

Rob Carson
Department of English

Shakespeare's plays can be studied in myriad ways: as fine examples of poetic language, as cinematic adaptations, as historical artifacts, and perhaps most importantly, as dramatic stage productions. Rob Carson's course *Shakespeare's Tragedies in Performance* will require students to focus on the latter in order to gain a deeper insight of how Shakespeare considered stage performance. To enhance students' understanding of these works as play-texts, Carson will take his students to the Stratford Festival in Stratford, Ontario to watch stage productions of *Macbeth* and *Julius Caesar*. Prior to the festival, students will write a creative and analytic study of a scene from one of these plays. This task asks them to regard themselves as directors and artistic designers thus fostering a sense of personal interest in the plays they will see at the festival. Moreover, students will have the opportunity to talk with several of the plays' actors and will be able to go on a backstage tour. Following the festival, students will submit an informal journal about their thoughts on the plays and a formal theater review for one of the productions. Watching these performances will give students a concrete image of the staging, direction, and design needed for a live production of Shakespeare's plays while simultaneously uniting the class through the shared learning experience.

Thierry Torea
Department of French and Francophone Studies

Recent advancements in web-video conferencing allow students studying foreign languages the opportunity to engage in real-time conversations with native speakers. These interactions enhance students' linguistic and cultural comprehension by creating a virtual collaboration with students in another country. In Thierry Torea's *Beginning French 101*, students will use video-conferencing software to communicate with French students in Avignon/Aix-en-Provence, France. Students will use the technology to engage in thematic conversation with French-speaking students and these virtual experiences will serve to improve their intonation and pronunciation of the French language. To assess students' language acquisition, rubrics will be designed to assess students' responses during video-conversations and students will be required to produce several projects related to their real-time interactions. This online learning will enhance students' understanding and retention of the French language by allowing them to practice speaking through virtual face-to-face interactions with native speakers.

Leah Shafer
Media and Society

Cell phones are becoming increasingly indispensable to global communication networks and equally indispensable to everyday life. Students in Leah Shafer's Media and Theory class will increase their understanding of the global interactivity created by digital media by investigating the cultural impact of mobile communications. Students will analyze and write about the deployment of cell phones, surveillance cameras, digital projection, global position systems, and data mapping. To prepare for conceptualizing their own

work, students will research new media art and investigate interactions between theoretical models and lived experiences. They will then work collaboratively to create multi-media proposals for interactive projects about texting technologies that are based on models studied in class. Utilizing a virtual classroom to assess and critique the students' proposals, several new media practitioners, including those they have studied, will participate in a virtual critique with the student groups. The project and critique will allow the students to create multi-media proposals, question and interact with industry professionals, and to hone their presentation skills. Following the critique, the students will use a consensus process to choose one of the proposals to mount as a full-scale new media performance piece. Then, the class will work together to stage the project in a public space on campus. These collaborative, first-hand experiences will enhance students' awareness of surveillance and privacy in digital worlds while engaging them in theoretical study through interactive media experiences.

Jeffrey Frame
Department of Geoscience

It is well-accepted that students gain a greater appreciation for and understanding of the sciences if they are provided with a hands-on experience of the materials to which they are being introduced. In *Weather & Climate*, Jeffrey Frame intends to provide students with a first-hand account of changing weather patterns of western and central New York State and of meteorology studies by leading students on two field trips. During the first field trip, students will visit the National Weather Service Forecast Office in Buffalo, NY, where students will see how a weather forecasting office operates and observe meteorologists on duty; while the second field trip, will take students to Lake Ontario where they will observe intense lake-effect snow squalls that develop in the region. During this field trip, students will be required to keep records of snowfall rates and depths, allowing them to demonstrate their understanding of the localization and variability associated with lake-effect snow squalls. In addition, students will use handheld weather instruments to collect observations of temperature, dew point temperature, relative humidity, pressure, wind chill temperature, and wind speed. These ground level observations will be supplemented by weather balloons that students will launch in the vicinity of lake-effect snow squalls to gain a better understanding of the atmospheric conditions surrounding lake-effect snow squalls. Students will then use these measurements and observations to further their comprehension of localized weather conditions and large-scale weather patterns. This weather map analysis will help students understand the techniques meteorology laboratories apply when making weather forecasts.