SPEAKING EMPHASIS REQUIREMENT

Courses

COM

COM 206. Argumentation. 3 Credits.
This course develops abilities to engage in effective oral argument. Topics covered include the structure of arguments, reasoning, fallacies, refutation, argumentation ethics, and answering questions.
Gen Ed Attribute: Speaking Emphasis.
Typically offered in Fall & Spring.

COM 209. Principles & Practice of Public Speaking I. 3 Credits.
This course is designed to build public speaking skills within the framework of an intensive "flipped" course format. Within this "flipped" format, students will be introduced to the theory of public speaking through a series of online lectures. In-class time will be reserved for public speaking practice and skill development. Topics covered include speech structure, speech introductions and conclusions, forms of support, speech delivery, persuasive speaking, and informative speaking.
Gen Ed Attribute: Speaking Emphasis.
Typically offered in Fall, Spring & Summer.

COM 309. Principles & Practice of Public Speaking II. 3 Credits.
This course refines students' public speaking skills and introduces students to new forms of public speaking. Topics covered include speech structure, speech delivery, impromptu speaking, ceremonial speaking, motivational speaking, style, narratives, and visual aids.
Pre / Co requisites: COM 309 requires a prerequisite of a C or higher in COM 209.
Gen Ed Attribute: Speaking Emphasis.
Typically offered in Fall & Spring.

CRJ

CRJ 370. Gender, Crime, and Justice. 3 Credits.
This course provides a forum in which students are encouraged to examine the impact gender has on various aspects of the criminal justice system. The course will offer an exploration of the victimization of women and the culture that supports it. It will also address the unique issues of women as criminals, women as prisoners, and women in the criminal justice system. Intersectionality is a fluid theme throughout the course, as matters of gender in the justice response oftentimes rest on marginalization based on several intersecting static traits, such as race, ethnicity, social status, and sexuality. It is important to understand the substantive nature of these groups as one attempts to identify issues and offer meaningful solutions. The ultimate aim is to help students foster an informed and reasoned openness to and an understanding of difference—a significant furthenance of the university's goal of graduating students who are committed to creating a just and equitable society.
Pre / Co requisites: CRJ 370 requires a prerequisite of a grade of C or higher in CRJ 110.
Typically offered in Fall & Spring.

EDR

EDR 304. Teaching Language Arts Pre-K-4. 3 Credits.
This course examines theories, issues, methods, materials and assessments for a developmental PK-4 language arts program. Integrating reading, writing, speaking, listening, viewing, and visually representing as tools for communication, discovery, and learning across the curriculum will be emphasized. This course is intended to enable participants to help elementary students learn to communicate using various language competencies including writing, listening, speaking, viewing, and visually representing. As pre-service teachers and as writers, it is especially important to understand the writing process and how children learn to write. Students will explore the rituals and routines that foster a supportive language arts environment and the interconnections of language, literacy, and culture. They will examine various topics, such as the writing process, writing workshop, genres of writing, listening to learn, sustaining productive talk, spelling, grammar, assessment, and integration of technology. The writing activities in this course are designed to help students see themselves as writers and to reflect on their future role as exemplary teachers of writing.
Pre / Co requisites: EDR 304 requires a prerequisite of EGP 210.
Typically offered in Fall, Spring & Summer.

EDR 306. Teaching Language Arts 4-8. 3 Credits.
This course is designed to study current trends for integrating language arts across curriculum in the middle school setting. Emphasis is placed on the connections between listening, speaking, writing, and reading. Instructional strategies that link reading, writing, literature, and language across the curriculum will be explored. Appropriate language arts curriculum, including pedagogy for early adolescents, will be addressed.
Pre / Co requisites: EDR 306 requires a prerequisite of EDP 201 or EDP 250.
Typically offered in Fall, Spring & Summer.

EGP

EGP 410. Student Teaching. 6 Credits.
A semester-long, full-time field experience. The student teacher assumes increasing responsibility in the classroom, as demonstrated by effective methods for the planning, delivering, and reflecting on instruction. Weekly seminars are required.
Pre / Co requisites: EGP 410 requires prerequisites of Teacher Candidacy, field clearances, and meets all coursework required for the major.
Gen Ed Attribute: Speaking Emphasis.
Typically offered in Fall & Spring.

EGP 411. Student Teaching. 6 Credits.
A semester-long, full-time field experience. The student teacher assumes increasing responsibility in the classroom, as demonstrated by effective methods for the planning, delivering, and reflecting on instruction. Weekly seminars are required.
Pre / Co requisites: EGP 411 requires prerequisites of Teacher Candidacy, field clearances, and meets all coursework required for the major.
Gen Ed Attribute: Speaking Emphasis.
Typically offered in Fall & Spring.

EIT

EIT 360. Italian Cinema. 3 Credits.
A study of Italian cinema history and culture as seen through a selection of feature films. The primary aim of this course is to develop students' knowledge of the historical, cultural, and technical contexts in which Italian films and cultures have transformed within Italy and the rest of the world. Students will be introduced to themes and styles of Italian cinema from the rise of Fascism through the present.
Typically offered in Spring.

HON

HON 311. Stewardship and Civic Engagement. 3 Credits.
Foundations of market and nonmarket economies as they relate to good stewardship and civic responsibility. Fusing literature and economics, the values and limitations of market capitalism and command socialism will be addressed.
Typically offered in Fall.

INM

INM 443. Building Your Career in Music. 3 Credits.
Culmination capstone course for the music performance degrees (vocal, instrumental, jazz, keyboard, and organ). Students will review, assess, and apply integrated concepts taught during the degree and gather these materials into their WCU ePortfolio. This course focuses on preparing students for employment and graduate study through performance and communication. Topics include speaking fluency during lectures and recitals, constructive feedback for pedagogy, entrepreneurship, marketing, developing a professional resume and cover letter, and includes alumni and guest lectures. Assessment is achieved through reflection papers, in-class discussion, assignments, and a capstone project. The capstone project demonstrates achievement of the program and student learning outcomes. In addition, it requires students to reflect on the integration of the General Education Program with the music performance degree. The capstone project focuses on career development of a student's specific career interests. In addition, students submit program notes of final recital material during in-class lectures for discussion, reflection, self-evaluation, and re-evaluation.
Typically offered in Fall.
ITP 302. Italian Conversation and Culture. 3 Credits.
This is a conversation course with intensive interaction to develop proficiency in listening comprehension and speaking ability. Furthermore, the aim of this course is to review and study some of the more complex grammatical and syntactical structures of the language, to review and expand Italian vocabulary, and to practice them in context and in conversation.
Pre / Co requisites: ITP 302 requires a prerequisite of ITP 202.
Gen Ed Attribute: Speaking Emphasis.
Typically offered in Fall.

MDC

MDC 308. Multimedia Performance. 3 Credits.
This course is designed to introduce the student to both the theory and practice of professional performance across multiple platforms, including social media, mediated public presentation sites, and interviewing.
Pre / Co requisites: MDC 308 requires prerequisites of MDC 250 and MDC 251, or instructor/department chair permission.
Gen Ed Attribute: Speaking Emphasis.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

MGP

MGP 410. Student Teaching. 6 Credits.
A semester-long, full-time field experience. The student teacher assumes increasing responsibility in the classroom, as demonstrated by effective methods for the planning, delivering, and reflecting on instruction. Weekly seminars are required.
Pre / Co requisites: MGP 410 requires prerequisites of Teacher Candidacy, field clearances, and all coursework required in the major.
Gen Ed Attribute: Speaking Emphasis.
Typically offered in Fall & Spring.

MGP 411. Student Teaching. 6 Credits.
A semester-long, full-time field experience. The student teacher assumes increasing responsibility in the classroom, as demonstrated by effective methods for the planning, delivering, and reflecting on instruction. Weekly seminars are required.
Pre / Co requisites: MGP 411 requires prerequisites of Teacher Candidacy, field clearances, and all coursework required in the major.
Gen Ed Attribute: Speaking Emphasis.
Typically offered in Fall & Spring.

MHL

MHL 211. Music History II. 3 Credits.
A historical survey of music from 1800 to 1825. Analysis of appropriate genres, styles, forms, social contexts, aesthetics, and performance practices will be considered.
Pre / Co requisites: MHL 211 requires a prerequisite of C- or better in MHL 210.
Gen Ed Attribute: Speaking Emphasis.
Typically offered in Fall & Spring.

MUE

MUE 431. Student Teaching I. 6 Credits.
Observation and participation in teaching vocal and instrumental music at the elementary level. Undertaken in conjunction with qualified cooperative teachers. Professional conferences and visits are an integral part of the experience.
Pre / Co requisites: MUE 431 requires a prerequisite of Teacher Candidacy. Act 34, Act 114, and Act 151 clearances and a TB test must be valid for the semester.
Consent: Permission of the Department required to add.
Gen Ed Attribute: Speaking Emphasis.
Typically offered in Fall & Spring.

MUE 432. Student Teaching II. 6 Credits.
Observation and teaching general, vocal, and/or instrumental music at the secondary level. Professional conferences and visits are an integral part of the experience.
Pre / Co requisites: MUE 432 requires a prerequisite of Teacher Candidacy. Act 34, Act 114, and Act 151 clearances and a TB test must be valid for the semester.
Gen Ed Attribute: Speaking Emphasis.
Typically offered in Fall & Spring.

NSG

NSG 456. Interprofessional Simulation. 3 Credits.
The primary objective of this course is to examine the interrelationship of various healthcare professions through simulation activities. In this course, students will examine the knowledge, skills, and attitudes needed to establish effective teamwork across healthcare disciplines. Teamwork has been found to be one of the key initiatives within patient safety that can transform the culture of healthcare delivery. Patient safety requires effective communication and other teamwork skills to deliver quality healthcare and to prevent medical errors, patient injury, and harm. To address this, health sciences students will explore a team-based, interdisciplinary, integrative approach to healthcare delivery through online self-study, simulation, debriefing, and self-reflection. Speaking emphasis skills will be assessed during performance of case presentations in simulations and analytical oral interpretations of the performance in debriefing. Students will examine strategies that enhance collaboration, communication, and patient safety, leading to integration of various perspectives into a unified framework of healthcare delivery.
Pre / Co requisites: NSG 456 requires completion of 60 credits in the Communication Sciences and Disorders, Nursing, or Nutrition major.
Distance education offering may be available.
Typically offered in Summer.
Cross listed courses NSG 456, NTD 456, SLP 456.

NTD

NTD 456. Interprofessional Simulation. 3 Credits.
The primary objective of this course is to examine the interrelationship of various healthcare professions through simulation activities. In this course, students will examine the knowledge, skills, and attitudes needed to establish effective teamwork across healthcare disciplines. Teamwork has been found to be one of the key initiatives within patient safety that can transform the culture of healthcare delivery. Patient safety requires effective communication and other teamwork skills to deliver quality healthcare and to prevent medical errors, patient injury, and harm. To address this, health sciences students will explore a team-based, interdisciplinary, integrative approach to healthcare delivery through online self-study, simulation, debriefing, and self-reflection. Speaking emphasis skills will be assessed during performance of case presentations in simulations and analytical oral interpretations of the performance in debriefing. Students will examine strategies that enhance collaboration, communication, and patient safety, leading to integration of various perspectives into a unified framework of healthcare delivery.
Pre / Co requisites: NTD 456 requires completion of 60 credits in the Communication Sciences and Disorders, Nursing, or Nutrition major.
Distance education offering may be available.
Typically offered in Summer.
Cross listed courses NSG 456, NTD 456, SLP 456.

PHY

PHY 205. Cellular and Molecular Biophysics. 3 Credits.
This course draws on concepts and tools from physics, biology, and chemistry to understand how energy is transformed into order in living systems. This will require students to consider the roles evolution, polymer physics, and chemistry have played in shaping the machinery of life. This course is aimed at students from physics, biology, and chemistry who are interested in stretching themselves beyond disciplinary boundaries.
Pre / Co requisites: PHY 205 requires prerequisites of PHY 140 or PHY 180, CHE 104, and MAT 161 or MAT 145.
Typically offered in Spring.

PSC

PSC 317. Contemporary International Relations. 3 Credits.
Recent issues and problems with special emphasis on superpower behavior around the world. Also, third world revolutions, international terrorism, human rights, international law and the United Nations, and the changing international economic order.
Gen Ed Attribute: Speaking Emphasis.
Typically offered in Fall, Spring & Summer.
PSC 356. US Public Policy. 3 Credits.
This course will focus on domestic public policies, particularly policies and policy problems related to issues of inequality within the United States.
Gen Ed Attribute: Speaking Emphasis.
Typically offered in Fall & Spring.

PSY

PSY 215. Liberation Psychology: Sustaining Community Change. 3 Credits.
This class will take a Liberation Psychology approach to examining the cross section of societal forces and our individual lives as “community change workers” such that we can sustain ourselves and those we might work with professionally and in the community. Students will be introduced to a toolkit of practices for sustaining their own resilience, well-being, and engagement in community change framed critically to combat oppression and internalized oppression (ranging from Cognitive Behavioral self-help tools to mindfulness, peer support to movement building, and more). Students will gain in-depth practice in using active listening, reflection, and interpersonal communication as one way to process the effects of oppression. Students will also have opportunities to learn presentation skills, including final projects that will allow them to explore in more depth one or more of the strategies studied by formulating a model of sustaining self for the future, a model that aims to be aware of the critical perspectives on psychology and structural injustices studied in this course.
Pre / Co requisites: PSY 215 requires a prerequisite of RUX 110 or YES 250 or PSY 100 or PSY 120.
Gen Ed Attribute: Speaking Emphasis.
Typically offered in Fall & Spring.
Cross listed courses PSY 215, RUX 215.

RUX

RUX 215. Liberation Psychology: Sustaining Community Change. 3 Credits.
This will class take a Liberation Psychology approach to examining the cross section of societal forces and our individual lives as “community change workers” such that we can sustain ourselves and those we might work with professionally and in the community. Students will be introduced to a toolkit of practices for sustaining their own resilience, well-being, and engagement in community change framed critically to combat oppression and internalized oppression (ranging from Cognitive Behavioral self-help tools to mindfulness, peer support to movement building, and more). Students will gain in-depth practice in using active listening, reflection, and interpersonal communication as one way to process the effects of oppression. Students will also have opportunities to learn presentation skills, including final projects that will allow them to explore in more depth one or more of the strategies studied by formulating a model of sustaining self for the future, a model that aims to be aware of the critical perspectives on psychology and structural injustices studied in this course.
Pre / Co requisites: RUX 215 requires a prerequisite of RUX 110 or YES 250 or PSY 100 or PSY 120.
Gen Ed Attribute: Speaking Emphasis.
Typically offered in Fall & Spring.
Cross listed courses RUX 215, PSY 215.

SLP

SLP 456. Interprofessional Simulation. 3 Credits.
The primary objective of this course is to examine the interrelationship of various healthcare professions through simulation activities. In this course, students will examine the knowledge, skills, and attitudes needed to establish effective teamwork across healthcare disciplines. Teamwork has been found to be one of the key initiatives within patient safety that can transform the culture of healthcare delivery. Patient safety requires effective communication and other teamwork skills to deliver quality healthcare and to prevent medical errors, patient injury, and harm. To address this, health sciences students will explore a team-based, interdisciplinary, integrative approach to healthcare delivery through online self-study, simulation, debriefing, and self-reflection. Speaking emphasis skills will be assessed during performance of case presentations in simulations and analytical oral interpretations of the performance in debriefing. Students will examine strategies that enhance collaboration, communication, and patient safety, leading to integration of various perspectives into a unified framework of healthcare delivery.
Pre / Co requisites: SLP 456 requires completion of 60 credits in the Communication Sciences and Disorders, Nursing, or Nutrition major.
Distance education offering may be available.
Typically offered in Summer.
Cross listed courses NSG 456, NTD 456, SLP 456.

SPA

SPA 302. Advanced Spanish Grammar and Conversation II. 3 Credits.
Additional review and mastery of Spanish grammar, with special emphasis on sentence structures and stylistics, along with intensive interaction to develop proficiency in listening comprehension and speaking ability. SPA 302 can be taken simultaneously with SPA 301.
Pre / Co requisites: SPA 302 requires a prerequisite of SPA 202 or SPA 250.
Gen Ed Attribute: Speaking Emphasis.
Typically offered in Fall, Spring & Summer.

SPK

SPK 208. Public Speaking. 3 Credits.
Development of skills necessary to understand the theory of communication as a problem-solving tool in the community. Special emphasis is on the student’s performance as a sender and receiver of messages directed at social action.
Gen Ed Attribute: Speaking Emphasis.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.
Cross listed courses SPK 208, SPK 230.

SPK 230. Business and Professional Speech Communication. 3 Credits.
LEC (3), LAB (0)
Practice in effective speaking and listening. Interpersonal communication in the business and professional setting, including reports and sales presentations, policy speeches, conference leadership techniques, group dynamics, and speaking.
Gen Ed Attribute: Speaking Emphasis.
Typically offered in Fall, Spring & Summer.
Cross listed courses SPK 208, SPK 230.

SWO

SWO 495. Social Work Senior Seminar I. 3 Credits.
Integration of field and classroom experiences in discussing the application of the generalist model to the helping process. Emphasis is on all levels of practice (individuals, families, groups, organizations, and communities. Social Work majors only.
Pre / Co requisites: SWO 495 requires a prerequisite of SWO 395 and a corequisite of SWO 450.
Typically offered in Fall.

THA

THA 216. Fundamentals of Design. 3 Credits.
The exploration of multiple elements of production design to create a foundation of communication for future designers, technicians, actors, directors, and stage managers. Students will learn how to manipulate design principles to support and enhance theatrical productions. In a collaborative, interactive learning environment, students will gain comfort with the creative process and learn to present creative ideas in a manner consistent with expectations of the theatre industry.
Gen Ed Attribute: Speaking Emphasis.
Typically offered in Fall & Spring.

WOS

WOS 240. How to Do Things with Feminism. 3 Credits.
This course is an introduction to the study of Women’s Gender Studies as an interdisciplinary field. In particular, students will reflect on the academic, professional, and community activist dimensions of the field. The course offers an overview of the development of Women’s and Gender Studies within the academy and ongoing collaboration with and tensions between academic feminism and feminist activism. Students will become familiar with the methodological and theoretical tools used by feminist researchers and activists. Beyond feminist methods and theories, students will also become familiar with the professional and academic side of WGS: they will discuss the wide range of women’s and gender-focused journals, professional organizations, and conferences in their subfields/disciplines. They will use an intersectional feminist framework to think through feminism(s), feminist praxis, and in particular how each of them exists in relation to power via gender and race. The ultimate goal is that they will gain the foundation for fostering feminist skills in order to create a more just and equitable society.
Typically offered in Fall & Spring.