

Curricular Support Courses

Note: For students entering the College in fall 2008 or later, there is a 12-credit limit on curricular support and non-liberal arts courses that may be counted towards the 128 credits required for graduation. (Students who entered before fall 2008 have a limit of one non-liberal arts course, and no limit on Curricular Support courses.)

Course Offerings

100s Engaging the Pioneer Valley: Community-Based Learning (CBL) Theory and Practice

(Community-Based Learning course) This course will equip students to enter communities effectively and responsibly as learners, researchers, volunteers, and citizens. Successful community-based learning depends on familiarity with communities and methods to study and assess conditions in them, and on familiarity with the history, politics, policies and practices of campus-community partnership. Students will analyze and interact with nonprofit and civic organizations, issues, and leaders to refine personal interests and skills for social justice advocacy. Students will identify and prepare to address critical needs and opportunities via community partnerships through readings, discussions, panel sessions and assignments.

Does not meet a distribution requirement
A. Bloomgarden
2 credits

102f Community-Based Learning: Networks, Reflection, and Meaning

(Community-Based Learning course) Community-based learning that effectively develops civic leaders and engages purposefully in community development requires students to develop networking, reflection, and analytic practices. Readings on civic engagement, discussions and exercises will advance campus and community networks, writing and oral reflection on field experiences, and information-sharing so students will better understand themselves and communities. This course is designed to facilitate learning and impact for CBL Program student staff pursu-

ing concurrent fellowships and mentorships. Students in C.A.U.S.E. leadership, off-campus work-study, and independent study positions may also enroll by permission.

Does not meet a distribution requirement
A. Bloomgarden

Prereq. Permission of the instructor;
Wednesdays, Monthly, 7-9pm, dates TBA; 1 credit

103s Integrating Learning, Service, and Social Action

(Community-Based Learning course) Connecting community-based learning to social justice advocacy requires experience with asset-based community analysis, and skills for project planning, implementation, and assessment. Students will develop logic models for social change and participate in exercises and reflections that enhance their capacity to support organizational community partnership development. This course is designed to facilitate learning and impact for CBL Program student staff pursuing concurrent fellowships and mentorships. Students in C.A.U.S.E. leadership, off-campus work-study, and independent study positions may also enroll by permission.

Does not meet a distribution requirement
A. Bloomgarden

Prereq. permission of the instructor;
Wednesdays, Monthly, 7-9pm, dates TBA; 1 credit

104fs Public Speaking, Leadership Presence

(Speaking-intensive course) What are the elements of an effective public speech? What rhetorical strategies do people use to support and/or influence one another? Using the same techniques that professional actors use to relax, focus their message, and connect with their audience, students will explore the art and craft of public speaking. Through an intensive semester of training, analyzing, writing, and speaking, students will learn and practice how to confidently communicate, express themselves authentically, and motivate others. A number of public speeches will be analyzed to enable students to evaluate

critically the effects of culture on communication and communication on culture.

Does not meet a distribution requirement

S. Daniels

4 credits

212fs Peer Mentoring: Theory and Practice
(Speaking- and writing-intensive course)

This course is an introduction to theories and practices of collaborative learning for students preparing to work as mentors and assistants in the Speaking, Arguing, and Writing Program (SAW). We will draw on existing research, practice sessions, class discussion, and our own writing and speaking to craft our philosophies of peer mentoring and to develop effective practical strategies.

Does not meet a distribution requirement

L. Greenfield

Prereq. permission of instructor; 2 credits

222fs Peer Mentoring in the Natural Sciences and Mathematics

PLUMS mentors collaboratively create weekly content-driven workshops for science and math courses. This course prepares the PLUMS mentors and provides a venue for reflection on connections (and areas of disconnect) between pedagogical theory and teaching reality as the semester progresses. Topics include differences in learning styles, active vs. passive learning, metacognition, managing effective group work, assessment, responding to student crises, and dissemination of educational materials.

Does not meet a distribution requirement

M. Nunez

Prereq. permission of instructor; Meets for 8-12 hours at the start of the semester, then 1 hr/week. May be repeated once. 2 credits