

Spring Courses

The following are "medium-sized" descriptions, submitted by the instructors, of some of the course(s) being offered in the Spring Semester:

Preregistration materials will be placed in student's mail boxes on Friday, November 12, 1976. The pre-registration schedule will be as follows:

Hours: 0830 - 1200 and 1300 - 1630
Main Campus Students

Seniors Mon. & Tues., November 15-16
Freshman Wed. & Thurs., November 17-18
Juniors Fri. & Mon., November 19 and 22
Sophomores Tues. & Wed., November 23-24

LEARNING HOW TO LEARN PSY 250 JACKIE LUDEL

Do you find that your imagination isn't getting enough exercise?
Do you want learning (and living) to be more fun than it's been?
Do you have trouble expressing your feelings?

Do you get so nervous in class or during an exam that you don't show how much you really know?

This spring, I'm going to offer a course called **Learning How to Learn**. The course will focus on ways to explore, build, and enrich your self-confidence in your intellectual and creative abilities. We will spend a great deal of time examining, strengthening and expanding methods of being a responsive, self-directed individual. If you would like to improve your study skills, we can work on that too. What all this amounts to is an opportunity for you to set aside a time and place devoted to your personal growth.

Most of us are constantly striving to become something . . . to become a veterinarian or a writer or a respectable citizen or a successful student or a parent or a friend or, simply, an adult. Very often the striving to become is so important that we forget about being. We get caught up in the future and forget about the present; we get so set on goals that everyday events feel like obstacles; we stop feeling anything or we forcefully try to put our emotions aside.

Even when we're not striving to become, we're often afraid of being ourselves. We know how to hide those fears from others by putting on a good show or keeping to ourselves. The only problem is that the fears don't go away. They grow. Hiding them becomes more difficult and more troublesome. Nothing much feels good.

We each must make a choice: either live with the nagging feeling that things aren't the way they should be or try to make things better. Stated this way, the choice seems pretty obvious. Who wouldn't want to try to make things better? But hold on for a minute. It isn't easy to make things better. To do so means confronting fears and uncertainties, reaching out to others, learning to trust ourselves and other people. That takes work. Don't for a minute believe that things will get better just because you wish they would. You need to invest time and energy in the project if anything is going to happen.

That's what **Learning How to Learn** is about. It's a chance for you to make an "official" investment of time and energy in your own sense of who you are. It's a chance for me to make an investment too. When I taught this course before, I grew and learned along with the students. It was an exciting, exhausting, exhilarating experience for me and I'm really looking forward to sharing this experience again.

There will be 2 sections of the course. One (Psych 250 - 1) will meet on Mondays and Fridays from 1:30 to 3:20. The other (Psych 250 - 2) will meet on Tuesdays and Thursdays from 9 to 10:50. Those are long class meetings, but we will need that much time to work individually and in groups.

If you think you might be interested in the course, discuss it with your advisor or get in touch with me (Office, King 228; phone ext. 210). Even if you're not certain that you want to take the course but you find that it just might, maybe, perhaps be something you'd like, let's talk.

JUVENILE DELINQUENCY AJ 105 TOM BERNARD

The objectives of this course will be to provide the student, first, with an understanding of the changing conceptions of delinquency which have evolved since the term was invented in the late 1800's, and of the implications which these conceptions have on public policy. Secondly, the course will provide the student with a variety of information on various issues such as unreported delinquency, female delinquency, gang delinquency, delinquency in its relationship to the family, the school, to violence in society, to affluence, to the youth culture, to drugs, and to minority groups.

Finally, the course will examine society's response to delinquency. This will include juvenile institutions, probation and parole, as well as a variety of experimental approaches. Research evaluating the effects of these approaches will be presented.

The texts for the course will be *Juvenile Delinquency*, by Haskell and Yablonsky, and *Our Kindly Parent the State*, by Patrick Murphy.

CRITICAL THINKING PHIL 190 DONALD MILLHOLLAND

Would you like to be able to explain what is wrong with so much advertising? Would you like to have the critical tools to help you recognize the fallacies of political rhetoric? Do you believe the News Media is slanted? Would you like to clarify the legalism of government pronouncements?

The Philosophy Department would like to recommend its course, **Critical Thinking**, where we hope you will acquire practical philosophic skills which will help you to criticize what you read and hear in the areas of business, advertising, journalism, and politics. Another part of the course will be a writers workshop in which you will learn to avoid the pitfalls of writing in these areas yourself! Such a course could prove to be invaluable to you in other college courses as well as in your future careers.

We will introduce you to specific techniques which have been developed for this course which will help you recognize fallacies and faulty reasoning. We hope this course will be both enjoyable and profitable and we hope you will consider taking it.



ROMAN HISTORY CLASSICS 312 ANN DEAGON

This course has three primary aims: to explore the rise and fall of Rome; to become aware through literature of the meanings that Romans of various periods gave to their historical and personal experience; and to examine history as a literary form, as a scholarly reconstruction, and as a cultural or personal construction.

CREATIVE PROCESS IN THE ARTS AND SCIENCES BHCT 401 ANN DEAGON

This seminar will focus on the issue dealt with in the Fall 1976 Colloquium, using as resource material tapes and transcripts of the lectures as well as the fall *Guilford Review*, made up entirely of creative work. Faculty and others involved in creative activities will join the class for interview and discussion sessions, and the class will attend and discuss various presentations by artists and scientists in the community.

All students will be expected to become familiar with general theories of creativity, and with specific ideas and methods pertaining to a chosen art or science. They will each engage personally in a creative process of some kind which will be recorded carefully through journals, drafts, slides, or other appropriate means. The course will conclude with some kind of exhibit, performance, or happening open to the public. Some of the best writing or art will be included in the fall 1977 issue of the *Guilford Review*.