 10-15 pages. Student chooses a topic relevant to course matter as "Russian Mythology" or "The Might Five". GRADING PHILOSOPHY: Performance on quizzes and tests, approximately 40%; paper 30-40%; attendance 10%; assignments 10-20%.

RUS 498 - SEMINAR
INSTRUCTOR: Kathryn G. Samuelson
QUARTERS TEACHING THIS COURSE: every term, on arranged basis. COURSE IS PRIMARILY: Readings and paper work. APPROXIMATELY: 1-3 students enroll, PREDOMINANTLY: majors (available to non-majors with permission). OFFICE HOURS AVAILABLE: 1-3 hours per week. MAJOR THEME/OBJECTIVE: This is a reading course. The student chooses one book or play to read (if done in Russian) or 2 or more books, stories, plays to read (if done in translation). REQUIRED READINGS: This varies with the student's desires. All available in library or bookstore. ESTIMATED COST: $0-5. TYPICAL WEEKLY ASSIGNMENT: Read 20 pages (if in Russian). Read 4-5 chapters - 1 story, 3 acts. (if done in translation). MIDTERM EXAMINATION: none. FINAL EXAMINATION: comprehensive. OTHER TESTS OR QUIZZES: none. PAPERS: yes - one. Length - approx. 10-15 pp. Topic; usually the students discuss a character or the history of the play or book. GRADING PHILOSOPHY: Approximately; 50% - Paper; 30% - quiz (final); and 20% on discussions over weekly assignments.

SOC 434 - SOCIAL ASPECTS OF ILLNESS
INSTRUCTOR: Richard A. Bogg

SOC 433 - SOCIOLOGY OF MENTAL HEALTH
INSTRUCTOR: Richard A. Bogg
QUARTERS TEACHING THIS COURSE: Spring. COURSE IS PRIMARILY: discussions. APPROXIMATELY: 25 students enroll, PREDOMINANTLY: non-majors. OFFICE HOURS AVAILABLE: 8 hrs. per week. MAJOR THEME/OBJECTIVE: The field of psychiatry and conceptions of abnormal and normal behavior from a sociological viewpoint. ITEMS: History of attitudes toward the mentally ill, social deviance theories, epidemiology, processes and outcomes of treatment. REQUIRED READING: Mental Illness and Health - Finkel; Mental Health Policy - Mechanic; The Mental Patients - Spitzer and Denzin. ESTIMATED COST: $16.00. TYPICAL WEEKLY ASSIGNMENT: Varies - but no student complaints. MIDTERM EXAMINATION: yes-one. FINAL EXAMINATION: not comprehensive. OTHER TESTS OR QUIZZES: none. PAPER: yes - one. Either a 25 minute class presentation or 15 pages written. GRADING PHILOSOPHY: Midterm and final - 35% each; Presentation - 25%; Class participation - 10%.
SOC 453 - PRACTICUM IN CORRECTIONS
INSTRUCTOR: Lionel J. Nieman, Prof. of Sociology & Coordinator, Criminal Justice

QUARTERS TEACHING THIS COURSE: Fall, Winter and Spring. COURSE IS PRIMARILY: field placements. APPROXIMATELY: 15-20 students enroll, PREDOMINANTLY: majors (must be). MAJOR THEME/OBJECTIVE: Each student literally works in a correctional setting - agency or institution under supervision of staff, in that sense each student tests themselves against the reality of the agency and the system and applies academic learning to work experience. REQUIRED READING: none. TYPICAL WEEKLY ASSIGNMENT: Minimum requirement is 2 full 8 hr. shifts plus once per week seminar meeting. Some students work from 3-5 days in their placements. MIDTERM EXAMINATION: none. FINAL EXAMINATION: none. OTHER TESTS OR QUIZZES: none. PAPERS: yes. OTHER COURSE REQUIREMENTS: Evaluation by agency supervisor. GRADING PHILOSOPHY: Grading is primarily based upon supervisor's evaluation and this instructor's as he visits with each student in the field, plus their final paper, plus participation in the weekly seminars.

Section 001

SOC 490 - INDEPENDENT STUDY
INSTRUCTOR: Depends on student's interests

QUARTERS THIS COURSE IS OFFERED: All. COURSE IS PRIMARILY: Independent Study. APPROXIMATELY: 10 students enroll, PREDOMINANTLY: majors. OFFICE HOURS AVAILABLE: As many as needed. MAJOR THEME/OBJECTIVE: Whatever he/she and the professor find mutually valid and valuable. REQUIRED READING: "depends" ESTIMATED COST: $0. TYPICAL WEEKLY ASSIGNMENT: "Depends" MIDTERM EXAMINATION: none. FINAL EXAMINATION: none. OTHER TESTS OR QUIZZES: none. PAPERS: yes - one. GRADING PHILOSOPHY: "Depends"

SOCIAL WORK

SOCW 440 - SOCIAL WORK PRACTICE
INSTRUCTOR: Lupe D. Stump

QUARTERS TEACHING THIS COURSE: Winter and Spring. COURSE IS PRIMARILY: discussions and demonstrations. APPROXIMATELY: 20 Students enroll, PREDOMINANTLY: majors.


SOCWK 441 - SOCIAL WORK PRACTICUM
INSTRUCTOR: W. Karl Rehfeld

QUARTERS TEACHING THIS COURSE: Autumn, Winter and Spring. COURSE IS PRIMARILY: Field placement. APPROXIMATELY: 15 students enroll, PREDOMINANTLY: majors. TEACHING ASSISTANT'S ROLE: Field Consultant. MAJOR THEME/OBJECTIVE: This is a field course in which students are engaged in training while placed in a social agency. REQUIRED READINGS: none. COST: $0. TYPICAL WEEKLY ASSIGNMENT: Assignments are made by agency supervisor over a ten week period. MIDTERM EXAMINATION: none. FINAL EXAMINATION: no. OTHER TESTS OR QUIZZES: none. PAPERS: yes - four. Length varies. Papers are related to agency assignments given to students. GRADING PHILOSOPHY: Grade is determined by consulting agency, field consultant, and instructor.

Section 001

SOCWK 442 - METHODS OF INTERVENTION
INSTRUCTOR: Lupe D. Stump

GENERAL SPEECH

SPCH 410 - STUDIES IN PERSUASION
INSTRUCTOR: James A. Benson (may be assigned to other faculty)

QUARTERS TEACHING THIS COURSE: Autumn, 1st summer. COURSE IS PRIMARILY: discussions and oral reports. APPROXIMATELY: 10-15 students enroll, PREDOMINANTLY: mixed. OFFICE HOURS AVAILABLE: 10 hours per week. MAJOR THEME/OBJECTIVE: Theories of persuasion, including balance theories; survey of studies and experiments investigating elements of persuasion, such as fear appeals, message organization, etc.; contemporary literature dealing with aspects of persuasion, such as agitation and control of agitation, etc. REQUIRED READING: Process of Social Influence - Beisecker & Parson; Influencing Attitudes & Changing Behavior - Zimbardo & Ebbesen. ESTIMATED COST: $8-$12. TYPICAL WEEKLY ASSIGNMENT: Reading from assigned bibliography (largely journal articles) and assigned chapters in textbooks; preparation of an individual or group oral report; 4-5 papers during the course. MIDTERM EXAMINATION: none. FINAL EXAMINATION: none. OTHER TESTS OR QUIZZES: none. PAPERS: yes - four or five. LENGTH: 3-7 pages. Students given choice among 3 topics for each paper; ability to use English language correctly is expected in each paper. OTHER COURSE REQUIREMENTS: Oral reports (sometimes individual reports, sometimes group reports). GRADING PHILOSOPHY: Regular attendance is expected; grade determined by approximately ½ on oral reports and ½ on papers.

SPCH 496 - DIRECTED STUDY IN SPEECH
QUARTERS THIS COURSE IS TAUGHT: All. COURSE IS PRIMARILY: Independent study. APPROXIMATELY: 8-10 students enroll, PREDOMINANTLY: majors (a few from other departments). MAJOR THEME/OBJECTIVE: The student works on some interest or activity chosen by student. Paper depends on project. (The rest does not apply to this independent study course).

SPEECH PATHOLOGY AND AUDDIOLOGY

SPAA 418 - ORGANIC SPEECH DISORDERS
INSTRUCTOR: Richard Artes

QUARTERS TEACHING THIS COURSE: Winter, Spring and 2nd Summer term. COURSE IS PRIMARILY: lectures. APPROXIMATELY: 20 students enroll, PREDOMINANTLY: majors. OFFICE HOURS AVAILABLE: As many as needed. MAJOR THEME/OBJECTIVE: Areas covered are the Central Nervous System in relation to pathologies causing cerebral palsy and aphasia. Also covered are speech problems related to cleft palate and other organic disorders. REQUIRED READING: Subject to modification. ESTIMATED COST: $10.00 (trying to use paperback). TYPICAL WEEKLY ASSIGNMENT: Heavy emphasis on lecture, some journal articles, and selected reading in supplementary texts. No lab assignments. Emphasis on professional vocabulary. MIDTERM EXAMINATION: Yes - one. FINAL EXAMINATION: not comprehensive. OTHER TESTS OR QUIZZES: Short "pop" quizzes can be expected. PAPERS: none. GRADING PHILOSOPHY: Emphasis on examination scores, class attendance, and class participation. Section 001

SPECIAL EDUCATION

SPCED 472/572 - PSYCHOLOGY OF MENTAL RETARDATION
INSTRUCTOR: Dr. James Van Tassel

COURSE IS PRIMARILY: lectures, discussions. APPROXIMATELY: 20-30 students enroll, PREDOMINANTLY: majors. OFFICE HOURS AVAILABLE: 10-15 hours per week. MAJOR THEME/OBJECTIVE: This course is designed for majors in mental retardation. It includes all aspects of mental retardation except those included in required methods courses. REQUIRED READING: Mental Retardation: A Life Cycle Approach (text) - by Chin. ESTIMATED COST: $10.25. TYPICAL WEEKLY ASSIGNMENT: A full set of course objectives is distributed. Students must prepare for bi-weekly essay tests. MIDTERM EXAMINATION: none. FINAL EXAMINATION: none. QUIZZES: Five ½ hour essay tests spaced evenly thru quarter. Topics are listed in advance. GRADING PHILOSOPHY: Student evaluation is criterion-referenced (90%=A, 80%=B, 70%=C, etc.). Grades are
based entirely upon 5 listed essay tests which are scored anonymously. Review sessions are scheduled prior to tests.

SPCED 475 - METHODS FOR TEACHING MR - II
INSTRUCTOR: Dr. Donald E. Ahlersmeyer
QUARTERS TEACHING THIS COURSE: Fall, Winter and Spring. COURSE IS PRIMARILY: lectures and practicum. APPROXIMATELY: 18 students enroll, PREDOMINANTLY: majors. OFFICE HOURS AVAILABLE: 12 hours per week. MAJOR THEME/OBJECTIVE: Teaching methods and strategies for retarded children. Emphasis on developing educational plan for each child. Curriculum for retarded; and effective planning and instruction. REQUIRED READING: Developing Units of Instruction - Meyen. ESTIMATED COST: $5.00 TYPICAL WEEKLY ASSIGNMENT: Reading minimal. Work with retarded children in schools. Projects require much time. MIDTERM EXAMINATION: yes - one. FINAL EXAMINATION: not comprehensive. OTHER TESTS OR QUIZZES: none. PAPERS: none. OTHER COURSE REQUIREMENTS: Individual Educational Plan; Unit of Instruction; Community Resource File. GRADING PHILOSOPHY: Student knows at start what is expected - both quantitative and qualitative. Projects and participation important (at least ½ of grade); tests are the other ½.

SPCED 486 - EDUCATION OF CHILDREN WITH LEARNING DISABILITIES
INSTRUCTOR: James A. Poteet

HONORS COURSES

EDGEN 390 - HONORS COLLOQUIUM IN EDUCATION
INSTRUCTOR: Dr. Victor B. Lawhead
QUARTERS TEACHING THIS COURSE: Autumn and Winter. COURSE IS PRIMARILY: discussions. APPROXIMATELY: 10-15 students enroll, PREDOMINANTLY: non-majors. OFFICE HOURS AVAILABLE: 8 hours per week. MAJOR THEME/OBJECTIVE: Controversial issues in education - student should expect to be sensitized to the range of issues and to develop personal views in regard to them. REQUIRED READINGS: 10 selected short papers and student selected readings from instructor's library. ESTIMATED COST: $0. MIDTERM EXAMINATION: none. FINAL EXAMINATION: none. OTHER TESTS OR QUIZZES: none. PAPERS: yes - two. Experience reports - length varies according to student. OTHER COURSE REQUIREMENTS: The class sometimes joins other classes. GRADING PHILOSOPHY: Performance is judged on basis of colloquium discussion, quality of experience reports and class attendance.