APPENDIX F

Sample Advising Documents for Students

Contact Chris Welch at cwelch@niu.edu with document for Web site.
Russia, the largest country in the world (still!), with a written, artistic, and architectural heritage stretching back 1,000 years, has produced some of the greatest literature, music, art, and film of all time. For most of the 20th century, its influence throughout the world was rivaled only by that of the US. Though its future is now uncertain, the role it plays in the 21st century may well be as significant as any it has ever played.

If you want to...

- read wonderful works by some of the greatest writers of all time and find out about the cultural context that produced them
- watch powerful movies about love, sex, war, and violence—but not from a Hollywood perspective
- learn about a people and a culture both tremendously similar to and tremendously different from your own

…then FLRU 261 is for you.

**General Education Objectives met in FLRU 261:**

- The course centers on cultural development over time and the relevance of the past to the present.
- The course examines how cultural values are reflected in artistic works (icons, written texts, films, etc.).
- The course fosters awareness of worldwide cultural diversity by providing insights into a culture alien to most students.
- The course examines issues of social responsibility in the works of Tolstoy, Dostoyevsky, and others.
- Class discussions develop verbal skills and critical thinking.
- Reading notes and essay exams develop writing skills and critical thinking.
- A website-evaluation assignment encourages thoughtful use of Internet technology.

**Facts about FLRU 261:**

FLRU 261 may be used by all students except Russian majors towards fulfillment of the Humanities and Arts Distributive Studies Requirement in the university’s General Education Program. It may not be counted towards a major or minor in Russian.

FLRU 261 is a part of the Plan One Community Cluster.
Psychology 102
Introduction to Psychology

Have you ever asked yourself any of these questions?

? Where did I put my keys? What’s that person’s name again?--Just why do we forget things?
? What factors help us to recall things we can’t remember?
? How do people process and learn information?
? What factors and experiences drive people toward high achievement--to do well in school (or life, or business, or....)?
? What factors lead one person to be attracted to another?
? How can you go about changing someone’s attitudes or beliefs?
? What influences whether or not people obey an authority figure?
? How do different areas in the brain work and what behaviors can they influence?
? What causes depression and how can it be treated?
? Does psychotherapy work? Which types work best for which types of problems?
? How do children learn language?
? What is intelligence and how is it measured?
? How do our physical and intellectual abilities change as we age?
? What did Freud have to say about human behavior, anyway?

The answers to these and many other interesting questions about human behavior are discussed in Intro, to Psychology, PSYC 102. We will explore a variety of topics related to Human Learning & Memory, Thinking & Language, Intelligence, Personality, Social Psychology, Developmental Psychology, Abnormal Behavior & Psychotherapy, Brain & Behavior, Perception, Motivation and Emotion.

What General Education Objectives are met in Psychology 102?

- Classic psychological research and more recent studies give the student a picture of the current and future directions this profession is taking.
- Critical thinking skills, particularly about scientific “facts,” are developed through classroom presentations and discussion.
- Students are introduced to the scientific method by describing and discussing important psychological research.
- Information from other disciplines is integrated into the material (e.g., biological research).
- Individual differences in behavior are examined, thus emphasizing the importance of diversity in human activity.

Facts about Psychology 102:

Course offered: Every fall and spring semester (3 credit hours)
General Education: Fulfills a social sciences distributive area requirement and meets the following general education goals: introduces varied modes of thinking and points of view, develops communication and technical skills, and increases understanding of human thought and relations.
Course Goal: PSYC 102 provides an overview of the field of Psychology. It presents students with a basic understanding of the principles involved in human behavior.
JOUR 150
Introduction to Mass Communication

How do journalists decide what is news?
Why are publications such as *The National Enquirer* allowed to print sensational and often untrue stories?
Does violence in the media cause violence in real life?
Do viewers really want excessive violence and sex in movies?
How do media mergers affect consumers?
How does the First Amendment protect you as an individual?
Is commercial television really free?
Are newspapers dying?
Will all our mass media someday come solely through the Internet at a cost?

Find out the answers to these and other questions in Journalism 150. Objectives include becoming better consumers of the media, understanding journalistic norms, and learning about careers in the mass media. The course provides a critical perspective on the effects of advertising and media sex and violence on individuals and society. It also examines the structure, practices, and evolution of newspapers, magazines, radio, television and most recently the Internet.

**Facts about Journalism 150**

**Text:** John Vivian, *The Media of Mass Communication.*

**Requirements:** Three exams, an optional final, 2 problem sets, and participation assignments.

**Grade Basis:** Exams are worth 60 points each. Participation and problem sets are worth about 60 points.

**Course Offered:** Both spring and fall—3 credit hours.

**General Education:** Fulfills an interdisciplinary area requirement.

**What General Education Objectives are met in Journalism 150?**

Students develop social responsibility and preparation for citizenship through global awareness, environmental sensitivity, and an appreciation of cultural diversity by looking at First Amendment issues and comparing Press Systems in other countries.

Students make use of modern technology by accessing information about the media on the Internet.

Students come to understand the historical development of the mass media and popular culture and the relations of such developments to the present.

Students communicate clearly in writing, demonstrating their ability to critically analyze media content.
Mechanical Engineering 200
Energy and the Environment

The use of energy affects every one of us, as well as our environment. Some of the critical things that are addressed in this course will answer questions such as the following.

* What renewable sources of energy can be used for generating electricity?
* What is pollution?
* Is there an upper limit to the number of people this planet can support?
* What level of electrical use can be sustained in the U.S. on a permanent basis?
* If electricity costs $.09 per kWh, and a dormitory refrigerator is rated at 1.1 amps, how much does it cost to run the refrigerator for 16 weeks? If the dormitory charges $15.00 extra to have the refrigerator, is this a bargain?
* The major sources of electric power are fossil fuel plants, nuclear plants, and hydroelectric plants. Which is the most expensive to build? Which is the least? Which is the most expensive to run? Which is the least?
* What are the consequences of global warming?
* How is tidal energy harnessed?
* What are some ways that industry can save energy and reduce waste?
* What factors determine the public’s reaction to various risks?

Learn the answer to these and other questions in Mechanical Engineering 200. The entire concept of energy use and its impact on the environment is explored.

**The General Education Objectives that are met by Mechanical Engineering 200 include the following:**

1. **Scientific Inquiry:** Understand the technological, social, and economic factors related to use of various forms of energy such as fossil fuels, solar energy, wind energy, etc.
2. **Logical and Integrative Thinking:** Understand why at various times and locations, different patterns of energy extraction, consumption, and conservation are used.
3. **Quantitative Skills:** Understand the limitations imposed on using various forms of energy by technological and socioeconomic factors. Understand how energy conversion methods are used to change energy from one form to another for appropriate use.
4. **Ability to use Modern Technology, and Using Resources:** Understand the trade offs between use of energy to raise the standard of living and the damages resulting from use of energy to the environment.
5. **Communication Skills:** Use various sources of knowledge to write logical and coherent papers on important aspects of energy and environment.
6. **Synthesis of Knowledge from Various Disciplines:** Understand how public policy can direct citizen’s efforts in wiser use of energy resources, energy conservation, and prevention of damage to the environment.

**Facts about Mechanical Engineering 200, Energy and the Environment:**

**Course Offered:** In the spring semester, 3 credit hours. The course syllabus is available online at http://www.ceet.niu.edu/syllabus/meecourses/ungrad/mee200.html

**General Education:** Fulfills an Interdisciplinary Studies requirement.

**EOGENES:** This course is part of the Engineering-Oriented General Education for Non-Engineering Students program in the College of Engineering and Engineering Technology.

More information is available online at http://www.ceet.niu.edu/syllabus/eogenes/index.html
“Technology feeds on knowledge, and knowledge is expanding at an ever increasing rate.”

-Alvin Toffler

Why - is the term “technology” used by people but seldom really understood?

Why - does a change in technology in one sector of society have an impact on other sectors of society?

Why - is the study of science and technology in a discipline one of the most important areas of study in that discipline?

Why - is the evolutionary study of technology important? To me? To society?

Why - in an educated society ought its citizens be aware that change is constantly going on; and in many cases change presents itself in a choice situation; and that choice is often choosing one technology over another?

Why - if we change the world, should it bear the mark of our intelligence?

In Tech 294, we look at these questions and more in the framework of past/present/future.

**General Education Learning Goals**

1. Students will write short, in-class papers demonstrating their ability to comprehend and analyze various technologies.

2. Major class project requires Internet resources.

3. The history of science and technology is explored and presented as a continuum to the present and future.

4. Technological knowledge is additive and employed by various disciplines (interrelated) at the same time. The positive and negative consequences of technology are analyzed.

5. Awareness of how to identify desired outcomes of technology for society is a required part of the term paper/project and discussed throughout the class.

**Course Operation**

Offered spring and fall semesters, 3 credits of Interdisciplinary Studies-Gen Ed. Four tests and a term paper or class presentation

**Overall Goal:** To understand the consequences of technology in a past/present/future context.