Fall 2018 Course Offerings
Grogan Residential College

Grogan College focuses on the development of the professional self. While Grogan students are pursuing different types of careers, professionalism in every field means conducting oneself with responsibility, integrity and accountability. Research skills, teamwork, communication, the ability to work well in diverse settings, problem solving skills and a commitment to justice and fairness are paramount for success. Therefore, Grogan Core courses use a project-based learning approach where students work in teams to address real-world issues and 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 to the College’s curricular focus and open only to students in that RC. Below you will find descriptions of the Core courses offered in Grogan in fall 2018. 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. Additionally, all Core courses fulfill requirements in the University’s General Education Program that are needed by all students to graduate from UNCG.

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 155-02 & 03: Seminar in Critical Thinking: Body, Communication, and Culture (GRD and SI)
Caitlin Spencer, Educational Leadership and Cultural Studies and Dance
Section 2, TR 3:30-4:45 PM (CRN 83613) and Section 3, MW 2:00-3:15 PM (CRN 83623)

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 155-04: Millennial Narratives: The Personal and Professional in Millennial Perspective (GRD and SI)
Dr. Love Crossling, Director of Human Relations, City of Greensboro
M 6:00-8:50 PM (CRN 83629)

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 203-03: Ethics in the Professions (GPR and WI)
John Sopper, Religious Studies and Program Chair, Grogan College
MWF 10:00-10:50 AM (CRN 83641)

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.

RCO 203-04: Ethics, Imagination and Education (GPR and WI)
Dr. Sheryl Lieb, Educational Leadership
TR 11:00 AM-12:15 PM (CRN 83652)

The purpose of this course is to examine the theories of key philosophers, scholars, and cultural critics whose works continue to hold ethical implications for educating, living, and working within the complex landscape of the 21st century. From historical and philosophical perspectives, students will engage in primary readings and apply their understandings, interpretations, and imaginations to the contemporary moment—through seminar discussions, various writing activities, and through project-based learning experiences.
RCO 206-01: Creativity (GFA)
Dr. Larry Lavender, College of Performing Arts
TR 12:30-1:45 PM (CRN 83658)

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 215-02: Global Social Problems (GSB, GN, and SI)
Dr. Sarah Colonna, Women and Gender Studies and Associate Program Chair, Grogan College
TR 9:30-10:45 AM (CRN 83676)

This class intends to look at education as a personal, local, and global construct. This course will trace a path from student to UNCG and Greensboro history to global schooling systems. In tracing these paths, we will discuss large questions like: What does it mean to be educated? Where does learning occur? Why does a pre-professional student need to think about the process of education? The goal is not to accumulate “facts” about education, but to situate the student in a web of understanding by introducing tools needed to think critically about education as a system of knowledge production.

RCO 215-01: Global Social Problems (GSB, GN and SI)
Dr. Sheryl Lieb, Educational Leadership
MW 3:30-4:45 PM (CRN 83669)

In this class, we explore the concept of identity—personal, professional, and social. Emphasizing philosophical, critical, and creative thinking skills, we will address a variety of questions and issues. How do you identify yourself? How has your notion of identity changed over time? What are the common labels of identification to which people and cultures attach, and how can we interrogate long-held assumptions about them? Students will study the phenomenon of identity across time, place, cultures, and countries. Specific to Grogan’s focus on the professions, we will consider the intersections and the tensions between personal identity (existence as a private person) and professional identity (existence as a professional in the world of work). The class format emphasizes individual voice, group discussion, reflective writing and a final project.

RCO 252-01: Introductory Concepts of Biology (GNS, GLS, and SI)
Meg Horton, Senior Lecturer, Biology
TR 2:00-3:15 PM (CRN 83682)

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 301-01: Independent Study (CRN 84059)
Dr. Sarah Colonna, Women and Gender Studies and Associate Program Chair, Grogan College

RCO 390-01: Capstone (WI and SI)
John Sopper, Religious Studies and Program Chair, Grogan College
MW 12:30-1:45 PM (CRN 84063)

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 RC Courses (available to all students in Grogan, Ashby, and Strong)

RCO 273-01: General Psychology (GSB)
Katherine Cotter
MWF 10:00-10:50 AM (CRN 83302)

Psychology is the science of human behavior. This course provides an overview of the field of psychology. We explore a variety of topics, including the biological basis for behavior, developmental processes, social behavior, personality, learning and other cognitive processes, and abnormal psychopathology.

MST 225: Film Appreciation (GFA)
Dr. Will Dodson
W 6:30-8:15 PM (CRN 81779)

As a general entry to the broad field of film studies, this course introduces you to the study of film as an art form, as an industry, and as a culture. In addition, you will learn basic concepts and terminology for cinematic techniques, styles, and analytical approaches. The course also highlights the achievements of selected prominent filmmakers and the traditions and contexts in which these filmmakers have produced their works. This is a hybrid web/lecture course. You will meet weekly as a class for a lecture and film screening, and participate in online discussion forums and complete online course assignments.

RCO 155-05: On Demand Media Culture (GRD, SI)
Amy Brown
TR 2:00-3:15 PM (CRN 84053)

Media influences who we are and our beliefs in the perspectives of others. This course introduces how the invention and expansion of the on-demand media concept is changing our culture and behavior. We will examine how changes in the media affect globalization, social norms, consumer expectations and business practices. As we focus on the recent invention of on-demand media, students learn how to become critical consumers and producers of media.
RCO 203-05: Moral, Economic, & Aesthetic Life (GPR)
Dr. Matt McNees
MW 3:30-4:45 PM (CRN 83301)

This course represents a philosophical journey through three stages of life: 1) the moral or ethical view of the world; 2) the organization of daily life or the economic view of the world, and; 3) the aesthetic view, which is to see the world as understood by way of our ideas about what is truly beautiful. In each stage of life, we come to see the world differently. Also, each philosophical stage can seem to comprise the very height of truth...until we move on to a new stage of our lives, that is. Only by moving through these stages of life do we come to see the greater philosophical whole of our moral, economic, and aesthetic life.

RCO 101-01 (ENG 101 Equivalent): College Writing I (GRD)
Christina Murrell
TR 11:00 AM-12:15 PM (CRN 83292)

Writing does not exist only within the four walls of the classroom. Rather, writing is a social act that engages with people and social contexts. As we learn the academic approach to writing essays, we will also challenge the four walls of the classroom, read articles, and write essays that enable us to be involved with our current political climate. Focusing this course on issues of diversity and American identity, you will be asked to read and write on the theme of what it means to be American and how our ever-changing and diverse systems shape our understanding of what it means to be an American college student.

RCO 115-01 (MAT 115 Equivalent): College Algebra (GMT)
Aaron Rapp
MWF 11:00-11:50 AM (CRN 83296)

This course is part of the GEC mathematics requirement. Students will learn algebraic expressions, exponents, radicals, factoring, solving equations and inequalities, graphing, polynomial and rational functions. By the end of the course, students will think critically, communicate effectively, and develop fundamental skills in quantitative and information literacies, as well as understand fundamental principles of mathematics and statistics, and recognize their relevance in the world.

HIS 347-01: History of North Carolina (SI)
Dr. Chrissy Flood
MWF 11:00-11:50 AM (81640)

How much do you really know about the state you now call home? In History 347, I hope to introduce students to the historical development of North Carolina, both chronologically and topically, from its beginnings in the sixteenth century up to the present time. To do so, we will focus on diverse subjects such as politics, race, age, gender, economics and culture, all the while attempting to understand how historical events touched everyday citizens. We will view history not as a random list of dates and events, but instead as a narrative of inter-related events.
RCO 252-02: Intro to Concepts of Biology (GN, GLS, SI)
Meg Horton
TR 3:30-4:45 PM (CRN 83307)

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.
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.

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.

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.
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 of 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. I also continue my work as an educator teaching both Interpersonal and Organizational communication to both traditional and non-traditional college populations. My personal interests include Slam poetry, mixed media art, all things live music, and spending time with friends and family!

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. 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.

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.
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 master’s 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.

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.