"I look forward to an America which will not be afraid of grace and beauty...an America which will reward achievement in the arts as well as reward achievement in business or statescraft."  

John F. Kennedy
Welcome, Scholars!

Remember the song “Wonderful World” by Sam Cooke? You’re too young? Well, it goes like this:

Don’t know much about history
Don’t know much biology
Don’t know much about a science book
Don’t know much about the French I took

Don’t know much about geography
Don’t know much trigonometry
Don’t know much algebra
Don’t know what a slide rule is for

Many “don’t know’s,” huh? (Forgive me for not knowing the rest of the lyrics! Even though I am hipped, I must confess that I have never learned all the lyrics to any song and will never do so unless I become a contestant on the American Idol!)

The important point here is this: CFCC can help turn your “don’t know’s” and you into a more “confident, knowledgeable, highly competitive 21st century scholar/leader.”

Did you know that CFCC offers over 20 transfer programs? If you have no previous college credits and are proficient in reading, writing, and math, you will need the following for the Associate in Arts: General Studies program, a popular transfer program housing over 1,200 students:

I. **General Education Core (44 SHC)**—Courses must be classified as a “General Education Core.”

   A. **English Composition (6 SHC)**—Take ENG 111 and 112 or 113 or 114.
   B. **Humanities/Fine Arts (9 SHC)**—Take 3 classes from at least two disciplines: art, drama, foreign language, humanities, literature, music, philosophy, and religion. One literature course (in the Core) is required.
   C. **Speech/Communication (3 SHC)**—Take COM 110 or 120 or 231 (COM 231 is recommended.).
   D. **Natural Sciences (8 SHC)**—Take 2 courses, including the accompanying labs, from the biological and/or physical science disciplines: BIO 110, 111, 112, 140/140A; CHM 131/131A, 151, 152; GEL 113, 120; and PHY 110/110A, 151, 152.
   E. **Math (6 SHC)**—Take 2 courses. One or both courses may come from this list: MAT 140, 141, 142, 171, 172, 263, 271, 272 and 273. The second course may be CIS 110 or MAT 155. The courses highlighted require labs, which are classified as electives or Other Required Hours.
   F. **Social Sciences (12 SHC)**—Take 4 courses from 3 different disciplines:
anthropology, economics, history, political science, psychology, and sociology. One course must be a history course.

II. **Other Required Hours or Electives (20-21 SHC)**—Choose any transfer electives or unused transfer General Education Core courses that you wish!

**Total Credit Hours for Graduation = 64 SHC.**

Most transfer courses require a reading proficiency, so if students are not proficient in reading, writing, and/or math, they may be required to take one or more pre-curriculum or developmental courses and earn a grade of "C" or better: MAT 060, 070, 080; ENG 075, 085, 095.

In addition, students who need a course on preparing for college--test-taking, time management, study, and critical thinking skills; career information and other services offered at CFCC; and researching senior institutions--may sign up for **ACA 122-College Transfer Success.** This is a transfer course!

Need tutoring? Visit our Learning Lab (housed on both campuses) and receive **f-r-e-e** tutoring. If you qualify, you may **b-e-c-o-m-e** a tutor and receive pay for your services.

CFCC has awesome faculty! They are caring and professional, are well educated and have diverse backgrounds, participate in professional developmental activities annually, use cutting-edge technology and current editions of texts, maintain contact with their colleagues in other North Carolina community colleges and universities, serve on numerous committees, contribute monetarily to our scholarship funds, present at our academic forums, advise students, and sometimes publish articles and books. Some of them took the time to give you a sneak preview of their fascinating courses and to provide tips on “readying” yourself for college (Faculty, thank you!).

Some secrets for success: read and understand instructors’ first-day handouts; don’t take too many courses, causing your grade-point average to suffer and your graduation to be postponed; do your homework; expect college classes to be more challenging than high school classes; expect no extra credit assignments; attend every class meeting on time (attendance policies may vary from class to class); see your advisor and register early; stay connected by reading your CampusCruiser email; understand the consequences for your actions, so make wise choices; exhibit good behavior. You are our pride and joy, so have fun!

*Orangel Daniels*

Dean Arts and Sciences

"I kept my eyes on the prize!"
ENGLISH COMPOSITION (6 SHC)

The Core Course
by Mr. Jason Chaffin, Lead Instructor for ENG 111

ENG 111—Expository Writing
Prerequisite: A grade of "C" or better in ENG 095 or in ENG 090 and RED 090 OR a minimum ASSET score of 41 on both the Reading and the Writing placement tests OR minimum CPT scores of 80 on Reading and 86 on Writing
Corequisite: None

If there’s an equivalent to boot camp in college, it’s most likely the freshman composition course. At CFCC, we call this course ENG 111: Expository Writing, though this title hardly does justice. ENG 111 is not only an intensive introduction to the fundamentals of college-level writing, but also addresses reading, speaking, and thinking skills. In fact, ENG 111 is what amounts to a “common” course that is taken by students in almost every program of study offered at CFCC. So many programs require ENG 111 because it’s a foundational course that prepares students for the subsequent academic and professional challenges they’ll encounter.

ENG 111 is designed to improve students’ skills in three particular areas: written communication, oral communication, and critical thinking. These skills are addressed through a program of reading, thinking, and writing based on the CFCC English Department’s custom textbook, The Mercury Reader: Ideas that Matter. This extensive reader is designed by English Department faculty to challenge students with transformative texts representing diverse perspectives on topics such as “Education and Language,” “Rights and Responsibilities,” and “Global Politics and Government.” Authors selected for this reader range from Mahatma Gandhi to Jonathan Swift to Frederick Douglass.

Another important feature of ENG 111 is its Common Reading and Writing unit. During the last few weeks of each semester every section of ENG 111 reads a common text; this year that text is George Orwell’s essay “Shooting an Elephant.” All ENG 111 students are then given a common writing prompt for which they craft a response based on their analysis and interpretation of this text. Finally, all ENG 111 instructors use a common rubric to evaluate these student responses (see the rubric in the table on page 3).
Both the Common Reading and Writing unit and *The Mercury Reader* are intended to provide every ENG 111 student with an engaging and rigorous learning experience. This goal is also the rationale for the English Department’s latest initiative in ENG 111, the Paideia Seminar. This approach encourages students to participate in a highly structured discussion of the common reading text through thoughtful analysis and evaluation of the text’s major themes. As a result, the Paideia Seminar has a rich track record of promoting critical thinking. For this reason, incorporating seminars in all ENG 111 sections is a key component of CFCC’s broader Quality Enhancement Plan (QEP) to improve critical thinking skills across the curriculum.

Finally, ENG 111 is often where college students begin developing their intellectual identities and finding their academic voices. For many students, the foundations established in the 111 classroom provide the necessary support for life-long learning and personal achievement.

<table>
<thead>
<tr>
<th>ENG 111 Common Writing Exam Rubric</th>
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<tr>
<td>1. Does the essay provide a <strong>prompt-specific assertion/thesis statement</strong> (no statements of intention) at the end of its introduction?</td>
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<tr>
<td>2. Does the essay provide <strong>clear, sufficient, and persuasive support</strong> for thesis through <strong>specific explanations, analysis of core issues, and examples from the text</strong>?</td>
</tr>
<tr>
<td>3. Does the essay provide <strong>quality topic sentences</strong> that begin body paragraphs and support thesis?</td>
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<tr>
<td>4. Does the essay <strong>organize paragraphs in logical order</strong>?</td>
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<tr>
<td>5. Does the essay demonstrate <strong>transitions between ideas</strong>?</td>
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<tr>
<td>6. Does the essay provide an <strong>effective concluding paragraph</strong> without repeating or padding?</td>
</tr>
<tr>
<td>7. Does the essay demonstrate <strong>correct, effective sentence structure</strong>?</td>
</tr>
<tr>
<td>8. Does the essay demonstrate <strong>proficiency in pronoun reference/point of view, subject/verb agreement</strong>, and other college-level language-usage concerns?</td>
</tr>
<tr>
<td>9. Does the essay demonstrate <strong>proficiency in word choice/word usage/spelling/grammar mechanics/college-level vocabulary</strong>?</td>
</tr>
</tbody>
</table>

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**Argument-Based Research**

by Mr. John Metzger, English Instructor

**ENG 112: Argument-Based Research**

Prerequisite: ENG 111
Corequisite: None

If ENG 111 is the equivalent to boot camp in college, then ENG 112 is jump school or Special Forces training. **ENG 112: Argument-Based Research** is one of the most intensive and practical courses that students at CFCC are likely to take. ENG 112 builds on skills that are acquired in ENG 111, honing those skills so that they may critically evaluate arguments and construct original arguments. ENG 112 introduces students to the basics of the argument: identifying the types of claims, applying elementary logic, avoiding fallacies, and use of rhetoric. These skills, with emphasis on critical thinking, are essential to college success as they provide students with the basic
tools needed to evaluate, synthesize, question, and reflect on the issues and problems facing students today.

In addition to the basics of argumentation and analysis, students in ENG 112 will also learn the fundamentals of research and research writing. Students will experience different methods of acquiring and utilizing research from various sources: electronic, print, news media, NC Live, and primary and secondary source material. ENG 112 will help students to avoid the traps and problems often encountered regarding source material, most importantly—avoiding plagiarism. Students often enter ENG 112 shackled with many misconceptions about what constitutes plagiarism. CFCC’s English Department defines plagiarism as:

Using as your own the words or ideas of another, whether written or oral. When you use material from a source, you must quote or paraphrase accurately and properly cite the information. Failure to do so is considered plagiarism. Examples of plagiarism include word-for-word copying without correctly indicating that you are quoting, inaccurate quoting and paraphrasing, and incomplete or missing documentation. Purchasing a paper or copying someone else’s work and submitting it as your own is also plagiarism. Any misrepresentation of the source in your writing or speaking would constitute a form of plagiarism.

Whether intentional or unintentional, plagiarism is not acceptable. The English Department adheres to the CFCC policy on cheating as stated in the Catalog and Student Handbook.

If plagiarism is suspected, the instructor will pursue every possible course of action to pursue the matter.

Another important feature of ENG 112 is the research paper. In addition to other essays and paper topics, students will construct a thesis statement and defend or prove that thesis using valid and current research. Students may use a variety of sources for their final research paper.
Furthermore, all ENG 112 instructors use the same guidelines for the research paper:

**English 112 (Argument-Based Research)**

**Final Assignment Guidelines**

*Specific Technical Requirements:* The final assignment (essay) must adhere to the following:

- a. **5-10 pages in length**
- b. **double spaced**
- c. **adheres strictly to MLA Guidelines** (MLA essay format, headings and page numbers, written in Times New Roman font face and 12 pt. in size, 1 inch margins, black ink)
- d. **include either, or all, of the following:** footnotes, endnotes, parenthetical citation, Works Cited and/or Bibliography pages
- e. **a typed text** (excluding annotated bibliographies or other "objective" formats designed in lieu of an essay)
- f. **should reflect the culmination of work taught in previous essay assignments must reflect the use of a minimum of four sources**

*General Requirements:* **English 112—Argument Based Research** must adhere to certain criteria for composition, research, and argumentation. These criteria are outlined as follows:

1. **Composition:** The assignment must encourage focus on grammar/mechanics, developing a sense of unity, and cohesion in writing. The assignment should encourage consideration of audience and purpose; allow for creativity and imagination, encourage clear expression of ideas, emphasize use of logic and critical thinking skills in writing, and emphasize development of a clear thesis or theses.
2. **Research:** The assignment must emphasize analytical/critical thinking skills and encourage research activity (finding primary and/or secondary sources), integration of research findings into composition writing, accurate documentation of research data, use of research strategies, and evaluation of sources.
3. **Argumentation:** The assignment must encourage use of various argumentative/rhetorical techniques, incorporate a variety of strategies in argumentation, use of logic and reason, and clear expression of views on various topics.

Finally, ENG 112 offers students the tools and resources to think critically about many issues and problems that they face on a daily basis. As a result of their experiences in ENG 112, students are better equipped to make informed decisions that will ultimately guide them on their way to becoming successful thinkers, competent writers, and respected citizens.
Portals is CFCC’s annual literary arts magazine. Each year, Portals calls artists and writers at CFCC (students and employees) to submit work in five categories: Poetry, Non-Fiction, Short Fiction, 2-D Art, and Photography. Cash prizes are offered for 1st ($100), 2nd ($50), and 3rd place ($25) in all three writing categories, and a $100 prize for the cover art selection. To learn more about Portals, go to http://cfcc.edu/portals/
**Music Appreciation**
by Ms. Peggy Lupton, Music Instructor

**MUS 110 – Music Appreciation**
Prerequisite: None
Corequisite: None

**MUS 110—Music Appreciation** could just as easily be called “Music History – Light.” We focus on classical music of great composers such as Bach, Beethoven, and Brahms. Later in the course, this study of music history helps explain how contemporary music developed.

Creating masterpieces is not all these composers did! The students learn about the great composers as real people with all the foibles of humanity. For example, Bach found it difficult to get along with the rector and the town council and literally came to blows with a bassoonist in his church orchestra. On another occasion, he was imprisoned and barely escaped a flogging by the Duke of Weimar for the offensive tone of his resignation letter. Beethoven’s concerts could provide all the material for a “bloopers” show, with such catastrophes as the piano several measures ahead of the orchestra, broken piano strings, and lamps knocked over from his forceful conducting style. Brahms has been described as crude and tactless, but kind-hearted. While on tour with a violinist, he transposed the piano accompaniment for a Beethoven violin sonata at sight because the piano was out of tune.

Students enrolled in this course should feel comfortable attending a classical concert – one with a printed program. Several concerts are held on the CFCC campus every semester. Students have the opportunity to attend for free. Most classical concerts feature music from the major periods of music history. A major goal of MUS 110 is for students to recognize musical styles from these eras. We learn to listen for stylistic differences in melody, harmony, and instrumentation, and then identify the style period. Many students are required to write a report about the concert for a more in-depth experience.

At the end of this course, students will understand why Tan Dun, composer of the film score to *Crouching Tiger, Hidden Dragon*, said when interviewed for YouTube, “We are standing on the shoulders of the masters.”
Eastern Religion
by Dr. Robert Sutton, Philosophy & Religion Instructor

REL 111—Eastern Religion
Prerequisite: Proficiency in reading (minimum ASSET 41 or CPT 80 on Reading OR a grade of “C” or better in ENG 095 or RED 090)
Corequisite: None

REL 111-Eastern Religion is a journey across the vast Asian continent, an exploration of the major religious expressions created half way around the world but now, found even here in Wilmington. Below are descriptions of the religions that students encounter on their Asian trek, but be warned: these brief descriptions do not do justice to either the religions of Asia or the sixteen weeks that students spend in this course.

Through reading the religious and philosophical texts of these various religions, writing short reflection papers on these basic texts, and guided by Western interpreters of Eastern religions and me, students will begin their journey in India, native home to Hinduism, Jainism, Sikhism, and Buddhism.

Hinduism is a word that Western people gave to all the many religions of the Indian sub-continent. It is a richly diverse religion. Hinduism is able to contain so many religious expressions, so many gods and goddesses, that it suggests the following: instead of one religious path being right, the path you are on is the right path for you. Students learn that Hindus believe in reincarnation and that a person’s future births are determined by the moral quality of one’s past lives or by karma. Hindus hope to ultimately be released from the cycle of birth, life, death and rebirth (samsara) and to be reunited to the source, the Brahman, from which all life arises.

Jains reject the belief in a personal god and stress that liberation is achieved through not harming any living being, ahimsa, and through renunciation or aparigraha. Whether through action or speech, Jains believe that when a person causes harm to any living being, that person receives karma that keeps him or her chained to the cycle of reincarnation (samsara). Release from the cycle of existence comes only through eliminating all the karma that one has accumulated in all of one’s many lives. Because of the emphasis that Jains place on non-injury, ahimsa, Jainism is primarily concerned about the welfare of every living thing in the universe, including the universe itself.

Sikhism, unlike Jainism, is a relatively modern religion in India. It can be said to have begun with its first teacher or guru, Guru Nanak, who was born in 1469. In Sikhism, one finds elements of Islam and Hinduism combined into a unique religion that believes in one universal god and that life is to be lived in honest work and charitable deeds. Like Muslims, Sikhs are monotheists who forbid human representations of god. Like Hindus, they believe in reincarnation and karma, but they reject the caste system of India.
When he was 29 years old, on the day his son was born, a young wealthy Indian prince left his family, home, and wealth to find how to put an end to suffering. That prince, Siddhartha Gautama, is today known as the Buddha, “the Awakened One.” After many years of study and forms of self-denial, Siddhartha understood that all life involves suffering and that suffering can be eliminated with the elimination of desire. Buddhism, like the other Eastern religions discussed in this article, teaches reincarnation and that our future lives are determined by our karma or the quality of the ethical lives that we have previously lived. With the extinguishing of the flame of desire, one finds release from samsara, the cycle of birth, life, death, and rebirth, and enters into the state of eternal bliss or nirvana.

After a midterm exam, where students are challenged to display the knowledge of the basic concepts, the people, and the ideas that they have thus far encountered, the course proceeds from India to China. In China, students encounter two native religions, Taoism and Confucianism, and find Buddhism transformed by peculiar Chinese sensibilities. Having already introduced Buddhism, I will simply introduce you to Taoism and Confucianism.

The Taoist tradition in China is a mystical/natural religion that urges persons to return to their natural simplicity and to follow the Tao or the “Way,” the unseen but ever present force that pervades the universe and guides all things in the proper course. Because of socialization, the Taoist believes that most people have lost this simplicity and have forgotten the “Way.” Thus, in Taoism, people are to forget what they have been taught and they should look to nature to find out the best, the simplest “way” to live.

One of the most influential people in the history of China is Kung Fu-tzu, the person known in the West as Confucius. If the primary question the Buddha asked was about ending human suffering, Confucius was concerned with how to build a just and harmonious society. Confucius’ answer to that question was “virtue.” A virtue is a trait or quality that one exhibits in habitual action and is thought to be good. Confucius believed that a good society is created when its citizens cultivate the virtues and appropriately fulfill their social roles as husband and wives, or rulers and citizens, etc. He believed, in other words, that people could be taught to be good, to know how to behave appropriately in all circumstances and also to be kind and generous toward others. As surprising as it might seem in the West, many Chinese are both Taoist and Confucian (and even Buddhists), viewing these religions as parts of a whole, complete life.

Students in REL 111 will end their journey in Japan. Once again, Buddhism finds Japan to be a rich environment for redefining itself according to the Japanese character, where students learn about Zen Buddhism, for example. But, when Buddhism arrives in Japan, it already finds a native religion, Shintoism. The name of this religion comes from the words Shin or “god(s)” and Tao or “way.” It is the “way of the god(s)” as opposed to the Buddhist way of being religious. The central focus of Shinto is the worship of the “Kami” or spirits. When I describe this religion in class, I suggest that it is a religion that has elevated the experience of beauty to the highest experience people can experience, whether one is talking about experiences in nature or of human creations and actions. The question is, what is the cause of all of these different kinds of experiences, what are their source or sources?
The answer that came to the ancient Japanese is the Kami. The Kami are venerated and the goal is to act in ways that please the Kami and, thus, to cultivate the experience of beauty.

As at the mid-term, now that their journey through Asian religions has ended, students face another test to show their knowledge of the religions of China and Japan.

At the end of this journey, in addition to the basic goals of knowing the central beliefs, practices, events, and texts associated with Asian religions, I hope that students will find their lives enriched, having tapped into the wisdom of the East and that, through this course, they might also recognize that there are many other valuable ways to go through life than those we are accustomed to thinking.

More than anything else, I encourage students to seek to understand the real intentions and beliefs of the ancient authors and the beliefs and values of their early listeners and readers. I believe this can be accomplished only when modern readers take the time to thoughtfully and respectfully read and study these sacred texts and attempt to understand them from the perspectives of the early Christians.

In the end, it is my hope that, upon completion of this course, students will have acquired much more knowledge of these early Christian scriptures as well as the tools they need to continue their own reading and study and reflection of this sacred literature.
Public Speaking
by
Mr. Jason Earnhardt, Communication Instructor

Communications 231: Public Speaking allows one to accurately and succinctly convey their thoughts and promotes critical thinking. A student taking COM 231 will have a chance to do a variety of speeches: Informative speeches, Persuasive speeches, Impromptu speeches, Special Occasion speeches, and possibly group presentations.

The goals of Public Speaking are for students to get as much practice as possible in front of a “live” audience, prepare a well-organized message, and improve nonverbal delivery. The time frames for each speech vary but are generally at least two minutes but not over ten minutes.

Techniques and strategies for overcoming nervousness are discussed at length and students will become more equipped at “thinking on their feet” and also at preparing a speech that is rhetorically pleasant to a variety of audiences.

Sample topics from the fall semester:

- Alternative energy resources
- Effects of hurricanes
- Dinosaurs
- Navajo Sanskrit
- Paranormal activity
- Tribal recognition for the Lumbee Indians
- National parks
- Andrew Jackson
- Offshore drilling

Pitfalls to avoid:

1. Telling jokes that are not funny or do not relate to your topic
2. Using “um’s” and “you know’s” and substandard English
3. Never establishing eye contact with your audience or appearing to look at your entire audience—right, left, center
4. Wearing an outfit that distracts from your presentation
5. Using terminology/language that is unfamiliar to your audience and never explaining it
6. Leaning on the podium
7. Distracting body motions, like shifting from one leg to the other as if you need a bathroom break
8. Not rehearsing your speech
9. Not having a key-word outline
**Introduction to Communication**  
by Ms. Ericka Myers, Communication Instructor

**COM 110 – Introduction to Communication**  
Prerequisite: Proficiency in reading (minimum ASSET 41 or CPT 80 on Reading OR a grade of “C” or better in ENG 095 or in RED 090).  
Corequisite: None

**COM 110—Introduction to Communication** is a “sample platter” of all things related to human communication. Included in the Introduction to Communication course is the study of self concept development through communication, interpersonal communication, the art of conversation, gender communication, conflict resolution, developing intimacy, understanding and interpreting nonverbal communication, techniques of improving listening and memory, participating in small groups and leadership in group settings.

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**Is this the class for me?**

- Have you ever walked away from an argument thinking “I really could have handled that better”?  
- Have you ever asked yourself the age-old question “What do women/men really want”?  
- Do you love to watch television shows like *The Mentalist* or *Lie to Me* that explain subtle body language cues?  
- Do you ever wonder how to deal with a “difficult personality” in your life?  
- Have you ever wanted to know how to become a more effective small group participant?  
- Have you ever been frustrated by the behaviors of a boss or supervisor? Are you interested in finding out how to become a competent and effective leader?  
- Do you admire speakers like President Obama, JFK or MLK and wish you had the skills to become a better public speaker?
SOCIAL & BEHAVIORAL SCIENCES (12 SHC)

Survey of Economics
by Mr. James Tallant, Economics Instructor
(Member of the Business Technologies Department)

ECO 151-Survey of Economics
Prerequisite: Proficiency in reading (minimum ASSET 41 or CPT 80 on Reading OR a grade of “C” or better in ENG 095 or RED 090)
Corequisite: None

In ECO 151, we look broadly at both microeconomics (the firm and individuals) and macroeconomics (the country). In micro, the goal is to have you understand why companies do the things they do based on the type of market they are in. For example, in a competitive market, you come to realize just why there are so many types of potato chips available. Do we REALLY need a Salt & Vinegar chip? The answer lies in what economists call product differentiation and is a natural outcome of competition. This not only gives consumers lots of (sometimes) wacky choices—"think Pepsi Blue"—but has forced grocery stores to get bigger and bigger over the years to be able to include all of the varieties to what essentially is the same product. Just think: the chip section now takes up an entire aisle of a store. . . . Thirty years ago the chip section took up about 10 feet.

In macroeconomics, the goal is a little easier: to have you acquire a working knowledge of how economic policy functions. This is a relatively easy chore right now since almost everyone is paying attention to the national economy. At the end of the course, if you can pick up a newspaper and understand what is happening with the economic stimulus and the interest rates and why the economy is cycling down, then you have accomplished the main objective of the course.

In my course, you may expect to take five (5) tests. Two (2) written assignments are also required. One assignment requires you to go to a market and look at the variety of goods and analyze why things are that way (cannot use potato chips): What is the scope of the products you find? Why are there so many varieties of essentially the same product? Most importantly, why are the prices so similar? Afterwards, you may be asked to compare that to dealing with a monopoly; that is, what hoops must you jump through to get electricity in your home. You must then compare which type of market you prefer as a consumer; your explanation must be based on economic theory.

The second assignment is on a macro topic. You may be asked to investigate what the federal government is up to with interest rates and explain what the purpose of the Fed’s actions is. You may be asked if you think the policy would work and again explain why, based upon what you have learned in the class. This assignment may change depending upon what the "hot" policy issue of the semester is, but the general flavor remains the same.

These two assignments are consistent with the two main objectives of the course: understand how markets work and then how national economic policy works.
Principles of Microeconomics and Macroeconomics
by Mr. Christian Beer, Economics Instructor

ECO 251—Principles of Microeconomics
Prerequisite: Proficiency in reading (minimum ASSET 41 or CPT 80 on Reading OR a grade of “C” or better in ENG 095 or RED 090).
Corequisite: None

ECO 252—Principles of Macroeconomics
Prerequisite: Proficiency in reading (minimum ASSET 41 or CPT 80 on Reading OR a grade of “C” or better in ENG 095 or RED 090).
Corequisite: None

Ever so often students tend to ask which class is right to sign up for. The intention here is not to exhaust such a process but to provide some information about some of the most relevant, interesting, challenging and rewarding subject matters, ECO 251 and ECO 252.

It is worth mentioning, first of all, that even though Economics thinking is timeless, certainly the applications of such principles change over time as events unfold and as policymakers consider new initiatives. Modern Macroeconomics for instance began with the writings of the British economist John Maynard Keynes (1883-1946) and has evolved enormously since then. Robert Heilbroner (1919-2005), American economist and educator, almost corroborating the fact that such research has advanced continuously, pointed out that “…the trouble with Economics is that it will not stand still; issues, ideas and understanding change. Even the past does not look exactly the same from one year to the next and the present is apt to alter almost out of all recognition…”

The recent economic and financial debacle, which, according to many, has created great challenges and perhaps even greater opportunities in the classroom, confirmed that the field of Economics is sufficiently vast to encompass all sorts of idiosyncrasies. In spite of that or perhaps because of it, controversies are abundant. Some consider that we are all rational individuals acting under self-interests and thus, given our reasonable decisions, markets tend to be self-correcting. Others believe in some kind of constant “fine-tuning” the economy vis-à-vis government intervention. Herbert Hoover, 31st President of the United States during the 1929-33 period, almost always blamed for the adoption of insufficient and unsuccessful policies that presented no effect to dispel the rapid deterioration of the American economy, once asked his inner cabinet members to find him for once a one-armed economist so that he does not have to always hear “…on the other hand…”
In any event, Principles of Macroeconomics and Microeconomics not only initiate students to the essential concepts of Economics (among other central points, choices, how we make decisions under scarcity constraints) but also introduces them to the methods of applying economic theory to different (and new) situations. Through the publication of the *General Theory of Employment, Interest, and Money*, in the midst of the Great Depression, Keynes stimulated research on consumption and how it responds to changes in income, argued persuasively for government intervention (an issue recently seen in the newspaper, still very contentious), introduced a model capable to explain the existence of prolonged unemployment, among many others and, as a consequence, ended up revolutionizing macroeconomic thinking. In a sense, the Keynesian Revolution influenced not only economic research but also pedagogy. Since then, in many topics they became different disciplines, both in structure and content, though in many cases they are still very much intertwined. In effect, both courses help students to better understand the world in which they live but questions such as OPEC’s current aims or where are located most of the world’s current supplies of oil and gas are, in general, are typically associated with Principles of Microeconomics. By contrast, issues such as the inadequacy of living standards in several places or the presence of high rates of unemployment or declining prices are concerns more related to Principles of Macroeconomics.

The analysis of Demand (*Consumer Theory*) and Supply (*Theory of the Firm*; i.e., Production and Costs); capital (stocks, bonds, venture capital, sole proprietorships, partnerships, corporations); land and labor markets; market structures; and the role of government in Microeconomics theory includes debates on the environment, health care, education, poverty and welfare, social security, and farm policy, to name a few. The class provides the apparatus for students to grasp the rationale behind the idea of airlines charging less for a round-trip ticket in case a traveler stays over a Saturday night, or the basis to understand why kitchens in modern American houses often occupy more than 30 percent of the ground floor area, compared to less than half that percentage in houses built near the turn of the century, for instance.

Furthermore, the study of Macroeconomic theory is related to considerations on the Gross Domestic Product, GDP (or “grossly deceptive product” according to some detractors); on the Gross National Product, GNP; on the jobless rate, recessions and depressions (in general, when your neighbor loses his job, it's a slowdown; when you lose your job, it's a recession); but when an economist loses his job, it's surely a depression!), interest rates, consumer price indexes, fiscal policy (government expenditures, taxation, federal deficits and national debt), monetary policy, (the role of Federal Reserve, open market operations, the window discount rate), foreign trade (exchange rates, balance of payments), among many others.

How does a government’s budget deficit affect the economy? What are the burdens associated with alternative forms of taxation? What are the effects of free trade with other countries on the balance of payments? Such a macroeconomic question tends to bestow an understanding of the potential and limits of economic policy enabling students to become more judicious and participants in their country’s endeavors.
Principles of Economics classes cover several themes, but its study does not seem to require any specialized gifts of an unusually high order. On the other hand (President Hoover was absolutely right; old habits definitely die hard!), it presents the opportunity for students to develop that "rare combination of gifts," that amalgamate of talents not often found together. As Keynes would have said, studying the present in the light of the past for the purposes of the future.

In summary, Principles of Economics classes do not present final recipes but instead, possibilities to be explored. As an astute observer once pointed out, "...understanding a problem is half its solution."

Finally, according to Michael Watts in his The Literary Book of Economics, Robert Frost’s famous poem “The Road Not Taken” (1916) implies that given their distinct subjective factors (skills, interests, willingness to accept risks), people try to choose the road that suits them best. It is impossible to travel two roads at the same time, and thus the decisions that people make, the chosen road, often lead to different roads and choices tomorrow. Below are the poem’s initial and final strophes:

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I--
I took the one less traveled by,
And that has made all the difference.
Comparative Politics
by Mr. Greg Arey, Political Science Instructor

POL 210—Comparative Government
Prerequisite: Proficiency in reading (minimum ASSET 41 or CPT 80 on Reading OR a grade of “C” or better in ENG 095 or RED 090).
Corequisite: None

The study of POL 210—Comparative Government/Politics is the study of countries throughout the world. Comparatist scholar Patrick H. O’Neal provides a comprehensive definition of comparative politics: “Comparative politics is the study and comparison of politics across countries. Studying politics comparatively allows us to examine some of the major questions of political science. Why do some countries have democratic regimes while others experience authoritarianism? Why and how do regimes change? Why are some countries affluent and growing while others experience poverty and decline?” In order to address these prominent questions, the course focuses on major geographic and demographic features; the origins and development of each state; the political regimes, patterns of conflict and competition, societies, and political economies of each state. The course also investigates the recent domestic and foreign policy trends within each country.

This course examines both democratic and non-democratic countries. Some of the countries studied in the course include the United Kingdom, France, India, Russia, South Africa, Mexico, Iran and China. Comparative politics affords an in-depth and thorough analysis of the historical, social, economic, cultural, and political aspects of each country. Comparative politics, in essence, is studying each country at the micro level of analysis in order to better understand the unique situations facing each country. Each country confronts different challenges and the more knowledge someone gains concerning a country, the better that person is able to understand the complexities of world affairs.

The goal of comparative politics is to help students better understand the uniqueness of each country and improve students’ global awareness of the world. The comparative government/politics course is attempting to incorporate the model United Nations and model Arab League in the course. If successful, we will be assigned a country from the model United Nations and model Arab League each year. We will cover these countries in the course in order to help students prepare for the conference. A group of students from the comparative government/politics class will be chosen to represent the various countries. The students will be able to attend the conferences representing the countries at either the model Arab League or model United Nations. These models can greatly help students better understand the complexities of world affairs.
The Importance of Sociology CORE Classes
by Ms. Peyton Andrews, Sociology Instructor and
Ms. Bethany Ferguson, Sociology Instructor

SOC 210 Introduction to Sociology
SOC 213 Sociology of the Family
SOC 220 Social Problems
SOC 230 Race and Ethnic Relations
SOC 242 Sociology of Deviance

Prerequisite: Proficiency in reading
(minimum ASSET 41 or CPT 80 on Reading OR a grade of “C”
or better in ENG 095 or RED 090)
Corequisite: None

Are you interested in how your environment influences your behavior? Do you want to understand how social forces shape society? Are you interested in exploring social institutions such as family, government, economy, religion, science, military, education, and sports? If you answered “yes” to any of those questions, consider taking a sociology class at CFCC.

What is “sociology”? Some people think “sociology” is based on common sense. It is actually quite the opposite. “Sociology” is “a science guided by the basic understanding that the social matters: our lives are affected not only by our individual characteristics, but also by our place in the social world.”

In sociology classes, you can expect to learn about culture, social interactions, socialization, deviance, diversity and inequality, cooperation and conflict, social change, and much more. Through the development of critical thinking skills and the sociological perspective, you will gain a deeper understanding of how people influence and are influenced by society.

Are you wondering about the types of assignments required? Let us give you a preview. In sociology classes, you may be required to take tests, complete written assignments, and participate in service learning. The tests may consist of multiple-choice, true/false, short answer, and essay questions.

For the Fall 2009 semester, you may choose from the following sociology classes: Introduction to Sociology (SOC 210), Sociology of the Family (SOC 213), Social Problems (SOC 220), Social Deviance (SOC 242) and Race and Ethnic Relations (SOC 230).

We look forward to seeing you in class!
**Western Civilization II**

by Mr. Bob Brennan, History Instructor

**HIS 122—Western Civilization II**

Prerequisite: Proficiency in reading (minimum ASSET 41 or CPT 80 on Reading OR a grade of “C” or better in ENG 095 or RED 090).

Corequisite: None

“Everyone believed that the world was flat and Christopher Columbus believed that the world was round. He set out in 1492 and he was proved right and everyone else was proved wrong.”

Many of us probably heard this same snippet of information when we went to school. We learned the value of thinking outside the box and developed a healthy respect for Columbus’ nerve in daring to be different and taking a chance and succeeding! Well, the only problem is... this view is incorrect. It was popularized by Washington Irving in 1828 and has since become a staple of Western Civilization and US History instruction. In reality, the concept of the Earth being a sphere was widely accepted. Columbus incorrectly thought that the world was a great deal smaller than it was and set off to find a “short cut” to the Far East by travelling westward. He accidentally ran into the Western Hemisphere.

In many ways, the knowledge of the medieval European world proved to be as incorrect as the information above. As Europe climbed its way out of the Middle Ages, the manner in which the world was viewed was being challenged by religious reformers, mathematicians, medical doctors and military experts. This did not take place one, two, or even three times; but rather it was an on-going process that spanned centuries. In HIS 122- Western Civilization II, we look at this constantly changing political, economic and religious landscape. We examine the changes in how information is accumulated, disseminated, verified and accepted. We do this through classroom instruction and discussion, reading from the text and also reading from primary source documents.

While students are expected to master material such as critical turning points in Western Civilization, they are also expected to learn about the social, economic, religious, psychological and cultural forces which shape history. The object is to have the students be able to recognize and label those same forces at work in their world today in order that they be better able to understand what is taking place around them, not to merely be able to recite what happened in 1492.
Science News
by Mr. Steve Holman, Science Department Chair

BIO 110 – Principles of Biology (Is taught face-to-face and via the Internet)
Prerequisite: Proficiency in Reading (minimum ASSET Reading score of 41 or minimum CPT score of 80 OR a grade of “C” or better in ENG 095 or RED 090).
Corequisite: None

BIO 110 – Principles of Biology, a course offered at CFCC for non-science majors, will be offered completely on-line this fall. This includes all lecture, lab, and discussion. This on-line section will require a little more self-motivation, self-organization, and work on the part of the student vs. the typical face-to-face version. Although CFCC faculty are well-trained to support on-line courses and students, students should consider the extra effort needed to fully succeed in an on-line environment.

Not an online student? No problem. We have the face-to-face version just for you!

BIO 111 – General Biology I
Prerequisite: Proficiency in Reading (minimum ASSET Reading score of 41 or minimum CPT score of 80 OR a grade of “C” or better in ENG 095 or RED 090).
Corequisite: None

BIO 111 is for science majors. The course includes concepts that are meant for students going into advanced science research and/or a pre-professional career such as medicine or veterinary science. Please be mindful of this when self-advising.

BIO 140/140A – Environmental Biology/Lab
Perquisite: None
Corequisite: None

Fall 2009, BIO 140/140A will be taught for the first time at CFCC; a lab is required. BIO 140/140A – Environmental Biology/Lab is a total of 4 credit hours with 3 lecture and 1 lab hour focusing on the concepts, theories, and practices involving environmental processes and the influences of human activities. The course will include lab and field experiments that enable the student to become an informed environmental steward. Sign up early!
**CHM 131—Introduction to Chemistry**

Prerequisite:  

a. Proficiency in Reading (minimum ASSET 41 CPT 80 on Reading OR a grade of “C” or better in ENG 095 or RED 090).

b. Proficiency in Numerical/Arithmetic Skills (minimum ASSET score of 41 on Numerical or a minimum CPT score of 55 on Arithmetic OR a grade of “C” or better in MAT 060).

c. Proficiency in Elementary Algebra (minimum ASSET score of 41 on Elementary Algebra or a minimum CPT score of 55 on Elementary Algebra OR a grade of “C” or better in MAT 070).

Corequisite: CHM 131A

The course is for **non-science** majors!

**CHM 151—General Chemistry**

Prerequisite:  

a. Proficiency in Reading (minimum ASSET 41 CPT 80 on Reading OR a grade of “C” or better in ENG 095 or RED 090).

b. Proficiency in Numerical/Arithmetic Skills (minimum ASSET score of 41 on Numerical or a minimum CPT score of 55 on Arithmetic OR a grade of “C” or better in MAT 060).

c. Proficiency in Intermediate Algebra (minimum ASSET score of 41 on intermediate-Algebra or a minimum CPT score of 75 on Elementary Algebra OR a grade of “C” or better in MAT 080 or MAT 090).

Corequisite: None

The course is for **science** majors!

**Fun Science Facts:**

1. A group of rhinos is known as a “crash” of rhinos.
2. Besides humans, elephants are the only other animal that weeps out of emotion.
3. The longest record of a flying squirrel is over 0.25 miles long.
4. One of the main ingredients in aspirin comes from the bark of a willow tree.
5. On average, it takes at least 60 years for a saguaro cactus to grow its first arm/branch.

*Reminder: Earth day is Wednesday, April 22, 2009.*
ADVISING TIPS
by Mr. Kenneth Hufham, Math/PE Department Chair

As registration time approaches, below are some advising tips that may help as you carefully map out your course selections.

If you are required to take one or more developmental math courses, don’t wait. Begin these classes as soon as possible. Many students need several semesters to complete their math sequence.

Make sure you register for the right course. MAT 140 – Survey of Mathematics, MAT 141 – Mathematical Concepts I, and MAT 171 – Precalculus Algebra are our staple college transfer courses. Consult with your advisor or refer to the CFCC catalog for help in selecting the appropriate course for your major.

Most of our math classes require the use of a calculator. A TI-83/84 is required for the majority of the college transfer classes while an inexpensive scientific calculator can be used for the developmental/technical courses. The cost of the TI-83/84 calculator is about $95. Most math classes are taught using MyMathLab, which is an interactive website where you can: view digital lectures, do homework or quizzes assigned by your instructor, self-test and work through practice exercises with step-by-step help and access an online/telephone tutoring service. Your new textbook will be bundled with an access code if purchased through the CFCC Bookstore. If you purchase a used book, you will need to purchase the access code separately at a cost of $65.

Many college transfer classes require an accompanying lab. For example, if you register for MAT 171 DY1, you must also register for MAT 171A DY1. CFCC has a Learning Lab in the Learning Resource Center and a Math Lab on the 6th floor of the McLeod Building. These resources are free to CFCC students.

TECHNOLOGY
by Mr. Kenneth Hufham

CFCC is one the leaders in the use of technology in the classroom. Every math classroom is equipped with a multimedia system including a digital presenter and symposium. Our instructors incorporate many different software applications to facilitate learning. These include: MyMathLab, Derive, Maple, MS Excel, MS Excel WebAssign, and StatDisk.

INTERNET-HYBRID-TRADITIONAL
Math classes at CFCC are taught using a variety of delivery methods: Internet, hybrid and traditional. Internet classes are very popular and appear appealing; however, not everyone is suited for these classes. To be successful in an Internet class you should be computer proficient, be a self-starter, and have the ability to learn mathematics with a minimum of instructor interaction. All college transfer and technical Internet classes require a proctored final exam. A hybrid class is a combination of the Internet and traditional delivery methods and is proving to be very popular. These classes meet 60% of the time face to face with the re-
maining 40% being done on the Internet. Traditional classes meet face to face for the use of various software and/or web-based assignments.

**STUDENT MATH LEAGUE**  
by Ms. Valerie Melvin, Math Instructor

Founded in 1970 by Nassau Community College in New York, the Student Mathematics League is an international mathematics competition among two-year community college students. Terry Shell of Santa Rosa Junior College served as the Student Mathematics League’s first director after the American Mathematics Association of Two-Year Colleges assumed sponsorship in 1981. The competition consists of two rounds of individual multiple-choice tests, given in October and February of each academic year. Student Math League tests are generally at the precalculus level with questions including (but not limited to) geometry, algebra, trigonometry, statistics and probability. Two points are awarded for a correct response, zero points if question is left blank, and -1/2 point for an incorrect response. The five highest scores on each round constitute a school's team score. The League has grown to include more than 165 colleges representing over 35 states, as well as Bermuda, involving more than 8,000 community college students.

CFCC students who have not earned a post-secondary degree are eligible to participate. Awards are given for top scores at the national, state and local levels. Nationally, the student with the top score on both parts receives a $3000 scholarship to continue his/her studies at a four-year institution. The North Carolina Mathematics Association of Two-Year Colleges recognizes the top region in the state with plaques. Locally, the CFCC Foundation provided awards of $100 for 1st place, $50 for 2nd place, and $25 for 3rd place (ties split the awards) for both the October and February tests.

If you are interested in more information about the Student Math League, contact Valerie Melvin at 910-362-7139 or vmelvin@cfcc.edu.

**SERVICE LEARNING**  
by Ms. Valerie Melvin

This spring, the Math/PE Department initiated service learning in one section: MAT 171 – Precalculus Algebra. Students are required to complete 20 hours of volunteer service with any of the approved sites (or any other site that they can get approved) in which they will record some quantitative data and complete regression analysis on that data. After completing the mathematical analysis, students will be required to comment on their experience.

For example, at Airlie Gardens, students may be asked to garden in which they could record the amount of water used per visit, per hour, per week or per month. They could comment on the usage and methods of water conservation. Volunteers at Airlie Gardens might also be asked to communicate with the public and answer questions. In this situation, students could study the number of people with questions per visit; they could study the number of questions answered per visit or per some time interval. Students could then comment on methods of
service. Volunteers might also shadow a ticket agent in which they could study the number of tickets sold per visit or per week. The options are endless; and, those are just some ideas for one approved site. Some great mathematical studies could be accomplished during service with the Good Shepherd Ministries as well. The possibilities are only limited by the student’s imagination. The tradition of the community college is to lead the way. If service learning were incorporated into every section of college transfer math taught at CFCC, we would provide more than 41,000 volunteer hours a year. How might that change the quality of life in New Hanover and Pender counties?

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**ELECTIVES (20-21 SHC)**

**Addicted to Learning**
by Ms. Melissa Manley, Art Instructor

**ART 245—Metals I**
Prerequisite: None
Corequisite: None

I have students who come early to class. Some students even stay late and have to be chased out. Why? Well, for one thing I teach metals and jewelry making. I know what you’re thinking, fun right? But the main reason, I believe, is that I am not merely a teacher: I am an addict. I am addicted to the intoxicating, powerful, transforming moment when a student fully understands something, or successfully solders a copper box, or makes his/her first handmade rivet and exclaims with pride.

As teachers, we have the opportunity to become like a dealer supplying our customer base, learning and experience being the drug. Why so addictive? I truly believe that the human brain thirsts for these experiences. In our contemporary society we have reduced our existence to button-pushing and knob-twiddling. I have some students who have never held a hand tool much less manifested something, out of nothing, into reality. It’s as simple as that. Surely, they’ve written papers, maybe even done a science project or baked a cake; but there is something of an alchemical nature with regards to the spirit that is the transformative power of manipulating metal. I believe some of that same magic occurs with many of the arts and is why they have been vital and inextricable to thriving cultures since human culture began.

Currently, our brains are submerged in an oxygen less environment, the virtual world of our 21st century. I know from my own experience here in North Carolina, the slow descent into these depths began in the 1970’s with budget cuts and public school children getting less and less hands-on experience through shop programs and art departments. But this void can occur anytime that hands-on, cause-and-effect learning gets omitted. While in college in the 80’s, a friend and I started a summer art camp for children here in New Hanover County. She was managing the Community Art Center and I had nothing better to do. It was an enlightening experience for all involved. I was stunned to find roomfuls of children who’d never even woven a construction paper
I do not exaggerate. I had dozens of children from all income brackets who’d never encountered weaving. The concept of “over and under” was lost on them. I began to see how numerous treatises have dealt with since, the deterioration of the contemporary consciousness where spatial relationship is concerned. Today's youths do not understand physical cause and effect, much less are they able to think critically about it. In essence, young people today often don’t know how things work.

I speculate that it is this basic mechanism, the “how things work” part of the human brain that is starved and shriveled in today's average youth. It is also this same part of the brain that can ignite like dried field under wildfire within the metals studio environment. Manipulation of something that, in our culture and mythology, is seen as impervious and powerful, metal can be so mentally and spiritually stimulating. Suddenly their actions have an immediate, visible, gratifying affect on a piece of metal. The same could be said of a chunk of plaster or clay.

Along with gaping holes in the education of the young mind, qualities of being have been lost on the young of today. Our society so fervently stresses consumerism and materialism as ways of existing, that we’ve lost many of the life events, rights of passage, and ways of learning who we are in this world. San Francisco State University recently presented at an annual meeting of the Society for Personality and Social Psychology, a study they conducted concerning well-being and happiness in today's consumer culture. Their results suggest that people find greater happiness and personal satisfaction in purchasing experiences rather than things. And according to their survey, people were more satisfied years after the purchase of the fulfilling experience. I directly correlate this to how my students react to the experiences they have in my classroom and how lasting those experiences can be. At the beginning of the semester, students often enter my class apathetically, really not caring too much about the outcome other than the “A” they need to take home to Mom and Dad. Many enter the metals room because they thought it would be an easy grade or they were merely transferred for a humanities requirement. And, in my situation, Metals I had no prerequisite. A select few have already caught the metals bug and are there because they actually want to be. I can confidently say that every single student I have had for the last year has left my class transformed and sometimes empowered by their experiences. They find things they are good at or learn their limitations. They conquer scary things like torches and drill presses. I find that my female students can be the most vocal about how these events make them feel different about themselves.

As contemporary teachers we have a battle ahead. Passion for discovery and learning among the young has become very UN-cool. Showing too much interest or discipline toward anything other than the latest music, gaming, or other pop culture activity is taboo among the under 25 set. Only complete dorks show too much interest in school. This caused frustration to mount in my first year, no surprise there! Students missed too many classes, showed up late, left early, didn’t turn work in... I was at a loss. I mean it's not organic chemistry for Pete's sake! Why were they struggling? As I streamlined demos and developed better ways of explaining things I would get slightly better results. Here's the kicker: as I relaxed, my passion for the field began to show and a slow bulb began to glow. I realized just how contagious passion for something can be. Another part of the equation became clear. My enthusiasm ignited their passion! They began to care about their craftsmanship and wanted approval of their work by their classmates and even their families. It be-
came cool to care! They began offering stories about how much they or their attitude had changed. They even spoke about how their perspective of their friends and their world outside of class was changing. Students shared that “three hours was not enough.” When they missed class, it was only under duress, and they desperately missed it. One student said at the end of fall semester last year, “I had no idea how much I would love this class and now I realize I can’t go a week without working with metal.”

This is success to me. This is life changing, deeply, fulfilling stuff. And I know I am hooked.

Business Courses
by Mr. Patrick Hogan, Business Technologies Department Chair

The following courses are offered by the Business Technologies Department and articulate to the UNC system as college transfer courses.

**ACC-120 Principles of Financial Accounting**
Prerequisite: Proficiency in reading (minimum ASSET 41 or CPT 80 on Reading OR a grade of “C” or better in ENG 095 or in RED 090)
Corequisite: None

This course teaches the fundamentals of financial accounting. Financial accounting is used to prepare accounting information for people outside the organization or not involved in the day-to-day running of the company. Specific elements of the course include balancing a company’s assets with their liabilities and producing financial statements.

The course is taught using a blend of lecture and hands-on application of accounting theory to real-world financial situations. Tests include knowledge-based items (multiple choice and short answer) as well as application-based sections. The course is augmented with an on-line tool to aid in student understanding and application of the fundamentals. Typically, tutors are available for help outside of normal class hours. This course requires students to have access to a computer with Internet access.

This course is offered in face-to-face, traditional classroom format as well as distance learning format. In addition, some sections use a blended delivery approach, having one portion of the class taught face-to-face and the rest of the class available through the Internet.

**ACC-121 Principles of Managerial Accounting**
Prerequisite: A grade of “C” or better in ACC 120
Corequisite: None

This course teaches the fundamentals of managerial accounting. Managerial accounting focuses on those aspects of accounting that the managers use to make decisions to manage the business. Managerial accounting differs from financial accounting in that the reports are usually confidential and not shared with the public and are forward-looking, aiding the management in make decisions for the future.
The course is taught using a blend of lecture and hands-on application of accounting theory to real-world financial situations. Tests include knowledge-based items (multiple choice and short answer) as well as application-based sections. The course is augmented with an on-line tool to aid in student understanding and application of the fundamentals. Typically, tutors are available for help outside of normal class hours. This course requires students to have access to a computer with Internet access.

This course is offered in face-to-face traditional classroom format as well as distance learning format. In addition, some sections use a blended delivery approach, having one portion of the class taught face-to-face and the rest of the class available through the Internet.

**CIS-110 Introduction to Computers**

Prerequisite:  

a. Proficiency in Reading (minimum ASSET Reading score of 41 or minimum CPT Reading score of 80 or a grade of “C” or better in ENG 095 or RED 090)  
b. Proficiency in Numerical/Arithmetic Skills (minimum ASSET score of 41 on Numerical or a minimum CPT score of 55 on Arithmetic OR a grade of “C” or better in MAT 060)  
c. Proficiency in Elementary Algebra (minimum ASSET score of 30 on Intermediate Algebra OR a grade of “C” or better in MAT 070)

Corequisite: None

This course provides a comprehensive introduction to personal computers to prepare students for academic success using this valuable tool. The course starts with a fairly in-depth overview of the terms that are associated with computing. Time is spent learning the Windows operating system, with emphasis on file management and storage. The remainder of the course focuses on the use of the Internet, Microsoft Office products (Word, Excel and Power Point) and the integration of these media to produce professional documents.

The course is taught using a combination of lecture and hands-on activities using the computers in the classroom. Tests include knowledge-based items (multiple choice and short answer) as well as application-based sections. The course is augmented with an on-line tool to aid in student understanding and application of the fundamentals. Typically, tutors are available for help outside of normal class hours. This course requires students to have access to a computer with Internet access.

This course is offered in a face-to-face, traditional classroom format as well as a distance learning format.

**CIS-115 Introduction to Programming and Logic**

Prerequisite: CIS 110, MAT 070, MAT 080, MAT 090, MAT 095, MAT 120, MAT 121, MAT 161, MAT 171, or MAT 175

Corequisite: None

This course is an essential part of any program preparing students for information technology careers. It focuses on programming logic and how that is used to prepare the pseudo-code used
in the programming process. The Microsoft Visual Studio software application is used to allow the students to take their pseudo-code and create working applications that are compiled and presented in the class. In addition to the programming, students learn the intricacies of documenting their programs including documentation for users as well as programmers.

The course is taught using a combination of lecture and hands-on activities using the computers in the classroom. Tests include knowledge-based items (multiple choice and short answer), as well as application-based sections. Typically tutors are available for help outside of normal class hours. This course requires students to have access to a computer.

This course is offered in a face-to-face traditional classroom format as well as a distance learning format.

CJC 111- Introduction to Criminal Justice
by
(These faculty are members of the Public Services Department and teach transfer and technical courses)

CJC 111—Introduction to Criminal Justice
Prerequisite: Proficiency in reading (minimum ASSET 41 or CPT 80 on Reading OR a grade of “C” or better in ENG 095 or RED 090).
Corequisite: None

Did you know that a law enforcement officer does not automatically have to give you your “Miranda” Rights upon your arrest? Did you know that the first ten (10) Amendments to the Constitution of the United States, commonly referred to as the “Bill of Rights,” did not give you any protection from state, county, or local agencies until the 1960s?

What we commonly refer to as “criminal justice” actually includes the laws, the practices and procedures, and varied national and local agencies and organizations that maintain social control, deter and control crime, and hold accountable those who violate our laws. The criminal justice system that has been developed in the United States is composed of three major components: law enforcement, the courts, and corrections. Each component, in theory, works together with the others to accomplish the three main goals of criminal justice: to do justice, to control crime, and to prevent crime. Yet, we still have crime, we still feel unsafe at times, and we worry that too many criminals are free to roam the streets.

Everyone knows what the police do. After all, we watch CSI: Miami, Law and Order, and Cops on television. Police spend their shifts every day in high speed pursuits, investigating violent crimes, and using sophisticated scientific equipment to identify and arrest criminals. But the reality is much different. Did you know that most police officers spend the vast majority of their days doing public services unrelated to the activities we see on the screen? Did
you know that the majority of police officers have never fired their weapon other than during training? Did you know that of the 19,000 police departments in the country, the vast majority employ fewer than 20 officers?

What is the purpose of the courts? Most people would say the courts try criminals and find them guilty or innocent. Well, that’s not totally accurate. Courts exist to determine if a person has, in fact, committed a crime. Prosecutors present evidence that indicate the accused did commit the crime. Defense attorneys defend, not to get the criminal off, but to see that the accused gets a fair trial in accordance with our constitutional rights and established legal procedures. The judge presides over the process and interprets and applies the law. In the end, the person is found guilty or not guilty (not innocent). As common as this perception of our court system seems to be, only 5 percent of criminal cases actually go to trial. The vast majority ends in a guilty plea by the accused or the charges are dropped for a variety of reasons.

Did you know that most crime is committed by repeat offenders, those who have been arrested, convicted, and sentenced before? On any given day, there are 6 million convicted criminals under the control of corrections systems in the U.S. However, only 2 million are actually behind bars, in jails and prisons—a scary thought. But consider that our prisons are woefully few in number and lack the facilities, programs, and resources to do much more than lock away our worst offenders. So what do we do with the rest, build more prisons or release them under supervision into our communities? It’s easy to say that we should build more prisons, but they cost tax money to build and to run—a great deal of money. On the other hand, community-based corrections is cheaper; and studies show that it offers better protection to the community by allowing prisons to handle the more violent offenders and the career criminals.

Our criminal justice system is complex and deals on a daily basis with issues that determine the true nature of the society and the principles on which it was founded. Criminal justice students, whether focused on law enforcement, courts or corrections, learn to serve and protect us all while protecting our freedom and constitutional rights.

In the Introduction to Criminal Justice class, we will discuss all these issues and more. Coupled with that, we will be touring local law enforcement agencies, prisons, emergency operations centers, and more.
Cooperative Education Internships and College Transfer Students:  
A Way to Jumpstart Four-Year  
College and Career Plans!  

by  
Ms. Robin Hardin, Huskins/Cooperative  
Education Instructor/Coordinator  

COE 111—Co-op Work Experience I  
Prerequisite: Co-op application required  
Corequisite: None  

For almost two years, college transfer students at CFCC have had the opportunity to participate in Cooperative Education, a course that allows students to work 10 or more hours a week in a college approved internship (paid or unpaid).  

Even though the one-hour credit for this class does not count toward the 64 required credit hours required for a college transfer associate’s degree, transfer students enroll in cooperative education for other reasons. In the short-term, participating students can highlight their work experiences on their résumés and four-year college applications. In the long-term, they will transfer to four-year institutions armed with professional experiences that help them choose majors leading to meaningful careers.  

So far, the experiences of our college transfer interns have been as varied as the students themselves. Our interns have shot, edited, and aired news stories for local TV stations; published stories in the Star News and The Greater Wilmington Business Journal; learned the mechanics of running a law office; assisted tax accountants with filing customers’ income tax returns; and developed marketing strategies for small businesses. The list goes on. Without a doubt, this class is what students make of it.  

In short, cooperative education gives students the opportunity to apply the skills and concepts they learn in the classroom to a job. Participating college transfer students may use this course as a jumpstart on their plans to transfer to a four-year institution and ultimately pursue a career that is right for them.  

College transfer students who are interested in a cooperative education internship for Fall 2009 should contact Robin Hardin at 910-362-7115 or rhardin@cfcc.edu
History of the Old South
by Mr. Ronnie Kirkland, History Instructor

Is this the Old South?

HIS 229—History of the Old South
Prerequisite: Proficiency in reading (minimum ASSET 41 or CPT 80 on Reading OR a grade of “C” or better in ENG 095 or RED 090)
Corequisite: None

My course covers the histories of the people who came together and lived prior to 1865 in the South, a swathe of land from present-day Maryland to Texas. I focus on the social history of the South, the history of those often given little attention in more traditional political or economic histories. Social history is history from the “bottom, up.”

Students write eight 4-page essay responses to reserve readings found in the Learning Resource Center (CFCC’s library). Those readings correspond to the eight topics into which the course is divided. The responses should be a synthesis of those readings that pertain to the topic at hand. There is also a written midterm exam and a final exam for the course. Much of the reading for this course corrects common misconceptions about the Old South.

One might envision wide fields of white cotton on expansive plantations, Spanish moss hanging low on Live Oak branches, masters sipping drinks on the wide verandas of their Greek revival “Big Houses” and enslaved African-Americans passively working the cotton fields to the chants and songs of their task-masters, while lazy, poor whites wasted their lives away. Gone with the Wind, one of the most viewed movies, likely had a bit to do with some of those images. In my course, I take a “myth-buster” approach to these and other stereotypical and often inaccurate images.

Tourists often visit Orton Plantation or Poplar Grove Plantation in our area of southeastern North Carolina. The main “Big Houses” project a certain image of the antebellum period of the Old South. This is a static image set in a certain area and time of the Old South. While a few Southerners may have lived in the Big House like the O’haras in Gone with the Wind, most other Southerners lived in very humble dwellings, white, free black, and enslaved black alike. Their homes often consisted of one- or two-room cabins, many with dirt floors. Former slaves described their housing to interviewers hired as part of the Federal Writers Project back in the 1930s. Listen to their voices:

*Sylvester Smith, whose own master lived in a log house, slept in a slave house “no better than a coal shed.” Simon Hare, a former slave in North Carolina said slaves had no
houses, but “jes kinder shelters dey th’ow together.” Former slaves also described masters’ houses as little better than their own.

The picture portrayed by most preserved plantations showcases how only a very small minority of Southerners lived. Who thought to preserve the slave cabins or shacks most lived in here in the Old South? Spanish moss draped “Tara” proves to be an incomplete view of the Old South. Even the stereotypical flora of the Old South is problematic. Drive around Greenfield Lake in Wilmington and you will see the cypress trees draped with Spanish moss. In typical views of the Old South, low, level branches of Live Oak trees lined the wide straight drive up to the “Big House.” Like crocheted gray shawls, the moss hung from those tired old oak limbs. Yet, our area here in coastal North Carolina is about the northern limit of this moss. What about the rest of the South? What plants typically grew inland and at higher elevations and further north? The southern Appalachian Mountains, for example, topped with Frasier Fir and balsam evergreens, have forests more in common with southeastern Canada!

And what about those expansive fields of “King Cotton”? Surely that is an accurate picture of the Old South! Well, not quite. Rice, tobacco, indigo and sugar dominated colonial areas of the Old South. Rice production centered on Charleston and fanned out down to Savannah and up to the lower Cape Fear area. Tobacco culture centered around the Chesapeake Bay in Virginia and spilled over into northeastern North Carolina. Indigo grew well inland and sugar in lower Louisiana. Even as late as 1860 with the shift to cotton across the South, corn was still king in terms of acreage; cotton was king as a cash crop. And finally, who really were working in those fields across the Old South?

Most people in the South even by 1860 owned no slaves and worked their own crops. Earlier, during European settlement, labor took various forms other than African enslavement. Poor Europeans from Germany, Ireland, Scotland, England and other areas worked as indentured servants to pay for passage to the New World. Most Europeans who came to the Chesapeake area in the 17th century came as servants to wealthier masters. These European servants suffered sexual abuse at the hands of their masters, were gambled with over card games, were sold; and their terms of indenture lengthened at the whim of their masters. Indians were also used as labor and often enslaved to work the fields. Of course, Africans were also enslaved and in numbers that far overshadowed all others. But the first Africans to arrive in Virginia were not slaves at all. North Carolina had a sizable free black population who were highly skilled and literate, owned land, and operated farms themselves. Even enslaved Africans in places like low country South Carolina enjoyed a degree of freedom from the drudgery of field work. According to Peter Wood, in his book Black Majority, prior to the Stono Rebellion in 1739, slaves often were found to be employed in many ways, including as sailors, mailmen, cowboys and coopers. Those Africans, who were enslaved, though they may have had some degree of mobility, were at times eyewitninesses to tortured existences. Again, listen to those who remembered:

“Wuz I eber beat bad? No m’am, I wuzn’t.” Then former-slave Cornelia Andrews’ daughter told her mother to open her blouse to reveal her shoulders and her back, “marked as though branded with a plaited cowhide whip.” Andrews then admitted to the interviewer, “I wuz whupped public for breakin’ dishes an’ bein’ slow...”
However, most Southerners owned no slaves. What were their lives like? Despite the stereotype of slow, lazy Southerners, most white Southerners knew only a life of hard work. Historian Carl Osthause, in his article “The Work Ethic of Plain Folk,” found that work ethic to be very much intact all across the Old South. He wrote, “The vast majority of yeoman farmers across the South—whether in the Low-country, piedmont, backcountry, or frontier—were master of many tasks.” Osthause found that “Women took pride in tidy kitchens, bountiful gardens, fancy preserves and warm and attractive quilts.” Washdays brought hard work that included carrying heavy pails of water, working outdoors in heat and cold, “soaping, boiling, beating and hand rubbing until the clothes became reasonably clean.” Women gave their support by also working in the fields along with all the other family members. Even children as young as six could be found doing light field work. Many Southerners continued working in fields well into their eighties. Though the Old South was a very diverse region, hard manual labor seemed to be a common trait of those who lived there.

As you can see, the Old South was a more complex place than typical images may convey. These are just a few of the stereotypical images of the Old South I attempt to correct in my course. Come and join me as we search the sources for the true picture (or pictures) of the Old South.

*By the 1860s, cotton was king in the Old South.*
The Holocaust
by Dr. David Fourqurean, Religion/Philosophy Instructor

HUM 170: The Holocaust
Prerequisite:  None
Corequisite:  None

How could highly educated, technologically advanced, baptized Nazis plan to kill 11 million "sub-humans" in the heart of European "civilization"? Because we defeated them, they killed fewer than they planned: 8 million "undesirables," with 6 million being Jews and 1.5 million being children. We need to face this horror because holocausts continue to happen today. Yet all is not bleak, for this course also honors some bright lights during the darkness: the amazing few who dared to save Jewish lives at the risk of their own. This course is taught by both a Jewish Rabbi and a Christian Religion instructor: we invite local Holocaust survivors to class and we invite you to come and hear their personal stories of how they survived the Holocaust.

"An overview of Krema IV in Auschwitz. The gas chambers are in the back; in the foreground, the morgue and the crematorium."


“Children and women walk toward the gas chambers after selection at Auschwitz.”

**Journalism Classes**
by
Dr. Jacqueline Jebo
English/Journalism Instructor

**JOU 110—Intro to Journalism**
Prerequisite: Proficiency in reading and writing (a grade of “C” or better in ENG 095 or in RED 090 and ENG 090 OR a minimum ASSET score of 41 on both the Writing and the Reading placement tests OR minimum CPT scores of 80 on Reading and 86 on Writing.
Corequisite: None

**JOU 217—Feature/Editorial Writing**
Prerequisite: ENG 111 and JOU 110
Corequisite: None

Traditional newspapers are struggling like every other business in these economic times, but interest in journalism classes remains strong. Students realize that the writing skills they hone in these classes translate to success in every other class they take. While the focus in the introductory class (JOU 210) is on journalistic-style writing and basic story development, students learn about media history, media law and ethics, broadcast news, international wire services and Associate Press style guidelines and current news.

The second-level class, JOU 217, teaches commentary and feature writing. Students learn basic editorial writing style and compare and contrast award-winning pieces from the American Society of Newspaper Editors. They learn about the history of political cartooning and the role cartoons play in public opinion formation. They also learn the basis of writing reviews. As the finale of their feature writing unit, they learn how to market their stories, starting with a query letter.

Students can elect to participate as interns at local media outlets. In the 2008-2009 school year, two students interned at the Wilmington Star News, two at WWAY, one at WECT and one at the Fisherman’s Post. While the internship is not for transfer credit, it appears on students’ transcripts. Skills learned can facilitate a smooth transition to a four-year university, especially the schools’ print and broadcast programs.

**NEWS** = north, east, west, south

Did you know that CFCC offers a transfer program in Mass Communication/Journalism?
A Look inside CFCC’s Physical Education
by
Ms. Allison Nye and Mr. Doc Wilson, PE Instructors

Did you know that 1 pound of body fat equals 3500 calories? Did you know that carbohydrates are the only fuel for your brain? And did you know that stretching BEFORE you warm-up is not recommended? With so much health and fitness information coming from so many different avenues, it’s no wonder people are confused. Help is on the way!

Here at CFCC, our goal is to create an environment where students enrolled in PED 110- Fitness and Wellness for Life classes choose to participate with confidence and enthusiasm and a desire to learn more about fitness.

What does it take to get in better cardiovascular shape? Will crunches get rid of my spare tire? What’s the best way to shed pounds? Below is a list of common fitness misconceptions:

1. No pain, no gain.
2. Women who lift weights will get bulky muscles.
3. Spot reducing works.
4. Exercise requires a huge time commitment.
5. If you exercise, you can eat whatever you want.
6. There’s a quick fix out there somewhere.

CFCC’s PED 110 course emphasizes goal orientation in a highly motivational climate, two factors associated with maintaining physical activity. Two hours per week are required for activity lab, and the focus is on the essential components of fitness. One hour per week is devoted to health and wellness dimensions, including, but not limited to, how to start a fitness program, nutrition, and stress management. Several forms of assessment tools are used which integrates the student’s use of his/her brain and body. Written exams from reading assignments are given throughout the semester and pre and post cardiovascular, muscular strength/endurance, and flexibility testing is also administered to determine fitness needs. The use of pedometers, body fat and BMI calculators are invaluable tools to help track and assess needs. As far as the physically challenged person, exercise criteria would be on a case by case basis depending on what the student is able to do and at the discretion of the instructor a specialized workout program may have to be developed. If a student is unable to complete the physical component of the class, it is recommended that the student consider not enrolling in the course.

Physical education online you say? What a dynamic concept! Be warned: this is not your grandmother’s P.E. Technology is often the foundation of PED 110 through the use of hybrid and com-
pletely online courses. The online PED 110 course is designed to help the student who cannot make it to a regular class on campus. The main requirement difference is the student must belong to an approved commercial fitness facility such as the YMCA, Gold’s Gym, or Planet Fitness. The student is required to log in and workout two hours per week. The hybrid course is half online and offers either lecture online, lecture face-to-face or activity lab face-to-face or through a commercial fitness facility.

A textbook and an activity lab manual are required in all PED 110 classes. Examples of assignments include keeping a daily food journal, fast food restaurant and health food store analysis, and planning heart healthy meals.

CFCC’s Physical Education faculty strives to help students plan and map out their voyage to successfully reach their exercise destination. Students are challenged to think differently about how much they move and their lifestyle habits. Feeling good and living better is our mission.

Food for Thought

Think of your day-to-day life and how you can make changes without necessarily adding time.

LOOK FOR EXCUSES TO MOVE MORE.

♦ Take the stairs instead of the elevator
♦ Park farther away at the mall or grocery store
♦ Don’t ride when you can walk
♦ Stand while talking on the phone

“Jake, you must stop thinking you’re superman! Ms. Nye didn’t tell you to park at the North Campus and run to your Wilmington Campus class. You are really overdoing the “Excuses to Move More.”
The Financial Aid Office Goes Paperless

Beginning immediately, with the processing of the 2009-2010 Free Application for Federal Student Aid (FAFSA), the Financial Aid Office will correspond with students via e-mail. Current students should check their CFCC e-mail accounts regularly for important information from the Financial Aid Office, including documents required to complete the application; and award, loan disbursement and satisfactory academic progress status notices.

CFCC Enters the Federal Direct Student Loan Program

The 2009-2010 academic year marks the beginning of CFCC’s participation in the Federal Direct Stafford Loan Program. Direct loans are low-interest loans for students and parents, similar in every way to the loan programs in which CFCC previously participated, except that the lender is the U.S. Department of Education rather than a bank or other financial institution. Additional information will be available in the Financial Aid Office later this semester.

Only Borrow What You Need!

Once you receive your financial aid award, it’s time to sit down and think about your total expenses for the upcoming year. Before relying on a loan to cover your college expenses, investigate other options.

Loan debt can be a serious issue for graduates who have borrowed excessively during their college career. Educational loans should not be used to support a lifestyle. Live like a college student WHILE you’re in college; that way you won’t have to live like a college student after graduation.

What Happens if You Withdraw?

Students who withdraw or stop attending all classes prior to completing a minimum of 60 percent of a semester may be required to repay the “unearned portion” of federal financial aid advanced at the start of the semester. The amount to be repaid is calculated using a federal formula and regulations provide NO EXCEPTIONS to the rule.

The rule does not apply to students who successfully complete AT LEAST ONE COURSE in a semester.
Academic Warning, Probation and Suspension
by Ms. Vivian Boykin
Director of Academic Counseling

Students whose cumulative grade-point averages fall below 2.0 for any given semester will be placed on academic warning for the following semester. Students on academic warning whose cumulative grade-point average remains below the Satisfactory Progress Standards (2.00) will be placed on academic probation for the following semester.

During the fall and spring semesters, students on academic probation may register for a maximum of 10 credit hours, unless otherwise determined by a counselor. During summer sessions, students on academic probation may register for one course per session but not more than two for the entire summer semester, unless otherwise determined by a counselor.

Students on academic probation whose cumulative grade-point average remains below the Satisfactory Progress Standards (2.00) will be placed on academic suspension. Students on academic suspension may not register for academic classes during the period of suspension, unless otherwise determined by a counselor. Students on academic suspension who request approval to register from a counselor will be required to repeat courses in which they received failing grades (maximum of 6 credit hours per semester). Students will remain on academic suspension with limited credit-hour enrollment until their cumulative GPA’s reach 2.0.
College Transfer Programs

2-Year Degree Transfer Programs

Associate in Arts: General Studies (A10100)
Associate in Science: General Studies (A10400)
Associate in Arts: Art Education (A1010A)
Associate in Arts: Business Administration, Accounting, Economics, Finance & Marketing (A1010B)
Associate in Arts: Business Education and Marketing Education (A1010C)
Associate in Arts: Communication/Communication Studies (A1010O)
Associate in Arts: Criminal Justice (A1010D)
Associate in Arts: Elementary Education (A1010R)
Associate in Arts: English (A1010E)
Associate in Arts: English Education (A1010F)
Associate in Arts: History (A1010H)
Associate in Arts: Information Systems (A1010V)
Associate in Arts: Mass Communication/Journalism (A1010W)
Associate in Arts: Middle Grades Education (A1011A)
Associate in Arts: Nursing (A1010I)
Associate in Arts: Political Science (A1010K)
Associate in Arts: Psychology (A1010L)
Associate in Arts: Social Work (A1010Q)
Associate in Arts: Sociology (A1010N)
Associate in Arts: Special Education (A1010Z)
Associate in Fine Arts: Drama (A1020C)
Associate in Fine Arts: Music/Music Education (A1020D)

1-Year Transfer Diploma Programs

Associate in Arts: General Studies (D10100)
Associate in Science: General Studies (D10400)
Effective August 1, 2009, CFCC will become a smoke-free campus!