

General Education

The general education program is the heart of the curriculum. It is designed to realize two traditional objectives of a liberal education: the “training of the mind” and the development of a breadth of perspective, thereby enabling MacMurray graduates to be open to new ideas and yet to be discriminating in their judgment of the merit of those ideas. The courses emphasize the development of skills which are critical for success in any field as well as enabling graduates to continue the process of self-education.

The program aims to educate students who:

1. can think critically;
2. are effective communicators;
3. are knowledgeable about pivotal ideas and ethical insights that have shaped human civilizations;
4. can apply this knowledge to contemporary social problems and their chosen fields of study.

These are the general education requirements:

First Year Experience Seminar	1 course (1 credit hour)
<i>(required of new first-year students only)</i>	
Rhetorical Skills Sequence	3 courses (9 credit hours)
Mathematics for Liberal Arts (Math 121)	1 course (3 credit hours)
Issues of Community and Conflict Sequence	3 courses (9 credit hours)
Cultural Studies 300	1 course (3 credit hours)
Breadth Component	4 courses (13 credit hours)
Capstone Course	1 course (1 credit hour)
Junior -Level Writing Examination	

Courses

MACM 101. The First Year Experience Seminar. (1) An introduction to the College, its history, its mission, its programs, and its opportunities. The course also addresses topics and issues of concern to today’s college students: how to succeed at MacMurray; how to succeed after graduating; strategies for making the most of the college years, academically and socially; and an introduction to the resources available in the local community. Team-taught by faculty, staff, and student leaders, the class meets in small groups that use interactive, participatory approaches to discussion and learning. Required of all new first-year students. Offered every fall at a common hour.

Rhetoric

The Rhetorical Skills sequence is designed to introduce students to the communication skills that they will need throughout their college career and in later life. It should normally be completed during the first three semesters at MacMurray. All three courses must be completed with a grade of C or better.

RHET 101. COLLEGE WRITING. (3) Focuses on writing to the point – expository writing with a clear thesis and relevant supporting evidence. Teaches students to read, think, and discuss critically by examining, summarizing, comparing, and contrasting the ideas in selected readings. Also includes attention to citing sources and demonstrating acceptable contemporary English usage. No prerequisite. Offered every semester.

RHET 102. COLLEGE WRITING AND RESEARCH. (3) Focuses on writing a research paper, using the library and the Internet for research. It also emphasizes argumentation and persuasion, as well as discussion of opposing views on a contemporary issue. Prerequisite: Rhetoric 101. Offered every semester.

RHET 103. PUBLIC SPEAKING. (3) Teaches students to prepare and deliver informative and persuasive speeches in an extemporaneous mode. The course emphasizes organization, use and citation of evidence, argumentation, and delivery. In addition, the course seeks to develop an understanding of the personal and ethical responsibilities underlying effective public discourse. To be taken concurrently with Rhetoric 102 or in the first semester of the sophomore year. Offered every semester.

Mathematics

MATH 121. MATHEMATICS FOR LIBERAL ARTS. (3) The course covers topics in set theory, number systems, basic algebra, problem solving, graphs, functions, inequalities, and measurement. No prerequisite.

Issues of Community and Conflict

The Issues of Community and Conflict sequence is designed to be an integrated approach to understanding the major ideas which have shaped the Western World and their effect on political, scientific, economic and cultural development. Its purpose is to acquaint students with the ideas, experiences, and innovations which have had a continuing impact in history, and by presenting these themes in a broad context to demonstrate the interrelatedness of all fields of knowledge and human endeavor.

The sequence consists of three courses with students beginning the sequence in their sophomore year and generally taking one course each year until the sequence has been completed. Throughout the sequence students will be required to read and to respond to primary source

materials in literature, history, philosophy, science, religion, economics, politics, government, and the arts. Each course focuses on the individual's relationship to nature, other people, the state, and the gods. Students will be expected to write several papers and to articulate and defend their views about the material being covered. Thus, in addition to providing students with a common fund of ideas, and with them, a breadth of perspective, the sequence also requires students to develop further their powers of analysis, written expression, and oral communication.

IOCC 201. THE ANCIENT AND CLASSICAL WORLDS. (3) Focuses on the ideas of the ancient Hebrews, the ancient Greeks and Romans, the early Christians, and the early Muslims, with primary readings from those cultures. Throughout the course three questions will be asked: Why do we fight? (what are the teachings of these societies about war, justice, the use of power?) Why do we love? (what are the teachings about love, sex, family, and gender roles?) and Why do we pray? (what is the nature of God or the gods, and what religious actions should we take?). Students will be acquainted with the social, political, and religious environments in which texts were written and asked to explore connections between historical contexts and contemporary issues. Normally to be taken in the sophomore year. Prerequisite: Rhetoric 102. Offered every semester.

IOCC 301. THE HIGH MIDDLE AGES THROUGH THE ENLIGHTENMENT. (3) Focuses on the ideas of the high Middle Ages (11th century) through the 18th century, with primary readings from those periods. Throughout this course these questions again will be asked: Why do we fight? Why do we love? and Why do we pray? Students will be acquainted with the social, political, and religious environments in which texts were written and asked to explore connections between historical contexts and contemporary issues. Issues include cultural and religious clashes between Christianity and Islam, religious toleration, views of women and the social construction of gender roles, the ethnocentrism of European colonialism in relation to Aztec culture, and the promotion of natural rights. Prerequisite: Junior standing. Normally to be taken in the junior year. Offered every semester.

IOCC 401. THE MODERN AND POST-MODERN WORLD. (3) Focuses on the ideas of the 19th and 20th centuries, with primary readings from those periods. Throughout this course these questions once more will be asked: Why do we fight? Why do we love? and Why do we pray? as well as the contemporary question, Why do we work? Particular attention will be paid to the global implications of the key questions. In a final argumentative paper, students will synthesize the ideas and themes encountered in the IOCC sequence with contemporary issues applicable to their major field of study. Prerequisite: Junior standing. Normally to be taken in the senior year. Offered every semester.

Cultural Studies

Each student is also required to take a course on cultural diversity in American culture. This course examines issues and questions raised in the Issues of Community and Conflict sequence from the diverse cultural perspectives which abound in the United States.

CULS 300. DIVERSITY AND THE AMERICAN EXPERIENCE. (3) Introduces students to the ways in which many cultures and voices from around the globe have shaped and continue to shape American identity and culture. Students will begin by studying the foundational texts of American culture and then will examine the issues and challenges which arise in the United States as our culture evolves in response to the many and varied cultural influences that impact the ways in which we define ourselves in the early 21st century. Normally to be taken in the junior or senior year. Prerequisite: Junior standing. Offered every semester.

Breadth Component

To experience and appreciate the variety of approaches and perspectives available for understanding the modern world, students take courses in four liberal arts areas outside their major. Students are required to take one course from each of the following four areas.

- **Humanities:** literature, language, religion, or philosophy.
- **Fine Arts:** art, music, creative writing, or theatre.
- **Social Sciences:** economics, history, psychology, political science, or sociology.
- **Natural Sciences:** biology, chemistry, physics, or mathematics.

The Natural Science course must be a laboratory course, except for students majoring in Biology. Laboratory courses are offered in biology, chemistry, and physics.

Courses meeting breadth requirements are indicated on the schedule of classes. At the far right on the schedule, these abbreviations are used:

HU: Humanities
FA: Fine Arts
SS: Social Sciences
NS: Natural Sciences

Capstone Course

In their final year, students take a one-credit Capstone Course.

MACM 401. SENIOR YEAR EXPERIENCE. (1) This course provides an opportunity for students to synthesize and evaluate how they have met the four outcomes of the core program. In this course, students put the final touches on the core portfolio which they have been developing during their tenure at MacMurray, take internal and external exit exams and surveys (e.g., CAAP, NSSE, etc.) and share with each other what they have learned. Graded Pass/Fail. Prerequisite: Senior standing and completion of IOCC 201, IOCC 301, CULS 300 and IOCC 401; may be taken concurrently with IOCC 401.

Junior-Level Writing Examination

MacMurray students are expected to demonstrate good writing habits in all courses. To assure writing competency, in order to qualify for graduation all students must pass a writing proficiency examination when they reach junior standing. The examination is offered several times a year. Students who do not pass may repeat the examination as often as necessary. Times and dates are announced by the Records and Registration Office.

Developmental Courses

To prepare students for success in Mathematics 121, Rhetoric 101, and college-level reading, MacMurray offers three developmental courses. Placement in the courses is determined by the student's record in high school and on placement exams. The courses count in the student's course load and grade point average but not as hours toward graduation.

MATH 091. DEVELOPMENTAL MATHEMATICS. (3) This course prepares students for Mathematics 121. It develops the arithmetic of real numbers; uses ratios, proportions, and percents to solve real-life problems; reviews measurement and practical geometry emphasizing applications to perimeter, area and volume of common geometric figures.

READ 091. DEVELOPMENTAL READING. (3). This course provides professional assistance to students needing to improve their reading comprehension, vocabulary, pronunciation, and study skills.

RHET 091. DEVELOPMENTAL WRITING. (3) For students who need to review language skills to be prepared to take Rhetoric 101. This course provides a review of basic sentence parts, correct usage, mechanics, and punctuation, as well as the use of coordinated and subordinated sentence elements. Improving sentences through sentence combining and use of embedded constructions is reviewed through guided sentence practice. Writing skills are developed through extensive paragraph and essay writing practice.

Study Skills Course

For certain students on academic probation, the college offers a study skills course.

MACM 201. STUDY SKILLS. (1) This course is designed to support students who are on academic probation through weekly contact, self-assessment, time management planning, focus on accepting personal responsibility and self-management as well as mastering the Wise Choice process to give students tools to improve their academic performance. Study strategies and self-improvement tips will be explored. Graded Pass/Fail.