

Interdisciplinary Courses-1

FSP/First Seminar

1 course unit

As the cornerstone of the College's Liberal Learning Program, First Seminar is designed to provide all first-year students with an intellectually exciting and challenging experience taught by faculty mentors in a living-learning environment. Each seminar is designed around a topic selected for its special interest by an individual professor. Students are encouraged to use the First Seminar to deepen their current interests or to explore new academic opportunities. Each seminar is limited to 18 students, is writing intensive, and demands the active participation of all students. Limited to first-year students; does not fulfill major requirements.

IDS 100/Race, Class, and Gender: Interdisciplinary Explorations

1 course unit

An interdisciplinary study of culture, race, class, and gender. The course incorporates sources from humanities, visual arts, and social and natural sciences, with systematic response in reading, writing, speaking, and research analysis. Introductory use of quantitative and computer skills.

IDS 102/Information Literacy Proficiency

0 course unit

Co-requisite: First Seminar (FSP)

An online, non-credit course satisfying the information literacy component of the Liberal Learning Program. A co-requisite to First Seminar, it must be completed by all students prior to graduation, including transfer students who may not be required to meet the co-requisite.

IDS 103/First Year Community Engaged Learning

0 course unit

Co-requisite: First Seminar (FSP)

A practical, non-credit course to indicate the completion of the FYE community engagement graduation requirement of the Liberal Learning Program. Students satisfy this requirement by participating in FSPs that include a service-learning component in the Fall semester, or in one of the many issue-based Community-Engaged Learning (CEL) Days scheduled throughout the year. On these days students gather with others from their residential floor to learn and serve together—as well as to reflect on their experiences and find out how they can sustain their involvement. Completion is indicated by a grade of “pass.”

IDS 203/Community Engaged Learning II

0 course unit

Pre-requisite: Successful completion of IDS 103

A non-credit course to indicate the completion of the continuing community engagement graduation requirement of the Liberal Learning Program. Students apply knowledge gained from academic experiences to everyday community life in order to understand how to accept responsibility for active and engaged citizenship in a complex and diverse society. The experience also provides opportunities for students to advance their critical and analytic thinking about society. To satisfy this requirement, students complete a course, a series of courses within a program, or an equivalent sustained experience--altogether providing an additional 15 hours of community engaged learning activities (including class-based discussions or similar experiences), indicated by a grade of “pass” for this course.

IDS 252/Society, Ethics, and Technology

1 course unit

(every semester)

Provides students with a framework for understanding ways human societies transform themselves through technological innovation. New technologies enlarge society's options, thereby forcing us to consider ethical questions concerning the social effects of technological change. Students explore past and present developments in various fields of technology and discuss the ethical and social issues they raise.

IDS 291/Techniques of Tutoring I

.25 course unit

IDS 291 is ONLY for students who have been hired by the Tutoring Center.

IDS 292/Techniques of Tutoring II

.5 course unit

IDS 292 is ONLY for students who have been hired by the Tutoring Center.

Interdisciplinary Courses-2

IDS 293 and 294

.25 course units each

This is a one-credit (.25 course unit), ten-session course, required for Oral Proficiency Leaders who work in the WLC Oral Proficiency Program at the College of New Jersey. It is designed to introduce the methodology, helping skills and study skills that the leaders model. The emphasis is on the development of teaching skills for the OPC Leaders to prepare them to conduct their OPC classes, motivate students, and provide a classroom environment where the students are encouraged to use the target language. OPC leaders develop oral competency through the techniques imparted in IDS classes and through activities and the use of authentic materials they develop intercultural competence.

IDS 296 and 297 CAPS Peer Educator Training

.5 course unit each

This course is only for those students who have been selected to serve as CAPS Peer Educators, and will serve as training in the following areas: student wellness issues, on-campus resources and outreach, and program design, implementation, and presentation. In this experiential course, students will be expected to apply the information and skills learned during the course in their out-of-classroom assignments.

IDS 312/Downtown: Inner-City Youth and Families

1 course unit

Stimulates exposure to and awareness of the complex lives of inner-city youth and families, particularly those who live in poverty. Real-life complexities are viewed through multiple lenses including disciplinary perspectives (e.g., psychology, sociology, urban studies) and community-based perspectives (e.g., social policy, service provision). Enriches cultural competency skills necessary for working with and on behalf of inner-city youth and families.

IDS 321/Social Entrepreneurship

1 course unit

Provides an opportunity to learn core concepts of social entrepreneurship and to apply such concepts to analyze the role of non-profit organizations' social entrepreneurial activities. The focus is on activities that further the public good—the creation of social enterprise by a community organization that benefits the community, encourages civic engagement, and meets the needs of clients and community residents alike.

IDS 365/The Natural History of the Galapagos Islands and Ecuador I

1 course unit

An introduction to the natural history (including ecology of plants and animals, geology, and climate) of the Galapagos Islands and Ecuador, with a reflection on interactions between these and the history, culture and economics of the Islands and Ecuador from pre-colonial to modern times. Offered during spring semester. (Students must also enroll in BIO 366/ HON 366/IDS 366, which will be offered during the Maymester of the same year.)

IDS 366/The Natural History of the Galapagos Islands and Ecuador II

1 course unit

An immersion experience to develop a deep understanding of the natural history (including geology, climate, and ecology of plants and animals) of the Galapagos Islands and mainland Ecuador, with a reflection on interactions between these and the history, culture and economics of the Islands and Ecuador from pre-colonial to modern times. Offered during the Maymester. (Limited to students who will participate in the faculty-led abroad experience—a two-week, intensive trip to the Galapagos Islands and Ecuador.)

IDS 421/Planning the Social Enterprise

1 course unit

Prerequisite: IDS 321

Direct application of knowledge and analytical skills derived from IDS 321 through working with leaders of a specific non-profit partner to produce a plan for a new program consistent with the partner's mission that benefits its clients and community. Each student-community partner team presents its project at a social entrepreneurship-plan competition held at the end of the course.

Interdisciplinary Courses-3

WRI 101/Writing Studio

.5 course unit

(every semester)

Prerequisite: placement

Offers writing support for FSP:/First Seminar and WRI 102:/Academic Writing. A two-credit, graded, repeatable studio course, First Year Writing must be taken concurrently with FSP or with WRI 102. May be repeated.

WRI 102/Academic Writing

1 course unit

(spring semester)

Offers students the opportunity to develop, advance, and practice skills in the production of academic prose. Within a framework of sophisticated readings, highly coordinated writing workshops, and instructor feedback, students practice the modes of writing necessary to succeed in college. Students read critically, cultivate habits of effective and ethical research, practice conventions of documentation, and use information technologies. Topical readings will vary among sections. Students may earn exemption from WRI 102 through AP, SAT, or ACT scores, or an exemption test offered only prior to matriculation; for more information, see <http://writing.pages.tcnj.edu/>