
DEPARTMENT OF EDUCATION (ED)

Assistant Professor Brian Cochran, Ph.D.
Amy McAninch, Ph.D.
Cynthia Schmidt, Ph.D.
Debra Smith, Ed.D. (Chair)
Patience Sowa, Ph.D.
Thomas Vontz, Ph.D.

The central focus of the Rockhurst University Department of Education is to prepare teachers who have a solid background in their chosen fields of study, are knowledgeable and competent in the craft of teaching, and are able to bring well informed perspectives to bear on educational policies and practices. Our aim is to develop educational leaders—teachers who are actively engaged in educational matters as reflective practitioners. The programs call upon students to analyze alternatives in curriculum, teaching methodology, and assessment and to consider the implications of such alternatives for a multicultural society. Through rigorous coursework and varied field experiences students acquire a deep understanding of, and a special sensitivity to, the learning needs of school-aged children.

Major Fields of Concentration

The Department of Education is approved by the Missouri Department of Elementary and Secondary Education (DESE) to offer programs in elementary and secondary school education. Upon successful completion of one of these programs, students meet both general and professional state mandated course requirements for that field. Students seeking secondary school certification in a particular content area (except business) must complete a major in that area as well as in education. Students seeking elementary certification receive the generalist background provided by a major in elementary education, as well as specialist knowledge acquired by coursework in a particular concentration area.

Because of the significant number of state certification requirements for these programs, in both general and professional education, it is important that students seek advisement from the Department of Education early in their college careers, during the freshman year if possible. Students should be aware that program requirements listed below are open to revision based on changes in state certification requirements.

Elementary School Certification

Certification in elementary education prepares students to teach grades 1-6. Sixty-four semester hours of professional preparation are required for certification in elementary education. The required education courses are ED 1320, ED 2500, ED 3080, ED 3450, ED 4010, ED 4020, ED 4021, ED 4030, ED 4400, ED 4411, ED 4800, ED 4900, GE 3300 Introduction to Human Geography, MT 1140 Mathematics for Elementary School Teachers, PYED 3010 Educational Psychology, PYED 3020 Psychology and Education of the Exceptional Child, and the following methods courses: ED 3100, ED 3200, ED 3300, and ED 4600. In addition, students must complete a minimum of 21 semester hours in a particular area of concentration. General education and professional education requirements may be counted as part of the area of concentration.

Secondary School Certification

Certification in secondary education prepares students to teach grades 9-12 in a specific content area. Certification for secondary education majors is available in the following fields: business, English, French, mathematics, social studies, unified science (biology, chemistry, and physics), and Spanish. A minimum of 38 semester hours in professional education courses is required in addition to the requirements of particular content fields. Each teaching field has course distribution requirements specified by the state, which may or may not correspond with Rockhurst's departmental requirements for a degree in the same field. Where these differences occur, with the exception of business, students are expected to fulfill both the content area departmental requirements as well as the state requirements in order to assure graduation with both a major in a particular content field and a major in education. Therefore, students who major in secondary education must consult with the chair of the department in their subject matter fields. They must be assigned an adviser in their subject matter field, as well as in the Department of Education, to meet the degree requirements of Rockhurst University and the certification requirements of the state.

The required professional education courses in secondary education are ED 1320, ED 3750, ED 4010, ED 4020, ED 4030, ED 4850, ED 4900, PYED 3010 Educational Psychology, PYED 3020 Psychology and Education of the Exceptional Child, and the content method course in the specific content area (ED 3150, ED 3250, ED 3350, ED 3760, ED 3770, or ED 3850). PYED 3430 Adolescent Psychology and ED 3450 Literature in the Classroom are strongly recommended.

Admission and General Requirements

Students complete a formal application to the Teacher Education Committee for admission to certification programs prior to the Professional Semester. All bachelor degree-seeking students must achieve a passing score on all parts of the C-Base examination, a state mandated assessment of writing, language arts, mathematics, science and social studies, before they can be formally admitted. In addition, admission requires a minimum grade point average of 2.5, a composite ACT score of 20, and a grade of C or higher in all professional education courses, in all courses in the concentration area, and all upper-division courses of the content area major (for secondary school certification). A grade of C- will not satisfy the requirement. At the completion of the Professional Semester students are required to submit an electronic education portfolio, documenting their development as teachers. Missouri law requires that students achieve a passing score on the Praxis Series Subject Area Test in order to be recommended for certification.

The Professional Semester

(Fall and Spring Semesters)

The Professional Semester is comprised of a fourteen-week student teaching assignment (10 credit hours) and a 4 credit hour Integrative Student Teaching Seminar. Other final professional requirements for certification, including portfolio, are also met during the Professional Semester. A student must be formally admitted to a certification program and must complete all general requirements for graduation and all professional education courses prior to enrolling in the Professional Semester. Those who have met the prerequisites must file a formal application to the Department of Education (by October 1st for Spring Semester; by March 1st for Fall Semester) in order to enroll in the Professional Semester. A \$100 lab fee is required for the Professional Semester.

Definition of Teacher Education Program Completer

Students seeking Bachelor of Arts degrees in elementary and secondary education will be construed to be “program completers” upon successful completion of all degree and portfolio requirements. Post-Baccalaureate, “Certification-Only” students will be construed to be “program completers” upon successful completion of all program requirements and upon successfully passing the Praxis II Specialty Examination for their respective area as determined by the state of Missouri.

ED 1090. Elements of Grammar I (1)

A course designed to review basic grammar concepts so that students can acquire a clearer understanding of the structure of language and can express themselves more effectively. It is recommended as an introduction to all courses in which effective writing is a major component. Students in EN 1000-level courses must show evidence of grammar proficiency. One means of strengthening the needed proficiency is to take this course. The material is covered in four 70-minute lectures and is complemented by computer-assisted instruction and programmed assignments to be completed independently. Topics covered include the basic elements of grammar and their functions, the concept of verb conjugation, declension, mood and voice of the verb and syntax.

ED 1120 (CT 1120). Career Planning (2)

Students learn a career/life-planning process geared toward determining education and career goals. Class work includes assessment of interests, abilities and values, research of literature, investigation of major fields of study and on-site information gathering in work environments. Identification and exploration of options is followed by evaluation, decision making and goal setting.

ED 1320. Multicultural Clinical Experience and Analysis of Instruction (3)

Students spend over 60 percent of the allotted course time in actual school settings acquiring first-hand classroom experience. On-campus sessions develop students' ability to analyze and to set these experiences into a broader context in order to come to a fuller understanding of the schooling process and the role it plays in social reproduction and change.

ED 2500. Curriculum and Instruction in Health and Physical Education (2)

This course examines the goals and methods of elementary and middle school health and physical education. Students will look at the role of health education in today's society and the need for a coordinated health education program in schools. Students will also construct, teach and evaluate a short unit in health education.

PYED 3010. Educational Psychology (3)

Students consider psychological theories of learning and relate them to classroom practice. Particular attention is paid to the changing needs of learners

from the early childhood through adolescent periods of development. Students are introduced to educational research, standardized testing, classroom management, motivation, and writing learning objectives. Classroom observations are required. Prerequisite: PY 1000.

PYED 3020. Psychology and Education of the Exceptional Child (3)

This course provides an introduction to special education populations and examines the effect of different handicapping conditions on learning. Methods of diagnosis and adaptation/accommodation of instructional methods are presented through case studies, observations and empirical research. Though the major focus of the course is on disabilities, attention is given to the needs of the gifted student as well. Classroom observations of diverse populations are required. Fulfills state certification requirements for teacher education. Prerequisite: PY 1000.

ED 3050. Integrating Technology into the Classroom—Authoring Hypermedia (1)

Students become acquainted with the nature of effective instruction using hypermedia. Students design and implement a project using hypermedia in a K-12 classroom.

ED 3060. Integrating Technology into the Classroom—Creating WWW Pages (1)

Students become acquainted with the nature of effective design and instruction using the World Wide Web. Students design and implement a project using the WWW in a K-12 classroom.

ED 3070. Integrating Technology into the Classroom—Telecommunications (1)

Students become acquainted with the nature of effective instruction using the Internet for telecommunication projects. Students design and implement a project using the Internet in a K-12 classroom.

ED 3080. Integrating the Curriculum through the Arts (3)

Students consider the curriculum needs of children in preschool to grade 6 as they develop interdisciplinary lessons that also involve a variety of art mediums, music, movement and drama. This course is designed to make the multicultural experience easily accessible to teachers. Dances and music

are drawn from the folk traditions of African-Americans, Anglo-Americans and Hispanic-Americans, and Asian-Americans as well as Native Americans. This course meets certification standards. Celebrate the diversity of our nation through the arts.

ED 3100. Teaching Elementary School Mathematics (3)

Students explore and practice varied approaches of teaching elementary school mathematics. In order to develop the ability to evaluate and create math curriculum, students compile a unit of instruction in mathematics. Integration of math into the total elementary school curriculum is emphasized. Areas to be covered include objectives and evaluation of math education, learning theory as it is related to math, major concepts and alternate approaches to instruction. There is an emphasis on the use of concrete learning aids and practical experience in local elementary school classrooms. This course requires non-credit field placement experience.

ED 3150. Teaching Middle and Secondary School Mathematics (3)

This course examines the goals, principles and procedures of mathematics education in secondary schools. Guided by the NCTM standards, the course examines current practice and emerging trends in secondary mathematics education. Special emphasis is placed on mathematics as a problem solving activity. Issues of successful teaching and learning for a broad range of math learners are addressed. This class requires non-credit field placement experience.

ED 3200. Teaching Elementary School Science (3)

This course examines the goals, principles and procedures of science education in elementary schools. Science is examined as both a process and product. Students examine the roles of developing students' science process skills and understanding of the nature of science as these issues relate to teaching science for concept attainment. The role of science-technology-society connections in science education is emphasized. Issues of successful teaching and learning for a broad range of science learners are addressed. This class requires non-credit field placement experience.

ED 3250. Teaching Middle and Secondary School Science (3)

This course examines the goals, principles and procedures of science education in secondary schools. Science is examined as both process and product. Students examine the roles of developing students' science process skills and understanding of the nature of science as these issues relate to teaching science for concept attainment. The role of science-technology-society connections in science education is emphasized. Issues of successful teaching

and learning for a broad range of science learners are addressed. This class requires non-credit field placement experience.

ED 3300. Teaching Elementary School Social Studies (3)

Students explore and analyze a variety of issues in and approaches to the teaching of elementary school social studies. The development, experience and assessment of curriculum, teaching materials and learning activities are emphasized. Students gain teaching experience through on-campus demonstrations and teaching in local school classrooms. Students prepare a social studies unit of instruction in order to develop the ability to create and evaluate social studies curriculum. This course requires non-credit field placement experience.

ED 3350. Teaching Middle and Secondary School Social Studies (3)

Students explore and analyze a variety of issues in and approaches to the teaching of middle and secondary school social studies. The development and assessment of curriculum, teaching materials and learning activities are emphasized. Students gain teaching experience through on-campus demonstrations and teaching in local school classrooms. Students prepare a social studies unit of instruction in order to develop the ability to create and evaluate social studies curriculum. This course requires non-credit field placement experience.

PYED 3430. Adolescent Psychology (3)

The developmental tasks of adolescence are explored, including puberty, identity formation, the influence of peers, schools, self-esteem, and problem behaviors. Cognitive, physical, emotional, and social development are examined. Emphasis is placed on theory and research as sources of knowledge. Current educational applications are investigated. Prerequisite: PY 1000 and sophomore standing (or consent of instructor).

ED 3450. Literature in the Classroom (3)

This course provides a survey of children and young adult literature and aims at expanding levels of literacy for prospective teachers and their students. Students consider the history and development of literature for young people by reading widely in this rich contemporary and classical body of work. Particular attention is given to the application of criteria for selection and evaluation of this literature for use in the classroom. The link between censorship and alternative views of childhood and youth is explored. Various genres within this category of literature are considered.

ED 3750. General Methods of Teaching Middle and Secondary School Subjects (3)

Through curriculum development, microteaching and field placement experiences, students will examine the principles and practices of teaching

subject areas in middle and secondary schools. Students will examine the DESE standards in their subject area and become familiar with research as well as current and emerging practice in secondary education. Emphasis is placed on developing a range of teaching strategies to assist teachers in meeting the needs of the diverse learners in today's schools.

ED 3760. Teaching Middle and Secondary School English (3)

Students examine the principles and practices of teaching English at the middle and secondary school level, including curriculum and instructional methods. To create and evaluate curriculum, students develop a unit of instruction in English. This course requires non-credit field placement experience.

ED 3770. Teaching Foreign Language (3)

Students examine the recent findings of linguists, psycholinguists, sociolinguists, cognitive psychologists and educational theorists in curriculum and motivation relative to second language learning. The student appraises methods of foreign language teaching at K-12 level as they relate to proficiency in listening, reading, writing and speaking, and critically analyzes existing methods and gives rationale for selection of a preferred method. Additionally, the student works with a practicing professional at a school site. This course requires non-credit field placement experience.

ED 3850. Teaching Secondary School Business Education (3)

Students explore and analyze a variety of approaches to the teaching of business education courses at the high school level. A major focus is upon the development of curriculum, teaching materials and learning activities appropriate to the business education curriculum. The integration of business education into the total school curriculum is also emphasized and experience is provided through on-campus demonstrations and visits to local school classrooms. Students develop an original plan of study for one of the business education areas during the course of the semester and they develop the ability to create and evaluate curriculum. The course requires non-credit field placement experience.

ED 4010 (ED 6010). Foundations of Education (3)

The purpose of this course is to highlight the interpretive, normative, and critical perspectives on education. Construing education broadly to include both school and non-school enterprises, the course aims to deepen students' awareness of the social context and social implications of various educational activities. The course draws largely from the disciplinary lenses provided by the social sciences and the humanities, encouraging students to develop their capacities to examine, understand,

and evaluate educational policies and practices. (This course also meets the required Foundations of Education course for students in the communication sciences and disorders program.)

ED 4020 (ED 6020). Fundamentals of Literacy Learning (3)

This course examines the process of lifelong literacy from birth to adulthood. In-depth reading and writing instruction on strategies used by proficient readers are developed to help students gain success in their meaning-making ability and to become linguistically empowered. Diverse forms of literacy are investigated. An inquiry based approach to content areas focuses on using the four language cueing systems to transact meaning by reading, writing, speaking, listening, mediating, and viewing. This approach is presented within the context of how to build a community of literate learners in today's society through a literature-rich reader's and writer's workshop. (This course also meets the required reading course for students in the communication sciences and disorders program.) Concurrently with ED 4021 for Elementary Education majors only.

ED 4021. Literacy Practicum (1)

Students focus on assessing and teaching various reading/writing instructional strategies through a supervised classroom experience. Classroom opportunities for developing and implementing appropriate literacy activities with individual, small, and large groups are incorporated. Preservice teachers receive on-going guidance in the components of their reading curriculum, e.g., independent reading, guided reading, book talks, word study, and reading aloud. Concurrently with ED 4020 for Elementary Education majors only.

ED 4030 (ED 6030). Technology and Education: Applications and Implications (3)

This course introduces students to the practical applications of computer technology in education. Students will develop proficiency with a wide range of software applications and examine and evaluate educational software programs. Emphasis is placed on the use of the Internet in the classroom. Students will also examine emerging information technologies that show promise in the field of education and explore how these technologies might be of assistance in meeting the needs of diverse learners. Students will examine the requirements for the pre-service electronic teacher education portfolio and use software programs to create the framework for their portfolio.

ED 4220 (CT 4220). Career Decisions (2)

Seniors experience a career decision making process designed to facilitate the college-to-career transition. Reflecting on their college experience, strengths, interests and work values are identified. A personal work ethic is examined. Speakers and videotapes present job market information.

Researching literature, conducting information interviews, developing resumés, interviewing for a job and writing cover letters are some of the job search skills that are taught. This course does not count as a humanities requirement. Prerequisite: Senior standing.

ED 4400. Assessing Literacy Development and Teaching Struggling Readers (3)

Students learn to assess literacy development of elementary grade students using a variety of authentic assessment techniques, including informal reading inventories, retellings, running records, and miscue analysis. They also evaluate standardized and criterion referenced tests for reading and language arts in elementary grades. Students learn how and when to use instructional strategies to help elementary grade students develop fluency, comprehension, and word analysis strategies (including phonics) in appropriate contexts. Prerequisite: ED 4020 and ED 4021. Concurrently: ED 4411.

ED 4411. Practicum in Assessing Literacy Development and Teaching Struggling Readers (2)

Students engage in continuous assessment and diagnostic teaching with struggling readers in small, guided reading groups. Instructional strategies to develop fluency, and to use strategies for word analysis and comprehension are taught in context of reading leveled texts. Concurrently: ED 4400.

ED 4600. Teaching the Language Arts (3)

Students receive both a theoretical and practical background in language learning and its connections to literacy acquisition. The course focuses on the elements in a language arts program. Particular emphasis is placed on integrating language arts into the total elementary school curriculum by examining the process of developing effective communication skills and integrating content areas. Students develop a unit of study that addresses the development of children's language and thinking skills, written communication and grammar, listening and speaking skills, spelling and handwriting. This course requires non-credit field placement experience that provides for implementation and assessment of the student's unit.

ED 4760. Middle School Curriculum (3)

Students consider the curriculum needs of children in grades 5-9 as they develop and implement interdisciplinary integrated lessons and units of instruction.

ED 4770. Middle School Philosophy (3)

Through discussion with middle school teachers and students, simulations, cooperative groups, readings and discussions, students learn about the unique needs of transience. The course focuses on special programs and structures appropriate for middle school students.

ED 4800. Student Teaching in the Elementary School (10)

Students serve as interns in local elementary schools and work closely with cooperating teachers and university mentors for fourteen weeks to experience first-hand the responsibility for planning and implementing instruction. Students initially observe, and then gradually assume responsibility for all classroom activities. Applications must be made by October 1 for student teaching in the following spring semester and by March 1 for student teaching in the following fall semester. The course is part of the Professional Semester. Concurrently: ED 4900. Fee.

ED 4840. Student Teaching in the Middle School (10)

Students serve as interns in local middle schools and work closely with cooperating teachers to experience firsthand the responsibility for planning and implementing instruction. Application must be made by October 1 for student teaching in the following spring semester and by March 1 for student teaching in the following fall semester. This course is part of the Professional Semester. Concurrently: ED 4900. Fee.

ED 4850. Student Teaching in the Secondary School (10)

Students serve as interns in local secondary schools and work closely with cooperating teachers and university mentors for fourteen weeks to experience first-hand the responsibility for planning and implementing instruction in their major content field. Students initially observe, and then gradually assume responsibility for all classroom activities. Applications must be made by October 1 for student teaching in the following spring semester and by March 1 for student teaching in the following fall semester. The course is part of the Professional Semester. Concurrently: ED 4900. Fee.

ED 4900. Integrative Student Teaching Seminar: Classroom Planning, Management, and Assessment (4)

This course is taken in conjunction with the student teaching experience. Here a range of problems encountered by teachers (e.g., classroom management, authentic and standardized assessment, planning issues, professional ethics, etc.) are explored in a seminar setting. Concurrently: ED 4800, ED 4840, or ED 4850.

GE 3300. Introduction to Human Geography (3)

This course focuses on the basic concepts and skills of human geography. Interactions between people and their environments are studied as are the spatial locations and interrelationships of human institutions. The development of map skills and communication skills is emphasized.

ENGINEERING SCIENCE (ES)

(Division of Natural, Applied and Quantitative Sciences)

Professor Robert F. Hegarty, Ph.D. (Program Director)
John G. Koelzer, M.S. (Acting Division Chair)

Rockhurst offers coursework in engineering science as part of its two-two or three-two pre-engineering program. Multidisciplinary coursework in robotics is also offered under engineering science.

Students who participate in the pre-engineering program have the opportunity to take a full science curriculum within a liberal arts tradition for the first two or three years of their engineering education. They are thus given an opportunity to examine the different engineering options without pressure or advanced commitment.

After this period, the student may transfer into an engineering program at our affiliated schools: The University of Missouri-Rolla, The University of Detroit Mercy, Marquette University, or into any of the other accredited engineering schools in the region.

The curriculum is designed with flexibility, so that students can prepare for a degree in engineering or can change to any of the traditional areas of science, mathematics, computer science, etc. By the sophomore year, they will be able to take two engineering courses (ES 3400 and ES 3500) in addition to MT 1800, 1810, 2800 Calculus I, II, and III plus one other mathematics course, which will allow them to transfer to any of the engineering schools as juniors.

Pre-engineering students have several options to choose from. One is to transfer immediately after two years and complete their professional degree in the normal number of remaining years as required by the engineering school. These students receive a B.S. in engineering from the engineering school. Another option is to take additional courses toward a declared major during a third year at Rockhurst before transferring to an engineering school. These students receive a B.S. or B.A. from Rockhurst and a B.S. from the engineering school—a desirable combination for entering the field of engineering. Of course, the student can always choose to complete the four-year B.S. or B.A. degree at Rockhurst with further graduate studies in engineering.

Anyone desiring additional information may contact the program director or the chairperson of the Division of Natural, Applied and Quantitative Sciences.

- ES 2740. Studies in Robotics I** (2) hardware devices. Lecture three hours a week.
Spring semester Prerequisite: PH 2800 General Physics I or concurrently.
Students take part in research projects related to robot control and motion under the supervision of a faculty member in the Department of Mathematics, Computer Science, and Physics. Prerequisite: MT 1800 Calculus I or PH 2800 General Physics I or CS 1110 Introduction to Programming.
- ES 3400 (PH 3400). Engineering Thermodynamics** (3)
Spring semester Fundamental thermodynamic laws and relationships, presented from an engineering standpoint. Emphasis on applying thermodynamic principles to the design of engineering systems using basic
- ES 3500 (PH 3500). Engineering Statics** (3)
Fall semester Basic principles of statics and introduction to strength of materials. Lecture three hours a week. Prerequisite: MT 1810 Calculus II and PH 2800 General Physics I or concurrently.
- ES 3740. Studies in Robotics II** (2)
Fall and Spring semester A continuation of ES 2740. Students take part in research projects related to robot control and motion under the supervision of a faculty member in the Department of Mathematics, Computer

Science, and Physics. Prerequisite: ES 2740 or department approval.

ES 3750. Studies in Robotics III (2)
Fall and Spring semester

A continuation of ES 3740. Students take part in research projects related to robot control and motion under the supervision of a faculty member in the Department of Mathematics, Computer Science, and Physics. Prerequisite: ES 3740 or department approval.

ES 4740. Advanced Studies in Robotics I (2)
Fall and Spring semester

A continuation of ES 3750. Students take part in research projects related to robot control and

motion under the supervision of a faculty member in the Department of Mathematics, Computer Science, and Physics. Prerequisite: ES 3750 or department approval.

ES 4750. Advanced Studies in Robotics II (2)
Fall and Spring semester

A continuation of ES 4740. Students take part in research projects related to robot control and motion under the supervision of a faculty member in the Department of Mathematics, Computer Science, and Physics. Prerequisite: ES 4740 or department approval.

DEPARTMENT OF ENGLISH (EN)

Professor Joseph A. Cirincione, Ph.D.

Charles M. Kovich, Ph.D. (Chair)

Rev. Louis J. Oldani, S.J., Ph.D.

Associate Professor Patricia Cleary Miller, Ph.D.

Margaret E. Wye, Ph.D.

Assistant Professor Daniel Martin, Ph.D.

Once, during the Academy Award presentations, Steven Spielberg reminded his audience that the camera releases the power of the written word. Using the imagination of the student instead of the camera, literature courses engage the student in that same process. The study of the written word, including drama, poetry, novel, short story, and essay, enlarges students' sensibilities, enriches their intellectual lives, broadens their imaginations, and strengthens their critical thinking. In other words, the study of literature educates the whole person, making clear what it means to be human.

With Francis Bacon, the English department believes that reading makes a full person...and writing an exact person; these are hallmarks of a liberally educated person. Thus, our rhetoric courses, introductory to advanced, emphasize critical thinking through reading and writing. First, by analyzing the works of great writers who have affected the way people think, writers like Plato, Machiavelli, Swift, Dickens, O'Connor, students learn to clarify their own thoughts. Second, by writing after reflection and evaluation, students learn to present what they know and feel, their judgments and choices, to their own minds and to an audience.

Building upon introductory courses in rhetoric and literature, the English major: 1) advances the students' rhetorical skills both in writing and in analytical reading; 2) broadens their experience of literary types while deepening their understanding of the major developments in British and American literature; 3) strengthens the students' grasp of the methods of literary study, thus enabling them to make informed and independent judgments about literature; 4) enriches the students' experience of language in linguistics and in advanced writing study.

Besides preparing majors for teaching and graduate work, English studies prepare students for professional study of law, journalism, business and government. English studies also prepare students with a careful selection of electives and internship experiences to take a variety of paths after graduation, including medical school; service to the Church; careers in marketing, management and corporate communication.

Major Fields of Concentration

The major concentration in English consists of a minimum of 22 semester hours of upper-division work. Required courses are EN 3000, EN 3150, one Shakespeare course, one American literature course, and three additional upper-division courses selected in consultation with the major adviser in accord with one of the three tracks offered by the department (described below). All tracks within the English major must also complete EN 4930 for 1-3 credit hours. It is also strongly recommended that majors take an introductory literature course (EN 2710, EN 2720, or EN 2730). For the remainder of a student's program, including 12 required semester hours of upper-division courses in related subjects, selection is based upon the student's objectives and in consultation with the major adviser. A grade of C or better is required in each upper-division course of the major. (A grade of C- will not satisfy the requirement.)

Within the literature track of the English major, in addition to the 12 semester hours specified above, the student must complete at least three upper-division literature courses, such as period, genre, figure, theory, or interpretation courses.

Within the writing track, the student must complete EN 4150 and two courses from the following options: EN 3110, EN 3140, EN 3150, EN 3160, EN 3170, EN 3180, EN 3190, EN 4120, EN 4160, EN 4180, EN 4190, EN 4920 or a special topic writing course.

Within the education track, the student must complete EN 3700, EN 3750, (or similar courses), and one additional course in American literature.

Also required are two semesters of college-level study of one language other than English. This requirement may be fulfilled by completing two semesters of college-level literature in one language other than English. In either case, the language courses must be taken for college-level credit. [Neither College Level Examination Program (CLEP) nor Advanced Placement (AP) exams fulfill this requirement.]

Minor Fields of Concentration

The minor in English consists of the lower-division prerequisites choices of EN 1110/1120 or EN 1140, or EN 1150, and upper-division requirements in one of two areas of emphasis: literature or writing. Within the literature area of emphasis four upper-division courses in English are required: one course in British literature, one course in American literature, one course in a literary genre, and one course of the student's choice from upper-division English offerings. (Note: The same course may not fulfill two of the requirements.) Within the writing area of emphasis the student may choose any four courses from the writing track of the English major in upper-division English offerings. Current offerings in this area include EN 3110, EN 3140, EN 3150, EN 3160, EN 3170, EN 3180, EN 3190, EN 4100, EN 4120, EN 4150, EN 4160, EN 4180, EN 4190, or EN 4920. (Note: Students have the option of choosing courses with or without special prerequisites.) A grade of C or better is required in each upper-division course of the minor. (A grade of C- will not satisfy the requirement.)

Certificate in Writing

Rockhurst University awards a certificate in writing through regular courses offered in the department of English. Lower-division requirements establish proficiency in written communication. This requirement may be fulfilled by taking EN 1110 and EN 1120, or EN 1140, or EN 1150. After establishing written proficiency, students may then elect to take any four of the following: EN 3110, EN 3140, EN 3150, EN 3160, EN 3170, EN 3180, EN 3190, EN 4100, EN 4120, EN 4150, EN 4160, EN 4180, EN 4190, or EN 4920. A grade of C or better is required in each upper-division course for the certificate. (A grade of C- will not satisfy the requirement.) A certificate in writing is not available to students seeking a major or minor in English.

Students will receive a certificate certifying that they have completed the prescribed course of study. An official transcript of these courses is also kept on permanent file at the Registrar's Office for further verification of courses completed.

- EN 0900. Developmental English** (3)
This course is specifically designed for students who are entering college with a primary language other than English and who deal with second-language interference. The special uses of English idiom are surveyed along with the basic patterns of English syntax, including the parallel punctuation system. Usage in English is covered through specific writing assignments and exercises in selected areas. Reading comprehension is assisted through specified studies. (This course does not fulfill writing proficiency requirements.) Prerequisites: None (Advisement into the course through a writing sample.)
- EN 1100. Reading and Study Skills** (1-3)
Intensive study and practice in the skills which make efficient students: note taking, outlining, paper writing, programmed reading to develop both rate and comprehension, listening skills and basic library research skills such as using the catalog, periodical indexes and bibliographies.
- EN 1110. College Composition I** (3)
Fall semester
A course designed to assist students in achieving proficiency in college-level written composition. Includes study of and regular practice in the process of composing and editing as well as relating reading and writing. (Completing both EN 1110 and 1120 satisfies WCP.)
- EN 1120. College Composition II** (3)
Spring semester
A course designed to assist students in achieving fuller proficiency in college-level written composition. Includes study of and regular practice in the process of composing and editing as well as relating reading and writing. A greater emphasis is placed upon analytical and interpretive writing; the documented thesis paper that employs research skills is also included. Prerequisite: EN 1110. (Completing both EN 1110 and 1120 satisfies WCP.)
- EN 1140. English Composition** (3)
Fall and Spring semester
A one-semester course designed to study contemporary rhetorical strategies of composition through close analysis of sample essays which demonstrate skillful use of these principles, by regular written compositions employing designated rhetorical strategies, and by recalling the basic structures of the English language to develop a style appropriate to the audience. Prerequisite: dean's approval. (WCP)
- EN 1150. Honors Composition** (3)
Intensive study of written communication in three phases: information gathering, message preparation and process and style of delivery. Prerequisite: honors status or instructor approval. (WCP)
- EN 1180. The Research Paper** (1)
This course deals with the basic areas of producing a college-level research paper: generating ideas, developing an adequate thesis, finding proper sources, evaluating sources and taking notes, avoiding plagiarism, integrating source material into a longer work, editing and proofreading, and using appropriate documentation style. A research paper based on these elements will be written in the course. Prerequisite: EN 1110 or equivalent.
- EN 2160. Writing Fiction** (3)
This course is designed for students interested in writing novels or a series of short stories (intending to assemble a collection). Taught in a workshop format, the course will require about 90 pages of approved writing. Students' writing will be discussed each week as the class assists in the process of editing and providing a critique. Finally, students will submit revisions of the workshoped material at the end of the semester. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150, or equivalent, and department permission.

- EN 2300. English Literature: Anglo-Saxon to Renaissance** (3)
A lower-division treatment of material in EN 3300. A survey of English literature from the Anglo-Saxons to and including the Renaissance. Emphasis is on Chaucer, Spenser, Shakespeare, Bacon, Donne and the Metaphysical poets. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150.
- EN 2310. English Literature: 17th and 18th Centuries** (3)
A lower-division treatment of material in EN 3400. A survey of English literature of the Restoration to and including the Romantics. Greatest emphasis falls upon Dryden, Swift, Pope and Johnson as well as the Romantic poets Blake, Wordsworth, Coleridge, Byron, Shelley and Keats. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150.
- EN 2350. Shakespeare Survey** (3)
A course designed as a survey for a more general audience of the major works of Shakespeare chosen from the histories, comedies, tragedies, and final romances. Although more general than the course designed for English majors, it still requires a careful reading of the plays, familiarity with the language of the period, with the poetic style of dramatic verse, and with the necessary cultural background. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. (LTII)
- EN 2500. Film: The Medium and the Maker** (3)
A study of the human condition as seen in the contemporary cinema, with an analysis of cinematic techniques and the basics of student film production. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. Laboratory fee.
- EN 2710, 2720, 2730. World Masterpieces I, II, and III** (3 hrs. each)
A survey of the literature by major authors, with attention given to historical and artistic contexts, in the western world and in the near east. The course examines several major genres of literature and studies themes, forms, and styles in literary works. Attention is given to the traditions the works exemplify (I) from the Classical Heroic Age to the Middle Ages; (II) from the High Middle Ages through the Renaissance; (III) from the Age of Reason into the Contemporary World. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. (LTI)
- EN 2800-2890. Introduction to Literature** (3 hrs. each)
Lecture and discussion courses designed to deepen and extend the student's sensitivity to and understanding of literature. Courses weave together the study of genre, thematic elements (including ethnic culture) and historical background. Choices are offered each semester. Students should consult departmental announcement. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150.
- EN 3000. Major Figures of British Literature** (3)
This course examines a selection of major authors in the history of English literature with attention given to the developing traditions of English literature and to the use of various literary forms as they appear in the tradition. A selection is made from authors like the Beowulf Poet, Chaucer, the Pearl Poet, Shakespeare, Donne, Milton, Dryden, Pope, Swift, Blake, Wordsworth and Coleridge, Keats, Dickens, Browning, Hopkins, and Eliot. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150.
- EN 3110. Creative Writing** (3)
Introduction to the art of writing poetry and fiction. Emphasis on writer-teacher conferences. Best productions are published in the Rockhurst Review, the student literary and arts publication. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150.
- EN 3140. Introduction to Playwriting** (3)
A course designed to introduce the student to the principles of playwriting including the scenario, plot structure, character, thought, diction, and spectacle. Some attention is given to the requirements of play production in script-writing. Regular creative exercises, workshop readings in the class, and the writing of original drama are required. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150.
- EN 3150. Advanced Composition** (3)
Designed to assist students in mastery of writing techniques and to acquaint students with rhetorical principles and backgrounds useful in developing various types of written communication. Attention is given to rhetorical theories and their practical application through regular writing assignments. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150.
- EN 3160. Writing for the Marketplace** (3)
The course covers four kinds of business documents: letters/memos, marketing/sales brochures, reports, and proposals. It includes editing strategies and techniques incrementally throughout the course. Design, graphics, layout, and analytical commentary are reviewed for structuring readable documents. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150.
- EN 3170. Practical Stylistics** (3)
Designed to acquaint the student with the practical uses of stylistics by reviewing the place of vocabulary, syntax, register, and rhetorical context in written discourse as applied to specific goals of writing. Regular writing assignments are used to apply stylistic principles and readings are analyzed as models. Prerequisites: EN 1110/1120, or EN 1140, or EN 1150.

- EN 3180. Business Writing** (3)
Theory and practice in writing business letters, memos and reports. Includes study of basic communication theory as it applies to writing in these forms. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150.
- EN 3190. Technowriting: the Technologies of Written Communication from the Alphabet to the World Wide Web** (3)
This course focuses on four overlapping kinds of written applications based on network technology: e-mail, information sharing, document management, and office automation. With an ongoing emphasis on technologically based writing that incorporates the best of information available on the Internet, the World Wide Web, and developing multimedia technologies, the course's purpose is to familiarize the student with the literacy requirements of the 21st century in a technological setting. Prerequisites: EN 1110/1120, or EN 1140, or EN 1150.
- EN 3220. Chaucer and His World** (3)
The primary focus of this course is Chaucer's writing. The course begins with his earlier poetry and moves to an in-depth study of *The Canterbury Tales*. To gain greater insight into Chaucer's works and his world, students are also introduced to short pieces by other writers of the period, as well as to the art, the music, the social background of the period. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150.
- EN 3230. Medieval Drama** (3)
This course surveys the rebirth of drama in Western Europe with the plays of Sister Hrotsvitha and the Church rituals on Easter. Special emphasis is given to the Cycle Plays of England, including the York and Wakefield mystery plays, and non-cycle plays. Early and later Tudor plays, next in chronological progression, are represented by *The Four PP*, *Gammerergerurton's Needle*, and a history play. Marlowe's *Dr. Faustus* brings us to the time of Shakespeare. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150.
- EN 3300. British Literature: Anglo-Saxon to Renaissance** (3)
A survey of British literature from the Anglo-Saxons to and including the Renaissance. Emphasis upon Chaucer, Spenser, Shakespeare, Bacon, Donne and the Metaphysical poets. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150.
- EN 3340. Spenser, Donne and Their Followers** (3)
A study of the narrative poetry of Spenser and the secular and religious poetry of Donne. Emphasis is on the literary use of allegory and the metaphysical conceit. Some attention given to Herbert, Crashaw, Vaughan and Marvell. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150.
- EN 3350. Shakespeare Seminar I** (3)
An intensive study of the poetry and plays of Shakespeare in their language, structure, backgrounds, characters, and criticism for English majors and those with a deep interest in Shakespeare. Selections are made from the range of Shakespeare's works. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. (LTII)
- EN 3360. Shakespeare Seminar II** (3)
An intensive study of a different selection of the poetry and plays of Shakespeare in language, structure, backgrounds, characters, and criticism for English majors and those with a deep interest in Shakespeare. Selections are made from the range of Shakespeare's works. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. (LTII)
- EN 3380. Shakespeare and Renaissance Drama** (3)
This course is designed as a survey of the major plays and sonnets of Shakespeare chosen from the comedies, tragedies, and final romances along with a comparative study of the drama of other great Renaissance playwrights like Webster, Ford, and Marlowe. It studies the drama as a genre that encompasses several sub-genres and look at Elizabethan language usage, backgrounds, character, and literary criticism of the dramas. Prerequisites: EN 1110/1120, or EN 1140, or EN 1150. (LTII)
- EN 3400. British Literature: 17th and 18th Centuries** (3)
Exploring major themes of Restoration and 18th Century British Literature, e.g., human sinfulness, social unrest, political corruption, economic change, the course focuses upon political and social satirists like Dryden, Swift, and Pope; novelists like DeFoe, Fielding, and Richardson; dramatists like Dryden, Wycherley, and Sheridan; essayists like Addison, Steele, and Johnson; and, above all, poets like Dryden, Swift, Pope, Johnson, Smart and Collins. Prerequisites: EN 1110/1120, or EN 1140, or EN 1150. (LTII)
- EN 3500. Studies in the English Novel** (3)
Early influences and major trends in the development of the English novel. Emphasis on the form and themes of prose fiction as they appear in Richardson, Fielding, Austen, Scott, Emily Brontë, Dickens, Thackeray, Eliot, Hardy, Conrad, Forster, Lawrence and Joyce. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. (LTII)
- EN 3520. Jane Austen Study** (3)
An intensive study of selections from the body of Jane Austen's work, the course is divided into three areas of interest. The primary focus begins on two representative novels, their place in Austen's developing technique, and a review of the criticisms – both historical and present day – that influenced readers of the novels from the beginning until now. The middle section of the course centers on selected letters and excerpts from influential

biographical works. The final highlight of the course is the viewing and reviewing of the recent revival of Austen's work in the cinema and the critical response thereto. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. (LTII)

EN 3530. The Romantic Period (3)

Exploring major themes of English Romanticism, e.g., rebellion, self-assertion, primacy of feelings, imaginative perception, the course focuses upon social critics like Mary Wollstonecraft and Thomas Paine; novelists like Mary Shelley and the Brontë sisters; and, above all, poets like Blake, Wordsworth, Coleridge, Byron, Shelley and Keats. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150, and one Level I Literary Mode course. (LTII)

EN 3550. The Victorian Period (3)

A study of Victorian poetry and nonfiction prose. Authors studied include: Mill, Carlyle, Arnold, Huxley, Newman, Tennyson, Browning, Hardy, Hopkins and Houseman. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150.

EN 3600. American Literature I (3)

A survey of American literature from its beginning to the Civil War, with emphasis upon Edward Taylor, Franklin, Cooper, Poe, Emerson, Thoreau, Hawthorne, Melville and Whitman as representatives of the colonial, neoclassical and romantic periods. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. (LTII)

EN 3610. American Literature II (3)

A continuation of the survey begun in EN 3600. Covers from post-Civil War to the 1940's. Chief stress is on Whitman, Twain, Howells, Dickinson, James, Crane, Frost, Eliot, Pound, W. C. Williams, Wallace Stevens, Hemingway, Faulkner and ethnic dimensions. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. (LTII)

EN 3640. Minority Literature (3)

A study of the diversity and depth of minority literatures chosen from the works of selected minority writers. The focus of the course is on representative authors and texts in relation to their place in contemporary writing. Special attention is given to cultural and political concerns expressed through the literary pieces. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150.

EN 3670. Studies in the American Novel (3)

An inquiry into how novelists manage such formal elements as character, world, plot and point of view as well as thematic and stylistic patterns. Intensive analysis of Melville, James, Dreiser, Cather, Dos Passos, Fitzgerald, Hemingway, Faulkner, Ellison, Bellow and others. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. (LTII)

EN 3680. Twentieth Century U.S. Drama (3)

This course studies 1) plays that have contributed to the development of American theater and 2) drama theory – from Aristotle to the present day – relating to tragedy and comedy, to realism, naturalism, expressionism, and surrealism, to theater of social protest, theater of the absurd, etc. Readings include plays of Eugene O'Neill, Thornton Wilder, Tennessee Williams, Arthur Miller, William Gibson, Edward Albee, Horton Foote, Mark Medoff, August Wilson, etc. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. (LTII)

EN 3700. The Structure of Modern English (3)

A study of contemporary English, considering various approaches including traditional, structural and transformational grammars. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150.

EN 3750. Development of the English Language (3)

A study of the history of English, its relationships with other languages, its linguistic changes, structure and dialects. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150.

EN 3820. Literature and the Environment (3)

In this course, students explore environmental issues as they are expressed both explicitly and implicitly in literary texts. In this two-fold strategy, the primary approach is to study texts that establish environment as their principal focus, works of poetry, fiction, and nonfiction broadly classed as "nature writing." The second approach is to examine the implicit treatment of environment within literary works whose focus is not primarily environmental. Both approaches expose students to writers from diverse cultural, ethnic, and socioeconomic backgrounds. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. (LTII)

EN 3830. Utopian and Anti-Utopian Literature (3)

Emphasis on the many speculations as to what life in the future might be like, both hopes and fears. Readings include Plato's *The Republic*, More's *Utopia*, *Canticle for Leibowitz*, *Brave New World* and *A Clockwork Orange*. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. (LTII)

EN 3840. Honors Literature and Art (3)

This interdisciplinary seminar format course studies the presentation of experience in literature and in the visual arts. With the aim of exploring questions about civilization and culture, the quality of progress, the nature of the world and of the human person, the focus is on works conveying such themes as man in the wilderness, the individual vs. society, the hero and the antihero and the quest for meaning and transcendence. Prerequisites: EN 1110/1120, or EN 1140, or EN 1150, and honors status or instructor approval.

- EN 3850. Literature and Cinema** (3)
This course explores the filmed stories that come out of written literature. For instance, *Tom Jones*, the novel, is condensed and simplified; *Romeo and Juliet* is shortened and parts are cut down. Sometimes, as with *Dorian Gray*, we have several movie attempts. In this course we read texts that have been filmed, see the films, and do written analyses of the relative success/ failure of the efforts. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150.
- EN 3880. The Gothic Novel as Genre** (3)
Gothic fiction, a reaction against comfort, security, political stability, and commercial progress, resists the rule of reason. It began with the 1764 publication of Horace Walpole's *The Castle of Otranto*, and prospered through its steady reference to crags and chasms, torture and terror, and the supernatural – clairvoyance, dreams, ghosts. This course studies a series of representative texts that establish and sustain the genre from the 18th century to now. Prerequisites: EN 1110/1120, or EN 1140, or EN 1150. (LTII)
- EN 3890. Women and Literature** (3)
This course offers a selection of fiction and poetry by women and about issues traditionally considered important to women. Fiction includes, but is not limited to, works by Kate Chopin, Virginia Woolf, Willa Cather, Alice Walker, and Rachel Ingalls. Poetry includes, but is not limited to, works by Emily Dickinson, Gwendolyn Brooks, Anne Sexton, Sylvia Plath, and Rita Dove. Essays by such authors as Virginia Woolf, Simone de Beauvoir, Catherine McKinnon, and Mary Daley are used to complement the poetry and fiction. The course begins with consideration of Virginia Woolf's contention that in order to create, a woman needs an independent income and a room of her own. Emphasis is on the works of literature as literature. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. (LTII)
- EN 4060. Classical Roots and Modern Harvests: Tradition and Growth in Literature** (3)
This course studies the classical roots in Greece and Rome that led to the development of modern literature. It examines the varied evolution of classical themes and types of literary works in a comparative manner, attempting to view the growth of literature in an historical continuity where pieces of literature interact with and transform one another. Some attention is given to the changing tastes and habits of audiences as genres and themes diversify through time. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. (For the SPS core.)
- EN 4100. Reading Comprehension and Readable Writing** (3)
A study of how language is processed through reading experiences in various ways and then processed into readable writing. The course also considers theories about the interaction of structure and style with readers' memory and comprehension. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150.
- EN 4120. Introduction to Screenwriting** (3)
This course provides an introduction to the foundations of screenwriting, including generating ideas, finding a subject, building characters, developing a plot through a beginning, a confrontation, and a resolution, designing individual scenes to advance the story, building momentum for an audience, and achieving a convincing climax. The primary purpose of the course is the production of a complete written script that fulfills the specialized needs of this particular writing genre. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150.
- EN 4150. The Tradition of Rhetoric: Principles and Practices** (3)
This course examines the place of the rhetorical tradition in the world of writing as it exists today. Some attention is given to rhetorical theory, to the uses of rhetoric in the academic tradition and in the discourse of business, and to the methods that have been developed to make rhetoric valuable as a principle of human communication. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. (LTII)
- EN 4160. Technical Writing** (3)
A course that introduces the student to technical and professional written communication. The place of information retrieval and analysis, the sequence, shape, and style of documents, the use of graphic and design elements, and specific technical documents and their applications to designated readers are studied in detail. Regular assignments provide application of the principles. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150.
- EN 4180. Report Writing** (3)
Intensive course in the writing of reports usual in business, institutions and government. Includes research, layout and graphics. One original project required. Prerequisite: EN 3180.
- EN 4190. Literature and Orality: A Rhetorical Synthesis** (3)
A course that studies the oral basis of modern writing beginning with oral epics and continuing through Greek chirographic drama into the modern typographic novel. Works that present rhetorical backgrounds (Aristotle, Horace, Longinus) are reviewed to synthesize the rhetorical forms with the literature. Recent work on literacy theory is also examined along with the implications of this work for the written and spoken word. Prerequisites: EN 1110/1120, or EN 1140, or EN 1150. (LTII)
- EN 4370. Shakespeare Seminar III** (3)
An intensive study of Shakespeare selected from the range of Shakespeare's poetry and drama in language, structure, backgrounds, and criticism for

English majors and those with a deep interest in Shakespeare. The course is run in seminar fashion. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150.

EN 4390. Milton (3)

Assuming little or no previous experience with Milton, the course covers the major and minor works with emphasis upon the poet's mastery of different genres of poetry and prose. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150.

EN 4600. Twentieth Century British and American Poetry (3)

A survey of the principal figures and major developments in 20th century British and American poetry from Yeats, Pound, Eliot, Stevens and Williams to contemporary poets. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. (LTII)

EN 4610. Afro-American Literature (3)

This course studies major works by major black writers by addressing one or two selected themes developed in a variety of genres. The authors studied, predominantly of the 20th century, spans several literary movements, beginning with pre-Civil War writings and moving through the post-1960's avant garde period. The primary aims of the course include deepening students' awareness of the social and literary contributions of Afro-Americans to the larger body of American literature and exploring the ways Afro-Americans define themselves and their unique culture in their literature. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150.

EN 4620. The Novels of Faulkner (3)

Study of the themes in Faulkner's novels. Readings include *The Unvanquished*, *Intruder in the Dust*, *The Bear*, *Spotted Horses*, *Old Man, As I Lay Dying* and *Absalom, Absalom*. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. (LTII)

EN 4640. Americans in Paris (3)

In this course students examine poetry and fiction of American writers who found community and artistic inspiration in the City of Light during the early decades of the 20th century, especially in the entourage of Gertrude Stein. She labeled them "A Lost Generation." While such writers as T.S. Eliot, F. Scott Fitzgerald, Ernest Hemingway, John Dos Passos, may have felt alienated and dispossessed, they gave American Literature its modern vision. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. (LTII)

EN 4800. Honors Dante and Dostoevski (3)

In-depth reading of two figures who reflect the moral and intellectual crises of their times. Dante's *Divine Comedy*; Dostoevski's *Notes from Underground*, *Crime and Punishment* and *The Brothers Karamazov*. Prerequisites: EN 1110/1120, or EN 1140, or EN 1150, or equivalent and honors status or instructor approval.

EN 4810. Mythology: Literature and Criticism (3)

The course begins with a survey of Greek and Roman mythology and considers its influence on literature along with definitions of mythology. Selected authors are read to familiarize students with the use of myth in literary works. Selected myths from west to east are examined according to modern classifications of mythic themes. Prerequisites: EN 1110/1120, or EN 1140, or EN 1150. (LTII)

EN 4830. Honors Classic to Romantic (3)

While comparing views of Neoclassical and Romantic British literature, e.g., regarding human nature, social and political change, truth, imagination, objectivity and subjectivity, the course focuses on major writers of the respective periods: poets like Dryden and Keats; novelists like Defoe and the Brontës; dramatists like Sheridan and Shelley; literary theorists like Dryden, Pope, Johnson, Wordsworth, Coleridge, Shelley, and Keats. In addition, the course takes up issues and events (e.g., the Bloodless Revolution and the French Revolution) which comprise the intellectual contexts of both periods. Prerequisites: EN 1110/1120, or EN 1140, or EN 1150, and honors status or instructor approval. (LTII)

EN 4840. Satire: Classical to Modern (3)

This course offers a selection of essays, fiction, and poetry in various satiric modes from ancient Greece to current cartoons. The focus of the course is formulating a definition of satire that is sufficiently broad to include the various types but sufficiently precise to categorize and analyze their approaches. The course starts with generating and classifying the subjects of satire, broadly considered to be anything that people in a given time and place hold sacred but which they think their compatriots respect insufficiently. The course continues with tones, genres, purposes of satire. The course is organized both chronologically and topically. Besides considering many classical examples, from Aesop to Mark Twain to Chekhov, students also search current periodicals for examples of satire and for the raw material of satire: they consider the differences between reportage and satire, between comedy and satire. The purpose of the course is to demonstrate the Protean character of satire. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150. (LTII)

EN 4850. Modern Drama (3)

This course introduces the student to many of the major works in the modern theatre, starting with Henrik Ibsen and ending with David Mamet. Response papers approach the problems of casting, directing, or interpreting a play based on the student's knowledge of the author's intent. Longer papers explore in more depth with the use of secondary sources some problem in one or more plays that is a theme of twentieth-century drama. Prerequisites: EN 1110/1120, or EN 1140, or EN 1150. (LTII)

EN 4880. Poetry of Ecstasy (3)

Since Sapho, Lyric poetry by definition celebrates the emotions. Certain poets intensify the language and passions of this already avid genre to the level of ecstasy. This course will examine in detail the works of several modern poets with a view to understanding the techniques they used to heighten the tone and meaning of their writings. Poets to be studied may include William Wordsworth, Walt Whitman, Emily Dickinson, Anne Sexton, and Sylvia Plath. Prerequisite: EN 1110/1120, or EN 1140, or EN 1150, or equivalent. (LTII)

EN 4920. Report Project (3)

This final course for business communication majors requires the student to develop an extensive

report project and prepare both a written report and an oral presentation under the supervision of faculty from the business, communication and English departments. This course is also available as an advanced offering in the writing track of the English major. Prerequisite: EN 4180.

EN 4930. Senior Thesis (1-3)

The senior thesis, written under the guidance of a member of the English Department, is a longer, sustained piece of writing that demonstrates the major skills of reading, writing, and research in a culminating experience on a topic related to a student's studies in the major. Credit varies according to the topic chosen.

FRESHMAN SEMINARS

See Helzberg School of Management section for Freshmen in Business Seminar description.

FS 1100. First Year Seminar (1)

Fall semester

This seminar, offered to first-time college students, aims to orient students academically to Rockhurst University by introducing them to classmates, faculty, and staff, and by exploring the meaning of their core studies. We emphasize these core areas of the curriculum by defining them and by showing how they integrate all elements of holistic learning. Further, we introduce students to service activities and to such college cultural events as plays, musical performances, and visiting scholar lectures. Additionally, students learn library usage, time and stress management, college level note-taking strategies, listening skills, and computer locations on campus. Students collect abundant written materials throughout the semester which they can use for all of their Rockhurst education. This course immerses students in the Rockhurst motto, "Not what to think, but how to think."

NS 1000. Freshmen in Science Seminar (1)

Fall semester

The purpose of the course is to assist beginning science/math students in exploring the nature of the study of science and mathematics and to explore career options in science and mathematics. It does this in the larger realm of the mission and values of Rockhurst University and its science and mathematics programs. This course has been designed to facilitate partnerships in learning with faculty, study groups and classmates; to propose time management strategies; to become more aware of science requirements in various fields of study; to discuss the importance of ethics in science as well as in the community at large; to evaluate the importance of personal wellness; to value diversity with science and the community; to examine the relationships between interests/values/skills as they relate to career alternatives, and to foster a sense of becoming "men and women for others" with a service learning project.

GERMAN (GR)

See: Classical and Modern Languages and Literatures

GLOBAL STUDIES (GS)

Professor Frank J. Smist, Jr., Ph.D. (Program Director)

The global studies major is interdisciplinary in scope and is designed to prepare graduates who will be ready to assume leadership roles in the 21st century.

The major itself is designed to give students a thorough understanding of and appreciation for Western tradition and values; familiarity with world systems (physical, social, cultural, political, economic and historical); competency in a second language sufficient for the use of that language in study and travel; an opportunity to do in-depth study in a specific area of the world; and the possibility for an international experience through an appropriate internship, study abroad program, or travel abroad experience.

In addition to GS 1000, students also enroll in a global issues seminar. The remainder of the course requirements are drawn from across the disciplines and are designed to produce well-rounded individuals who have a good understanding of the world of the 20th century and who are prepared to confront the challenges of the 21st century.

Major Field of Concentration

The lower-division prerequisites for the Bachelor of Arts degree in global studies include HS 1100 and HS 1500 Survey of Western Civilization I, II or HU 1110 and HU 1120 Integrated Humanities I, II, and EC 2000 Principles of Macroeconomics or EC 2100 Principles of Microeconomics, GS 1000, and HS 2500 History of the United States II, and a foreign language requirement of four semesters of college level course work of the same foreign language or four years of high school and one year of college level course work in the same foreign language.

The upper-division requirements include EC 4200 International Economics, EC 4300 Comparative Economic Systems, GS 3550, one course on the Third World and one special topic course in global studies. A grade of C or better is required in each upper-division course of the major. (A grade of C- will not satisfy the requirement.)

Students are also expected to complete a minimum of 12 hours in one of several tracks: options include language and culture, area studies (Europe, Latin America, Central America, and Pacific Rim) and business (commerce, management, marketing or finance).

Other courses should be chosen in consultation with the global studies director.

Minor Field of Concentration

Students seeking a minor take GS 1000 and GS 4900 and three other upper-division courses from among the following: GS 3300, GS 3310, GS 3350, GS 3370, GS 3500, GS 3520, or GS 3550. A grade of C or better is required in each upper-division course of the minor. (A grade of C- will not satisfy the requirement.)

GS 1000. Introduction to Global Studies (3)

In the world of the 21st century, a global perspective is an absolute necessity. This course attempts to develop such a global perspective through an examination of some of the key issues and problems that presently confront the world community. Particular attention is given to recent developments in the Middle East and changes taking place in the former Soviet Union and Eastern Europe. Issues such as the danger of nuclear proliferation, the environment and global warming, and the state of the

world's children are also addressed. In addition, the non-Western European heritage of the United States is also considered. Special attention is given to American Indians and African-Americans. Finally, the outlook for what awaits the United States and the world community in the 21st century is discussed and examined. (SRI)

GS 3170 (PS 3170). Political Leadership (3)

Although political leadership is the principal focus of the course, leadership is also considered in a wider context. What is a leader? What are the

qualities that are necessary to be an effective leader? How can leaders build credibility? How important are the qualities of character and competence? What constitutes “successful” leadership? Particular attention is given to the following leaders: Jesus Christ, Theodore Roosevelt, Woodrow Wilson, Mahatma Gandhi, Lyndon Johnson, and Dr. Martin Luther King Jr. (SRII or SRI)

GS 3300 (PS 3300). Western European Politics (3)

A comparative study of the political institutions of Great Britain, France and Germany with particular emphasis on current problems. (SRII or SRI)

GS 3310 (PS 3310). Eastern European-Russian Politics (3)

A comparative study of the political institutions of the former communist states in Eastern Europe and Russia with particular emphasis on current problems stemming from the dramatic changes which began in 1989.

GS 3330 (PS 3330). The U.S. and the Pacific Rim (3)

The course is a comparative study of U.S. relations with the countries of East Asia (China, Japan, Korea and the Russian Far East) and Southeast Asia (Indonesia, Malaysia, the Philippines, Singapore, Thailand and Vietnam). Besides looking at political practices and institutions, the course also examines how U.S. relations with these countries have been affected by geographical, historical, economic and cultural factors. (SRII or SRI)

GS 3350 (PS 3350). Latin American Politics (3)

A comparative study of the political practices and institutions of major Latin American states with a major emphasis on the unique historic and cultural milieu. Particular emphasis is placed on current domestic and foreign policy issues. (SRII or SRI)

GS 3360 (PS 3360). Mexican Culture and Politics (3)

An interdisciplinary study of Mexico focusing on its unique history, culture, politics and economy. Particular emphasis is placed on current domestic and foreign policy issues and Mexico’s developing bilateral relationships with the United States.

GS 3370 (PS 3370). Middle Eastern Politics (3)

A comparative study of the political institutions of selected Middle Eastern states with particular emphasis on the Arab-Israeli conflict and the politics of oil. (SRII or SRI)

GS 3500 (PS 3500). U.S. Intelligence Operations (3)

A study of the evolution of U.S. intelligence operations and national security policy from Pearl Harbor to the present post-Cold War world. Special attention is devoted to the roles of the CIA, FBI, and National Security Agency and the degree to which the dilemmas raised between the public’s right to know in a democracy and the government’s

right to protect the national security can be reconciled. (SRII or SRI)

GS 3510 (PS 3510). Politics in Fiction and Film (3)

A study of how politics is depicted in fiction and films. Students read works of fiction and view films that touch upon politics and the political process from both an American and international perspective. (SRII or SRI)

GS 3520 (PS 3520). U.S. Foreign Policy (3)

This course initially focuses on the historical experiences and values shaping the foreign policy of the U.S. The role played by the major branches of the federal government as well as non-government actors then is studied. The course concludes with an analysis of U.S. policy toward selected countries and regions of the world. (SRII or SRI)

GS 3550 (PS 3550). International Relations and Organizations (3)

A study of the underlying forces influencing international affairs and the power positions of states with particular attention to the role of the United Nations and other international organizations.

GS 3580 (PS 3580). Politics and Religion (3)

A study of the impact of religion on the political processes of selected nation-states as well as in the international arena. The political dimensions of Christianity, Judaism, Islam, Hinduism, and Buddhism are considered.

GS 3870 (PS 3870). The Depiction of the Post-Cold War U.S. Presidency in Film and Fiction (1-3)

This course examines how the U.S. Presidency is being depicted in film and fiction in the post-Cold War world. The model of the Presidency set forth in the 1950s by Clinton Rossiter is evaluated. After viewing movies and reading fictional accounts of the post-Cold War U.S. Presidency, Rossiter’s model is revisited and updated.

GS 4670 (PS 4670). Democracy: Theory and Practice (3)

This course examines what “democracy” is and what it means. Different theories about democracy are identified. Each of these theories is compared and contrasted in terms of both citizenship and education. A key component of this course is a practicum or field experience that enables course members to integrate theoretical reflections on citizen education with some practiced public work in helping young citizens to educate themselves about the public world. (SRII or SRI)

GS 4700H (PS 4700H). Seminar on Leadership (3)

This seminar will use the tools and methods available to the political scientist to examine leadership and specific leaders. The life and career of Winston Churchill will be considered and evaluated. There