GROGAN RESIDENTIAL COLLEGE

Spring 2018 Course Offerings
Grogan Residential College

Grogan College focuses on the development of the professional self within the performing arts and professional fields including health, medicine, nursing, education and business. While Grogan students are pursuing different types of careers, professionalism in every filed means conducting oneself with responsibility, integrity and accountability. Therefore, Core courses use a project-based learning approach where students work on real-world issues to develop knowledge, attitudes and skills valued in professionals.

COURSES

RC Core Courses:

Each Residential College at UNCG (Ashby, Grogan and Strong) offers a set of Core courses that are unique the College’s particular curricular focus and open only to students in that RC. Below you will find descriptions of the Core Courses offered in Grogan in 2017-18. All of the Grogan College Core courses use a project-based learning approach where students work on real-world issues to develop knowledge, attitudes and skills valued in professionals.

All RC Courses:

In addition to the Core courses that are unique to each Residential College, the RCs also collaborate to offer Residential College General Education courses that are open to students in all three RCs. Taught by dynamic faculty dedicated to undergraduate teaching, the Residential College courses are designed and taught in new and innovative ways.

Departmental Sections with Reserved Seats for RC Students:

These courses are offered by departments with a select number of seats reserved for RC students.
Grogan College: Core – Developing the Professional Self

RCO 155: Seminar in Critical Thinking: Body, Communication, and Culture (GRD and SI)
TR 3:30-4:45
Caitlin Spencer, Educational Leadership and Cultural Studies and Dance

How would you describe what a body is, what it seemingly can and can’t do, and what marks or blurs its’ edges? Who or what informs these insights? What terms are often employed to talk about different bodies, and by whom, and for what purposes? What happens if and when such terms are altered, adapted, rejected? In this course, questions such as these prompt a creative inquiry with multiple kinds of texts, cultural and artistic mediums, and communicative interactions in an effort to open up “discourse” surrounding a body’s existence and potential. Drawing on and making any useful distinctions between having, being, inhabiting, living, and intervening as a body, this course invites curiosity about the limits of discourse about bodies.

RCO 155: Millennial Narratives: The Personal and Professional in Millennial Perspective (GRD and SI)
M 6:00 pm -8:50 pm
Dr. Love Crossling

Millennials have been described as the generation to see the most change in the fabric of humanity over the course of their lifetime. Ranging from change in the political landscape, and the dawn of Hip-hop to technological advances, the economic downturn, and the reemergence of radical activism, Millennials have been both the audience and authors of change. Witnessing and co-authoring such historical shifts has directly impacted the way many Millennials’ experience, understand and connect personal and professional identity. Millennial Narratives is a 3 hour course designed to explore Communication Theory through the lens of Millennial experiences which mold and shape new understandings of the synergy between personal and professional life. Students will critically interpret depictions of Millennial experiences that are expressed in a variety of forms (e.g. music, art). Students will also examine the perspectives of contemporary writers who critique the impact of Millennial culture on America. Finally, students will apply what they learn to narrate their own personal and professional identities.

RCO 203: Ethics in the Professions (GPR and WI)
TR 2:00-3:15
John Sopper

This course investigates different approaches to thinking ethically about issues that arise in a variety of professions (health care, education, business and the performing arts). Students will analyze and respond to case studies of common ethical dilemmas, complete a series of self-reflections and leadership workshops, explore the practice of "professionalism" as an ideal of “good work” and develop their own evolving sense of professional purpose and responsibility.
The purpose of RCO 205 is to engage students in research and scholarly inquiry where they will (a) examine fundamental theories from cognitive psychology and the social sciences and how theory is applied to teaching and learning, b) learn to collaborate, gather and evaluate information, and make connections among diverse perspectives, and (c) develop multicultural awareness, active citizenship, and lifelong learning skills. RCO 205 is designed primarily for aspiring professional educators in the Grogan College living/learning community. Students will utilize research methodologies, critical inquiry strategies, and teaching practices, as they develop skills in project-based learning, academic research, college-level writing, and educational practice.

RCO 206: Creativity (GFA)
TR 12:30-1:45
Dr. Larry Lavender

Exploration of the nature and meaning of arts experiences, with emphasis on roles and functions of creators, performers, participants, spectators, and institutional forces that impact the arts.

RCO 214 Science Fiction: Literature of Change (GLT, GN and WI)
MWF 9:00-9:50 and MWF 10:00-10:50
Dr. Sarah Colonna

This course explores the genre of science fiction short stories, looks at the history and functions of science fiction, examines both American and global (Chinese and pan-African) science fiction, and imagines what students can learn from writing their own science fiction short story influenced by these national and global factors.

RCO 215: Global social Issues (GSB, SI)
MW 12:30-1:45
Dr. Sheryl Lieb

This seminar course is designed to explore the concept of human identity—from personal, local, and global perspectives—through philosophical (existentialism), sociological, and behavioral inquiries. We will identify and analyze common, socio-cultural labels of identification based on race, ethnicity, gender, social class, etc. From a “local” perspective, we will explore students’ current experiences of identity-building as members of a university community, incorporating academic interests and career orientations as future professionals. In turn, we will address our understandings of possible tensions between “personal identity” (existence as a private person) and “professional identity” (existence as a professional in the world of work), taking into account personal values/ethics and how they fit into (or not) workplace cultures. From a global perspective (existence as a citizen of a complex 21st century, inter-connected world), we will address how personal, professional, and social identities vary across nations and cultures. Finally, we will explore the ways in which technology contributes to both advancing and reverting notions of identity creation and human connection.
RCO 252-02: Introductory Concepts of Biology (GNS, GLS)
TR 9:30-10:45 and 11:00-12:15
Meg Horton

Introduction to major concepts in biology for students who do not plan to take additional biology courses. Explores basic aspects of biology, including genetics, physiology, and ecology. Specific topics may include conservation biology, biotechnology, and current issues.

RCO 301: Independent Study

RCO 309: Capstone (WI and SI)
MW 3:30-4:45
John Sopper

Intended as a capstone experience for second year students in Grogan College, in this course you will connect your college experiences (curricular and co-curricular) to your preparation for whatever field of study, profession or artistic genre you intend to pursue going forward. To accomplish this, you will develop a digital capstone portfolio of your meaningful academic work and other learning experiences that demonstrates your growth and preparation for your chosen profession. By reflecting on your digital portfolio, you will also create a multi-modal oral presentation that communicates the story of your development and preparation for pursuing the work you want to do in the world. You will also explore a question within your field of study that will culminate in a research paper.

ALL Residential College Courses (shared among Ashby Grogan and Strong Colleges)

RCO 101: College Writing (TR 11:00-12:15)—GRD--equivalent to ENG 101

RCO 115: College Algebra (MWF 12:00-12:50)—MAT-- equivalent to MAT 115

RCO 202 (GHP/GMO): The Holocaust: From Persecution to Genocide
Instructors: Laura Pipe and Brittany Hedrick
TR 2:00-3:15

RCO 205 (GSB): Race Relations and Racial Inequality
Instructors: Laura Pipe and Jaclyn Gitlis

RCO 205 (GSB): Marriage and Family
Instructor: Ariane Cox
TR 2:00-3:15
Instructor Bios

Dr. Sarah E. Colonna -- Associate Program Chair for Grogan Residential College

With degrees in nursing, women’s and gender studies, and educational leadership, Sarah joined Grogan College in August 2015. She has worked in hospitals and outpatient clinics and taught at the community college and university levels. Working with Grogan College is a unique way to combine her nursing and educational experience. Her research interests include feminist thought and pedagogy, equity and diversity, leadership, and young adult literature. Sarah is a voracious basketball fan, goes to the beach whenever possible, has two spoiled mini dachshunds, and reads as much as she can. In fact, she is probably mentally sorting you into a Hogwarts house or Wheel of Time Ajah.

**RCO 215: Global Social Issues and RCO 214: Science Fiction: Literature of Change**

Dr. Love Crossling, Director of Human Relations, City of Greensboro

I’m a SPARTAN and a GROGANITE! Since 1997, I have worn the badge as a proud member of the UNCG Community. Not only have I been a student at both the undergraduate and graduate levels, but I have served UNCG in professional roles that include Instructor, Coordinator for Residential Learning, Academic Director, and Research Associate. Needless to say, it’s Spartan Pride all the way!

I have dedicated my entire professional/academic journey to understanding the needs of people. I earned a BA as a double major in Psychology and Communication Studies. I earned my MS from East Carolina in Marriage and Family Therapy out the School of Human Ecology. Finally, I returned to UNCG to earn a Doctorate in Cultural Studies with a concentration in Communication Studies out of the School of Education. I am genuinely interested in the way in which people establish identity and build community!

Currently I serve in the role of executive with the City of Greensboro, as the Director of the Human Relations Department, which is the human rights arm of local government. My personal interests include Slam poetry, mixed media art, all things live music, and spending time with friends and family!

**RCO 155: Seminar in Critical Thinking—Millennial Narratives**

Ms. Meg Horton, Senior Lecturer, Biology

I received my Master’s Degree in Biology from UNCG in 1990. While a graduate student, I realized that in the University, you don’t have to choose between science and teaching—you can pursue both simultaneously. I have never seriously considered other employment since. I first taught in Ashby Residential College in spring 2008 and in Grogan Residential College in fall 2009. Teaching in the Residential Colleges has been a rewarding and productive experience. Not only do I have the opportunity to engage with fantastic students but in Ashby I have been able to explore different ways of teaching science to non-majors while in Grogan I have the chance to learn how to help science majors learn. In class, expect a mix of individual and group activities, projects, case studies, traditional lecture, and real world problems, but also be prepared for individual study because there is no other way to master scientific concepts.

**RCO 155: Critical Thinking and RCO 252: Major Concepts of Biology**
Dr. Larry Lavender

Professor of Dance and Faculty Fellow in the Lloyd International Honors College at UNC Greensboro. He holds an MFA in Dance from UC Irvine and a Ph.D. in Dance Education from New York University. Larry's primary areas of research and teaching are choreography, improvisation, and performance art, critical animal studies in the arts, and creativity theories and practices. Larry has lectured and taught all over the United States and in many parts of the world, including Canada, Mexico, and New Zealand.

RCO 206: Seminar in the Creative Arts (GFA), spring 2018

Dr. Sheryl Lieb

I hold a Ph.D. in Educational Studies (Concentration in Cultural Studies) and a Master's degree in Library Science & Information Studies, both from UNCG. My scholarly interests include philosophy of education, social justice education, academic writing, and narrative forms of research and writing. Specific to teaching at Grogan, I aim to provide students a space in which they can speak to their individual points of view, reflect on their learning processes (verbally and in writing), and creatively communicate them through special projects. In addition to teaching, I provide professional services as an academic content editor and writing consultant (essays, theses, dissertations, journal articles, and other scholarly materials). On the personal side, I maintain a steady Bikram yoga practice—90 minutes, in a room heated to 105 degrees! I also enjoy the outdoors, music, dancing, and meeting with friends in favorite coffee shops.

RCO 215: Global Social issues (GSB)

Dr. Dale Schunk, School of Education

Dr. Schunk’s research examines the effects of social and instructional factors on learning, motivation, and self-regulation. He teaches graduate courses in learning and motivation and undergraduate courses in learning and educational psychology. Author of textbooks on learning and motivation, he has published over 120 articles and chapters and has edited nine books. For 10 years he was Dean of the UNCG School of Education. His awards include the Senior Distinguished Research Scholar Award (UNCG School of Education), the Award for Outstanding Contributions (American Educational Research Association Studying and Self-Regulated Learning Special Interest Group), and inclusion in Who’s Who in America.

RCO 205: Intentional Learning (GSB)
Mr. John Sopper, Grogan College Program Chair and Adjunct Associate Professor, Religious Studies
I completed a self-directed undergraduate degree in the Humanities at Brown University before getting a Masters’ in Religious Studies from Princeton. My abiding intellectual passion is to understand how religious ideas influence modern social life and how modern social developments influence religious thought and ethics. Since coming to UNCG, I’ve taught numerous courses on religious thought, culture and ethics. In Grogan I oversee all administrative aspects of the Program and teach the second year Capstone Experience. On a more personal note, I live in an old house in downtown Greensboro with my partner of 25 years, Woody, and our 2 cats—Zia and Sojo. I love gardening, hiking, good architecture, drinking strong coffee, and eating lovingly prepared food.

RCO 203: Ethics in the Professions
RCO 309: Capstone

Ms. Caitlin Spencer
Caitlin Spencer holds an MFA in Choreography from UNCG, a BA in Dance and African American Studies from Oberlin College, and is currently a doctoral student in Educational Studies with a concentration in Cultural Studies and a student in the Women’s and Gender Studies post-Baccalaureate certificate program at UNCG. Caitlin teaches, researches, and creates work across disciplines and with a range of people, materials, sites, and media. Among current areas of interest: performance studies, critical legal studies, post-structural feminism, sound studies, curriculum theory.

RCO 155: Seminar in Critical Thinking