

Summer 2012 Online Courses and Descriptions

ACC 216-O: Principles of Managerial Accounting (Sawani)

This course will help students develop an introductory understanding of accounting information for use by management in planning and controlling operations. A framework for measuring managerial performance is developed through an analytical treatment of cost behavior under dynamic conditions by employing tools such as job costing, process costing, activity-based costing, variable costing, cost estimation, cost-volume-profit analysis, budgeting, standard costing, differential costing, and capital budgeting. The use of costs in decision-making contexts is emphasized. This course is required for all accounting majors and is the second course needed to meet the accounting requirement for all business majors at WCMO. This course will consist of 3 exams, 10 quizzes, and 6 Ethics discussion board entries. Prerequisite: ACC 215.

ACC 300-O: Examination of Fraud (Bartley)

ACC 300 will explore the methods used to identify, detect, investigate, and prevent financial fraud, particularly with regard to frauds perpetrated against the public. We will explore a variety of cases, likely including fraud perpetrated by the company, the government, groups, and individuals. The study will include discussion of each of these types of fraud affects the public, the impact of the fraudulent funding, and the professional and ethical responsibilities of those in positions to detect and prevent fraud. Assignments will include analysis through on the class discussion board of assigned video clips, weekly homework and three exams completed through the Moodle site, and a group project completed in a format to be determined by your group.

ART 200-O: Digital Cellphone Photography (Dingman)

Digital Cellphone Photography is an introductory course in Cellphone photography. Students will explore creative techniques for photographers working only with your cell phone. All levels welcome.

We will cover fundamentals of cellphone photography and composition, adding apps to your phone, using multiple apps for an image, and downloading and printing your images from your phone. The students and instructor will review "apps" as to their strengths and weaknesses. Students will turn in a weekly assignment based on a different theme each week. Students will also critique each other's work each week. There will be 3 quizzes over the course of the session. Cell phone will be required: iPhone or Android recommended. Prerequisite: None. This course does not fulfill a tier requirement.

BUS 250-O: Principles of Marketing (Eames)

This course is an introduction to the concepts and processes used in contemporary marketing. The class will cover topics that include the marketing concept, the marketing mix (the 4 Ps), marketing strategy and planning, and marketing ethics. The course requirements each week include reading 2 chapters in the textbook for the first five weeks

and one chapter the last week. Students will post a response to a discussion question in an open forum each week and submit a weekly written assignment of approximately one page to a drop box every week except the final week of the session. There will also be three short assignments based on textbook material that will be submitted to drop boxes. Grades will be posted promptly on all submissions. Students are encouraged to check with the instructor any time they need clarity on their progress or standing in the class. On the last day of the session there will be a comprehensive exam covering the reading assignments and all of the other class materials. This is a timed test that will be available for 12 hours and students will have two hours to complete it once begun. The online format is particularly effective in providing students with personal feedback in a virtual group environment. Students should expect a high level of interaction with the instructor, who will actively join discussion postings. All assignments will receive personal feedback and comments from the instructor to provide continuity and clarity.

BUS 334-O: Consumer Behavior (Eames)

Consumer Behavior is a detailed study of the forces which shape the process of consumer motivation and decision-making. Topics include theoretical models of consumer choice processes, consumer research, and the influences of culture, lifestyle, and demographics on the consumer. Marketing strategy formulation will be stressed. Students will be expected to read in the textbook two chapters a week for five weeks and one chapter the final week. Each week there will be one required posting to a discussion question and one written paper of about a page in length to be submitted to a drop box, except for the last week when there will be a discussion posting only. There will be two additional written assignments which will also be submitted to a drop box. Students should expect a high level of interaction with the instructor, who will actively join in your discussion postings and who will also reply to all submitted written assignments with personal comments and clarification. There is a comprehensive open-book test the last day of the session that covers the reading assignments and the other material that's been covered. This is a timed test that will be available for a 12 hour period and will allow you two hours to complete once you begin. There is a prerequisite for this course: BUS 250, Principles of Marketing.

CLA 215-O: Mythology (Seelinger)

Mythology (CLA 215) is an introduction to the nature of myth and its functions in society. Our goals are 1) to explore principal myths from the worlds of Greece, Rome, northern Europe, southeast Asia, China, the Near East, Native American peoples from North, South, and Central America, and others as they appear especially in literature, but also other media, e.g., movies, videos, songs, painting, sculpture, etc.; 2) to examine the functions and structural patterns of myths as they appear in various ancient and modern contexts and cultures; and 3) to develop critical skills to enable you to compare and to contrast myths from different peoples and cultures. In essence, everyone should strive to become adept at listening to, reading, telling, and interpreting traditional tales. Mythology (CLA 215) satisfies

the Tier II requirement for a literature course in the Artistic Expression and Critical appreciation context. Through the study of myths students will explore the relationship between art and society to gain insight into the nature of various cultures and the ways in which traditional stories are used to address the most fundamental questions that pertain to the human condition. An understanding of the nature of myths and the variety of their expression should also promote a deeper appreciation of the arts and their role in human society. Major assignments include: *Weekly Discussion Threads*. Two discussion prompts will be posted each week. Students are required respond to both the original prompt and to one another. A minimum of three critical posts will be required per thread. *Essays*. There will be two essays (2-4pages). *Quizzes and Exams*- There will be 4 quizzes and 2 exams.

CLS 090 A-O: Essentials of Reading (Kroeker)

Students are enrolled in this course based on the reading scores they receive on the ACT and Accuplacer. Students will read the first two novels in Suzanne Collins' trilogy: *The Hunger Games* and *Catching Fire* and view the film, *Winter's Bone*. Student work is focused on finding main and supporting ideas and making inferences, expanding vocabulary, and building awareness of organizational patterns and using these patterns to organize written assignments. This course is designed to prepare students to read texts to learn about concepts presented across the disciplines in a liberal arts curriculum through the proficient use of context cues, patterns of organization and other meaning-based strategies.

CLS 100-O: Introduction to College Life & Learning (Serota/2 hrs.)

Utilizing active learning strategies, the course is targeted toward incoming Westminster students who wish to gain a head start in developing and toning skills necessary to succeed in the adjustment to college life. The course emphasizes the processes, tools and techniques needed for scholarly inquiry at the collegiate level, and promotes writing, problem-solving and critical thinking skills. The transition from high school to college can be challenging, both academically and socio-emotionally. The interactive nature of the course is especially designed to assist those students ease into this major life-changing event.

ECN 110-O: Introduction to Economics (Tompson-Wolfe)

ECN 110 will present information about the basic underlying theory of a market economy, examine macroeconomic measurements and economic policy tools that can be utilized by the government. Information will come from the required text, supplemented with various videos and other student resources. Students will take four online quizzes; participate in four discussion boards through postings and responses; and complete two writing assignments, a debate paper and a reflective essay. This course fulfills a Tier II course requirement in Human Behavior and Social Institutions Context.

ECN 211-O: Principles of Macroeconomics (Manzoor)

The purpose of this course is to enable you to analyze the national economy taken as a whole. We will evaluate the effect of government's fiscal and monetary policies on economic

activities. You will gain an understanding of the causes and consequences of economic growth, inflation and unemployment, and how government fiscal and monetary policies affect macroeconomic conditions. By the end of this course, students should be able to translate current economic news into one or more of the frameworks developed in the text. The information for the course will come mainly from the text and other information posted on Moodle. There will be five assignments, six quizzes, a project and weekly discussion board posts which will determine your final grade in the class. This course satisfies a Tier II requirement in the "Human Behavior and Social Institutions Context." Please refer to Westminster College Catalog for prerequisite.

EDU 230-O: Child Growth and Development (Aulgur)

EDU 230 will present information about theorists, developmental domains of cognitive, physical and socioemotional growth, and how society treats children. The information will come from the text and article readings. There will be four quizzes (at least) and three open book tests. There will be discussion board posts that will figure into the final grade. Students will be required to spend time in a school or daycare, documenting this field experience as an assignment. There will be two other major writing assignments, a fictitious baby biography, and an in-depth analysis, (case study) of one particular child. There will also be one cross cultural short research Power Point presentation to construct, possibly in a group setting. Meets a Tier II course requirement in Human Behavior and Social Institutions Context.

EDUC 231-O: Education of the Exceptional Individual (Crouse)

Pre-service teachers and interested majors will become familiar with categories of students with special needs, describing them in general while recognizing that each and every student encountered will be unique. Additionally, this course will promote the cooperation of classroom and special needs teachers and paraprofessionals. Students will attain information regarding the development of an Individualized Educational Program (IEP), legal rights and responsibilities of parents, students, and teachers, and the history of special education in this country. Ideas for resources and adaptation of curriculum will be explored through quizzes, Literature groups, research, completion of lesson plan ideas provided by the professor, and electronic discussions of material from the course text. Successful completion of this course, admission into and successful completion of the Teacher Education Program (TEP), and successful completion of the graduation requirements of Westminster College are required for recommendation by the TEP of the student to the Missouri Department of Elementary and Secondary Education for a Missouri State Teaching certificate. Students not planning to seek teaching certification or an education degree are also welcomed to take this course and it can be considered a writing intensive course option.

EDU 385-O: Diversity in Education (Serota)

EDU 385, Diversity in Education, meets the criteria for the Tier III integrated course requirement of Westminster College's New Foundations curriculum. The course introduces both education and non-education majors with the role of the 21st century school in a

diverse society. Students in this course will study important issues, approaches, and strategies in working with and forming connections with a population that is ethnically and culturally diverse. Diversity is treated as an umbrella concept, and this course also emphasizes as its topics: gender, class, regionality, disability and age. A combination of assessment techniques will be used, including written reflection on film clips, interactive Moodle Discussion Forum activities, research and writing, and both subjective (essay) and objective (multiple choice, true/false and matching) quizzes.

ENG 103-O: Introduction to Academic Writing (Murrie)

This course will prepare students for the different types of writing they will be required to do during their college careers. Students will practice and learn how to write the following types of papers: summary, synthesis, evaluation/analysis, persuasive, and research. We will read and analyze a variety of travel essays in order to learn about different effective writing techniques. In addition, we will utilize close reading discussion of these essays to look for ways we can use them as models for our own writing. There will be regular topic discussions for students to post responses, a timed mid-term exam, and five papers. ENG 103 meets a Tier I requirement and is a class required for all Westminster students to pass with a grade of "C" or higher in order to graduate.

ENG 205-O: British Literature to 1800 (Collins)

An introduction to the literature of England from its beginnings in the mid-eighth century to the first stirrings of the Romantic Revolution in the late nineteenth century, ENG 205 Online will satisfy the Tier II requirement for a literature course in the Artistic Expression and Critical appreciation context. Among the authors included will be: the Gawain Poet, Chaucer, Marlowe, Shakespeare, Milton, Dryden, Swift, and Johnson. Students will be free to read and log on to the course anytime, day or night to complete their assignments. Having read the day's assignment, students enrolled will respond each weekday to a short series of carefully sequenced questions designed to lead to an "ideal" reading of the day's text. In order to keep readers "on track," answers to each individual question will be available as soon as the question is submitted electronically. Clarifications, questions, and integrative comments will be funneled to the Discussion Board with each student required to make two postings each week. A mid-term examination, one 4-6 page essay, and a final examination will make up the remainder of the work.

ENG 275-O: Introduction to Creative Writing (Zade)

An introduction to the writing of fiction, poetry, drama, and the essay, with emphasis on fiction and poetry. Students will study and practice aspects of form and technique used by successful writers as models for their own work, and they will read and critique the writing of other students in an online workshop, or discussion forum. There is one print textbook assigned for the course, and there will be reading, viewing, and listening assignments on YouTube and the websites of several literary journals and resources. This course counts for Tier II credit in the Artistic Expression and Critical Appreciation Context (non-literature) and lower level Writing Intensive credit.

ENG 335-O: American Writers in Paris (Collins)

This course will explore the phenomenon of expatriation through the works of American writers who have lived in and written about Paris between the end of the First World War and the present, examining relevant literary works in the light of history and culture: the impact of the First World War on western civilization, the story of the “Roaring Twenties” (*les années folles*) and the “Lost Generation” in Paris, the post-war rise of Modernism and “negrophilia,” the impact on of World War II, the Civil Rights movement and McCarthyism, the Beat Movement, etc. on American Writers in Paris. We’ll use the work of geographers, social critics, and sociologists to help us approach the phenomena of exile and expatriation. We will, for example, read the first chapter of J. Gerald Kennedy’s *Imagining Paris: Exile, Writing, and Creativity* (“Place, Self, and Writing”) which draws upon the work of social geographers to discuss the importance of place in writing. We will use selections from *Altogether Elsewhere: Writers on Exile* (ed. Marc Robinson) and *Exile and Creativity: Signposts, Travelers, Outsiders, Backward Glances* (ed. Susan Suleiman) to help us understand the social psychology that lies behind expatriate writing. Among the writers included will be: Gertrude Stein, Ernest Hemingway, F. Scott Fitzgerald, e. e. cummings, Countee Cullen, Langston Hughes, Richard Wright, Chester Himes, James Baldwin, Lawrence Ferlinghetti, Diane Johnson, and Jake Lamar.

HUM 277-O: Spanish Civilization (Dennison)

This course will review the art, literature, architecture, politics, society, and culture of Spain from the Stone Age to the Golden Age to the Age of Democracy. As an online course, there will be many assessments over the readings. With the use of Moodle and email, students should be able to successfully review the material and complete the assignments. In addition to the comprehension assignments, there will be there exams and a research paper over a topic of the student's choice. Meets a Tier II course requirement in Cultural Diversity and Global Interdependence Context.

MUS 205-O: Music of the Western World (Cain, N.)

This course will journey through parts of Western Civilization to visit some of its greatest musical monuments. Before our trip begins, we must establish a common understanding of the basic or fundamental elements of music—the composer’s tools, so to speak, which are used to create expressive, dynamic, and powerful works of art. Once our journey begins, we will consider how specific compositions reflect time and place yet also resonate in the hearts and minds of societies throughout the world—past and present! Successful completion of this course earns credit in the artistic expression and critical appreciation context in Tier II of our New Foundations general education curriculum. Furthermore, as one component within a greater liberal arts curriculum, this course will balance the empirical with the intuitive, the objective with the subjective, and the rational with the emotional. Ultimately, this course has been designed to open your ears, challenge your mind, and touch your soul. Students in MUS 205-O will be given three exams, one paper assignment, and regular questions covering reading and listening assignments.

NSC 305-O: History of Science (Concannon)

NSC 305 is a Tier III course offered this summer on-line. This course is a chronological study of science, science figures, and science and technology in warfare beginning approximately 2000 BC. The history of science course covers a variety of content areas including astronomy, biology, chemistry, mathematics, and physics. The purpose of this course is for students to learn science content and how science progresses and changes over time. Historically, the study of science has enabled successive generations to achieve an increasingly and comprehensive and reliable understanding of the human species and its environment. The means used to develop these ideas are particular ways of observing, thinking, experimenting, and validating. These ways represent a fundamental aspect of the nature of science and reflect how science tends to differ from other modes of knowing (Science for All Americans, p. I). Students in this course are required to read two books from a three book series called The Story of Science by Joy Hakim. Students are required to turn in ten reading responses and write two essays.

POL 212-O: Introduction to International Politics (Simon)

POL212 introduces students to the basic concepts, forces, institutions and problems of international politics. We learn about such things as the nation-state system, the causes and types of conflict, foreign policy-making and diplomacy, ways states try to avoid conflict and assure their security, and international political economy. The class utilizes a variety of different methods including lectures, discussions, video clips, individual and group work that will give opportunity for students not only show what they learned but also to intelligently critique and discuss controversial ideas. Each week students are expected to take a quiz, complete an individual assignment, and participate in the discussion.

POL 300-O: National Security Law (Gibson)

POL 300 National Security Law begins with a discussion of the limits of security and freedom. The majority of the course will provide information about the role of the three national branches and the influence of international law in the making of the laws that are intended to secure the homeland. We end with an extended discussion of the implementation of law, in particular in a Global War on terror context. Students will take two exams and additional reading quizzes, write one short paper, and participate in online discussions about the assigned readings and current event and op-ed columns. This course serves as an elective in the Security Studies minor.

PSY 310-O: Social Psychology (Jones)

Social Psychology is a fascinating subject that largely explores how we understand the behavior of others and how we get along with them. This class is a survey of the field of social psychology, emphasizing the development and change of attitudes, social cognition and inference, interpersonal relationships, and group structure and function. Students will explore subjects such as 1) the nature of the role of media in influencing the way we think, 2) how we understand the social behaviors of others, 3) friendships, 4) romantic relationships, 5) love and marriage, 6) obedience and conformity, 7) stereotyping, prejudice, and

discrimination, and 8) the influence of the group on individual behavior. Assignments will include regular online class discussions of material, participation in Internet exercises designed by the instructor to help students understand the material, one research paper, three online exams, and three online quizzes. For psychology majors, the course is one of the three core courses that students must complete for the major. Non-majors may take the course to fulfill the upper-level outside the division of the major requirement for graduation or as an elective. Completion of PSY 113 is the prerequisite for the course.

REL 102-O: World Religions (Miller, W.)

Students will be introduced to the academic field of Religious Studies through a brief overview of various religious traditions of the world. Students will explore these religions from a variety of perspectives including historical, philosophical, ethnographic and literary methods. In addition, during the course, students will be asked to participate in tasks that will actively engage them various elements of the religious traditions. Topics to be covered are: Methods of Studying Religion Indigenous Religions, Hinduism, Buddhism, Jainism, Daoism, Confucianism, Judaism, Christianity, Islam and Sikhism. This course meets the requirement of a course with a non-Western focus in the "Cultural Diversity and Global Interdependence" context of Tier II of the New Foundations curriculum. Major Assignments include: Living Religion Activities- Students will be given small tasks asking them to actively engage with some element of each tradition studied. Weekly Discussion Threads- Three discussion prompts will be posted each week. Students will be required respond to both the original prompt and to one another. A minimum of three critical posts will be required per thread. Essays- Students will be required to compose 2 essays of 3-5 pages in length. They will be comparative in nature requiring that students synthesize knowledge from multiple traditions. Quizzes- These must be completed by the end of each week and will cover material from readings, lectures and discussion. Final Exam- A comprehensive exam of the material covered in readings, lectures and discussions will be given at the end of the semester.

SPE 203-O: Interpersonal Communication (Hardeman)

SPE 203 is a three-hour skills and theory examination of communication within human relationships. The class covers communication-related areas of self-concept, self-disclosure, perception, semantics, nonverbal communication, listening, defensive communication and conflict resolution. There is no prerequisite for this class other than a willingness to do a little self-disclosing. We will have three exams (a conglomeration of true/false, multiple choice, short answer, and maybe an essay or two), a 3-5 page paper, and weekly class participation in the form of posting substantive comments to the message board based in large part on the text book readings.