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Preparation for Adults Through
Training and Higher Education

**CUNY CareerPATH
and
CUNY Language Immersion Program
CLIP Education Curriculum**

**Oliver Mann
Bronx Community College**

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www.cuny.edu



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Education Curriculum Texts

Books:

Kwok, Jean. *Girl in Translation*. New York: Riverhead Books, 2010. Print.

Willingham, Daniel T. *Why Don't Students Like School? A Cognitive Scientist Answers Questions About How the Mind Works and What It Means for the Classroom*. San Francisco, CA: Jossey-Bass, 2009. Print.

Articles and Resources:

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EDUCATION CURRICULUM



**Written and developed
by Oliver Mann**

**CUNY Language Immersion Program,
Bronx Community College**

WEEK I

Key Concepts or Questions:

- **What are the goals of this class?**
- **What is the theme of this class?**
- **What do you need to succeed in this class?**
- **How will we use the class website?**
- **The writing process and drafted essays**
- **Introductory assignments**

Education Course Syllabus

Welcome

Welcome to class. This is the highest level of Bronx Community College's CUNY Language Immersion Program (CLIP). This is the class *syllabus*. You will see later in the class that this is not a traditional style syllabus, but the point of the syllabus is to let students know what will be covered in class. I want to start by making it clear that this class has several purposes. Of course it is an ESL class, but it's much more than that. You and I are about to take a journey together.

Theme

CLIP uses a method called "thematic instruction." This means that each class uses a theme as the basis for studying English. Most of the reading and writing assignments of the class will be related to the theme. There are several reasons for using thematic instruction:

1. It is more interesting for students to learn about something—an academic subject—while they learn English instead of just learning by using small isolated readings and grammar structures that are not related to each other.
2. Cognitive scientists—scientists who study the way we think—have learned that we remember information better when it is linked to other information. Thematic instruction allows us to create a chain of information that helps you remember content, vocabulary and grammar better.
3. Using a theme makes your CLIP class closer in form to a college class. Students get the experience of looking in a detailed and academic way at an academic topic. In this class you will be tested and evaluated based on how well you learn the thematic content of the class in addition to your improvement in English.

Our theme: The theme of this class is *Education*. Here are four excellent reasons to have this as a theme:

1. It should be naturally interesting to students because you are in school.
2. It should be naturally interesting to the teacher because it is the teacher's chosen career.
3. Education is a theme that everyone can relate to in a very personal way because everyone has a very personal experience of education. At the same time,

education is a very academic topic that is an appropriate topic for college writing.

4. Education is a rewarding and unique career path for people who want to help others, build a better community, share knowledge and have health insurance. Bronx Community College offers several certificate and degree programs suited for people who want to pursue careers in education.

English

In this course, you will learn a lot of English in a short time. In one semester many students can completely transform the way they listen, speak, read and write in English. Teachers throughout history have debated the best way to teach skills and one thing they all agree on is that the best way to improve skills is to practice. If you want to be better at something, practice is essential. The only skill you can improve by sitting in class and listening, is listening. The rest, you have to do for yourself. Fortunately, you are in exactly the right place to do it!

Reading

You will read two main books in this class. The first is *Girl in Translation* by Jean Kwok. This is a novel and a narrative of one girl's experience of going to school. The second is, *Why Don't Students Like School?: A Cognitive Scientist Answers Questions About How the Mind Works and What It Means for the Classroom*, By Daniel T, Willingham. In addition, you will read biweekly "New York Times" columns debating modern issues and other readings from a variety of sources concerning the theme of education. Writing assignments will be based on readings, so it is very important to do all of the reading carefully and give it the time it requires. Expect to read 40-70 pages every week. This might seem like a lot of reading to you now, but it is not so much reading for a full time college student. Some of this reading will be done in class, like you are doing right now with this syllabus. A lot of the reading will be done as homework. Now, in CLIP you have a great opportunity to improve your reading. In this course, you will learn specific reading skills that will prepare you for college-level reading. Remember, the best way to improve your swimming is to spend time in the water and the best way to improve your reading is to spend time in books. I can tell you based on experience, almost all of the students who do all of the reading carefully will pass the ACT Reading test at the end of the semester.

Writing

Most people here will do more writing this semester than any other semester before. You will write observation reports on classes you visit. You will responses to readings

of different kinds and you will write drafted essays of different kinds. It is often said that there is no great writing, only great re-writing. Writing, when the process is done effectively, is a magnificent tool, not only to explain what we think and feel, but by writing we often learn what we think and feel. Let me say that again; we often do not really know what we think until we put it into words and the best way to do that is by writing multiple drafts of essays, or shopping lists, or love letters. Writing multiple drafts of essays means looking again at what you wrote and trying to develop your ideas. This doesn't mean only trying to better express what you thought the first time, it means trying to think more and differently about your topic and express your thoughts in a more refined and organized paper. You will write 3-4 drafts of most essays.

Drafting Process:

- The first draft will usually be written in class. It is important to finish the first draft before you begin the next step.
- The second draft must be typed. It will be written after a peer review and/or a visit to the Writing Center (more about this later). You will staple the second draft to the top of the first, so the newest draft is on top. I will read the second draft. I will use correction symbols to help you learn grammar and spelling. Equally important, I will make comments designed to help you think more deeply, more clearly, and in a more organized way.
- You will write the third draft and, if you have made the changes I ask for, I will read that too. If the third draft has made good use of the comments, has strong grammar and vocabulary, and meets the criteria of the assignment, the third draft will be the last one. You will keep it in a portfolio (a collection) of your essays which we will use to assess and self-assess your learning and progress in the course (more on portfolios later).
- If it still needs more work, you will do a fourth draft. The fourth draft will be the final draft.

Most of the drafts will be done as homework. When you date your essay, please use the date that you give me your essay, not the date you started it. In this way, I can return essays in the order that I receive them. I return all essays as soon as possible and I won't keep any for more than one week. When I return your essay, I will write the date on it. You should give me back the next draft as soon as possible, but you have a maximum of one week. The only time I will collect essays is in the morning between 9:00 and 9:15. So, if I return your essay with the date "09/10" on it, you need to give me the next draft typed by 9:15 on 9/17. One week should normally be enough for you to write the next draft of your essay. If you need more time, you should speak to me or email me *before* the due date and I will be easy to work with. Do not ask me the day the paper is due if you can give it to me after lunch or the next day. I will not accept late essays unless you have arranged for more time *before the due date*. If you don't do your work on time, you will miss a major part of the

class. When you give your writing the time and consideration it needs, and work to incorporate the lessons of the class.

Computer Lab and Projects

We will have at least one hour in the computer lab every day. We will use a class website at <http://olivermann.edublogs.org/>. This website contains important information and we will look at it the first day of class.

You will do two presentations for the class. The first will be a PowerPoint presentation based on a research paper that you will write mostly in the computer lab. You will also create a presentation analyzing a film related to the theme of education.

College Knowledge and Your Career Path

This class is also a college preparatory course. You will learn how to write several different kinds essays that are common assignments in American college classes and present them in ways that show you are a serious student. You will also learn how to find out more about different classes, majors, programs and opportunities available at BCC and at CUNY. Furthermore you will learn the difference between a major and a career and you'll learn the path that students take from choosing a major to having a career. You will have the opportunity to closely examine career paths in education, but you will also learn how to find practical information about any career or major in which you are interested. You will have the opportunity to observe college classes and to observe classes in a Head Start program. You will also get to hear from former CLIP students about their own experiences in college and beyond.

Materials

As with any class, there are some materials required for this class. You will need:

1. You need a three ring loose-leaf notebook and loose leaf paper. Do not bring a spiral bound notebook into this class. If you don't like to use a loose-leaf notebook, that's okay. You don't have to like it you just have to do it. As the semester continues, you will see my reasons for this.
2. You will write in blue or black pen. After today, I will not read anything in pencil. Most college professors will never except work in pencil and I am not different.
3. You need a USB memory stick. For security reasons, you cannot save anything on the computers in the computer labs. Some files will be too big to email.

4. An English language dictionary. A dictionary is heavy but carrying books is part of being a student the same way that carrying a gun is part of being a police officer or carrying documents is part of being a lawyer.
5. A bilingual dictionary or electronic translator.
6. You are not required to own a computer, but you are required to use a computer for many class assignments and you will be expected to use and check email. If you don't have a computer at home, you can use the CLIP computer labs from 8:30 to 9:00 in the morning, during lunch and from 3:00 to 5:00 in the afternoon. Computers are also available for student use at the Writing Center.

Class Rules

1. **Speak only English during the class.** This is not only for your personal benefit, but for the benefit of everyone in the class.
2. **Don't laugh at other students and don't laugh about them.** You are all in the same class for the same reasons. If one person struggles more than the others, we should truly respect and admire that person more for having the strength to continue trying something that is difficult for him or her.
3. **Don't leave garbage or recycling in the classroom.** The room does get cleaned at night, but there will be another class in this room before it gets cleaned.
4. **Come to class every day, come on time, and stay until 3:00.** Of course, anyone can be late or absent once in a while, but CLIP has a strict attendance policy that we will review and follow closely.

Evaluations

Of course there will be tests. And, the tests are important, but they are not everything. Test scores are numbers; they cannot tell you who you are, where you're coming from or where you are going. Having said that, let's talk about tests, evaluations and assessment.

Every student in this class should make it his or her goal to pass both the CATW Writing Exam and the ACT Reading Skills Test. I am a certified CATW grader and will score many of your essays according to the CATW scoring system. Don't worry; we will talk a lot about these tests in the future.

There will be **weekly grammar and vocabulary tests** that I will explain in the first week.

At the end of the Unit 1 and again at the end of Unit 2, there will be a test on everything covered up to that point. This will include grammar, vocabulary, reading comprehension, writing techniques and all of the other content of the class. You will need to remember some facts and skills to do well on these tests.

You will be evaluated on **two presentations**. The form I will use to evaluate those presentations is on the class website under *Student Resources* at the top of the page and then under *Templates Handouts and Printables*, where you'll find the form called *Presentation Evaluation*.

You will receive a **written evaluation from me in the middle of the semester** and another at the end of the semester. To see the form I will use for this look on the class website under *Student Resources* at the top of the page and then under *Templates Handouts and Printables*, for the form called *Final Evaluation*.

One normal and intelligent question students might have is, **“How do I pass this course?”** I don't have a traditional answer for that. In this class, I will give you a lot of valuable knowledge and practical skills and moreover, I will provide opportunities and the guidance you need to obtain valuable knowledge and practical skills based on your own initiative. One measure of passing is, “Did you change?” To succeed in learning new skills means to change the way you do something. If you are still using exactly the same techniques to read and write three months from now it will be hard to think of you as passing. Pass often means to leave one way of being and doing things and seeing the world and to enter another. In a previous class, my students studied something called “The Hero's Journey.” At the end of the semester one of my students said, “Oliver, the Hero's Journey is stuck in my head. I can't watch a movie now without seeing parts of the hero's journey, even in my life I see so many things related to the Hero's Journey. I can't get it out.” How many things did we “learn” in school that left our minds in a month or in a moment? When new knowledge, skills or ways of looking at things are “stuck” in your head and you see them reflected around you without looking for it, I call that true learning. Based on that student's statement, I could say that she passed that part of the class.

Important Dates

Here are some important dates this semester. I will make this list of dates available on the website. If you have a gmail account, you can link directly to my online CLIP Calendar. The dates will be updated or added to as needed.

tentative = unsure or uncertain

Sept. 5	Class Begins
Sept. 14	Draft 2 of your educational history is due in the morning
Sept. 17	No Class
Sept. 18	No Class
Sept. 25	No Class
Sept. 26	No Class
Sept. 27	News Log #2 is due
Oct. 8	No Class
Oct. 9	News Log #3 is due
Oct. 12	UNIT 1 EXAM (tentative)
Oct. 19	Mid-Semester Evaluations
Oct. 22	News Log #4 due
Nov. 5	News Log #5 due
Nov. 9	UNIT 2 EXAM (tentative)
Nov. 19	News Log #6 due
Nov. 22	No Class
Nov. 23	No Class
Dec. 3	News Log #7 Due
Dec. 13	CATW (tentative)
Dec. 17	ACT Reading and Math exams
Dec. 18	CLIP Exams
Dec. 21	Advisement – Last Day

That ends the syllabus. But not your reading of it!

Find Someone Who

Name:
Instructor:

Date:
CLIP 30M

This exercise will help you review some English grammar, practice forming questions, and get to know the other students in the class. It is called, "Find Someone Who."

Let's try one together:

Example: Find someone who likes baseball.

Step A: Write a question using the same tense as in the sentence above, in this case, the simple present. Here is a possible question:

Do you like baseball?

Step B: Ask your question to someone in the class.

Step C: If the answer tells you that you the student does not like baseball, you need to find another student to ask. If the answer tells you that the student *does* like baseball, then find out the student's name and write a sentence in the third person singular, such as this:

Zuleika likes baseball.

Notice that step A requires a question using the second person subject pronoun, *you*. Step B requires you to answer questions using the first person, *I*. Step C requires you to record the answers using the third person. Instead of using *he* or *she* in your answer, use the student's name as the third person subject.

I. Find someone who was in CLIP last semester.

Step A: _____

Step B: Ask your question to someone in the class. When you find someone who *was* in CLIP last semester, use his or her name in your answer and write it on the Step 3 line.

Step C: _____

2. Find someone who was not in CLIP last semester. (You shouldn't ask the question in the negative.)

Step A: _____

Step B: Ask your question to someone in the class.

Step C: _____

3. Find someone who attended at least one year of high school in New York.

Step A: _____

Step B: Ask your question to someone in the class.

Step C: _____

4. Find someone who has a child or sibling in a New York public school.

Step A: _____

Step B: Ask your question to someone in the class.

Step C: _____

5. Find someone who brought something from home to read.

Step A: _____

Step B: Ask your question to someone in the class.

Step C: _____

6. Find someone who is not from the Dominican Republic.

Step A: _____

Step B: Ask your question to someone in the class.

Step C: _____

7. Find someone who hated math in school.

Step A: _____

Step B: Ask your question to someone in the class.

Step C: _____

8. Find someone who has studied painting.

Step A: _____

Step B: Ask your question to someone in the class.

Step C: _____

9. Find someone who has had some bad experiences in school.

Step A: _____

Step B: Ask your question to someone in the class.

Step C: _____

10. Find someone who loved school as a child.

Step A: _____

Step B: Ask your question to someone in the class.

Step C: _____

11. Find someone who was also working while he or she was in high school.

Step A: _____

Step B: Ask your question to someone in the class.

Step C: _____

12. Find someone who was always participating in his or her last class.

Step A: _____

Step B: Ask your question to someone in the class.

Step C: _____

13. Find someone who has been in a bilingual school program or has a child in a bilingual school program.

Step A: _____

Step B: Ask your question to someone in the class.

Step C: _____

14. Find someone who played a team sport at a previous school.

Step A: _____

Step B: Ask your question to someone in the class.

Step C: _____

15. Find someone who used to hate school.

Step A: _____

Step B: Ask your question to someone in the class.

Step C: _____

16. Find someone who is really happy to be back in school now.

Step A: _____

Step B: Ask your question to someone in the class.

Step C: _____

Vocabulary and Terms

There will be a vocabulary and grammar test every week. Here is an example, from a previous semester of what my tests look like:

Vocab:
Name: _____
Instructor: Oliver Mann

G & M:

Date: 03-30-12
BCC-CLIP

Vocabulary Test 7

Instructions: Use the vocabulary word in a complete sentence that demonstrates that you know the meaning of the word. You are responsible for using the grammar we studied in class correctly and for using capital and lowercase letters correctly. For example:

shy (adj.)

She doesn't participate because she is shy.

1. whether (conj.)

2. silly (adj.)

3. freelance (adj.)

4. credible (adj.)

5. realm (n.)

6. fleet (n.)

7. queue (n./v.)

8. herald (n./v.)

9. outcome (n.)

10. nourish (v.)

Grading Criteria

Each sentence will get two grades. One will be in vocabulary; the other will be in grammar, usage and mechanics. To get the points for vocabulary, you have to show that you understand the meaning of the word.

My example is, "She doesn't participate because she is shy."

This sentence shows the meaning of the word *shy* in that being shy is a very typical reason that someone does not participate.

Consider this sentence, "Belkis is very shy with boys."

I cannot give the points for this sentence because I don't know Belkis and I don't know how she acts with boys. Therefore, I can't be sure you know the meaning of the word *shy*. In fact, almost any adjective could be used in the second sentence.

The second scoring category is grammar and mechanics. Being in the highest level of the CLIP program, you are expected to use at the outset of the course the following verb tenses correctly: simple present, present-progressive, simple past, past-progressive and the simple future. (If you have any questions about these or other terms, you can and

should ask!) Mistakes with these tenses will lose points. You should also know how to use capital letters, periods and question marks correctly. Mistakes with these will lose points. In addition, as we learn new grammar in class, you will be accountable for the grammar we study.

Each sentence is worth 10 points for grammar and ten points for grammar and mechanics. There is no partial credit. If your sentence is correct except that it doesn't start with a capital letter, you will get zero points for grammar and mechanics. You can still get ten points for vocabulary.

Look at the following copy of a former student's test and let's discuss why some sentences lost points for vocabulary.

Each week you will get a list of 15-25 new vocabulary words. The following Friday (or whatever the last day of class that week is) the test will have ten words. Five of those words will be from the new list. Five of them will be a mix of words from previous weeks. In this way you will remember words beyond just the day of the test.

WEEK I VOCABULARY

bursar – This is a person who works at a college.

tutor – Find one at the Writing Center.

pedagogy

scavenger hunt

curriculum

syllabus

foundation

academic dishonesty – Each school, and sometimes each teacher makes their own policy. I will make you aware of CLIP's policy, you should check out BCC's policy at

plagiarism-

flashcard -

canon – Find this word in a dictionary even if you *think* you know it.

process

product

praxis – Go to www.infed.org.

play hooky – This is straight from *Girl in Translation*.

cite – This is a necessary skill for research papers.

source – Use this in reference to research.

Computer Lab

The first day in the computer lab I'd like all students to send me an email at oliver.mann888@gmail.com so that I can create a class email list.

Please make the subject of your email, "Oliver's Class." Anytime you send me an email for any reason, please use this same subject. This makes it much easier for me to notice student emails when I receive them and it also makes it easier to find them later.

I'll respond to that email with a link to our class website <http://olivermann.edublogs.org/> and the following questions for you to complete and return:

By email, answer the following questions using **complete sentences**.

1. What do you want to study in college?
2. When did you come to the United States?
3. Where and when did you graduate from high school?
4. Who told you about the CLIP program?
5. If you were in the CLIP last semester, who was your teacher?
6. Do you have any college experience? If your answer is 'yes', please tell me about it.
7. What do you think the most difficult part of this class will be?
8. Make a study schedule that includes at least seven hours per week that you can study or do homework.
For example: I can study or do homework every day from 9 pm to 10 pm. Or, I can do one hour of homework on Tuesday morning at 5 am, one hour on Thursday morning at 5 am and five hours on Saturday from 9 am – 2pm.
9. If you have any questions for me, or anything you want to let me know, you can ask or tell me here:

Any email I send you in the future will have the same subject, "Oliver's Class".

Biweekly News Log

The biweekly news log will be a biweekly assignment based on the “Room for Debate” page of “The New York Times” website. This means it will be done once every two weeks. We will do the first one together. After that, they will be due every second Monday. The first week of class, you will use the topic “Education.” Each time choose a new topic from the Room for Debate page.

Here are the steps for the log:

1. Go to www.nytimes.com/roomfordebate. Scroll down to find the list of topics. Click on “_____.” Choose one of the topics. On the left side of the screen, the topic is explained.
2. What is the basic question being discussed? It could be a yes or no question like “Should graduation requirements be higher?” Copy or paraphrase the question on the line on the Biweekly News Log chart (on the following page).
3. On the right side of the screen is a list of debaters and the names of the organizations they are associated with. Scan some of the articles and choose two debaters with different opinions to read more carefully. Write the names and organizations of the two debaters on the Biweekly News Log chart.
4. Now complete the rest of the chart. Start each item (1-4) with the name of the debater. After the words “supports the” or “rejects the” (in items 1 and 3 on the chart) choose one of the words in the box and continue the sentence. It’s not necessary to summarize all of the ideas of the author, but you do need to choose ideas that address the question you wrote on the debate question line.
5. When you are finished, save the complete work on your USB. Upload the assignment to the “Room for Debate Forum” and on your own personal blog at <http://olivermann.edublogs.org/>.
6. Read a classmates Room for Debate assignment and comment on it.
7. I will check this homework online and post my comments there.

For an example of how this assignment looks when completed, please visit, <http://olivermann.edublogs.org/> and click Room for Debate.

Biweekly News Log: Room for Debate

Your Name and Date: _____

The Debate question: _____

Write the debate question on the line above. Then write the name of the debaters and their organizations below. After the words “supports the” or “rejects the” (in number 1 and 3 below), choose one of the words in the box and continue the sentence. It’s not necessary to summarize all of the ideas of the author, but you do need to choose ideas that address the question you wrote.

<i>ideas</i>	<i>position</i>	<i>practice</i>	<i>opinion</i>	<i>decision</i>	<i>belief</i>	<i>law</i>	<i>right</i>
<i>action</i>	<i>reaction</i>	<i>attack</i>	<i>defense</i>	<i>resolution</i>	<i>consideration</i>		

Debater One

Name: _____

Organization: _____

1. _____ supports the...
2. _____ claims that the benefit or the positive result will be...
3. _____ rejects the...
4. _____ claims that the harm or negative result will be...
5. I think...

Debater Two

Name: _____

Organization: _____

1. _____ supports the...
2. _____ claims that the benefit or the positive result will be...
3. _____ rejects the...
4. _____ claims that the harm or negative result will be...
5. I think...

READING

- *Girl in Translation*, Chapters 1 & 2
- Chart on Educational Models
- College Knowledge Scavenger Hunt (assorted readings)

Girl in Translation

Chapter One: Before You Read

Question Formation: Today, we will start a novel called *Girl in Translation*. Before you read, you will look at some sentences from the first chapter. Your job is to come up with some questions for these sentences. Here are some examples.

Text: “When Ma and I moved to the U.S., I spoke only a few words of English, and for a very long time I struggled.”

Sample Questions:

1. Where did they come from?
 2. What language did they speak?
 3. Did they come by themselves?
 4. Does she mean that she struggled for other reasons too?
- Which of these questions can be answered with yes or no?
 - Which of these questions needs to be answered with information?

Below, there are four sentences from Chapter One. Choose two of these sentences. Ask two information questions and two yes-no questions about each sentence. You will have eight questions total.

1. “It was difficult to escape from Hong Kong before its scheduled return from British to Communist Chinese rule in 1997.”

Information Question 1:

Information Question 2:

Yes-No Question 1:

Yes-No Question 2:

2. “There was a low coffee table with one leg that didn’t match, on which I would later do my homework, and a dresser that was shedding its lime paint like dandruff.”

Information Question 1:

Information Question 2:

Yes-No Question 1:

Yes-No Question 2:

3. "After you get out of school, I want you to come join me at the factory."

Information Question 1:

Information Question 2:

Yes-No Question 1:

Yes-No Question 2:

4. "In Hong Kong, I'd heard her teaching music at a school or giving private violin or piano lessons in our apartment, but she was usually too tired to play in the evenings when I went to bed."

Information Question 1:

Information Question 2:

Yes-No Question 1:

Yes-No Question 2:

Girl in Translation

Chapter One: While You Read

While you are reading, try to answer the questions you asked above. Please understand that there is no guarantee that you will find an answer to all of your questions, but answer them as best you can.

Girl in Translation
Chapter One: After You Read

Name: _____

Date: _____

Book Title: _____

Chapter: _____

1. **SETTING:** The settings are the places and times that the events in this chapter happen. In fiction, setting often sets the mood for the chapter or reflects the emotional states of the characters. Write the setting (or settings) of the chapter and, if possible the emotions or themes that they are related to.

2. **CHARACTERS:** Write the names and identities of the new characters introduced in this chapter. You do not need to include characters introduced in previous chapters.

3. **PLOT:** The plot refers to the action—what happens in the story. Create a list of the most important events in the chapter. You don't need complete sentences for the list; two or three words are enough. Of course, some chapters have more important events than others. Number the events in order of importance.

— _____	— _____
— _____	— _____
— _____	— _____
— _____	— _____

Girl in Translation

Chapter Two: *Before You Read*

Below there are four sentences from Chapter Two. Choose two of these sentences. Ask two information questions and two yes-no questions about each sentence. You will have eight questions total.

1. “When I was in high school, I learned that piece payment was illegal, but those rules were for white people, not for us.”

Information Question 1:

Information Question 2:

Yes-No Question 1:

Yes-No Question 2:

2. “I told her the whole story, the way Mr. Bogart had corrected my accent yesterday, the way he’d been angry at the things I hadn’t understood.”

Information Question 1:

Information Question 2:

Yes-No Question 1:

Yes-No Question 2:

3. “In Hong Kong, students must fold their hands behind their backs when the teacher is talking, to show respect.”

Information Question 1:

Information Question 2:

Yes-No Question 1:

Yes-No Question 2:

4. "I knew her parents had been landowners and intellectuals and for that they had been sentenced to death during the Cultural Revolution."

Information Question 1:

Information Question 2:

Yes-No Question 1:

Yes-No Question 2:

Chapter Two: *While You Read*

While you are reading, you will try to answer the questions you asked above. Please understand that there is no guarantee that you will find an answer to all of your questions, but answer them as best you can.

Girl in Translation
Chapter Two: After You Read

Name: _____

Date: _____

Book Title: _____

Chapter: _____

1. **SETTING:** The settings are the places and times that the events in this chapter happen. In fiction, setting often sets the mood for the chapter or reflects the emotional states of the characters. Write the setting (or settings) of the chapter and, if possible the emotions or themes that they are related to.

2. **CHARACTERS:** Write the names and identities of the new characters introduced in this chapter. You do not need to include characters introduced in previous chapters.

3. **PLOT:** The plot refers to the action—what happens in the story. Create a list of the most important events in the chapter. You don't need complete sentences for the list; two or three words are enough. Of course, some chapters have more important events than others. Number the events in order of importance.

— _____	— _____
— _____	— _____
— _____	— _____
— _____	— _____

WRITING: Drafted Essay I— Your Educational History

In this essay you will begin to learn to use the writing process of: pre-writing, writing, revising and editing. You will also begin to think more deeply than ever before about your own educational path. The best students will successfully complete one of the most difficult and advanced practices in all of school—writing essays and academic papers. You will use what you learn in class to influence the way you see yourself, your experience, and the world!

Pre-writing

Consider the chart below from <http://www.infed.org/biblio/b-curric.htm> .

	the liberal educators	the scientific curriculum makers	the developmentalists	the social meliorists
Orientation	Guardians of an ancient tradition tied to the power of reason and the finest elements of the Western cultural heritage	Human life consists in the performance of specific activities. Education that prepares for life is one that prepares definitely and adequately for these specific activities.	The natural order of development in the child was most significant and scientifically defensible basis for determining what should be taught	Schools as a major, perhaps the, principal force for social change and social justice
Curriculum	Systematic development of reasoning power and the communication of 'the canon'.	Influenced by the rise of scientific management and notions of social efficiency. Focus on setting objectives (the statement of changes to take place in the students) and the organization of schooling to meet these.	Sought a curriculum in harmony with the child's 'real' interests, needs and learning patterns	Corruption and vice, inequalities of race and gender, and the abuse of privilege and power should be addressed directly, with the aim of raising a new generation equipped to deal effectively with these abuses.

Questions about the chart

- What kinds of orientation and curricula have *you* experienced in your education?
 - At home from your parents?
 - In primary school?
 - In secondary/high school?
 - In any college experience you've had?
- In a group of 3 or 4 students, imagine you have to interview someone about his or her educational experiences. What questions would you ask the person? Consider the differences between primary school and high school. Use the chart to help you to consider the educational goals of the students, the teachers and the community. Consider the methods of teaching in the different subjects and the roles of the teacher and students. Take 20 minutes to brainstorm a list of questions to ask someone about his or her school experience and the type of school and school system attended. Be careful to form grammatically correct questions as reviewed earlier in the "Find Someone Who" activity.
- On a separate piece of paper, answer each of these questions *for yourself*.

Writing

- Use this list of answers as the basis for writing your own educational history. Write in chronological order (starting with your first school experience and moving forward in time).
- As you write, choose some specific formative experiences that were especially important to you. Who was involved? What was said? What was the result?
- Try to include the perspective, or point of view, of other students, teachers or others associated with the school. Some possible examples:
 - "We were so proud of our school on that day."
 - "The class was very difficult for the teachers."

- “Most of the other students liked working in groups.”
- “The principal really loved her job and was like a grandmother to the whole school.”
- “My father didn’t always like the things they taught us.”

Revising and Editing

- Read your paper and circle all of the verbs, correcting mistakes as you go.
- Switch papers with a partner and read your partner’s paper checking for mistakes with verbs. Don’t write on your partner’s paper but talk with your partner about possible verb mistakes and allow your partner to correct his or her own paper. Raise your hand if you can’t agree about a point of grammar.
- Read the following list of **“question stems”**:
 1. Why did ...?
 2. What happened when...?
 3. Why was ... ?
 4. What is an example of ...?
 5. What does ... suggest about ...?
- Read your partner’s essay again and generate five questions that will help develop the essay.
- Take your partner’s questions.
- For homework, use these questions and other ideas presented in the class to help you develop a second draft of your essay. This draft will be due at 9:00 am one week from today.

College Knowledge Scavenger Hunt

I will divide the class into groups of 4 and give each group a map of the campus.

- Plan a route to visit each of the locations listed below. You do not need to go in the order they are listed.
 - At each location take a picture using a camera or phone. The picture should include everybody in your group and enough background for me to see that you are in the correct location. If you need help taking the picture, ask someone to take the picture for you. In addition, many locations have an additional mini-assignment or item that you need to pick up.
 - The first group that returns with everything they need will be honored for their efficiency and effectiveness and will be glorified with a slide show of their victory run on my **edublog** site. When the instructions require “each” person in your group to do something that means everyone—not just one person. At the end of the scavenger hunt you will have a mini-portfolio of information about the campus.
1. **Cafeteria:** One person in your group needs to buy something, even if it’s a small item, such as a banana or a bag of chips. Keep the receipt.
 2. **Bookstore:** Unfortunately, the bookstore is usually too crowded in the first week of school so you probably won’t be able to get inside. Just take the picture.
 3. **Writing Center:**
 - a. Each person must pick up a page of general information about or from the Writing Center.
 - b. Each person in your group should pick at least one additional handout or booklet from the wall of handouts. Choose something that looks *particularly useful to you*.
 4. **Gould Memorial Library:** Take a picture inside the rotunda.
 5. **Meister Hall Library:**
 - a. Each person in your group must take a piece of paper with the library’s schedule.
 - b. One person in your group must buy a copy card and make a copy of this piece of paper.
 6. **Any student computer lab** *besides the ones in Havemeyer Lab.*
 7. **The Financial Aid Office:** Write the building name, abbreviation, and room number.
 8. **The Bursars Office:** Write the building name abbreviation and room number.
 9. **CLIP Counseling Services:** Write the building name abbreviation and room number.
 10. **Hall of Fame Terrace:** Find the busts of Horace Mann and Jane Addams and copy the quotation underneath it.

Homework from Week I

1. By Monday of the next week, students should have the materials required for the class:
 - a. USB memory device
 - b. Loose-leaf notebook and paper
 - c. An English language dictionary
 - d. A dual-language dictionary or translator
2. Students have a maximum of one week to produce a typed second draft of Essay #1 based on peer review and post-writing activity.
3. Chapters 1 and 2 of *Girl in Translation* must be finished by Monday of next week. I will collect the completed summary pages on Monday morning.
4. Vocabulary and Terms: Next week's test will include five words from this list and five from Week I.

shame -

punish -

Settlement House – note that the words are capitalized so you might not find the definition you need in a dictionary

Head Start - note that the words are capitalized so you might not find the definition you need in a dictionary

hand out – this is a phrasal verb

alumni

refined (adj.) – see the phrase from *Girl in Translation* “a refined music teacher”

haven – do not confuse this with “heaven”

observation – as in a classroom observation

integrate –

reflect – as in a mental process

design (v.)-

flyer – not someone who flies, a paper to give information

parent coordinator –

twist (v.)-

stammer (n./v.)

unbearable (adj.)

WEEK 2

Key Concepts or Questions

- **What is a Settlement House?**
- **What is the Head Start Program?**
- **What is a Classroom Observation?**
- **When, why and how do we take notes?**
- **What are some of the world's ancient educational traditions?**

Vocabulary and Terms

shame -

punish -

Settlement House – note that the words are capitalized so you might not find the definition you need in a dictionary

Head Start - note that the words are capitalized so you might not find the definition you need in a dictionary

hand out – this is a phrasal verb

alumni

refined (adj.) – see the phrase from Girl in Translation “a refined music teacher”

haven – do not confuse this with “heaven”

observation – as in a classroom observation

integrate –

reflect – as in a mental process

fly on the wall – this is an idiomatic expression; use google

idiom – this is not the same as in Spanish; use an English language dictionary

twist (v.)-

stammer (n./v.)

unbearable (adj.)

assess -

Reading

- ***Girl in Translation, Chapters 3, 4 & 5***
- **The University Settlement House: A Brief Intro**
- **Excerpt from the, *University Settlement Early Childhood Center Parent Handbook***
- **Sample Observation Report**

Writing

1. As usual there will be some important writing related to the reading. The “After You Read” summary assignment is carefully designed in these ways:
 - The first sections about setting and characters are exactly the types of things students need to notice on the ACT Reading Test and also in college English classes.
 - The second parts in which you write a summary and choose and respond to a meaningful idea are exactly the types of skills you need to pass the CATW Writing Exam. Written responses to reading are also one of the principal ways that students are assessed in college.
 - I once had a student who never made a real effort to write clear summaries or explain what was meaningful in the reading. At the end of the semester she said she wanted to do more preparation for the tests! Sometimes I can give you knowledge just by telling you something you didn’t know before, but this type of writing is a skill. I can never give you any skill; I can only teach you strategies—ways—to acquire a skill. You have to be the one to do it.

2. In addition, this week you will work on draft 2 of your educational histories.
 - Remember to use the students’ questions and comments from last week’s peer review to help you develop your history.
 - In your revision, you should try to include some reference to the early educational traditions we started to study this week.
 - Now, you can also compare the curriculum of your early childhood education with the curriculum of the Head Start classes too. (The goal is to incorporate what you are learning into your writing!)
 - Use your new knowledge of verb forms to check all of your verbs for correct form and tense.
 - After finishing your other work in the computer lab, you can use some lab time to work on this draft.

Girl in Translation

Chapter Three: *Before You Read*

Below there are four sentences from Chapter 3 of *Girl in Translation*. Choose two of these sentences. Ask two information questions and two yes-no questions about each sentence. You will have eight questions total.

1. "It was freezing those days I played hooky in the apartment." (44)

Information Question 1:

Information Question 2:

Yes-No Question 1:

Yes-No Question 2:

2. "Most people never leave this life. It's probably too late for me. My days of being a refined music teacher are over." (48)

Information Question 1:

Information Question 2:

Yes-No Question 1:

Yes-No Question 2:

3. “Annette was referring to a girl in our class she didn’t like because she said the girl was a know-it-all, which she also wrote down for me.” (55)

Information Question 1:

Information Question 2:

Yes-No Question 1:

Yes-No Question 2:

4. “But I was failing other subjects even with Annette’s help: Physical Science, Social Studies, Language Arts, everything had too much to do with words.”

Information Question 1:

Information Question 2:

Yes-No Question 1:

Yes-No Question 2:

Girl in Translation

Chapter Three: *While You Read*

While you are reading, you will try to answer the questions you asked above. Please understand that there is no guarantee that you will find an answer to all of your questions, but answer them as best you can.

Girl in Translation

Chapter Three: After You Read

Name: _____

Date: _____

Book Title: _____

Chapter: _____

1. **SETTING:** The settings are the places and times that the events in this chapter happen. In fiction, setting often sets the mood for the chapter or reflects the emotional states of the characters. Write the setting (or settings) of the chapter and, if possible the emotions or themes that they are related to.

2. **CHARACTERS:** Write the names and identities of the new characters introduced in this chapter. You do not need to include characters introduced in previous chapters.

3. **PLOT:** The plot refers to the action—what happens in the story. Create a list of the most important events in the chapter. You don't need complete sentences for the list; two or three words are enough. Of course, some chapters have more important events than others. Number the events in order of importance.

— _____	— _____
— _____	— _____
— _____	— _____
— _____	— _____

6. **VOCABULARY:** Create a list of at least five useful new words from the chapter. Copy the relevant definition from the dictionary and make a sentence with each one. If you need more paper, use paper from your notebook.

Girl in Translation

Chapter Four: Before You Read

Below there are four sentences from Chapter 4. Choose two of these sentences. Ask two information questions and two yes-no questions about each sentence. You will have eight questions total.

1. “We were assigned to work in pairs to build a diorama depicting “some of the basic skills of conflict resolution.”

Information Question 1:

Information Question 2:

Yes-No Question 1:

Yes-No Question 2:

2. “There was a wall jammed full with toys: stuffed animals, board games, building blocks.”

Information Question 1:

Information Question 2:

Yes-No Question 1:

Yes-No Question 2:

3. “It was easy to see who got paid in cash and who was illegal on payday.”

Information Question 1:

Information Question 2:

Yes-No Question 1:

Yes-No Question 2:

4. “Ma didn’t understand a word Miss Kumar had said, of course, but Ma knew enough to answer, ‘*Dank you.*’”

Information Question 1:

Information Question 2:

Yes-No Question 1:

Yes-No Question 2:

Chapter Four: *While You Read*

While you are reading, you will try to answer the questions you asked above. Please understand that there is no guarantee that you will find an answer to all of your questions, but answer them as best you can.

Girl in Translation
Chapter Four: After You Read

Name: _____

Date: _____

Book Title: _____

Chapter: _____

1. **SETTING:** The settings are the places and times that the events in this chapter happen. In fiction, setting often sets the mood for the chapter or reflects the emotional states of the characters. Write the setting (or settings) of the chapter and, if possible the emotions or themes that they are related to.

2. **CHARACTERS:** Write the names and identities of the new characters introduced in this chapter. You do not need to include characters introduced in previous chapters.

3. **PLOT:** The plot refers to the action—what happens in the story. Create a list of the most important events in the chapter. You don't need complete sentences for the list; two or three words are enough. Of course, some chapters have more important events than others. Number the events in order of importance.

— _____	— _____
— _____	— _____
— _____	— _____
— _____	— _____

Girl in Translation

Chapter Five: Before You Read

Below there are four sentences from Chapter 5. Choose two of these sentences. Ask two information questions and two yes-no questions about each sentence. You will have eight questions total.

1. “Back in Hong Kong, I would never have dared to talk to Ma like this, to openly argue with her about grown-up topics, but I had never had the responsibilities there that I now did.”

Information Question 1:

Information Question 2:

Yes-No Question 1:

Yes-No Question 2:

2. “By the time report cards were given out at the beginning of February, I wasn’t doing well but I was passing most subjects.”

Information Question 1:

Information Question 2:

Yes-No Question 1:

Yes-No Question 2:

3. “*Hey, Chinese girl.*”

Information Question 1:

Information Question 2:

Yes-No Question 1:

Yes-No Question 2:

4. “Unfortunately there aren’t many good choices when it comes to public junior high schools in this area.”

Information Question 1:

Information Question 2:

Yes-No Question 1:

Yes-No Question 2:

Girl in Translation

Chapter Five: While You Read

While you are reading, you will try to answer the questions you asked above. Please understand that there is no guarantee that you will find an answer to all of your questions, but answer them as best you can.

Computer Lab

Let's look at some of the roots of our shared educational history. I will put you in a group of two or three. Your group will be assigned to learn about education in a particular time and place in history. Your group will work together to fill out the chart I give you. Later you will be responsible for teaching what you have learned to other students in the class. So, keep your answers simple and general. Don't get lost in the details. Also, make sure you understand what you write so that if another student doesn't understand, you'll be able to explain. It might take an hour or two for your group to understand your topic well enough to make intelligent decisions about what belongs on your chart. That's fine, take your time and do it right.

When your group is finished with this, you can continue using your lab time to refine your second draft of your educational history or browse, comment and blog on the class website.

Group Names:

Important Places and Times in Educational History

For China, try: www.csupomona.edu and search for Confucius.

HISTORICAL PERIOD AND LOCATION	EDUCATIONAL GOALS	STUDENTS AND TEACHERS <small>(include names of famous educators)</small>	TEACHING TECHNIQUES	CURRICULUM	INFLUENCES ON MODERN EDUCATION
<p>Pre-literate Societies</p> <p>7000 BCE - 5000 BCE</p>					
<p>What are some other interesting points you learned?</p> <p>What questions do you still have?</p>					
<p>China</p> <p>3000 BCE - CE 1900</p>					
<p>What are some other interesting points you learned?</p> <p>What questions do you still have?</p>					

Group Names:

Important Places and Times in Educational History

Try: <http://www.sis.gov.eg/vr/pharo/html/learnfrm.htm> and http://www.historylink101.net/egypt_1/a-education.htm

HISTORICAL PERIOD AND LOCATION	EDUCATIONAL GOALS	STUDENTS AND TEACHERS <small>(include names of famous educators)</small>	TEACHING TECHNIQUES	CURRICULUM	INFLUENCES ON MODERN EDUCATION
<p>Egypt</p> <p>3000 BCE – 300 BCE</p>					
<p>What are some other interesting points you learned?</p> <p>What questions do you still have?</p>					

Group Names:

Important Places and Times in Educational History

Be careful, not every school represents the whole tradition. Try searching for famous scholar, Hillel.

HISTORICAL PERIOD AND LOCATION	EDUCATIONAL GOALS	STUDENTS AND TEACHERS <small>(include names of famous educators)</small>	TEACHING TECHNIQUES	CURRICULUM	INFLUENCES ON MODERN EDUCATION
<p>Judaic</p> <p>1200 BCE - Present</p>					
<p>What are some other interesting points you learned?</p> <p>What questions do you still have?</p>					

Group Names:

Important Places and Times in Educational History

Try: <http://alexandermakedon.com/articles/GreekCulture.html>

HISTORICAL PERIOD AND LOCATION	EDUCATIONAL GOALS	STUDENTS AND TEACHERS <small>(include names of famous educators)</small>	TEACHING TECHNIQUES	CURRICULUM	INFLUENCES ON MODERN EDUCATION
<p>Greek</p> <p>1600 BCE – 300 BCE</p>					

What are some other interesting points you learned?

What questions do you still have?

Group Names:

Important Places and Times in Educational History

Try: http://www.bbc.co.uk/history/ancient/romans/social_structure_01.shtml

HISTORICAL PERIOD AND LOCATION	EDUCATIONAL GOALS	STUDENTS AND TEACHERS <small>(include names of famous educators)</small>	TEACHING AND LEARNING TECHNIQUES	CURRICULUM	INFLUENCES ON MODERN EDUCATION
<p>Roman</p> <p>750 BCE – CE 450</p>					

What are some other interesting points you learned?

What questions do you still have?

Group Names:

Important Places and Times in Educational History

Try: www.fiesite.org and www.islamicity.com

HISTORICAL PERIOD AND LOCATION	EDUCATIONAL GOALS	STUDENTS AND TEACHERS <small>(include names of famous educators)</small>	TEACHING TECHNIQUES	CURRICULUM	INFLUENCES ON MODERN EDUCATION
Arabic CE 700 – CE 1350					

What are some other interesting points you learned?

What questions do you still have?

Group Names:

Important Places and Times in Educational History

HISTORICAL PERIOD AND LOCATION	EDUCATIONAL GOALS	STUDENTS AND TEACHERS <small>(include names of famous educators)</small>	TEACHING TECHNIQUES	CURRICULUM	INFLUENCES ON MODERN EDUCATION
<p>Medieval</p> <p>CE 500 – CE 1400</p>					
<p>What are some other interesting points you learned?</p> <p>What questions do you still have?</p>					

Group Names:

Important Places and Times in Educational History

HISTORICAL PERIOD AND LOCATION	EDUCATIONAL GOALS	STUDENTS AND TEACHERS <small>(include names of famous educators)</small>	TEACHING TECHNIQUES	CURRICULUM	INFLUENCES ON MODERN EDUCATION
<p>Renaissance</p> <p>CE 1350 – CE 1500</p>					
<p>What are some other interesting points you learned?</p> <p>What questions do you still have?</p>					

Group Names:

Important Places and Times in Educational History

HISTORICAL PERIOD AND LOCATION	EDUCATIONAL GOALS	STUDENTS AND TEACHERS <small>(include names of famous educators)</small>	TEACHING TECHNIQUES	CURRICULUM	INFLUENCES ON MODERN EDUCATION
Reformation CE 1500 – CE 1600					
<p>What are some other interesting points you learned?</p> <p>What questions do you still have?</p>					

The University Settlement House: A Brief Intro

One of the features of this class is the opportunity for students to visit the University Settlement house. The University Settlement House is not a part of the City University of New York (CUNY). It is another important educational institution in New York City. Read this brief description of what it is from their website then answer the questions: <http://www.universitysettlement.org/us/>.

Our History

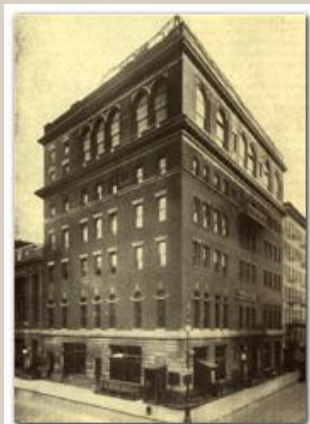
A HAVEN ON THE LOWER EAST SIDE

At the turn of the century, the Lower East Side was flooded with new immigrants living in poverty, nurturing a dream, and struggling to adapt to their new country.



Into this overcrowded urban neighborhood came a group of reformers — people like Stanton Coit, Charles B. Stover and Carl Schurz — who settled in the community, became intimately acquainted with its problems, and recognized a need for change.

They didn't believe the answer to the immigrant's poverty was a hand out or paternalistic charity. Instead, in 1886, the three men established University Settlement — a physical, psychological and spiritual haven where people of all ages, from all countries and every walk of life could seek advice, assistance, education or a simple respite from the harsh realities of everyday life. With University Settlement, the American settlement house movement was born and other settlement houses soon followed, on the Lower East Side, in Chicago and across the country.



A HISTORY OF FIRSTS

As the original settlement house in the United States, University Settlement's history is marked by firsts — the first public bath, the first kindergarten in New York, the first round of Head Start. Its distinguished alumni include

individuals such as George and Ira Gershwin, Abraham Beame, and Jacob Javits. Over the years, Eleanor Roosevelt, John D. Rockefeller and countless others have lent their support.

Today, a paid, professional staff of more than 500 joins with dedicated volunteers to uphold the founders' original mission to meet the ever-changing needs of our community. Thanks to their tireless efforts, University Settlement continues to be a pioneer in the field of social services.

OUR 21ST CENTURY INITIATIVES

In the 21st century, University Settlement has undertaken two sweeping initiatives with citywide reach and national implications. In 2000, the Settlement forged a groundbreaking relationship with The Door, one of the country's premier youth agencies, providing 12 to 21-year-olds with comprehensive, confidential, and cutting-edge services. The Door is now a vibrant, independent subsidiary to the Settlement, and the relationship between the two organizations stands as a model for non-profit mergers and acquisitions.



University Settlement also partnered with the YMCA in the creation of the Houston Street Center— a new community center built as part of the Cooper Square Development Project, just a few blocks from our Eldridge Street headquarters. Opened in the spring of 2006, the Houston Street Center offers community members access to classrooms, offices and meeting rooms, a competition-sized swimming pool, a full court gym, a dance studio and more.

University Settlement will continue to grow, evolve and introduce exciting changes in the coming years. It will never, however, waver from its commitment to address the ever-changing needs of new immigrant and economically diverse families.

Questions

1. When was the University Settlement opened?
2. What was the purpose?
3. What are the historic “firsts” for the settlement house?
4. Who are some famous people that have supported the University Settlement?
5. What’s new at the University Settlement in the 21st century?

University Settlement Early Childhood Center: Parent Handbook

The University Settlement House gives more detailed information to parents in the University Settlement Early Childhood Center Parent Handbook. Here is a page from that handbook. Read it and work on the questions on the following pages in a group of three or four.

University Settlement Early Childhood Center Parent Handbook

This handbook has been created to provide parents an overview of services, including health, safety, and nutrition practices at the Early Childhood Center. It also includes guidelines, recommendations, and safety tips that ECC expects parents to follow to ensure the health and safety of children, families, and staff in the program and at home.

The Early Childhood Center is a Head Start/Child Care/Universal Pre-K collaboration program, which is funded by city, state, and federal funds. The Early Childhood Center has 8 full day pre-school classrooms that provide services to children ages 2 years 9 months to 5 years. Services are free for income-eligible children. However, some parents may pay a fee depending on the Child Care sliding scale.

The curriculum enriches developmental needs of each child - physical, emotional, social, and cognitive. The regular schedule includes individual and group learning activities, reading, writing and math, recreation and free play, music and creative arts, meals, snacks, and trips.

The Early Childhood Center adheres to the Head Start Performance Standards, as well as NYS/NYC Dept. of Health and U-Pre-K regulations. The program is required to ensure that Head Start goals and objectives are implemented successfully. The goal of Head Start is "to bring about a greater degree of social competence in children from birth to age five." Social competence is "a child's everyday effectiveness in dealing with both present environment and later responsibilities in school and life." (Weaving Connection Multimedia Toolkit)

The Early Childhood Center is committed to:

- Providing a comprehensive pre-school education for all children, including children with special needs.
- Including parents to make decisions about their children's pre-school education.
- Providing a comprehensive education, social service, health, mental health, special needs, and nutrition services.
- Providing services, referrals, and resources that can contribute to the overall development of both child and family.
- Supporting healthy physical and mental development by encouraging practices that prevent illness/injury.

Our trained classroom staff is supported by seniors from the Foster Grandparent Volunteer Program, who assist teachers and form strong bonds with the children, providing individualized attention to children. Through positive relationships and learning experiences, the program encourages the children's emotional, social, physical, and intellectual development.

The emotional growth of a child includes the development of a strong, positive self-image. The child feels good about self and family. Another aspect of emotional growth is learning to value feelings and express them constructively.

The social development of the child includes learning social skills such as sharing, taking turns listening, leading, and following. The children learn to develop satisfying relationships with others. Social development also involves learning about the world and people outside children's immediate family.

The physical development includes the growth of strong bodies and good coordination. Through exercise, activities, and good nutrition, the program promotes good health and the learning of physical skills.

Intellectual development includes learning the basic knowledge and skills that will assist the children when they enter the formal school system. The Early Childhood Center encourages the children to become active learners and problem solvers.

The Early Childhood Center accepts children with disabilities. ECC is mandated by Head Start to enroll 10% of children with special needs. In order to reach these goals, the Early Childhood Center recruits children with suspected or diagnosed special needs and identifies children in the program in need of in-depth evaluations. There is a diagnostic process in place to ensure that children with special needs receive free and appropriate services.

The University Settlement Early Childhood Center: Parent Handbook

After reading the page from the Handbook, work on these questions in groups of three or four.

1. What are the goals of the curriculum?
2. What are the goals of the Head Start program?
3. How much does Head Start cost?
4. What do they mean by “special needs” children? What are some examples?
5. What are some other points about this reading that are interesting to you? What makes them interesting?
6. Consider the curriculum goals again. The bottom half of the page explains the methods or experiences that will help the child achieve the curriculum goals. Fill in the blanks on the chart on the following page with the relevant methods for each goal. The first column has been done for you.
7. Talk in your group about what each of these skills or experiences means and how it might be taught. Go in an organized way; give each person a chance to give an example.
8. Look over the list again and check each item that was taught to you or encouraged, in school, daycare, or by a parent or caregiver, in your early childhood education from age 2 years 9 months to 5 years. Then write the most important ones here with examples of specific ways and specific moments that you were taught. What I mean is, describe the day and the specific teachers and lessons they used. These will be added to a future draft of your educational history.
9. The uncompleted chart that you completed in number 6 is available on the class website. In the computer lab you can complete the chart with you group answers. You will take this chart with you and complete it as part of your observation of the University Settlement House Head Start classes.

Your Name _____

Date _____

University Settlement Early Childhood Center: Curriculum Goals Chart

Emotional Growth	Social Development	Physical Development	Intellectual Development
<p>Emotional growth is learning how to:</p> <ul style="list-style-type: none"> • Develop a strong positive self-image • Feel good about self • Feel good about family • Value feelings • Express feelings constructively 			

Observing Classes

Observing classes is a unique ritual in the field of education. At all levels of teaching, teachers can expect to have their classes observed by administrators, colleagues and students of education. This semester you have that chance to take the observer role. The observer is there to see what happens in the class. This means that you should not participate in the class in any way; you are what we call, “a fly on the wall.” Of course, the children you are observing are four year-olds and they might want to talk with you or engage you in other ways. However, you have to be the adult. If the children try to engage you, smile politely and look in the direction of the teacher.

Rules for Visiting the University Settlement House:

- **You need a letter of introduction** from me, or they won't let you in.
- **Do not touch the children in any way for any reason.** For example, if a child asks you to hold his hand, you should explain that another child is a better person to hold hands with. Or, if a child falls down and starts crying, you can call for a teacher to help, but *don't touch the children*. This is mainly for your legal protection.
- **Never be alone in a room with a child or children.** There should always be a teacher from the Settlement House there. This probably won't happen, but if anyone asks you to watch a child or children alone, politely explain that you do not work at the Settlement House and cannot be responsible for the children. This is mainly for your legal protection.
- **Do not take pictures.**
- **Do not interrupt the class.**
- **Turn your phone completely off before you start the observation.** Keep it completely off for the whole observation.
- **Respect the culture of the school.** By this I mean you should follow the same basic rules that all students and teachers follow. For example, don't wear a hat or hood inside, don't chew gum or eat in class, don't walk around with headphone on, et cetera.

Well that's a lot about what you shouldn't do. Now it's time for what you should do. On the next page is a sample observation report, with the names removed, that the supervisor wrote about one teacher. With your group, read the observation report and answer the questions that follow.

University Settlement Teacher Observation

Classroom:

Date: xx/xx/xx

Time: ____ 1140-1155am__

Teacher name:

Activity: Transition from SPARK to News

Level of preparedness for activity: *Teacher had all necessary supplies ready.*

Teacher's ability to use pro-active, positive phrasing of limits and redirection of behavior: *There wasn't any need for redirecting. All children were ready to follow the routine. The teacher made sure she responded to all comments made by children during the transition from Sparks to News.*

Teacher's ability to engage children, energy level, pacing, calling on all children: *Pacing was good, all children were engaged. She was sure to call on those students that don't participate/speak very often. Everyone was acknowledged.*

Teacher's ability to ask open ended questions *The question of the day was an open-ended question about how the children felt about school. Teacher reminded students that they should tell how they feel and explain the reasons they feel that way. Everyone was encouraged to give full sentences when answering.*

Teacher's ability to expand children's understanding: *When a child said, "I feel excited" Teacher took the opportunity to ask, Does anyone know what excited means? Another child was given the opportunity to answer. When a child had difficulty telling why she felt happy, the teacher helped give her prompts asking, "What are some of the things you do that make you feel happy when you're in school"? She also waited and gave children a chance to think about what they wanted to say.*

Teacher's ability to help children to solve own problems: *Same as above.*

Teacher's ability to manage transitions between activities ie within circle time and from one activity to another: *Transition from Sparks to News was smooth, all children knew the routine and followed it.*

Teacher's vocabulary usage, volume of speaking: *Volume was fine. She was sure everyone understood the new vocabulary that was shared by children.*

Teacher's ability to stay on topic and to bring children back to task: *The children were focused during the activity.*

Notes:

- *Children were encouraged to connect words spoken to words previously discussed in prior lessons that were on the word wall*
- *Children were motivated to participate and listen to each other.*
- *A lot of room for humor! The children were having fun.*
- *Children were encouraged to "think" about what they wanted to say*
- *Children constantly challenged to "read" the words they may have already been familiar with.*

Additional note: *The answer to how they feel and why should be in one sentence. "I am happy because I get to play in school" vs. "I am happy. Because I get to play in school."*

Observation Report Questions

1. What are this teacher's strong areas and what did you read that makes you think that?
2. Are there any weak points? What did you read that makes you think that?
3. Do you think that this is good report for the teacher? Why or why not?

Our class observations will start next week. Two or three students will go each week. Each student will complete the observation report and the chart of curriculum goals and methods.

Grammar

This week we will go over the correction symbols I will use to correct your essays. Like most English teachers, I use a mostly standard series of correction symbols instead of correcting your mistakes for you. I will give you a copy of the correction symbols .

Verb Forms, Verb Tenses and Verb Rules

It's important for students to understand the difference between the "verb form" and "verb tense." The CLIP Director, and long-time CLIP teacher, Ellen Balleisen wrote these grammar exercises to help students in this area:

A **verb form** is not the same thing as a **verb tense**!

Verb form refers to only one word. Every verb has five forms:

BASE FORM	PAST TENSE FORM	PAST PARTICIPLE	GERUND	"S" FORM
walk	walked	walked	walking	walks
work	worked	worked	working	works
worry	worried	worried	worrying	worries
be	was, were	been	being	is
have	had	had	having	has
go	went	gone	going	goes
take	took	taken	taking	takes

All regular verbs (the first three verbs in the list—*walk*, *work*, *worry*) are the same in both the past tense and past participle forms. But most irregular verbs (*be*, *have*, *go*, *take*...) have different past tense and past participle forms. There are many irregular verbs in English, and you need to memorize what their forms are. Your dictionary has a list of common irregular verbs.

Verb tense really isn't clear without looking at an entire sentence. It refers to the time in which an action is happening or happened. Sometimes it is indicated by just one verb form. This is the case with the simple present tense (Shirley **goes** to the store every Wednesday) and the simple past tense (Shirley **went** the store yesterday). But in other tenses, the tense is indicated by both an auxiliary verb and a main verb. This is the case with the present continuous (Shirley **is eating** dinner right now), the present perfect (Shirley **has lived** in New York for 10 years) and the past perfect (Shirley **had lived** in Europe for six years before she moved to New York). Sentences in **all** tenses use auxiliary verbs when they are negative.

The most common verb tenses in English

1. Simple present:

Used for habitual action in the present and general statements of fact. In affirmative sentences, uses the base form with no auxiliary verb. All regular verbs in the simple present tense have an "s" on the end if the subject is third person singular (in other words, if it can be replaced by the pronouns he, she or it). There are only two irregular verbs in the present tense. One is **be** (I am, you are, he/she/it is, we are, they are). The other is **have** (I have, you have, she/he/it has, we have, they have). There are two verbs with spelling irregularities in the he/she/it forms. They are go (he/she/it goes) and do (he, she, it does).

Negative sentences in the simple present tense use the auxiliary verbs **do** and **does**. (Use does only if the subject is he, she or it) plus the **base form**.

Affirmative sentences: The sun **rises** every morning. Children usually **like** ice cream.

Negative sentences: The moon **does not rise** in the morning. Children often **do not like** vegetables.

2. Present continuous:

Used for action still in progress. In both affirmative and negative sentences, uses the auxiliary verb be (am, is or are, depending on the subject) plus the gerund.

Affirmative sentences: I **am** still **attending** school. Bobby **is playing** tennis right now.

Negative sentences: He **is not making** much money this summer. The people at the party **are not dancing** yet.

3. Simple past:

Used for completed action in the past tense. In affirmative sentences, uses the past tense form with no auxiliary verb. In negative sentences, uses the auxiliary verb **did** (regardless of subject) plus the base form. There are many irregular verbs in the simple past tense, but all of these irregular verbs go back to the base form in negative sentences.

Affirmative sentences: Gayle **liked** ice skating when she was a child. Ms. Jones **went** to church yesterday.

Negative sentences: Gayle **didn't like** boys when she was a little girl. Ms. Jones **didn't go** to the beach yesterday.

4. Past continuous:

Used for actions in the past that are interrupted by another action. In both negative and affirmative sentences, uses the auxiliary verbs **was** or **were** (was if the subject is I, he, she or it, were if the subject is you, we or they) plus the gerund.

Affirmative sentences: I **was talking** on the phone when the door rang. You **were watching** T.V. before I came home.
Negative sentences: He **wasn't doing** his homework until his mother punished him. They **weren't playing** by the rules before the coach yelled at them.

5. Present perfect:

Used for 1) actions that started in the past and are still going on the present; 2) actions that have taken place several times and 3) actions that take place in an indefinite time in the past. Uses the auxiliary verb **have** (or **has** if the subject is he, she or it) plus the past participle.

Affirmative sentences: I've **lived** here for six years. She's **called** me six times today!
Negative sentences: We **haven't taken** a vacation since 1984. He **hasn't spoken** to me since our argument.

6. Past perfect:

Used for actions that started in the past and ended at a more recent

Affirmative sentences: He **had** always **worked** on Saturdays until he won the lottery. I **had thought** love was impossible, but Michael changed my mind.
Negative sentences: We **had** never **seen** snow before we came to New York. I **hadn't understood** algebra until Ruth started tutoring me.

Proofreading Rules for Verb Forms

1. Use the base form...

1. in the present tense if the subject is I, you, we or they.
2. after doesn't.
3. after didn't.
4. after don't.
5. after to (90% of the time). This is true no matter what the tense of the main verb in the sentence.
6. after a modal (could, would, should, must, may, might, can, will, etc.)

2. Use the past tense form...

1. in affirmative simple past tense sentences.

3. Use the past participle...

1. after have, has or had (present perfect and past perfect).
2. after forms of be or get if you are using passive voice.
3. when you are using a verb form as an adjective (sometimes).

4. Use the gerund (ing form)...

1. after all prepositions except to.
2. after be if you are using present or past continuous.
3. when an action is the subject of a sentence.
4. after the expressions "get used to," "look forward to" and "get accustomed to."
5. when you are using a verb form as an adjective (sometimes)

5. Use the "s" form...

1. in present tense sentences where the subject can be replaced with he, she or it.

Verb Form Exercise

Some of the following sentences are correct. Others have errors with verb forms. If the sentence is correct, write “C” next to it. If the sentence is incorrect, write “I” and correct the error. Some sentences have more than one error.

1. Maria could have be a beautiful woman if she hadn't get so fat.
2. Before we went to the party, we had took a basket of fruit to my sister.
3. Sarah was try to call me yesterday.
4. A little bit of money can has a big effect on your life.
5. The mailman should have been here already.
6. Danny would has more time if he didn't watched so much television.
7. Laura doesn't wants me to bring any food to the party.
8. Peter hasn't saw his mother in ten years.
9. We couldn't understood his explanation.
10. Rebecca has spoke to her mother several times this week.
11. The mailman didn't came yesterday.
12. While Marc was talk on the phone, his wife was reading a book.
13. In order to made ice cream, you need to buy a special ice cream maker.
14. The Bronx has change a great deal over the past 50 years.
15. Before he came to the United States, Marek had work as a jeweler in his country.
16. Read is very important to anyone who wants to learn how to write well.
17. Yesterday the boys wanted to played basketball in the park.
18. Sally is tired of study for her math exam.
19. I'm learning about computers by spend a lot of time in the computer lab.
20. I would have called you yesterday if I hadn't gotten home so late.
21. Tommy might not have known that you wanted to see him yesterday.
22. It's difficult to drive in New York without have an accident.

Now we are ready to review some student sentences and discuss the types of error correction symbols you would expect to see on these sentences.

Homework from Week 2

- There will be a grammar test on Friday with five week one words and five week two words.
- Here are the words for Week 3:

superior -

model minority -

stereotype -

prodigy

strict -

ostracize -

praise -

foster -

filial

drilling – as an educational strategy, not as in a dentist’s office or oil well

rote -

callous -

pros and cons – these are usually used together

research -

capable –

nurture –

relevant –

irrelevant -

- Everyone in the class should give me the second draft of their first essay during Week 2. Remember, the last day I will accept draft 2 is one week after we finish draft 1. If you finish in less than one week, I will happily accept it early. If you need more time, contact me about it before the paper is due. Again, please remember to put the date that you give me your essay at the top of the page. I will return it with a grade in no more than one week. In some cases I will go over the essay with you during class time.

WEEK 3

Key Concepts or Questions

- **What is a research paper and what does a research paper look like?**
- **To what degree should parents decide what children study, learn and do?**
- **A new reading strategy: the double entry journal.**

Vocabulary and Terms

superior -

model minority -

stereotype -

prodigy

strict -

ostracize -

praise -

foster -

filial

drilling – as an educational strategy, not as in a dentist’s office or oil well

rote -

callous -

pros and cons – these are usually used together

research -

capable –

nurture –

relevant –

irrelevant -

Reading

- *Girl in Translation*, Chapters 6 & 7
- “Wall Street Journal” Article: “Why Chinese Mothers Are Superior”
- Research Paper about Quintilian
- Research Project Readings

Writing

- You will draft a **CATW**-style essay in response to a newspaper article about parenting and education.
- You will begin a research paper based on research you will do on great educators in history.

Girl in Translation

Chapter Six: Before You Read

Background: In Chapter 6, Kimberly tries for a scholarship to Harrison, an expensive private school.

Below there are four sentences from Chapter 6. Choose two of these sentences. Ask two information questions and two yes-no questions about each sentence. You will have eight questions total.

1. “Dr. Weston flipped through her legal pad, scanning her notes from our interview.”

Information Question 1:

Information Question 2:

Yes-No Question 1:

Yes-No Question 2:

2. “You have been here less than a year and already you have found this opportunity.”

Information Question 1:

Information Question 2:

Yes-No Question 1:

Yes-No Question 2:

3. “In particular, I would like to congratulate Tyrone Marshall on getting into Hunter College High School, a public school for gifted children.”

Information Question 1:

Information Question 2:

Yes-No Question 1:

Yes-No Question 2:

4. “Just inside the door to my classroom stood a small huddle of boys and girls who seemed to be inspecting everyone who entered.”

Information Question 1:

Information Question 2:

Yes-No Question 1:

Yes-No Question 2:

Girl in Translation

Chapter Six: While You Read

A. Try to answer the questions you formed above.

B. *On My Mind:* Write two questions that are on your mind about the reading, or topics mentioned in the reading, that you think would be interesting for the class to discuss as a group.

1.

2.

*Girl in Translation***Chapter Six: After You Read**

Double Entry Journal:

A double entry journal is a technique for learning both reflective and analytical reading and writing skills. For many students, one of the hardest parts of writing is finding something significant to say. Regular practice with the double entry journal will help you understand more of what you read and remember more of what you understand. The basic technique is that on the left side of the page, you will copy a sentence or short passage from the reading and on the right side you will comment on that passage.

Text and Page #: _____

Passage	Response
<p>Choose a passage from the text that interests you. That might not be the easiest passage to respond to, but a passage that interests you will ultimately allow you to write your best response. What is interesting is not always what you like or agree with. It might be something controversial or even objectionable.</p>	<p>Your response doesn't have to summarize the text or explain what it means. Your response doesn't need the clear organization of an essay, but it should develop a focus. It has to explain what you think about it. Your response might reflect on the text in one or more of the following ways:</p> <ul style="list-style-type: none"> ✓ Compare the ideas discussed in the reading with your experience of the world. ✓ Agree with the author and expand on the idea by adding original ideas of your own. ✓ Disagree with the author and explain why you disagree. ✓ Relate the ideas in the reading to other ideas we have discussed in class. ✓ Predict the direction that the text will take in future chapters. ✓ Express what you like or dislike about the text and explain why you feel that way.

Below is an example. As you read the example below, look at the checked points on the previous page and see which of those response techniques are used in the sample response. After you read it, in a small group discuss which of the checked points above were used in the reflections.

Text & Page #: *Girl in Translation*, p. 110

Passage & Page #	Response
<p>“And Kimberly Chang for being granted a full scholarship to Harrison Prep, an un-president-ed honor for a student from our school.”</p> <p>“Everyone clapped again but I thought I couldn’t have heard correctly.”</p>	<p>This passage describes the announcement at graduation that Kimberly will get to go to Harrison Preparatory School for free. When I read this I felt so happy for Kimberly because she will go to a better school. For Kimberly I think that going to a better school means a lot more than just a better experience at school. By now I think that Kimberly has to be afraid that her mother won’t be able to improve their situation without help. So, it’s great that she’ll have this opportunity.</p> <p>At the same time, I find it so sad that she had to find out about her scholarship at the same time as the rest of the school. She didn’t get the letter because she wasn’t really living at the address that she gave. It makes me wonder how many people miss really important opportunities over something as simple as not being able to get their mail. Even for people who get their mail, I think a lot of people miss opportunities because they just don’t know about them. Kimberly is amazingly lucky that her elementary school principal noticed her.</p> <p>I guess Kimberly will have more opportunity at private school. It seems like in the ancient world, like in Greece and China and Egypt, the purpose of education was really to prepare the leaders of tomorrow. Maybe Kimberly will get that kind of education. I also hope that Kimberly will finally get some ESL help and even some Chinese language classes.</p>

Now you try one (on the next page):

Girl in Translation
Chapter Six: After You Read

Double Entry Journal:

Passage & Page #	Response

On My Mind: Finally, write two questions about the reading, or topics mentioned in the reading, that you think would be interesting for the class to discuss as a group.

- 1.
- 2.

Girl in Translation

Chapter Seven: Before You Read

Making Predictions

In Chapter 7, Kimberly begins her education at Harrison Preparatory School. Based on your own ideas or experience and also on what you have learned in class, make predictions about the differences between Harrison and a public school that Kimberly might have attended without a scholarship.

	Private Preparatory School	Public Junior/High School
Students		
Teachers		
Educational Goals		
Teaching Methods		
Student Services		

Girl in Translation

Chapter Seven: After You Read

Review your predictions on the table that you completed before you read the chapter. In a small group, discuss these questions:

1. Which predictions do you think were accurate?
2. What did you read that makes you say that?
3. What types of public schools are there in NYC that might offer the kind of qualities that her private school provided?
4. Where can you find information about public school choice and variety in NYC?

Newspaper Article: On Parenting and Education

The following list of vocabulary come from a reading called “Why Chinese Mothers Are Superior.” Before you read the article, find each of these words in your dictionary. On one index card, write the word and part(s) of speech. On the other side, write the definition. As you read the article, check that your definition is the relevant one. After you read the article, create memorable sentence for each word and add it to the definition side of the index card.

Vocabulary: prodigy strict foster drilling rote
praise ostracize filial piety callus

Read Amy Chua’s “Wall Street Journal” article, “[Why Chinese Mothers Are Superior](#).” Then work in a group of 3 or 4 to answer the following questions. First talk about the answers in your group, then write an answer you like.

1. In this article, Amy Chua suggests that drilling and rote memorization are the most effective ways to learn. Which educators from the chart, “Major Educational Theorists” would she agree with?

2. Chua begins her article by writing:

“A lot of people wonder how Chinese parents raise such stereotypically successful kids. They wonder what these parents do to produce so many math whizzes and music prodigies, what it's like inside the family, and whether they could do it too.”

Do you think it’s true that Chinese parents raise children who are stereotypically successful, especially in math and music? What is your reason for thinking that?

3. Chua suggests in this article that children can't make good decisions for themselves and so parents should make decisions for them. Do you agree? What about in school? Should children or teenagers have any say in what they study or how they study it? What was your experience?

4. Amy Chua believes it is correct and helpful to shame and punish children if they don't get perfect grades. What do you think and why?

5. Chua compares two models of parenting. She thinks of one model as Chinese and one as Western, but both have important ideas for parents from any culture to consider. The chart that follows shows two educational models for that parents might use with their children. Each one might have some benefits (pros) and some problems (cons). Write your thoughts about each in the boxes.

<p>Parents try to respect their children's individuality, encouraging them to pursue their true passions, supporting their choices, and providing positive reinforcement and a nurturing environment.</p>	<p>Parents believe that the best way to protect their children is by preparing them for the future, letting them see what they're capable of, and arming them with skills, work habits and inner confidence.</p>
<p>Pros:</p>	<p>Pros:</p>
<p>Cons:</p>	<p>Cons:</p>

Writing

Drafted Essay #2: Response to Reading

This is a CATW style response to reading. It will be graded on the CATW Rubric which we will discuss a little bit now and more next week. The complete rubric and examples of both effective and ineffective CATW responses are available in the CATW Student Handbook. There are several links to this on the class website.

After you have read the article by Amy Chua and answered the questions, write your essay. In your essay, be sure to summarize the article in your own words, stating the author's most important ideas. Develop your essay by identifying one idea in the article that you feel is especially significant, and explain its significance. Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced.

Remember to review your essay and make any changes or corrections that are needed to help your reader follow your thinking. You will have 90 minutes to complete your essay.

Please notice: This article is much longer than the typical CATW reading, but your summary does not have to be much longer. Just stay with the main ideas and avoid the examples and details. Also, the article has a number of ideas for you to choose from and respond to in your essay. Choose one or two and stay focused on them. You need to mention all of the main ideas, but just choose one or two to respond to.

What is a Research Paper? An Example

In college, students do research and write papers based on their research. To better explain what a research paper is, I've written an example of a research paper on a seminal educator who lived in Ancient Rome. Before you read it, discuss these questions in groups of four:

1. What do you think about when you think of the ancient Roman Empire?
2. What do you imagine was important to the ancient Romans?
3. What do you imagine the ancient Romans wanted their children to learn in school?

Now, read the research paper, which begins on the next page, about Marcus Fabius Quintilianus and answer the following questions in writing:

1. When and where did Quintilian live?
2. Who went to school?
3. What was the purpose of the typical curriculum then?
4. What does "rhetoric" mean?
5. What were two of Quintilian's famous contributions to education?
6. What were two additional contributions?
7. What was the title of Quintilian's famous work?
8. What was it about the organization and formatting of the paper helped you answer questions 1-7?
9. Explain how one or more of Quintilian's views or ideas about education influenced, or is relevant to, your own education.

Model Research Paper

Oliver Mann

Professor: Oliver Mann

CLIP 3OM

July 27, 2012

Draft: 5

Marcus Fabius Quintilianus

(Quintilian)

INTRODUCTION

Quintilian was born in what is now the La Rioja region of Spain in CE 35. He was an orator and educator. This paper will explain why Quintilian is one of history's major educational theorists and some interesting points of his, *Instituto Oratorio*. To do that, first we have to consider what was happening in education at that time. We also need to understand who Quintilian's students were and what their goals were.

EDUCATION IN ROME

The generally accepted purpose of education in Rome at in the first century was to develop civic responsibility, administrative skills, and military strategists (Orenstein, Levine, Gutek 76). Civic responsibility means the responsibility of the citizens to the civilization. It is important to understand that the Romans thought of civic responsibility a little differently than we do today. Roman society was very divided. Many people were not "citizens" but citizens got special legal privileges. There was no expectation of equality under the law. Many people were

slaves and they were not citizens. Many free people were not citizens either. Even among citizens there were the privileged and the unprivileged (Hope). So, at that time only a minority of elites received any formal education. Schools were private and they were for males only. Girls from rich families were often educated at home by private tutors (Orenstein, Levine, Gutek 77). The typical view of human nature at that time was that some people were born to be leaders and others were not. Of course, it is always convenient for the ruling class to believe they are natural leaders.

To prepare the elite boys of the Roman Empire to become the great men of the Roman Empire, they taught a curriculum of: reading, writing, arithmetic, Laws of Twelve Tables, law and philosophy. The Laws of Twelve Tables were laws dealing with property ownership, debts, court procedures and so on (Ancient History Sourcebook).

At that time in the Roman Empire, the most common methods of instruction in primary schools were: drilling (repeating things again and again), and memorization and recitation (repeating what you have learned to the teacher or class). Higher level schools were called “rhetorical schools” and they taught recitation and declamation (Orenstein, Levine, Gutek 77). Declamation means giving speeches and presentations. We can see these methods still used in classes today when students do presentations.

In summary, there are three important things we need to understand about education in the Roman Empire in Quintilian’s day. First, only boys of high social class families received formal education. Second, the goal was to make students part of a ruling class of society, maybe being involved in law or government, but not to get them any specific job or career. Third, there was a lot of memorizing, repeating and rhetoric.

QUINTILIAN AND RHETORIC

Quintilian was a famous rhetorician. Rhetoric (*oratorio* in Latin) is a word that comes to English from Greek and means the art of language, particularly when using language to persuade, influence or motivate. Today rhetoric is still a subject that some college students choose as a major. Locally, the City University of New York offers rhetoric and composition majors at Lehman College and at York College. People who major in rhetoric often go on to study law. Rhetoric skills are also valuable in many writing jobs such as: music or art reviews, grant writing, political lobbying, and advertising. (Careers to Consider).

Quintilian divided rhetoric into three areas, explained on the website of Michigan State University as:

Art: The knowledge of speaking well.

Artist: Has acquired the art of rhetoric. It is "his business to speak well."

Work: That which the artist achieves; that is, "good speaking."

(Quintilian on Rhetoric).

We can see that for Quintilian, rhetoric –speaking well - is more than just a school subject, but also an art and a business. Someone who practiced rhetoric as a business at that time might have been paid to defend a legal position in court, lobby for a political purpose, write speeches, or teach rhetoric to others. Quintilian practiced rhetoric as both a public service and a way to make money. In my opinion, it is not always so easy to serve both public and private interests.

QUINTILIAN ON EDUCATION

Of course, Quintilian is also famous as an educator. Quintilian included his ideas about education in his famous work, *Institutio Oratoria*. This is an amazing book that contains many ideas about education that still influence us and shape the way we think about education today. The University of Chicago has made available on-line, the English translation is that by H. E. Butler, first published in 1920-1922 as part of the Loeb Classical Library. It is in the public domain. Parts quoted here are from that translation and so are page numbers (Quintilian: *Institutio Oratoria*). This is a very impressive and historically significant work covering topics from very advanced techniques of debate and memorization to what a speaker should wear. Orenstein, Levine and Gutek hold that Quintilian's most important contributions to modern education were the role of motivation and the understanding of individual differences. I do not say that I have the expertise to decide which parts are the most important to the history of education but additional parts included here are only some examples of the points that seem important to me and relevant to my past or current experience.

One of Quintilian's important ideas about education was that it could begin as soon as a child could talk. He wrote, "It has been my design to lead my reader from the very cradle of speech through all the stages of education..." (11). He recommends teaching children recognize letters as soon as they start to talk and teaching them to hold a pen as soon as they recognize letters. Still, Quintilian recognizes that very young children cannot work like older children or adults. He understands that children have to enjoy their early learning so that they do not get a negative feeling about education which can last into later years (29). He even writes about giving toddlers letters carved from ivory to play with. This certainly shows the type of wealth that

seemed normal to the citizen elites of the Roman Empire, but it might also make Quintilian someone to be considered as the father of early childhood education.

Interestingly, Quintilian also had some notable ideas about bilingual education. At that time, Greek was considered the language of education and Latin was the everyday language that people spoke. Quintilian believed that school instruction should start with Greek. The reason he gave was that boys would learn Latin naturally in daily life. This is interesting to me because it shows that Quintilian believed that instruction should start in the language with which the students were less comfortable. However, Quintilian noted that often instruction at that time remained only in Greek. He did not approve of this. Quintilian thought that Latin instruction should be added a short time after Greek that, “The result will be that, as soon as we begin to give equal attention to both languages, neither will prove a hindrance to the other” (27-9). We see that Quintilian wanted students to learn two languages equally well. This is still a subject of controversy in American schools today.

Quintilian’s *Institutio Oratorio*, describes ways to motivate students. He says teachers should never be sarcastic or abusive to students and he did not approve of beating students. He encourages teachers to praise students when they do well, but only when they really do well. He warns that telling students they have done well when their work is ordinary will make students lazy or give them a false sense of achievement and make them feel they don’t have to work hard (217). He approves of a method that his teachers used when he was a student. His teacher had boys give weekly presentations and rated the boys according to their presentation giving the title of “leader of the class” to the winner. Quintilian said that this system was more motivating than praise from the teacher. The boy at the top worked hard to keep his position, the boys close to

him worked hard to take his position and students at the bottom worked hard to avoid the shame and embarrassment of being last (53).

Quintilian was one of the pioneers of adapting teaching techniques, not only to students' age and abilities, but also to their personalities. First, he says a good teacher should learn whether a student is intelligent or not, and whether he is hard working or lazy. Quintilian also looked at whether children were good or bad. He did not believe, like some later teachers, that all children were naturally bad. He didn't believe that all children were naturally good. He believed children were born with an inclination to either moral or immoral behavior and that immoral inclinations could be corrected by a proper education. He explains that students of different character require different motivation or instruction. Some respond to fear but some do not. Some like to be pushed and others do not. Quintilian felt that the best students are, "...spurred on by praise, delighted by success and ready to weep over failure" (57).

CONCLUSION

Marcus Fabius Quintilianus was a giant of educational theory and practice. In addition to influencing modern education with new techniques to motivate students and teach according to each student's abilities and personalities, he was an early advocate of early childhood education and an enthusiastic supporter of truly bilingual education. Anyone who is interested in the subject of education could benefit from reading Quintilian's amazingly clear and detailed work that demonstrates his experience and wisdom as an educator, *Institutio Oratorio*.

Reasoning comes as naturally to man as flying to birds 21

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Research (con't.): Paraphrasing, Giving and Supporting Opinions and Connecting Texts

Take some time to read the following Quintilian quotes from the *Institutio Oratoria* and discuss your reactions in a group.

First Quote: “Reasoning comes as naturally to man as flying to birds...”

a. Paraphrase the quote:

b. Do you agree or disagree? Why or why not? Support your ideas with:

One reason:

One example:

c. Relate the quote to one personal experience or the experience of someone you read about, like Kimberly Chang.

Second Quote: “You will hardly believe how much reading is delayed by undue haste. If the child attempts more than his powers allow, the inevitable result is hesitation, interruption and repetition, and the mistakes which he makes merely lead him to lose confidence in what he already knows.”

a. Paraphrase the quote:

b. Do you agree or disagree? Why or why not? Support your ideas with:

One reason:

One example:

c. Relate the quote to one personal experience or the experience of someone you read about, like Kimberly Chang.

Third Quote: Let no one however demand from me a rigid code of rules such as most authors of textbooks have laid down, or ask me to impose on students of rhetoric a system of laws immutable as fate...

a. Paraphrase the quote:

b. Do you agree or disagree? Why or why not? Support your ideas with:

One reason:

One example:

c. Relate the quote to one personal experience or the experience of someone you read about, like Kimberly Chang.

The next point which we have to consider is the correction of our work, which is by far the most useful portion of our study: for there is good reason for the view that erasure is quite as important a function of the pen as actual writing. Correction takes the form of addition, excision and alteration.

Writing

Drafted Essay #3: Research Project

We will do one research paper and PowerPoint Presentation this semester. You will work with a group. We will examine some of the great educational thinkers of history. In each one, you will work with a group. Our first Internet Research Project will take three weeks to complete and will examine some of the great educational thinkers of history.

In this curriculum is a chart, called “Educational Pioneers,” of major educational theorists put together by Ornstein, Levine and Gutek in their book, *Foundations of Education*.

Your group will be assigned one of the theorists on the chart and will conduct research and write a paper about his or her theories and practices, so that we may better see where our own ideas about education come from.

This project will have several components. These are:

1. **Internet research:** You will learn how to conduct some basic academic research on the Internet, without Wikipedia!
2. **Library research:** We will have a class trip to our local branch of the New York Public Library on September _____. There you will find additional sources for your research.
3. **Academic Writing:** writing with sources cited (I’ll explain this in more detail later). You will work together with your research partners to write an academic paper that you will share the class. The writing will take place in the computer lab and other writing will be done for homework until the first draft of the essay is finished.
4. **PowerPoint Presentation.** You will present what you have learned to the class using PowerPoint. The presentation is an opportunity for you to be the teacher. Your group will give a 10-15 minute presentation to the class. The presentation will teach us about your topic. After the presentation, your presentation will be used to create exam questions for the test at the end of Week 8. The most important part of any presentation is what you say and how you say it.

Step 1. Reading: Your group (of 2 or 3) will be assigned an educator of antiquity from the chart. The first step after getting your educator is asking some basic questions. We will do that below. The next step is reading. Maybe you think of an academic paper as mostly a writing assignment, but for all academic research, students read much more than they write! An essential part of any research paper is reading. If you don’t understand your topic, you can’t explain it correctly or comment on it in a meaningful way. All people in your group should start

by trying to get a general understanding of who this person was and what he/she did to become famous. (Step 1 continues on next page. Steps 2 & 3 follow the details about reading.)

One of the difficult parts about doing research on the Internet is finding trusted sources. Wikipedia can often help give you a good general idea about a topic, but with no authority to say it is correct Wikipedia is often not an acceptable source for many professors. Sources that have “.com” addresses can be good but their main goal is money, not education. Often the best sources are schools and universities and these have “.edu” addresses. Websites that have “.org” addresses are not trying to make money and their goal is often education, but be careful; sometimes “.org” websites have political goals. Start with these recommended resources but then look for other sources, too.

For free student generated flashcards on all of these education leaders see an amazing website:
<http://quizlet.com/4366937/chapter-4-pioneers-of-teaching-and-learning-flash-cards/>

Comenius: www.comeniusfoundation.org

Rousseau: www.infed.org/thinkers , <http://www.lucidcafe.com/library/library.html> ,
<http://www.newfoundations.com/GALLERY/Gallery.html>

Pestalozzi: www.infed.org/thinkers, www.heinrich-pestalozzi.info/ , www.pestalozzi.org.uk/
(check out their Pestalozzi YouTube Channel!)

Herbart:

http://www.ibe.unesco.org/fileadmin/user_upload/archive/publications/ThinkersPdf/herbarte.pdf ,
<http://www.nwlink.com/~donclark/hrd/history/herbart.html>

Froebel: www.infed.org/thinkers , <http://www.froebelweb.org/> ,
<http://www.froebelfoundation.org/> , <http://www.newfoundations.com/GALLERY/Gallery.html>

Spencer: www.utm.edu , <http://www.newfoundations.com/GALLERY/Gallery.html>
<http://www.victorianweb.org/philosophy/spencer/spencer.html>

Dewey: <http://www.infed.org/thinkers/> , www.siu.edu/~deweyctr,
<http://www.newfoundations.com/GALLERY/Gallery.html>

Addams: www.infed.org/thinkers, www.uic.edu/jaddams/hull/hull_house.html ,
www.lkwdpl.org/wihohio/adda-jan.htm ,

Montessori: www.montessori.edu/, www.montessori.org, www.amshq.org,
<http://www.newfoundations.com/GALLERY/Gallery.html>

Piaget: www.piaget.org, <http://www.newfoundations.com/GALLERY/Gallery.html>

Freire: <http://www.infed.org/thinkers/>,
<http://www.newfoundations.com/GALLERY/Gallery.html>

While you read, open Microsoft Word and keep a list of websites you think are good sources of information. If you can, add a short description. This will help you go easily back to those sites. For example:

http://www.bbc.co.uk/history/ancient/romans/social_structure_01.shtml - Roman Society

To research means to search and then to search again (to re-search) for information and answers to important questions about your topic. *Questions are at the heart of research.*
While you're reading, try to answer these questions:

- Who went to school at that time?
- Who were the teachers at that time? Why?
- What did people study and why? What was the curriculum?
- How are student experiences today influenced and informed by the educator your group is studying?

Write two or more additional questions of your own about anything in particular that you are interested in learning related to your historic educator.

1.

2.

Step 2. Organization: It's important for your group to work together here. Use the chart of "Educational Pioneers" and the answers to the questions above to organize your research paper. You can choose to divide the topic and work separately but you will still need to read each other's work to be sure that you are not repeating information or contradicting each other. You can also choose to work together on the entire paper. Please talk to me if your group is having a hard time dividing the work equally.

Step 3. Writing: No person's part should be less than a page and a half or more than two pages, not including the works cited page. Therefore, if your group has three people, the group paper will not be longer than 6 typed, double-spaced pages using Times New Roman 12 point font. Your writing should show what you have learned about your topic, so don't write something if you don't understand it. Better than tell you what a research paper is to provide an example:

Homework from Week 3

At this point you have a lot of homework from the reading, writing and research assignments we have begun in class:

1. You have two drafted essays to continue working on.
2. You have ongoing reading assignments. By Monday of Week 4 you should be finished with the reading and the reading homework for chapters 6 and 7 of *Girl in Translation*.
3. You have the ongoing “Room for Debate” assignment. *Check the syllabus for the due dates.*
4. The first draft of your research paper will be due in two weeks, on October 5. We will be spending most of our computer lab time on these research projects, so this is not strictly homework. It does mean that other drafts of essays and the Room for Debate assignment can't all be completed in the computer room. If you want the benefit, you'll need three or four hours a week at home or in the Writing Center improving your drafts.

The words for next week's vocabulary test are:

enrollment –
parallel (v.) – make sure you use it as a verb
header – in a research paper, not a soccer game
footer – in a research paper
pagination –
sneak (v.) –
flattering –
harmful –
regardless -
harass –
rhetoric –
internalize -
standardized (adj.)-
grade point average –
remedial –

WEEK 4

Key Concepts or Questions

- How do you write a research paper?
- What are some examples of topic sentences and supporting sentences used effectively in high level academic writing?
- How do stereotypes affect students?

Vocabulary and Terms

enrollment –

parallel (v.) – make sure you use it as a verb

header – in a research paper, not a soccer game

footer – in a research paper

pagination –

sneak (v.) –

flattering –

harmful –

regardless –

harass –

rhetoric –

internalize –

standardized (adj.) –

grade point average –

remedial –

Reading

- *Girl in Translation*, Chapters 8, 9 & 10
- Education.com article: “Unraveling the Model Minority Myth”
- Research Project – Assorted Readings

Writing

- You will practice research writing skills and continue your research paper on great educators in history.
- Essay #4. You will draft a second CATW-style essay in response to a newspaper article

Girl in Translation

Chapter Eight: *Before You Read*

Use future time clauses to make two predictions based on two of the following sentences from Chapter 8. Remember/notice that the time clause is in the present tense and the independent clause is in the future tense. Alternate between using “will” and “be going to” for the future tense. Here is an example:

Sentence from the book:

“Moments like this showed me that despite my constant evasions, Annette understood my situation in a way that no one else at school could even begin to, but I still couldn’t bring myself to talk about it.”

Example Predictions:

Prediction A. When Annette learns about Kimberly’s terrible living situation, Annette’s mother will be able to help in some way.

Prediction B. After Kimberly is able to talk about her problems at home, she is going to feel a lot better.

Sentences for Your Predictions

- I. “We were still paying Aunt Paula back and it was clear that she simply did not care to move us.”

Prediction A.

Prediction B.

2. "Once in a long while, when we had a bit of time before the next shipment went out, I lied to Ma and snuck off with Annette for a few hours in the afternoon."

Prediction A.

Prediction B.

3. "Later, when I was older and stronger, I would reach a top speed of a bit less than five seconds per skirt, doing more than seven hundred in an hour."

Prediction A.

Prediction B.

4. "It was wonderful, standing against the railing with Matt by my side, the cool wind blowing the heat away."

Prediction A.

Prediction B.

Girl in Translation
Chapter Eight: After You Read

Double Entry Journal

Name:

Date:

Passage & Page #	Response

On My Mind: Finally, write two questions about the reading, or topics mentioned in the reading, that you think would be interesting for the class to discuss as a group.

- 1.
- 2.

Girl in Translation

Chapter Nine: Before You Read

Use future time clauses to make two predictions based on two of the following sentences from Chapter 9. Remember/notice that the time clause is in the present tense and the independent clause is in the future tense. Alternate between using “will” and “be going to” for the future tense.

1. “Finally, there was boy-crazy Lucy, who said things like, “Hey, I know what. Let’s dress up in our shortest miniskirts and go shopping in the city! I went out last Friday and these guys were drooling all over me.”

Prediction A.

Prediction B.

2. “(Annette) was working on a paper titled ‘Marx and Aristotle: The Nature of Morality.’”

Prediction A.

Prediction B.

3. “A week before my big oral examination, Annette decided I needed to relax, and despite my protests that I should study in all my free time, she insisted she was taking me to Macy’s.”

Prediction A.

Prediction B.

4. “Good morning, Kimberly. Could you please tell us how you would write the formulas of the ionic compounds formed by the following elements: nickel and sulfur, lithium and oxygen, and bismuth and fluorine.”

Prediction A.

Prediction B.

Girl in Translation
Chapter Nine: After You Read

Double Entry Journal

Name:

Date:

Passage & Page #	Response

On My Mind: Finally, write two questions about the reading, or topics mentioned in the reading, that you think would be interesting for the class to discuss as a group.

- 1.
- 2.

Girl in Translation

Chapter Ten: *Before You Read*

Use future time clauses to make two predictions based on two of the following sentences from Chapter 10. Remember/notice that the time clause is in the present tense and the independent clause is in the future tense. Alternate between using “will” and “be going to” for the future tense.

1. “I heard Julia Williams telling this other girl that you (Kimberly) never sleep and you never study.”

Prediction A.

Prediction B.

2. “In tenth grade, I enrolled in AP classes, even though they were generally for juniors and seniors.”

Prediction A.

Prediction B.

3. “In my other life, I could feel the buzz of Matt’s presence whenever he was at the steamers, whenever he went to take a break.”

Prediction A.

Prediction B.

4. “Even though Curt was now back at school, we still met once a week for me to tutor him in whatever he needed.”

Prediction A.

Prediction B.

Girl in Translation
Chapter Ten: After You Read

Double Entry Journal

Name:

Date:

Passage & Page #	Response

On My Mind: Finally, write two questions about the reading, or topics mentioned in the reading, that you think would be interesting for the class to discuss as a group.

- 1.
- 2.

Writing

Drafted Essay #4: Responding to a significant idea in a reading

In this essay assignment, you will read an article about the myth of “model minorities” and write an essay responding to the ideas it presents.

Step 1. Reading

Read the following article called “Unraveling the Model Minority Myth of Asian American Students.” Here is the web address:

<http://www.education.com/reference/article/unraveling-minority-myth-asian-students/>

This is an intense academic reading and there will be many words and some ideas that will be difficult for you to understand. Try to summarize each paragraph in your mind when you finish reading it. Say to yourself, “That paragraph was about...” If you can’t complete that sentence, read the paragraph again, using a dictionary when it seems necessary. Notice the topic sentences (often the first sentence in each paragraph). In many cases the topic sentence gives the main idea of the paragraph and the other sentences support the topic sentence with details or examples. In fact, this article is an especially good example of topic sentences and supporting sentences are used effectively.

Step 2. Pre-writing

Work with a small group to answer these questions:

1. According to the article, what are two of the reasons that Asians have sometimes been called a model minority?
2. What are three ways Brandon Yoo shows that the model minority myth is not an accurate way to think of Asian Americans?

3. While we usually like to have people say nice things about us, this article gives many examples of ways that the model minority myth can hurt students, families and communities. Look back at the article and identify how many problems are potentially caused by this “positive stereotype.”

4. In your group, discuss some of the ways the books, internet research, and other readings we have done in class are related to the reading.

Step 3. Writing

After you have read the article and answered the questions, write an essay in which you respond to a significant idea in the article. In your essay, be sure to summarize the article in your own words, stating the author’s most important ideas. Develop your essay by identifying one idea in the article that you feel is especially significant, and explain its significance. Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced.

Remember to review your essay and make any changes or corrections that are needed to help your reader follow your thinking. You will have 90 minutes to complete your essay.

College Knowledge: The Writing Center and Research Writing Skills

This week we have a visit to the Writing Center scheduled. There we will get a presentation about MLA style. We will also have a chance to review MLA style in the research paper about Quintilian. Let's look at that paper again here and answer the questions of style this time.

Questions of Style:

1. You will notice that the comments on this paper have been coded in three different ways. There are some that are **highlighted**, some in **boldface** and some in *italics*. These represent three different categories of comments. Look at three types of comments on the research paper and write a name or brief description for each category here:
 - a.
 - b.
 - c.

2. Choose the sentence that correctly cites a paraphrase from *Your Memory: How It Works and How to Improve It*, by Kenneth L. Higbee.
 - a. It is unrealistic to think that one memory technique can help improve your memory in all areas (Higbee 3).
 - b. It is unrealistic to think that one memory technique can help improve your memory in all areas. (Higbee 3)
 - c. It is unrealistic to think that one memory technique can help improve your memory in all areas (Kenneth 3).
 - d. According to Higbee, it is unrealistic to think that one memory technique can help improve your memory in all areas (Higbee 3).

3. Choose the two sentences that correctly cite a quote from *Why Don't Students Like School?*, by Daniel T. Willingham.
- a. According to Willingham, "...our curiosity is provoked when we perceive a problem that we believe we can solve" (20).
 - b. Many students and teachers have noticed that, "...curiosity is provoked when we perceive a problem that we believe we can solve" (Willingham 20).
 - c. Willingham says that our curiosity is provoked when we perceive a problem that we believe we can solve (20).
 - d. According to Willingham, "...our curiosity is provoked when we perceive a problem that we believe we can solve." (20).
4. Which example correctly paraphrases and cites the following quote from the online article, "A Lost Linchpin of Language Learning... Effective Listening," by Annie Murphy Paul.

"Skilled learners go into a listening session with a sense of what they want to get out of it. They set a goal for their listening, and they generate predictions about what the speaker will say."

- a. One article suggests that skilled learners start a session of listening with a sense of what they want to learn from it. They make goals for their listening and they generate predictions about what the speaker will say (Paul).
- b. One article suggests that skilled learners start a session of listening with a sense of what they want to learn from it. They make goals for their listening and they generate predictions about what the speaker will say (Murphy Paul).
- c. One article suggests that people who learn quickly already have some ideas about what they are going to hear before they start to listen. While they listen, they check to see if they are correct. They also try to predict what the speaker's next points or conclusions will be (Paul).
- d. One article suggests that people who learn quickly already have some ideas about what they are going to hear before they start to listen. While they listen, they also try to understand what the speaker's next points or conclusions will be (Paul).

9. You have to cite sources for information you learn about your topic. You don't have to cite sources for your ideas, opinions or comments. In the paper about Quintilian, find three examples of the author including his own ideas, comments or opinions.

a.

b.

c.

10. Copy two clear examples of topic sentences from the model research paper:

a.

b.

11. In what ways do the supporting sentences—the other sentences in the paragraph—support the topic?

12. How is the paper organized and in what ways does the author make the organization clear to the reader?

Homework from Week 4

Writing:

There are now *four* drafted papers to work on!

1. My Educational History: Some students might be finished with three drafts of this already.
2. The Research Paper
3. Amy Chua Response
4. Model Minority Response

Test:

The essay writing—plus reading and vocabulary—means that things are getting a little crazy right now. In addition, next Friday we will have a test on everything we have learned so far up until the end of week four.

It is my sincere hope that if you have been doing your classwork and homework seriously and giving it the thought it requires, you will get a good score on the test without much studying.

If you have rushed through some homework, or not understood some points, it's time to go back and study. If you want help with specific topics, I can help you after class. All you have to do is ask. Next week will be one of the hardest of the semester. If you can handle it with diligence and grace, and get help when you need it, you will be ready for anything.

Vocabulary:

Some of the words for next week's vocabulary test include:

freshman –

sophomore –

junior – as related to school, not age or experience

senior – as related to school, not age or experience

premed –

The rest of this next week's vocabulary will come from your research project reading. I will take two words related to the education theme that comes from each group's reading.

WEEK 5

Questions and Concepts

- **Ten ways to improve your study skills in one week!**

Vocabulary and Terms

freshman –

sophomore –

junior – as related to school, not age or experience

senior – as related to school, not age or experience

premed –

The rest of this next week's vocabulary will come from student reading of your research topics. I will take two words related to the education theme that come from each group's reading.

Reading

- ***Girl in Translation*, Chapters 11 & 12**
- **Assorted readings for research topics.**

Writing

- **Essays:** Everyone has finished three drafts of your Education History by now. This week you will continue your research paper about one of history's Great Educators. In addition, keep on top of your revision of the CATW-style response to the article, "*Why Chinese Mothers Are Superior*" and the CATW-style response to "*Model Minority Stereotypes*." When each of your essays is finished, all drafts go in your portfolios.
- **Praxis in Education: A Flyer-Writing and Distribution Project**

College Knowledge: Test Preparation and Study Techniques

This Friday I will give you a comprehensive test. Anything that has come up in the class in weeks 1-4 can be on it. The purpose of the test is to make sure that students really learn things. From what I have seen, the CLIP program draws students who are sincere and often have a long history of being among the best in the schools they have come from. So, you should welcome a test that will help you achieve your goals. I want you to do well, so we will devote some class time to studying. Studying can often be easier with a group. Form a group of three or four students and I will go over some study techniques. Although the examples are mine, the techniques here are from a great book by Kenneth L. Higbee called, *Your Memory: How It Works & How to Improve It*. These study techniques are not tricks or magic. These techniques will not suddenly make it easy to remember huge amounts of information. However, they can make it possible to remember much more of what you study for a much longer time. Here I will guide you through these study techniques using *Girl in Translation* as a topic to study.

TECHNIQUE ONE: CHUNKING

The first thing your group should do is divide the content of the course into different groups or “chunks.” It’s easier to remember information, even meaningless information, when it’s broken into chunks. So the number 7,184,895,530 is much harder to remember than the phone number 718-489-5530.

- With your group, make a list of the general topics of the class that you might expect on the test. The first one might be *Girl in Translation*. For a hint about additional topics in this class, or any other class, use the syllabus to create your study categories.
- After you finish, divide each category into sub-categories. Sub-categories for *Girl in Translation* might include: **plot, author, characters, integration with other class readings and assignments.**

TECHNIQUE TWO: FAMILIARITY

We can remember things that we are familiar with and understand much better than we can remember things that we are not familiar with or don’t understand. For example, if I ask the class to memorize the following lines:

- A. Jeter stepped back into the box with a two one count and a man on first. He grounded a curveball to the shortstop resulting in a double play.
- B. Combine flour, baking soda, baking powder, vanilla extract and room temperature eggs in a large mixing bowl. Melt the chocolate and butter in a double boiler and heat to 150 degrees checking the temp with a candy thermometer. Then fold the chocolate and butter into the flour mixture.

- C. He moved the queen to G6 pinning the opponent's bishop therefore leaving her threatening knight at E4 unprotected.

It is much easier to remember these lines about baseball, cooking, or chess if you are familiar with these activities and know the vocabulary. One reason that the phone number 718-489-5530 is easier to remember than the number 7,184,895,530 is the way it is broken into chunks; another reason is the instant familiarity and meaning of the first three digits 718. Once we recognize that as a Bronx area code, the other seven digits are all we need to remember because 718 is so meaningful and familiar that we remember it almost effortlessly. To make sure you have familiarity with the study topic of *Girl in Translation*, try a fun little exercise once with each of the subcategories.

- For the plot, one person in your group should start telling the story from the beginning, including all of the characters, settings, and as much detail as possible. After a minute, or whatever amount of time seems reasonable for your group, the next person continues the story and includes anything s/he can remember that the previous person missed. In this way your group helps each other to study. Retelling the story is also a learning and study strategy that you can use alone, but it's more effective and more interesting in a group. As you go, write down important points, especially ones that change the course of the protagonist's life.
- For the author, use a similar technique. The first person can give one piece of information about the author. Then go around your circle giving information about the author until no one has any information left. You can imagine that you probably won't need a lot about the author because we haven't spent much time talking about her in the course, but I did put some information about her on the website and told students to check it out. If you don't know anything besides her name, go to her website and increase your familiarity. As you go, write down important points, especially ones that are related to the story or were emphasized by the professor in class discussions.
- For characters, each person names a character and several characteristics for that character. Include the reasons you ascribe those characteristics, if you can. For example, *Annette is Kimberly's first friend in New York. She has red hair and she is helpful in explaining school and American culture to Kimberly. Her beautiful home and her wealthy family provide a contrast to Kimberly's poverty.* As you go, put the characters in a hierarchical order based on their importance in the story.
- Connections with other class readings and the education theme are topics we always talk about in class, so you can be sure to expect it on the test. Again, go around the group talking about how readings are *connected*, *related*, *contradictory* or *parallel*. For example, the character of Kimberly seems to be a good example of a model minority stereotype. Kimberly's mother could not be a "Tiger Mother" because she worked too hard to supervise Kimberly all the time. If you have any questions about the meaning of *connected*, *related*, *contradictory* or *parallel*, do yourself and the class a favor by asking now, before it's too late!

If you do all of this carefully, you'll notice that it takes kind of a long time. You will also notice that now you feel much more confident about what you know. Equally important, you have a good idea of what you don't really know and need to study more.

TECHNIQUE THREE: STUDY MATERIALS

Making your own study materials, such as flash cards, can be very useful. Before you do so, first identify your study categories (chunking) and develop familiarity with the content as described in Techniques 1 and 2. Then you will know what kinds of study materials to create and how to create them.

Notice that a significant part of studying takes place before creating study materials. This is because familiarity and organization are necessary to know what kind of study materials to create.

Many of you have used flashcards to study vocabulary words. Flashcards can also be a powerful study tool for other content you want to learn. For each of your subcategories, create two or three flashcards that contain information that you feel is likely to be on the test. Remember, points or issues that the professor has devoted significant class time to are likely to be on the test. Also, you are not trying to anticipate specific questions that might be on the test. Your flashcards should help you study for a range of questions. So, for the plot of the story, I do not advise you to have a flashcard with the question, "Why does Kimberly feel uncomfortable in school?" with the answer on the other side. Instead, you might create a flashcard with the important points of the plot including "Kimberly feels uncomfortable in school," out of sequence on one side and in the correct sequence on the other side. *If you have a genuine familiarity with the text, remembering the sequence of events should help you remember answers to questions about the plot. As you visualize the characters moving through the story, you remember their emotions and motivations. For questions about the characters, you might have a character's name on one side and characteristics on the other side. When you really understand who the characters are (not just their names, but the roles they play in the story, their key actions and characteristics), you should be able to answers most questions you might find on the test.*

TECHNIQUE FOUR: SEQUENCE MATTERS

Higbee explains that when trying to remember a list, the items at the beginning and the end are easier to remember than items at the ends by themselves. For example, try now to remember the first four letters of the alphabet. Easy, of course. Now try to remember the last four letters of the alphabet. It's a little harder, but still not so hard. Now try to remember the four letters that come after F. You can do it, but it takes more remembering than the letters at the beginning or the end. Similarly, you may have had the experience of being introduced to a small group of people and remembering the first name and the last name you heard, but not the names in the middle.

How can you use this to help you study more effectively? In the category of *Girl in Translation*, arrange your flashcards so that the subcategories that are easiest for you are in the middle and the subcategories that are most difficult for you are at the beginning and the end. When you study all of your categories, arrange them in order so that the most difficult categories for you are at the beginning and the end and the easiest categories are in the middle.

**TECHNIQUE FIVE: MAKE IT MEANINGFUL
THROUGH ASSOCIATION AND VISUALIZATION**

We said before that meaningful information is easier to remember than information that is not meaningful. Without looking, do you remember the first three digits of the phone number I mentioned before? You probably do remember it because of the meaning (the association with the Bronx). But what can we do to remember the rest of those numbers that don't have meaning? It's the name of this technique, *make it meaningful*. So the first three numbers, 718, are the area code of the Bronx. The next three numbers, 489, might have a natural meaning for you already. If you were born in April of 1989 or happen to live at 48 9th Avenue, then great, go with that. Or you can give the numbers some new meaning. Instead of 4-8-9 try *four ate nine!* Picture the triangle of the 4 as a mouth with pointy triangle teeth. See it jump over the 8 and swallow the 9 whole. Impressive because 9 is a little more than twice 4's size! Noticing mathematical relationships between the numbers can help memory too.

So what about the 5530? After looking at this number, I notice that the first two digits, 55, are the New York State speed limit and the second numbers, 30, are the New York City speed limit. Now to memorize the number 7,184,895,530 I close my eyes and visualize driving north on the Major Deegan in the Bronx - 718 - when I see the license plate in front of me with only three numbers. (I admit this shows a little lack of imagination). Then, to my surprise the 4 opens the triangle of its mouth and eats the 9! Four ate nine! So surprised am I, that I have to get off the Deegan passing the 'Speed Limit 55' sign and I turned west on Fordham Road seeing the 'Speed Limit 30' sign. 7,184,895,530. This example works well for me because I'm familiar with that road. You should pick a road in the Bronx that you are familiar with.

What did I do here, with this example? I took a piece of information with no meaning and made it meaningful by associating it with something else and/or applying memorable visual imagery.

How does this apply to *Girl in Translation*? Maybe you have a hard time remembering the author's name, Jean Kwok. Well *Jean* is easy enough for me to remember; that's my wife's name. But for you *Jean* should be easy to remember by the clothes you are probably wearing right now, jeans. *Kwok* sounds like *wok*, the big Chinese cooking pan. All that's missing is the K. So I can picture the author, remembering the video I saw on the blog, wearing jeans in my kitchen (I won't picture her kitchen because I would have to invent it but I want a clear picture, so I'll use my kitchen). She is cooking with a wok. In the wok, simmering in oil, is some Special K cereal to represent the missing K which makes wok into Kwok.

Notice this is not a trick to remember things; it is a way—a method—to remember things. Just like going to the gym four times a week is not a trick to get in shape; it's a way to get in shape.

Like going to the gym, if you study consistently, with effort and use proper techniques, the results are guaranteed. And you won't even have joint pain.

TECHNIQUE SIX: REPETITION

You have already learned that for most of human history and all over the world, repetition has been used for studying. That is because repetition is effective. The techniques above do not make repetition unnecessary; they just make it much more effective. Higbee writes about "overlearning." This means studying past the point where you can just remember the answers and up to the point where the answers come easily and automatically. This means taking the time (which means making the time) to repeat what you have studied and learned. This repetition will pay off in more success in school.

TECHNIQUE SEVEN: INTERACTION

Use your flashcards to test each other. You can even create a game or competition within your group. Let the person who is having the most trouble with a set of flashcards act as a game show host using the flashcards to test the other people in your group. This gives the person having trouble more time to become familiar with the answers. Keep track of the points each person gets. Giving points is a good way to get feedback and know how well you are doing. After one round, try again with a new host. Most people find human interaction and the feelings of winning or losing to be very memorable experiences. Letting yourselves enjoy a little competitive spirit can be a great memory aid.

TECHNIQUE EIGHT: CREATING CONTEXT

Studying different subjects in different places can be helpful. If you study grammar in the bedroom—doesn't everyone?—and do reading homework in the living room, change of context can make a difference. If you don't have that luxury, using different colored flashcards for different topics has been shown to help recall, too. Here, within the classroom we apply this technique by having groups switch places when we change topics. Later you might find it easier to recall information if you picture yourself sitting in the place where you studied it. (See technique 10 below.)

TECHNIQUE NINE: SPACING

If you have four hours to study several different topics, should you study one time before the test for four hours, or should you study one hour per day for four days? Many students feel that it's better to study for four hours right before the test. The sad truth behind this thinking is that it seems normal for them to forget everything they study by the next day. Sometimes they hope the test will be early in the morning because they know they will forget a lot of what

they have “learned” by the afternoon! This is craziness! Why should we study or teach at all if the plan is for students to forget everything anyway? Your goal should be to remember everything on the test long after the test is over. Leaving time between study sessions, even a short break before changing topic can help you to recall what you’ve learned more easily.

TECHNIQUE TEN: <i>THINK AROUND IT</i>
--

All of the above techniques are designed to help you effectively learn information and/or put it in long term memory. This is one technique that is meant to help you get that information out of long term memory. While walking down the street, have you ever encountered a person you’ve met before, but you can’t remember her name or where you met? Then she might offer, “We met at Paul’s Halloween party, I was dressed as a devil.” And you say, “Oh, Talula!” That’s using context to help you remember.

This same phenomena can help you remember something when the test is in front of you. When you see a question that you feel you know the answer to and you know you studied it, but you just can’t bring the answer up from your memory, *think around it*. Try to remember when, where and with whom you learned this. Was it in class, on the train, or at home? Which room were you in? Who else was there? What else did you study in that session? Was that before or after your mother twisted her ankle stepping off the bus? Where exactly were you sitting? Questions like this can help you remember information, especially information you have understood and studied before.

Girl in Translation Chapters Eleven: *Before You Read*

Cause and Effect

Directions: Before you read the chapter, read the excerpt below. What do you think might happen? Write down two possible results. Then read the chapter and check your predictions.

(grammar note: could/might)

Excerpt:

“Annette.” I stood by the edge of the stage, feeling self-conscious under the bright lights.

“Hey!” She came forward and knelt by me so that we could talk.

“Curt’s invited me to a party. What should I do?”

Her eyebrows seemed to shoot up her hairline. “Are you thinking of going? Why? You never do!”

I started twisting the button on my blazer around. “I know. But I could. Not all the time. Just once.”

“Oh, you like him!” Her voice was loud in the theater.

“Shh! No! He’s just a friend. I guess it’s a bad idea.”

Prediction: Based on this excerpt, I think _____ might...

Result: I say this because...

Girl in Translation

Chapter Eleven: *While and After You Read*

Double-Entry Journal

Name:

Date:

P.#	TEXT	RESPONSE

On My Mind: Finally, write two questions about the reading, or topics mentioned in the reading, that you think would be interesting for the class to discuss as a group.

- 1.
- 2.

Girl in Translation Chapters Twelve: *Before You Read*

Cause and Effect

Directions: Before you read the chapter, read the excerpt below. What do you think might happen? Write down two possible results. Then read the chapter and check your predictions.

(grammar note: Could/might)

Excerpt: Dr. Weston stared at me with her little eyes. “Kimberly Chang, if you’re not the type of student who gets into Yale [University], then who is?”

...

Most of the kids had lessons in something, like dance or violin, since they were seven. If their standardized test scores needed a bit of boosting, they received private tutoring. They could write their college essays about picking grapes in Italy, bike tours in Holland, sketching in the Louvre. Often their parents were also alumni of the schools they were applying to.

What were my chances? I was just a poor girl whose main practical skill was bagging skirts faster than normal. Dr. Weston’s confidence gave me some hope but not much. I was good at school but so were many of the other kids, most of whom had been groomed since birth to get into the right college. No matter how well I managed to fake belonging to the cool circle, I knew I was not one of them. A part of me believed the colleges would sense this and shut me out.

Prediction: Based on this excerpt, I think _____ might...

Result: I say this because...

Girl in Translation

Chapter Twelve: While and After You Read

Double-Entry Journal

Name:

Date:

P.#	TEXT	RESPONSE

On My Mind: Finally, write two questions about the reading, or topics mentioned in the reading, that you think would be interesting for the class to discuss as a group.

- 1.
- 2.

Assessment

This Friday there will be an exam covering everything we have studied in class. This includes: *Girl in Translation*, Amy Chua, “Model Minority Stereotypes,” the University Settlement House, ancient foundations of education and your own Education History, as well as grammar, vocabulary, and MLA style.

Homework from Week 5

Reading: In Week 6 you will finish *Girl in Translation*!

Essays: You have plenty of drafted essays in progress now. Stick to the schedule!

The first draft of the research paper is due on next week. If you have worked on the whole paper together, submit it with all three last names on the header. If you have worked on it individually, each person should put his or her own last name on the header.

Vocabulary for next week:

The Week 6 vocabulary will include the remainder of the educational terms from student projects. And the following words:

knock up (phrasal v.)

astray (adv.)

inflate (v.)

time warp (n.)

rubric (n.)

domain (n) – specifically as in the CATW rubric

WEEK 6

Questions and Concepts

- **What is praxis, really?**
- **What resources are available to help families like Kimberly Chang's get more out of school?**
- **What makes a great PowerPoint presentation?**

Vocabulary and Terms

The Week 6 vocabulary will include the remainder of the educational terms from student projects, and in addition, the following words:

knock up (phrasal v.) –

astray (adv.) –

inflate (v.) –

time warp (n.) –

rubric (n.) –

domain (n) – specifically as in the CATW rubric

Reading

This week you'll finish reading *Girl in Translation*. I'll tell you now that Chapter 13 ends with plans for after high school and Chapter 14 jumps forward twelve years in the future.

Girl in Translation

Chapters Thirteen: *Before You Read*

Explain how you think Kimberly's relationship will change or be resolved with each of the following people. Explain the reasons for your prediction.

1. Curt?

2. Annette?

3. Matt?

4. Ma?

5. Aunt Paula?

Girl in Translation

Chapter Thirteen: While and After You Read

Double-Entry Journal

Name:

Date:

P.#	TEXT	RESPONSE

On My Mind: Finally, write two questions about the reading, or topics mentioned in the reading, that you think would be interesting for the class to discuss as a group.

- 1.
- 2.

Girl in Translation

Chapters Fourteen: *Before You Read*

Chapter 14 jumps ahead twelve years. How do you imagine her life twelve years later? Try to predict and in the space below, write about the kind of life she lives. Who from the previous chapters do you think is still in her life? Where do you think she lives? What kind of work do you think she does? Do you think she has a family of her own? Is she happy?

Girl in Translation

Chapter Fourteen: *While and After You Read*

Double-Entry Journal

Name:

Date:

P.#	TEXT	RESPONSE

On My Mind: Finally, write two questions about the reading, or topics mentioned in the reading, that you think would be interesting for the class to discuss as a group.

- 1.
- 2.

Computer Lab

The great social worker, educator and Nobel Peace Prize winner, Jane Addams knew that it was important to involve new immigrants in American society without asking them to give up their culture. In the book, *Girl in Translation*, we see that Kimberly and her mother are very alone in the society and they don't have many ideas about how to help themselves. Great educators like Paulo Freire felt that education can be a form of *praxis*—informed action—, particularly when that praxis can bring power to the powerless. In the tradition of Jane Addams and of Paulo Freire, the City University of New York and the Office of the Mayor produced a video designed to help immigrant parents open a dialogue with their children's teachers and principals. The video doesn't have a Hollywood budget, but it has some things that are more important than that. This week and next we will take some extra computer time to continue the process and bring praxis to our process by informing communities about how to get more involved in school.

Watch the video "Welcome Parents" at: <http://www.nyc.gov/html/weareny/html/episodes/episodes.shtml>

- I. How many families are shown in the video and what are the difficulties or frustrations they feel?

Family Name	Issues, problems, frustration

6. Call those schools! Yes, you can use your phone in class! Get the information you need to help people in your community who haven't come as far as you have.

School Name	Phone #	Contact Person's Name	Date of Parent-Teacher Conference

Grammar

Grammar focus this week is on using the past tense and past progressive in complex sentences. These sentence structures will help you to revise and edit your education autobiography and also to write your research paper in your own words.

The following grammar can be reviewed in the *Focus on Grammar (Intermediate)* software in the computer labs.

Connect two clauses in the past tense with *when* to show sequence in the past.

For example

- Two simple sentences:

1. *Mrs. Diaz arrived at school.*
2. *Mrs. Diaz saw the parent coordinator.*

- One complex sentence with a time clause:

When Mrs. Diaz arrived at the school, she saw the parent coordinator.

OR

Mrs. Diaz saw the parent coordinator when she arrived at school.

Notice:

1. Both sentences with *when* have the same meaning. The part that comes after *when*—the time clause—is the part that happens first in time in both sentences.
2. The comma is only required when the time clause comes first.
3. In this case the first option is a little clearer because in the second sentence, it isn't clear who arrived at the school.
4. Often there is some cause and effect relationship. For example, I opened my umbrella when it started to rain.

Practice:

Write five sentences using two clauses in the past tense connecting them with the word *when* to show sequence in the past. Use sentences that are about the “We Are New York” video “Welcome Parents” or *Girl in Translation*.

1.

2.

3.

4.

5.

Connect two clauses in the past progressive with *while* to show simultaneous actions in the past.

For example

- Two sentences:

1. *Some parents practiced what to say to the teacher.*
2. *Two of the dads played soccer.*

- One complex sentence with a time clause using “while”:

While some parents were practicing what to say to the teacher, two of the dads were playing soccer.

OR

While two of the dads were playing soccer, some parents were practicing what to say to the teacher.

OR

Some parents were practicing what to say to the teacher while two of the dads were playing soccer.

OR

Two of the dads were playing soccer while some parents were practicing what to say to the teacher.

Notice:

1. Because both events are happening at the same time, it doesn't matter which comes first in the sentence.
2. Exactly like the previous example, if the time clause, with *while*, come first, you need a comma. If the other clause comes first, you don't need a comma.
3. Like in many languages, we don't use the progressive tense with non-action verbs. For a list of non-action verbs, see the appendix of your grammar text, or use the Focus on Grammar computer software.

Practice:

Write five sentences using two clauses in the past progressive tense with *while* to show simultaneous actions in the past. Use sentences that are about the “We Are New York” video, “Welcome Parents” or *Girl in Translation*.

1.

2.

3.

4.

5.

**Use one clause in the simple past tense
and one clause in the past progressive
with *when* or *while* to show interruption.**

For example

When Kimberly entered the classroom, Mr. Bogart was already writing on the board.

OR

While Mr. Bogart was already writing on the board, Kimberly entered the classroom.

OR

Mr. Bogart was already writing on the board when Kimberly entered the classroom.

OR

Kimberly entered the classroom while Mr. Bogart was already writing on the board.

Notice:

1. Just like in the previous examples, use the simple past tense after *when* and the past progressive after *while*.
2. The action in the past progressive is the action that gets interrupted. The action in the simple past is the interruption.
3. Exactly like the previous examples, if the time clause, with *while* or *when*, comes first, you need a comma. If the other clause comes first, you don't need a comma.

Practice: Write five sentences using one clause in the simple past and one clause in the past progressive tense with *when* or *while* to show interruptions in the past. Use sentences that are about the "We Are New York" video "Welcome Parents" or *Girl in Translation*.

1.

2.

3.

4.

5.

Writing

Work with a partner. Imagine that one of you is a Chinese factory worker in the same factory as Kimberly's mother. You have seen the "We Are New York" video and have been to open school night once before. You want to talk to Kimberly's mom about open school night.

Continue the following dialogue:

Friend: *You know, open school night is coming at P.S. 1.*

Ma: *What is open school night?*

Friend:

Ma:

Friend:

Ma:

Friend:

Ma:

Friend:

Ma:

Friend:

Ma:

Friend:

Ma:

Friend:

Ma:

Praxis in Education: A Flyer-Writing and Distribution Project

This writing assignment is an example of praxis in education. In this praxis, in the tradition of the Brazilian genius Paulo Freire, you will use your education to provide social empowerment and opportunity to people in your community. We can do the first draft in class and finish it in the computer lab.

- Divide one piece of paper in half. It can be top and bottom or left and right.
- On one side, in English, compose a flyer to give people in your community information about how to learn about open school nights and get involved in their children's schools.
- Include the resources for parents you learned about on the "We Are New York" website. Include the website itself as an additional resource.
- Include strategies for parents.
- Include the names and phone numbers of some local schools and/or parent coordinators.
- If possible, include the dates of parent teacher conferences at local schools.
- Translate the English into your first language and include it on the other side of the paper.
- In small letters at the bottom of the page invite people to visit: <http://olivermann.edublogs.org>
- When your flyer is complete, print 5 and put them up in your building, church, supermarket or community bulletin board or at a local school.
- Take a picture if you can. The goal of the picture is not to read the sign. You can print that any time. The goal of the picture is to show the sign in the community context as a demonstration of praxis education as a circle of empowerment in the community. That's profound; read the goal one more time. A picture of someone reading your sign would be great. Put your picture on your blog and/or in your portfolio.

Your flyer should use clear and simple language so that even people with only a little schooling will be able to read it. Use bullet points—like I did above—with one sentence per point to keep it simple.

PowerPoint Presentations

After handing in your first draft of the research paper, your group can start on the PowerPoint presentation. Here are some important notes:

- The goal of the presentation is *not* to present everything you learned in your research. The purpose is *to give the class a clear understanding of the most important points*.
- Each person in your group should speak for four-five minutes.
- Let the organization of your research paper guide the organization of your presentation.
- As you can see from the evaluation form on the following page, the most important part of your presentation is what you say and how you say it. Please do not spend your time changing the fonts, colors, and effects until you have written and practiced what you want to say.
- All groups should be ready by October 31.

PRESENTATION EVALUATION

Name:

Date:

Title:

LEVEL OF PROFICIENCY ACHIEVED	A	B	C	D	F
CONTENT: Is this an informative report that clearly defines important main ideas?					
CRITICAL ANALYSIS: Has the presenter synthesized and evaluated his/her information in an insightful manner?					
ORGANIZATION: Does the speaker move from one idea to the next in an organized way, using appropriate transitions?					
CONTACT WITH AUDIENCE: Does the student engage the audience with eye contact, emphasis and gestures?					
LANGUAGE SKILLS: Does the student use appropriate volume, pacing, grammar and pronunciation?					
COLLABORATION WITH GROUP: Did the student do as much work as the other students in the group?					
USE OF POWER POINT SLIDES: Does the student have appropriate and sufficient slides to help illustrate the presentation?					

COMMENTS: (Use the back of this page for comments.)

PRESENTATION EVALUATION CRITERIA

Here are some further notes and questions to help you understand the categories on the preceding. These notes will also help guide you in developing your own PowerPoint presentations.

Content: The students need to demonstrate a real understanding of who that person was and why s/he is an important contributor to modern education. All of your subjects are known for new ideas in education. For your audience to appreciate that, please explain the previous ideas that were being improved or replaced.

Critical Analysis: What do you think of these ideas? Show a deeper, more profound understanding of the content by providing your own examples.

Try mixing and matching words in the columns in the table below to create questions about your topic. If you have a true understanding of you topic, you should be able to answer some of the questions. The answers to these types of questions get you a better grade in the critical analysis domain. The same type of thinking will get you points in the critical analysis domain of the CATW.

What have you...	seen experienced heard about read about	that makes you	understand support like reject question want to know more about	the ideas you are explaining?
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Organization: The organization of this presentation is a little more complicated than moving forward in chronological order. Your presentation should be organized in a way that will be easy for the class to follow and understand.

Contact with the Audience: Giving a presentation should not be the same as reading a paper. Your audience should feel that you are talking to them. Some ways to engage your audience are:

- **Know what you want to say!** It's hard to speak effectively if you spend all of your energy trying to remember what you say.
- **Good Posture:** It's true, people want to listen to you more when you are standing up straight.
- **Eye Contact:** Look around at your audience and meet everyone's eyes at least once. Do not spend your presentation looking at your own slides. You know what they look like! You should look at your audience.
- **Keep Moving:** When you move, your audience follows you with their eyes; this keeps people more engaged.
- **Ask Questions:** I encourage you to interact directly with you audience by asking them questions about the content. You can even ask for their opinions. Asking questions gets people involved in your presentation.
- **Check Understanding:** Also ask questions to check understanding. Try questions like, "Is this clear?," "What does this information mean to you?" and "What questions do you have about this?"
- **Tell Us What's Important:** Don't leave it to your audience to guess what's important. Use phrases like, "This is important. The main point to remember is that..."

Language Skills: Your language use should make your presentation easier to understand, not harder. To make yourself understood polish your grammar and pronunciation. This requires some drilling and repetition. It's very hard to focus on pronunciation, grammar and pacing if you still need effort to remember what you want to say.

Collaboration: Your group has the responsibility of dividing the work evenly. Everyone in your group will get the same result in this domain.

Use of PowerPoint: Your score in this domain is based on how well the slides you use help to illustrate your points. Please do not type exactly what you are saying on the slides. You are engaging your powers of oratory, so you want people listening to you while they see images that demonstrate, illustrate, or otherwise support what you are saying.

Homework from Week 6

Vocabulary for next week's test:

yield (v.)

fathom (v.)

pupil (n.)

likelihood (n.)

tack (n.) –as in a box of tacks-

effortful (adj.)

uncertain (adj.)

autopilot (n.)

strive (v.)

imply (v.)

infer (v.)

solve (v.)

presumably (adv.)

boost (v.)

peg (n.)

retrieve (v.)

comprehension (n.) the meaning is not exactly the same in English and Spanish

instill (v.)

incidental(adj.)

tide (n.)

WEEK 7

Questions and Concepts

- **Advanced note taking – skills to make the whole rest of your life easier!**
- **Cause and Effect: If they are in love because they are holding hands, more people should hold hands!**
- **What can cognitive scientists teach us about teaching and learning?**

Vocabulary and Terms

yield (v.) –

fathom (v.) –

pupil (n.) –

likelihood (n.) –

tack (n.) – as in a box of tacks –

effortful (adj.) –

uncertain (adj.) –

autopilot (n.) –

strive (v.) –

imply (v.) –

infer (v.) –

solve (v.) –

presumably (adv.) –

boost (v.) –

peg (n.) –

retrieve (v.) –

comprehension (n.) the meaning is not exactly the same in English and Spanish

instill (v.) –

incidental(adj.) –

tide (n.) –

Reading

- ***Why Don't Students Like School?* , Chapters 1 and 2**

Writing

Group CATW Essay – based on a “NY Times” article on bilingualism

Why Don't Students Like School

Chapter One: Before You Read

Cause and Effect

We will be looking more at *cause and effect* in our reading this week. Before you read, read this grammar lesson that is part of Ellen Balleisen's *Book of Common Troublespots*.

CONNECTORS THAT SHOW CAUSE-AND-EFFECT

A. Because is a conjunction that *must* be used with two clauses. Placement can be in the middle of the sentence or at the beginning. If **because** is in the middle of the two clauses that it connects, there is no comma. If **because** is at the beginning of the first clause, there is a comma before the second clause.

Examples:

- **Because** two cars collided, traffic was very bad.
- Traffic was very bad **because** two cars collided.

B. Because of is used with a noun phrase, not a complete clause. Placement follows the same rules as **because**.

Examples:

- **Because of** an accident, traffic was very bad.
- Traffic was very bad **because of** an accident.

C. As a result, therefore, thus and **hence** are transitions that connect two separate sentences. They cannot be used as conjunctions to connect two clauses.

Examples:

- Two cars collided. **As a result**, traffic was very bad.
- Two cars collided. **Therefore** traffic was very bad.
- Two cars collided. **Thus** traffic was very bad.

Practice Using Connectors that Show Cause and Effect

Fill in the blanks with **because**, **because of** or **therefore**.

1. _____ Sally doesn't like white walls, she painted her house several different colors.
2. Sally painted her house several different colors _____ she doesn't like white walls.
3. _____ Sally's dislike of walls, she painted her house several different colors.
4. Sally doesn't like white walls. _____ she painted her house several different colors.
5. Mark and Patty have eight children. _____ they spend a lot of money on groceries.
6. Mark and Patty spend a lot of money on groceries _____ they have eight children.
7. _____ their large family, Mark and Patty spend a lot of money on groceries.
8. Classes were cancelled _____ the snowstorm.
9. It snowed very hard. _____ classes were cancelled.
10. _____ it snowed very hard, classes were cancelled.

Why Don't Students Like School?

Chapter One: *Before You Read*

More Practice Using Connectors that Show Cause and Effect

In the book, *Why Don't Students Like School? (WDSLS)* Willingham tries to answer his question from the perspective of the cognitive scientist. What reasons do you think he might give? Use the connectors to explain what you think his answers will be or make your own suggestions to answer that question:

1.

2.

3.

4.

5.

Why Don't Students Like School?

Chapter One: After You Read

The Main Idea:

In this book each of the nine chapters tries to give one answer to the title question. In one complete sentence, what is the answer provided in this chapter?

Discussion Question:

In his short Introduction, Willingham suggests that humans are basically bad at thinking. Quintilian, in his *Institutio Oratoria* suggested that reason is as natural to men as flying is to birds. Who is right? Are both right? Is there a difference between *reasoning* and *thinking*?

Why Don't Students Like School? **Chapter One: After You Read**

Double Entry Journal:

We have moved from fiction to nonfiction, but the double entry journal can work as well or even better for nonfiction.

Name:

Date:

Passage & Page #	Response

On My Mind: Finally, write two questions about the reading, or topics mentioned in the reading, that you think would be interesting for the class to discuss as a group.

- 1.
- 2.

Why Don't Students Like School?

Chapter Two: *Before You Read*

- I. Which subject would you now feel most comfortable writing an essay about: Egyptian cooking the airplane manufacturing industry, education, or New York banks?

You probably said education. Why? There is more than one reason. Brainstorm a few reasons here:

Chapter Two: *While You Read*

As you read, see if Willingham explains his reasons why you would probably choose education. Record his answers here:

Chapter Two: *After You Read*

The Main Idea:

In this book each of the nine chapters tries to give one answer to title question. In one complete sentence, what is the answer provided in chapter two?

Why Don't Students Like School? **Chapter Two: After You Read**

Double Entry Journal:

Name:

Date:

Passage & Page #	Response

On My Mind: Finally, write two questions about the reading, or topics mentioned in the reading, that you think would be interesting for the class to discuss as a group.

- 1.
- 2.

College Knowledge: Note-Taking

For years I have asked my former students about the biggest differences between CLIP and college classes and what they found difficult about college classes. Often the answer to both questions is, “taking notes.” College professors often lecture for an hour and a half without writing anything. Students are expected to take notes. To prepare for this, I recommend Chapter in a good little book, which I will give you:

Langan, John, and Paul Kowal. *Ten Skills You Really Need to Succeed in School*. New Jersey: Townsend, 2001. Print.

After learning about taking notes, prepare to take notes about a short lecture. Make sure you get important names and dates. Also listen for signal words to tell you what is important and for lists. Also, it is common for professors not only to explain a topic, but to give their own opinions and analysis. These are also important to note. You don't have to agree with the professor about everything, but even if you disagree, you'll usually get a better grade when you write about topic the professor has said are important.

Information from the following lecture will be on a test in a few weeks. You can check your facts and spelling on the Internet, but the answers for the test need to come from the lecture.

Before the lecture starts, prepare your paper for note taking.

During the lecture, write quickly and listen for clues about what is important.

After the lecture:

- Compare your notes with other students in a group of three or four.
- Choose one of the study methods exemplified in the book, *Ten Skills You Really Need to Succeed in School* and create your study materials. If your study materials are good, you should be able to do well on the test long after you have forgotten the lecture.
- Consider how the lecture about Bobbitt is related to your own educational history. In high school, or even before high school, did you ever get to decide what you learned? Was the goal of your curriculum to give you useful abilities? Were you happy with that aspect of your education? Integrate a direct reference to Franklin Bobbitt into the next draft of your educational history. This will add a new dimension to your history and make the name and ideas Franklin Bobbitt much, much easier to remember. Integrating ideas from different sources is also a very important CATW skill.

Writing

Group Essay on Bilingualism

This is another CATW style response to reading but for this essay we are going to do something a little different. You will work in a group of 3-4 people. The essay will not be timed. I will give you time to collaborate and talk through the process in class. Often a group can much more effectively consider a topic by bringing to it your own perspectives and experiences. A group can almost always do more effective editing than one person alone, too. This essay will take more than one day. We will take about an hour to brainstorm ideas and write an outline.

For the topic, read this “NY Times” article about bilingualism:

http://www.nytimes.com/2012/03/18/opinion/sunday/the-benefits-of-bilingualism.html?_r=0

Follow the following steps in your group:

1. List the ideas that you feel are necessary for a good summary. Remember you need the main ideas, not the details and examples.
2. Discuss the points that are most interesting to you with your group. Explain why they are interesting.
3. As a group, decide on one or two of those ideas to develop. Base your decision on the quality of the reasons and examples you have to develop the idea.
4. Divide those reasons and example into three or four paragraphs. Write a short but clear topic sentences for each paragraph here:
 - a.
 - b.
 - c.
 - d.

5. Write an introduction providing background about the reading and possibly yourselves. End with a thesis statement that lets the reader know your main idea and the focus of your essay.
6. Develop each of your topic sentences into a body paragraph.
7. Write a conclusion that restates your main ideas. You can improve your conclusion by adding a prediction, suggestion, or solution to a problem.
8. Revise and edit. Start by taking out your grammar book, a dictionary and pages of the syllabus in which we worked on grammar. If you don't have these things ready, you're not really ready to revise and edit. Go through each sentence with your group and look for ways to improve it. First try to improve the way it expresses the desired meaning; this includes adding more specific and sophisticated vocabulary. Then try to improve grammar and spelling.

WEEK 8

Key Activities

- **PowerPoint Presentations BEGIN!**
- **Let's all get LinkedIn**

Vocabulary and Terms

fetch (v.) –
trivial (adj.) –
neutral (adj.) –
mnemonic (adj./n) –
cue(n./v.) –
odd (adj.) –
acronym (n.)
analogy (n.) –
shallow (adj.) –
deep (adj.) –
seldom (adv.)
disguise (n./v.) –
underlying (adj.) –
fortress (n.) –

Reading

- ***Why Don't Students Like School?* , Chapters 3 and 4**

Writing

- **Essay: Work History and Career Goals**

Why Don't Students Like School?

Chapter Three: After You Read

On separate paper, write your answers to these questions:

1. According to the chapter, what is the effect of emotion on memory?
2. Which example from the chapter shows that repetition alone is not enough to make people remember something?
3. According to the chapter, what is the effect of wanting to remember something?
4. Page 62 can help to explain why students are often surprised by test questions. It can also explain why teachers are often surprised by test answers. Write a short paragraph explaining how.
5. What does Willingham say about teachers relating content to students' lives? Do you agree?
6. What two qualities does Willingham say that all good teachers have?
7. Of the six mnemonic methods that Willingham describes, which do you think would be easiest for you to use successfully and why?
8. Can you describe how, in the last two pages of the chapter, Willingham's opinion of the value of making things relevant to students' lives questions the developmentalist orientation of many modern curricula?
9. Can you describe how these same pages predict the dangers of students always trying to connect CATW readings to their own lives?

Why Don't Students Like School?

Chapter Four: After You Read

The chapter explains the difference between understanding the shallow structure of a problem and the deep structure of the problem. When you finish this chapter, you should have a clear understanding of the difference. Write what you think the difference is here:

Why Don't Students Like School?

Chapter Four: After You Read

Consider these two passages about topics that could easily be used as CLIP Essay or CATW passages.

1. Under Mayor Michael Bloomberg, New York City banned all smoking in bars and clubs in 2003. Many people feel that prohibiting smoking in bars has been great. They feel that going out is much more enjoyable and not as unhealthy as it used to be. Some owners of bars and clubs still feel that the law is unfair. One club owner said, "It's bad for business and, I don't know—I always thought a smoky bar was a little romantic, a little mysterious." Still, for now the smoking ban will continue and owners who don't comply will risk fines.
2. In La Joya, California, local man George Penne has received an order from the county sheriff that he must remove a nine foot sculpture from his front yard. Mr. Penne has refused to comply with the order saying that the sculpture is an abstract expression of who he is. He also adds, "I'm an artist and the publicity can't hurt." Other people who live on the block say that the garish colors and sharp angles are ugly to see every day and may negatively affect their property values. For now, Mr. Penne has been granted a temporary license to display the statue and the case will be heard by a La Joya judge next week.

These two passages have very different shallow structures. Describe the differences here:

These two passages also have some similar deep structure. Can you identify some underlying deep structure that these two passages have in common? Describe one here:

Career Path

Learn about LinkedIn

Go to www.learn.linkedin.com and look for the list of User Guides on the left side of the page. Click on “Students.” A series of videos will appear. Watch the first video in the series, “Get Started with LinkedIn: What Is LinkedIn and Why Should I join?” Take notes on the following ideas as you watch the video. Pause the video any time you need time to write something down, or back up and watch a section twice to help you understand it.

How Ann Used LinkedIn to Get a Job

What LinkedIn Is NOT

What LinkedIn IS

How LinkedIn Can Help You Find a Job

Learn about LinkedIn Profiles

Return to the www.learn.linkedin.com page and look for the list of Site Features on the left side. Click on “Profile.” Several short videos will appear. Watch these five short videos and take notes on what they explain. Pause or repeat the videos whenever you need to.

Profile Basics: Overview

Profile Basics: Basic Information

Profile Basics: Experience

Profile Basics: Education

Profile Basics: Summary

Setting up Your LinkedIn Profile

Go to www.linkedin.com and register! Start to set up your profile. To complete this assignment, you will need to fill out five areas of your profile:

- Basic Info
- Experience
- Education
- Summary
- Skills & Expertise

Start with Basic Info. When you are done with Basic Info, search for other profiles to see some examples before you continue. You can search by name or by job title. For example, you can search for “Barack Obama” or “president of the United States.” Look at three profiles.

How is LinkedIn different from Facebook? Make some notes here.

LinkedIn	Facebook

Go back to your profile and fill out what you can. For the Summary section, explain that you are a full-time student in the CLIP program and explain what you hope to do in the future, both in your education and in your career.

Is there any section you need to return and finish later? Which sections?

Make Connections with LinkedIn

Sign into your LinkedIn Profile.

1. Find the link that says “Add Connections.” Follow the instructions. Do you know anyone on LinkedIn already? How many people?
2. Now, you are going to connect your profile to your classmates’ profiles. How will you do this? Discuss with a partner and come up with a plan.
3. Finally, sit with a partner. Pretend that you are a manager and you need to hire someone. Look at your partner’s LinkedIn profile. Would you hire this person? Why or why not? What could this person do to improve their profile? Write some notes here:

ESSAY: My Work History and Career Goals

This excellent assignment was written by the brilliant Linda McDonell as part of the City Tech CLIP CareerPATH curriculum. I am only changing this introduction to put the assignment in the context of our education theme. The only other change is the last item relating to posting on the class blog. With this assignment our curriculum turns more towards a developmentalist orientation which seeks to use the students own interests as the basis for teaching. Furthermore, now the teacher adopts the philosophy of John Dewey:

Since learning is something that the pupil has to do himself and for himself, the initiative lies with the learner. The teacher is a guide and director; he steers the boat but the energy that propels it must come from those who are learning.

—John Dewey

Quoted in:

Simpson, Douglas J., Michael J. B. Jackson, and Judy C. Aycock. *John Dewey and the Art of Teaching: Toward Reflective and Imaginative Practice*. Thousand Oaks, CA: Sage Publications, 2005. 49. Print

Essay Topic: This essay is about *your* personal experience and attitude about working.

Where you have been

- Describe your work experience up to now. What has been your most important job, and why? Which has been the job you liked best or least?
- If you have never worked at a paying job yet, think about other kinds of work you might have done. For instance, most teens have done some kind of work at home for the family. What kind of household tasks are you best at performing? Which jobs do you like least? Also, perhaps you have been a volunteer at your house of worship or at some school organization or event. If so, describe the work required in those capacities.

Where you want to go

- Now you have been accepted to college in order to study some major that can lead to a career path. What is your major? Make some predictions about what you will learn in those classes, or what kind of projects your teachers might expect you to complete. What career will this major prepare you for? Describe what you are personally seeking

in a job in this career besides money. Do you have a long-term career goal? If you do, tell about it.

Where you are now

- Are you on target for your career goal? Why or why not? What specifically will you do or have you been doing to reach your goal?
- This work history should use a professional tone that could be appropriate for other students to read and to post on the Internet on the class blog.

Things to keep in mind when writing and revising

- Choose the right tense for the time period you are describing. For instance, if part of your work history is already over, then use past tenses in your description. If part of your work experience is happening right now, then use present tenses.
- Use direction/signal words like “before, next, then, later” to show time sequence in your paper.
- Include enough detail so that any reader (either your teacher or another classmate) can fully understand what you are describing.

PEER REVIEW of ESSAY: My Work History and Career Goals

Name of Reviewer: _____

Name of the Author of the Paper: _____

1. Check to see whether the verbs are in the right tense. Remember, if the work experience is already over, the tenses should be past tenses. If the work experience is still going on, the tenses should be present. **Circle** verbs that you think need to be put into another tense.
2. When telling a story about the past, an author has to make sure that events are told in a logical time sequence. Check to see that there are words like “before, next, then, one day” etc. **Make an arrow mark** where you think the author should include more words or expressions to show more about when in time something had happened.
3. Check to see what kinds of details have been included about this work experience. **Underline the best descriptions.** Make a note in the margin where you think more descriptive words should be added.

Answer the following questions on this sheet. If you need more space, turn the paper over to finish your answer. Remember to give the number of the question you are answering so the student writer understands you.

4. Overall, what part needs the most to be developed? Why do you think it needs to be developed?
5. Write two or three questions about anything that is unclear to you or that you want more information about in the essay.
6. Overall, what do you think is the BEST part of this essay? What do you like about it?

Please staple this PEER REVIEW to your revised second draft, along with your first draft, to hand in to me. Put your second draft on top, the first draft below that, and this sheet below the first draft. Note: You must hand in a completed PEER REVIEW sheet, or I will return your work to you unread.

Vocabulary for Next Week

juggle (v.)

bottleneck (n.)

enable (v.)

strategy (n.)

painstakingly (adv.)

shrink (v.)

payoff (n.)

workaround (n.)

hierarchical (adj.)

eminent (adj.)

imminent (adj.)

thread (n.)

cramming (n.)

intuit (v.)

novice (n.)

workaholic (n.)

exhaustion (n.)

persistence (n.)

Education Curriculum – Unit 3

Week 9

Key Activities and Questions

- **Movie project begins**
- **How do movie reviewers integrate summary, commentary and response and what does that teach us about the CATW?**
- **What kinds of ideas about education can we see in movies?**
- **How does the educational strategy of drilling affect our thought processes and memory?**
- **Creating a resume**

Vocabulary for Week 9

juggle (v.) –
bottleneck (n.) –
enable (v.) –
strategy (n.) –
painstakingly (adv.) –
shrink (v.) –
payoff (n.) –
workaround (n.) –
hierarchical (adj.) –
eminent (adj.) –
imminent (adj.) –
thread (n.) –
cramming (n.) –
intuit (v.) –
novice (n.) –
workaholic (n.) –
exhaustion (n.) –
persistence (n.) –

Reading

- *Why Don't Students Like School?*, Chapter 5
- Movie reviews

Writing

- Movie Review – Drafted Essay #7
- Movie Brochure

After You Read ***Why Don't Students Like School? Chapter 5***

Answer the following questions:

1. Before going from the environment to long-term memory, input must first pass through _____.
2. A mental process we can do without thinking about, such as tying our shoes, is called an _____ process.
3. According to Willingham, why is it easier to figure out $4 + 5$ than $47 + 81$?
4. In your own words, explain what Willingham means on p.120 when he writes that, "Practice is another significant contributor to good transfer."

After You Read
Why Don't Students Like School? Chapter 5

Double Entry Journal

Name:

Date:

Passage & Page #	Response

On My Mind: Finally, write two questions about the reading, or topics mentioned in the reading, that you think would be interesting for the class to discuss as a group.

- 1.
- 2.

Movie Review Project

A. We will use class time to watch the movie, “Akeelah and the Bee.” Then...

B. Read these movie reviews:

- http://usatoday30.usatoday.com/life/movies/reviews/2006-04-27-akeelah-review_x.htm
- and
- http://www.orlandosentinel.com/entertainment/movies/orl-db-moviereviews-searchresults,0,3279701,results.formprofile?turbine_cdb_lib_cdb_01_txt=Akeelah%20and%20the%20Bee&Find+it%2I=Submit+Query

What a Movie Review Does

In movie reviews, the reviewer responds to a movie, *integrating opinions or reactions with an explanation of what happens in the movie*. This task is similar, in some ways, to what you are asked to do for the CATW exam and in many college classes.

The paragraph below is an example of one paragraph by Roger Moore of the “Orlando Sentinel,” in which the part that summarizes the movie is highlighted in blue and the part that is a response, comment or opinion about the movie is highlighted in yellow.

Mom (Angela Bassett, Fishburne's “What's Love Got to Do With It” co-star) doesn't seem to understand her child's gifts or ambitions. But one brother (Lee Thompson Young), in the Air Force, gets it. The movie is great at showing how a tiny bit of encouragement can go a long way with a child.

Do the following:

1. Print each of the movie reviews linked above or copy them to a Word file. Underline or highlight parts that summarize the movie, without giving opinion or analysis. In this way you can more easily see how the movie reviewer integrates a summary of the movie with his own commentary about it.
2. Identify: Which verb tense do the reviewers use when summarizing the movie?

3. In your own words, in two or three sentences, what is each reviewer's overall opinion of the movie and why does s/he feel that way?

Claudia Puig:

Roger Moore:

4. A reviewer's job is not to provide a complete summary. In particular, a review should not reveal the end of the film so s/he does not "spoil" the movie for a potential viewer. Of the two reviews, which provides a more complete summary?
5. Which reviewer seems to give better support for his or her opinion? Why is it better?

Writing: Drafted Essay # 7

Education Movie Project

This project has three elements

1. A drafted essay in the form a movie review.
 - Your review should integrate summary, comments about the movie, and connections to the education theme;
 - Your review should not be more than two typed pages;
 - Your review should not reveal the end of the movie.

2. A presentation to the class. The presentation should:
 - Explain two scenes from the movie;
 - Focus on the way that these scenes depict teaching and learning;
 - Integrate references to educational theories or practices you have studied, observed or experienced.

3. A small brochure or flyer to be distributed to the class including:
 - The above mentioned review;
 - A short explanation of the two scenes your dyad will show;
 - An explanation of education theories, practices or themes depicted in the movie.
 - Vocabulary that the class should know to help them understand the scenes you present.

Steps:

- A. Watch the movie, either with your partner or separately.

- B. Watch the movie again. I promise, watching it two times will increase your understanding significantly. While you watch, take notes. Consider all of the educators, educational theories and curricula that you have been exposed to in this class. However, don't feel limited by what we have studied in class. Feel free to write about whatever made a strong impression on you. Explain what specific scenes show about school or learning in your own words. Write comments about what you notice.

C. Answer this question: What do you think about the ways this movie represents school and interactions between teachers and students?

D. Each person in your dyad should choose one scene from the movie to present to the class. Choose scenes that:

- will be interesting for the class;
- demonstrate clearly some of the educational theories, practices or themes that we have studied;
- are not more than 10 minutes long.

E. Choose five vocabulary words from your two scenes. For each one:

- Type the dictionary definition.
- Type the sentence in which that word is used in your movie.
- Type an original sentence using that word.

This part of the assignment is due on _____ and will ultimately be distributed to the class.

F. Each student must write a review of this movie. Integrate your opinions about the plot, the actors, the costumes, the music or anything else that caught your attention. Also explain to whom, if anyone, you would recommend this movie. Use the reviews of “Akeelah and the Bee” that we have read as models. However, don’t forget to integrate commentary relevant to the theme of education. This review should not be more than two typed pages. It is due _____.

G. In a presentation for the class, your group will introduce your movie to the class, giving them the brochure with the review, vocabulary and scene explanation as a handout. Each student in your group will present one scene from the movie and explain its relationship to issues in education. The total length of the presentation should be less than 30 minutes. This 30 minutes includes time for you to show the two scenes of not more than ten minutes each, and talk about them with the class. Presentations will begin _____.

Homework from Week 9

1. As always, the week's reading assignments should be finished by the following Monday.
2. Also by Monday, your blog should include a link to your LinkedIn profile that we started last week. The profile should be complete and include a resume.
3. Many of next week's vocabulary words are explained on the BCC website. They are:
 - prerequisite
 - corequisite
 - Associate of Arts
 - Associate of Applied Arts
 - Associate of Science
 - pattern sheet
 - college catalog
 - OSSES
 - CUNY First
 - grade point average (G.P.A)
 - transcript
 - discussion board
 - Writing Intensive
 - credit hour
 - degree credit
 - matriculate (v.)
 - debar (v.)
 - degree (n.)
 - major (n./v.)
 - career (n.)

WEEK 10

Key Questions and Concepts

- What is different about the way experts think?
- What is the difference between cognitive style and cognitive ability?
- What did you learn from the observation experience? (Reporting and reflecting on the experience in an essay)
- How can you find the career that's right for you? (Creating a Career Map)

Vocabulary and Terms

prerequisite –
corequisite –
Associate of Arts –
Associate of Applied Arts –
Associate of Science –
pattern sheet –
college catalog –
OSSES –
CUNY First –
grade point average (G.P.A) –
transcript –
discussion board –
Writing Intensive –
credit hour –
degree credit –
matriculate (v.) –
debar (v.) –
degree (n.) –
major (n./v.) –
career (n.) –

Reading

- ***Why Don't Students Like School? – Chapters 6 and 7***
- **Assorted Readings on careercruising.com**

Writing

- **Movie Reviews (continued)**
- **Observation Report**

College and Career Knowledge

- **Researching Careers and Career Mapping Lesson Set**

Before You Read

Why Don't Students Like School? Chapter 6

This chapter is about the differences between the way novices think and the ways experts think. Use these signal words and structures of contrast to form your own ideas about what you expect to read.

Signal Words:

- unlike
- however
- although
- on the other hand
- different from
- differently
- in contrast
- conversely

Structures of Contrast:

adj + er + than

more + adj. + than

more + adv. + than

less + adj. + than

less + adv. + than

While You Read

Why Don't Students Like School? Chapter 6

The sections of this chapter ask some intriguing questions. As you finish the sections, try to answer the questions in a few sentences of your own words.

1. What do scientists, mathematicians and other experts do?

2. What is in an expert's mental tool box?

3. How can we get students to think like experts?

4. What are the implications for the classroom?

After You Read

Why Don't Students Like School? Chapter 6

Before completing the double entry journal, look back at your sentences of contrast that you wrote before you read. Mark each one with a T for True, an F for False, or a question mark – ? – if the chapter doesn't help you know.

Double Entry Journal

Name:

Date:

Passage & Page #	Response

On My Mind: Finally, write two questions about the reading, or topics mentioned in the reading, that you think would be interesting for the class to discuss as a group.

- 1.
- 2.

After You Read
Why Don't Students Like School? Chapter 7

Double Entry Journal

Name:

Date:

Passage & Page #	Response

On My Mind: Finally, write two questions about the reading, or topics mentioned in the reading, that you think would be interesting for the class to discuss as a group.

- 1.
- 2.

Researching Careers and Career Mapping Lesson Set

1. The Department of Labor
2. The DOL's Occupational Outlook Handbook
3. Creating a Career Map
4. What Are You Interested In?
5. Research a Job You Are Interested In

Researching Careers: The Department of Labor

The United States government has a whole department called the Department of Labor. Go to their website to learn more about them: www.dol.gov. Find a basic description of what the Department of Labor does. Take some notes here:

The Department of Labor...

Where did you find this information on the website?

Researching Careers: DOL's Occupational Outlook Handbook

The Department of Labor has something called the Occupational Outlook Handbook. It has information about jobs. Find it on their website: www.dol.gov.

Once you find it, notice how you can search for jobs in different ways. There are broad categories that will give you a list of jobs in that area—for example, Healthcare or Architecture & Engineering. But there are other ways to search for jobs. Find the area that allows you to search by growth rate. Select the *largest* growth rate and see which jobs are growing the fastest right now. Choose the three most interesting jobs listed, and take notes in the chart below:

Job	Education Required	Median Pay

Go back to the main page and click on the career category that relates to your CLIP course theme. Scroll through the list of jobs that comes up and read the short descriptions. Many of these jobs will come up in the books and articles we are reading this semester. Complete the following sentence starters:

I could imagine working as a ...

I would NEVER want to work as a ...

because ...

Researching Careers: Create a Career Map

Choose an occupation related to one of the books you are reading for the course. Use these three websites to learn more about what people in the occupation do and how to become one:

- The DOL's Occupational Outlook Handbook
- Career Cruising (username = cuny; password = newyork)
- CUNY college websites/college catalogs

As you take notes, keep track of where you found the information. If you found this information on Career Cruising, write (CC) after it. If you found the information in the DOL's Occupational Outlook Handbook, write (DOL's OOH) after it. If you found the information on a CUNY website, write (CUNY) after it.

Job Basics for: *(Write the occupation name.)*

What do you actually do when you have this job?

What skills do you need?

Where can you get a job?

Education Required for: *(Write the occupation name.)*

What degrees or certificates do you need?	How long does it take to get this degree or certificate?

What classes are required for these degrees or certificates?

Which CUNY colleges offer these degrees or certificates?

Career Cluster for: *(Write the occupation name.)*

What jobs could help you get this job? Or, what kinds of jobs lead to this job?

What other jobs might you get AFTER doing this job?

What other jobs are RELATED TO this job?

Researching Careers: What Are You Interested In?

Return to the main page of the Occupational Outlook Handbook on the Department of Labor's website (www.dol.gov) OR Career Cruising (www.careercruising.com) . Find THREE jobs that you find interesting possibilities for yourself. Make some notes here about them.

Job	Why I'm Interested In This Job

Researching Careers: Research a Job You Are Interested In

What job are you **most** interested in right now? Find that job on the website and take some notes about it. Use these three websites to learn more:

- The DOL's Occupational Outlook Handbook
- Career Cruising (username = cuny; password = newyork)
- CUNY websites

As you take notes, keep track of where you found the information. If you found this information on Career Cruising, write (CC) after it. If you found the information in the DOL's Occupational Outlook Handbook, write (DOL's OOH) after it. If you found the information on a CUNY website, write (CUNY) after it.

Job Basics for:

What do you actually do when you have this job?

What skills do you need?

Where can you get a job?

Education Required for:

What degrees or certificates do you need?	How long does it take to get this degree or certificate?

What classes are required for these degrees or certificates?

Which CUNY colleges offer these degrees or certificates?

Career Cluster for:

What jobs could help you get this job? Or, what kinds of jobs lead to this job?

What other jobs might you get **AFTER** doing this job?

What other jobs are **RELATED TO** this job?

Writing: Drafted Essay # 8

Observation Experiences

Choose one of your observation reports to turn into a narrative essay.

- *Narrative* means that you are telling a story. In this case, tell the story of your day of observation. Because you are telling a story in a narrative essay, narrative paragraphs often do not use topic and supporting sentences in the stricter way that more academic writing styles might.
- Narrative essays require rich descriptions of people and settings to make the reader share your experience. Rich descriptions include more than just what you saw. They include sounds, smells, textures and emotions.
- Your introduction should include the thoughts, feelings and expectations on your way to the observation. This will help your reader “get into your head” and “put themselves in your shoes.”
- Body paragraphs should describe the class that you observed. This should include explanations of the class content, but also integrate your personal reactions, reflections and interpretations concerning the class.
- Your reflection can include, but is not limited to: class content, curricular goals, curricular design, methods of teaching, and methods of learning.
- Your conclusion should emphasize a point, a new understanding of the school experience or a lesson learned. Of course, the lesson you learn as an observer should be different from the lessons the students of the class learn. If you are writing about your observation at Hunter College, the lesson conclusion should not be, for example, how to use noun phrases; it should be about what it means to be a graduate student. Likewise, if you are writing about your observation at the University Settlement House, your lesson learned should not be that you now know where your ears are! The lesson should be related to teaching and learning or the teaching career path.

You will have 90 minutes to write your first draft in class. Use a pen and skip every other line.

PEER REVIEW of ESSAY 8

Name of Reviewer: _____

Name of the Author of the Paper: _____

A. Check for these items:

1. Check to see whether the verbs are in the right tense. Remember, if the experience is already over, the tenses should be past tenses. If the work experience is still going on, the tenses should be present. Also consider verb forms. Remember that nouns, pronouns or gerunds should be used for subject and objects. Prepositions should be followed by the gerund also. Circle verbs that you think need to be put into another tense or form.
2. When telling a story about the past, an author has to make sure that events are told in a logical time sequence. Check to see that there are words like “before, next, then, one day” etc. Make an arrow mark where you think the author should include more words or expressions to show more about when in time something had happened.
3. Check to see what kinds of details have been included about this work experience. Underline the best descriptions. Make a note in the margin where you think more descriptive words should be added.

B. Answer the following questions on this sheet. Remember to give the number of the question you are answering so the student writer understands you.

4. Overall, what part needs the most to be developed? Detailed descriptions? Descriptions of the class content? Personal reflection? Critical analysis? Integration? Lesson learned? Why do you think it needs to be developed?

5. Write two or three questions about anything that is unclear to you or that you want more information about in the essay.

6. Overall, what do you think is the BEST part of this essay? What do you like about it?

Please staple this PEER REVIEW to your revised draft, along with your first draft, to hand in to me. Put your second draft on top, the first draft below that, and this sheet below the first draft. Note: You must hand in a completed PEER REVIEW sheet, or I will return your work to you unread.

Draft Two: Your second draft should be at least three typed pages and is due in one week. For more information about writing narrative essays, try these resources:

- <http://owl.english.purdue.edu/owl/resource/685/04/>
- <http://narrative-essay.org/>

Vocabulary for next week

- optimize (v.) –
- attribute (n./v.) –
- malleable (adj.) –
- pipe dream (n.) –
- nurture (v.) –
- IQ (n.) –
- quirky (adj.) –
- inheritance (n.) –
- hypothetical (adj.) –
- conversely (adv.) –
- seek (v.) –
- raw (adj.) –
- administer (v.) –
- challenging (adj.) –
- underlying (adj.) –
- household (n.) –
- fairly (adv.) –

WEEK 11

Key Concepts and Activities

- **Pragmatic Rhetoric and Ethos, Pathos and Logos**
- **Letters of Recommendation**
- **Free Money! (Scholarship Opportunities)**
- **Reading the BCC Website**
- **Planning for Your Degree**

Vocabulary for Week 11

- optimize (v.) –
- attribute (n./v.) –
- malleable (adj.) –
- pipe dream (n.) –
- nurture (v.) –
- IQ (n.) –
- quirky (adj.) –
- inheritance (n.) –
- hypothetical (adj.) –
- conversely (adv.) –
- seek (v.) –
- raw (adj.) –
- administer (v.) –
- challenging (adj.) –
- underlying (adj.) –
- household (n.) –
- fairly (adv.) –

Reading

- ***Why Don't Students Like School? – Chapter 8***
- **“A General Summary of Aristotle’s Appeals” (Ethos, Pathos, Logos and Persuasion)**
- **Scholarship websites**
- **Sample letters of recommendation**
- **BCC college website**

Writing

- **Essay: Letter of Recommendation for a Scholarship Application**

College and Career Knowledge

- **Reading the College Website and Choosing a Major**

Before You Read

Why Don't Students Like School? Chapter 8

Write and discuss what you think about these questions, prior to starting the chapter.

1. Do you think teachers and schools should have different expectations for slow learners?

2. How can the school determine who is a slow learner?

After You Read:

How does this chapter help you to answer the pre-reading questions for this chapter?

After You Read**Why Don't Students Like School? Chapter 8 (continued)**

5. Use the information about Molly and Felicia to complete the table.

	MOLLY	FELICIA
Beliefs about intelligence		
Preferred type of trivia question		
Belief about working hard		
Belief about failure		
Likelihood of school success		

6. Is it better for teachers and parents to praise effort or to praise ability? Why?

After You Read
Why Don't Students Like School? Chapter 8

Double Entry Journal

Name:

Date:

Passage & Page #	Response

On My Mind: Finally, write two questions about the reading, or topics mentioned in the reading, that you think would be interesting for the class to discuss as a group.

- 1.
- 2.

Reading: Aristotle and the Modern Recommendation Letter

The text below is from Ramage, John D. and John C. Bean. *Writing Arguments*. 4th Edition. Needham Heights, MA: Allyn & Bacon, 1998, 81-82. and cited at <http://courses.durhamtech.edu/perkins/aris.html>

A General Summary of Aristotle's Appeals . . .

The goal of argumentative writing is to persuade your audience that your ideas are valid, or more valid than someone else's. The **Greek philosopher Aristotle** divided the means of persuasion appeals, into three categories--**Ethos, Pathos, Logos**.

Ethos (Credibility), or **ethical appeal**, means convincing by the character of the author. We tend to believe people whom we respect. One of the central problems of argumentation is to project an impression to the reader that you are someone worth listening to, in other words making yourself as author into an authority on the subject of the paper, as well as someone who is likable and worthy of respect.

Pathos (Emotional) means persuading by appealing to the reader's emotions. We can look at texts ranging from classic essays to contemporary advertisements to see how pathos, emotional appeals, are used to persuade. Language choice affects the audience's emotional response, and emotional appeal can effectively be used to enhance an argument.

Logos (Logical) means persuading by the use of reasoning. This will be the most important technique we will study, and Aristotle's favorite. We'll look at deductive and inductive reasoning, and discuss what makes an effective, persuasive reason to back up your claims. Giving reasons is the heart of argumentation, and cannot be emphasized enough. We'll study the types of support you can use to substantiate your thesis, and look at some of the common logical fallacies, in order to avoid them in your writing.

John D. Ramage and John C. Bean

Reading: Aristotle and the Modern Recommendation Letter (continued)

Sample Letters and Background:

On the following pages are two recommendations that I have written for former students. Read each of the recommendations, then reread and do the tasks listed below. Each of them uses Aristotle's appeals to persuade the reader to grant the student a scholarship and fellowship respectively. When I write a recommendation, I know that the people reading those recommendations will read many boring letters from many bored professors and teachers. My goal is to show the reader that I really know this person and there are specific reasons that make me sure this person will be successful. People who are giving away money want to be sure that the money won't be wasted.

The first letter was for a student applying to the William Volckhausen Memorial Scholarship. You can find information about it at <http://www.cuny.edu/about/invest-in-cuny/news-redirect/ev/college-profiles/nycct.html>. On the website, however, there is almost nothing to let me know what they are looking for in an applicant, so I was left to decide what to write about.

Reading Tasks:

1. Annotate the letter using arrows, circles, underlining or highlighters to identify the sentences that use *ethos* as a persuasive strategy.
2. Annotate this letter using arrows, circles, underlining or highlighters to identify the sentences that use *pathos*.
3. Annotate this letter using arrows, circles, underlining or highlighters to identify the sentences that use *logos*.

Reading: Aristotle and the Modern Recommendation Letter (continued)

Letter #1:



2155 University Avenue, Bronx, New York 10453 · (718) 289-5100

August 9, 2012

William Volckhausen Memorial Scholarship

To Whom It May Concern:

I am writing to recommend Jean-Francois Ouedraogo for the William Volckhausen Memorial Scholarship. I was Mr. Ouedraogo's instructor in the CUNY Language Immersion Program (CLIP) at Bronx Community College in the Fall 2011 semester. CLIP is an optional program that is designed to help English language learners gain the academic reading and writing skills necessary to pass the CUNY skills tests in reading and writing and succeed in CUNY college classes. Even to enter this program, students must be highly motivated. It is an intensive program that includes 25 hours per week of class time for 15 weeks and has considerable homework and study demands. To meet the strict attendance and academic policies, students must be consistent as well as driven. I spent over 350 hours in class with Jean, more than the total hours that many professors teach in two semesters. I can recommend him for the William Volckhausen Memorial Scholarship based on his terrific ability to adapt and flourish in new contexts, his absolute determination to succeed, and his high moral fiber.

Early in that semester I became aware that Mr. Ouedraogo was working full time and beyond, late into the night, as a security guard. I counseled him sincerely that based on my eight years (at that time) of teaching in the CLIP program, I believed it would be impossible for him to succeed with the schedule he was trying to maintain. Mr. Ouedraogo had no options but to prove me wrong. And he did. Despite his grueling schedule, he continued to submit multiple drafts of essays and excel on weekly tests of grammar and vocabulary. Ultimately, Mr. Ouedraogo passed all of his CUNY skills exams at the end of his only semester in our program. This is an exceptional feat in a system in which so many students spend many semesters in remediation and still struggle in college classes.

In addition to the determination that Mr. Ouedraogo showed, I can remember well a classroom conversation about moral accountability. In this case, we were discussing the hypothetical situation of someone working for a criminal or corrupt organization. Most students found it hard to accept that, for example, a gardener for a gangster was doing something morally wrong by accepting the job. Mr. Ouedraogo kindly shared with the class his experience of being

in this exact situation in his native country. He explained that he had not been able to accept a job driving for a gangster or warlord, not for fear of the danger, but because he understood that the money he would be paid came from the suffering of others. I know that this moral compass guides Jean in everything he does.

Finally, Mr. Ouedraogo's CLIP class at Bronx Community College, in keeping with the demographics of the community, was comprised almost entirely of native Spanish speakers. Many of them already knew each other from a previous semester in CLIP whereas Mr. Ouedraogo was new to the program. Unfortunately, I have often seen new students from other cultures and with other first languages come to feel a little marginalized or act withdrawn in this setting. This was not the case with Mr. Ouedraogo at all. His affable nature, intelligent class participation and respect for others made him an asset to the class and made other students respect and want to know him.

No college transcript shows grades for all of Mr. Ouedraogo's remarkable qualities, but these qualities are sure to allow him to make excellent use of your scholarship. If you choose to give Jean this opportunity, I'm sure you will see him do well and also do good. Please feel free to contact me concerning this recommendation using the contact information below, or using my personal contact information: 347-555-0250, oliver.mann888@gmail.com.

Sincerely,

Oliver Mann

Oliver Mann,
Instructor
CUNY Language Immersion Program
Bronx Community College
oliver.mann@bcc.cuny.edu
718-289-5207

Reading: Aristotle and the Modern Recommendation Letter (continued)

Background about Letter #2:

Now look at the next letter (on the following page). This letter was for the very competitive New York Needs You Fellowship. Go to <http://www.newyorkneedsyou.org/> to learn more about it. In this case, the organization gives a little more information about the kind of person they are looking for. The site tells me (*in the site's own words*):

Selection Criteria

NYNY is searching for high-potential, goal-oriented college students who are the first in their families to attend college and who possess a strong track record of performance and leadership. In selecting our NYNY Fellow class, we will consider the following:

Performance

Applicants must have a strong academic record, reflecting a commitment to hard work and excellence. The average GPA of the 2012 Fellows Class was 3.6, with accepted GPAs ranging from 3.0 to 4.0.

Leadership

Applicants must demonstrate leadership and a commitment to communities in need through work experience, campus organizations, athletics or other extracurricular activities.

Ambition

Applicants must possess a passion for reaching their potential, and must have a vision for how NYNY can help them achieve their professional goals. The Fellows Program is open to students from all disciplines and interests.

Eligibility

Applicants must meet the following four criteria to be eligible for the Fellows Program:

- Neither of my parents/guardians have a bachelor's degree (in any country)
- I am a U.S. Citizen or Permanent Resident
- I am a freshman or sophomore attending college in the greater NYC-area
- I am available to attend regular Saturday workshops in Manhattan (workshops occur bi-weekly in Year 1 starting in June 2013; monthly in Year 2)

In addition to the eligibility requirements above, NYNY gives preferred consideration to low-income students and freshmen in college.

Reading: Aristotle and the Modern Recommendation Letter (continued)

Letter #2:

Oliver Mann
Bronx Community College
Havemeyer Lab 202
2155 University Avenue
Bronx, New York 10453

New York Needs You

To Whom It May Concern:

I am writing to recommend my former student, Arturo Urena, to the to the 2012 New York Needs You Fellowship Program. I taught Mr. Urena last spring in the CUNY Language Immersion Program (CLIP) at Bronx Community College. This class met for 25 hours per week for 15 weeks, so I had a great chance to really get to know Mr. Urena. He could always be counted on to anchor a group of students working as a team and he was never afraid to answer questions that called for abstraction or analysis.

This past December I saw Arturo again at the awards ceremony for the winners and runners up of the Charles Braver Scholarship. Although I thought his essay could just as easily been chosen the winner, Arturo was there as a runner up for a great essay concerning the work of Deborah Tannen dealing with the metamessages and hidden meanings, especially concerning gender roles, embedded in our everyday lives. Arturo was not a speaker on that occasion, but he nonetheless provided me with the most meaningful reflection on education of that evening.

He was at the awards ceremony with his family there to support him, and during a speech by another student, his baby sister started to cry. To placate the baby, the mother gave her a toy lipstick to play with. Arturo looked at me in that instant and I knew that he had not only written an insightful essay, he had allowed the material learned in the class to come into his life and it caused him filter what he saw through the lens of his new knowledge. I have often told my students that intelligence is not only the ability to learn new information, but the ability to spontaneously apply what is known, to new situations as they arise. Arturo has shown this profound ability to incorporate what is learned into his view of the world. I cannot think of a higher recommendation than that.

Sincerely,

Oliver Mann

Oliver Mann

Instructor

CUNY Language Immersion Program

Bronx Community College

Writing: Drafted Essay 9 – Recommendation Letter

In this essay assignment, you'll identify a scholarship or fellowship opportunity that you might apply for. You might find one that you could be eligible for next year or next semester. Often CLIP students have a very real chance of winning scholarships.

Go to http://www.bcc.cuny.edu/scholarships/?page=Scholarship_of_the_Week

When you find a scholarship opportunity that could be for you, you will have another student write a recommendation for you. You, in turn will write a recommendation for another student.

Pre-Writing:

1. Interview your partner to find out his/ her qualities, skills, talents and experiences make him/her deserving of this scholarship.
2. Create an outline for your essay.
 - Your introduction should include some use of ethos. In this case, ethos means emphasizing your relationship with the person you are writing about. Explain how you know them well enough to recommend them.
 - Your thesis statement should explain two or three qualities that make you recommend this student.
 - The outline for your body paragraphs should include specific reasons and examples to support your points.
 - Plan to use both pathos and logos in the body to make your essay more persuasive.
 - If the scholarship or fellowship being applied for has specific requirements, or is meant to achieve specific purposes, make sure that you address those points in your outline and in your essay.

Writing:

You will have 90 minutes in class to write the first draft of your essay in class.

(assignment continues on next page...)

Writing: Drafted Essay 9 – Recommendation Letter (con't.)

Revising and Editing:

Switch letters with your partner and read each other's letters.

- Anything that makes your partner uncomfortable should be taken out.
- Anything that is not positive or is not a “selling point” should be taken out.
- Make sure the letter is written using the second person.
- This letter is likely to use the past, present and future tenses. Check the verb tenses carefully.
- Does each body paragraph develop a good point about why the student should receive the scholarship?
- Is that point made clear in the topic sentence?
- Is it developed with reasons and/or examples?
- Annotate the letter to identify ethos, pathos and logos.

College Knowledge: Choosing a Major and Reading the BCC Website

Name:

Date:

CHOOSING A MAJOR: Learning to Read the BCC Website

In this series of lessons, “Choosing Your Major,” following some simple steps will help you evaluate your own interests and career opportunities available in any major. These lessons will also teach you how to read use the BCC website to learn about different majors. In keeping with the path of the class, we will start by focusing on education related career goals.

1. Go to BCC website and look at the Academic Departments. Click on Education and Reading. On the left side you’ll see Education Programs. Click Education Associate - A.A.S. According to this page, for whom is the A.A.S. Degree Program in Education best?

2. What might students with this degree need more of in order to transfer to a four year education program?

3. The introductory paragraph also mentions employment as a *paraprofessional*. Go to the Dept. of Education’s website at <http://schools.nyc.gov/Careers/SubPara> and also <http://schools.nyc.gov/TeachNYC/personnel/Paraprofessionals/paraprofess.htm>.
 - a. Which three responsibilities of the paraprofessional might be interesting to you?

 - b. Which three responsibilities of the paraprofessional might be unpleasant for you?

College Knowledge: Choosing a Major and Reading the BCC Website (con't.)

- c. How much money can paraprofessionals earn? What factors does it depend on?
- d. What other advantages or disadvantages are there to this job?
4. Below the introductory paragraph there is a list of classes associated with this degree program. Notice that a student doesn't need to take all of these classes. In each section, there are cases where you have choices of which classes to take. Look in each section and identify the options.

Write a list here:

_____ OR _____

_____ OR _____

_____ OR _____

5. Notice that in the section *Specialization Requirements* you have some choices. On the left of this screen, scroll up a little, is a link to the Education Associate-A.A.S. course descriptions. Click the link and summarize the description of two of the elective courses here:

Elective 1:

Elective 2:

College Knowledge: Choosing a Major and Reading the BCC Website (con't.)

6. At the bottom of the list of classes are some potentially important notes.
- a. One suggests that students wishing to transfer to Lehman College take MTH 23. Go to:

http://www.bcc.cuny.edu/transfercounseling/documents/BCC_aa_la_education_to_lehman_education_final_1.pdf

Read about the relationship between this two year A.A.S. and the Lehman Bachelor's Degree in Early Childhood and Childhood Education. What is important about the note?

- b. The other note says students must take two classes designated as _____.

This concludes your tour of BCC's Education Associate - A.A.S. Degree Program. In the next lesson of the *Choosing a Major* series, you will build on what you've learned today to learn about the Arts and Sciences - A.A. Degree with an Education Option.

College Knowledge: Comparing Options

Name:

Date:

CHOOSING A MAJOR: Comparing Options

You probably noticed that the page which described the Education Associate A.A.S Degree also had a link to the Liberal Arts and Sciences with an Education Option. Go check it out.

1. Go to the BCC website and look at the [Academic Departments](#). Click on Education and Reading. On the left side you'll see "Education Programs". Click "Liberal Arts and Sciences-Education Option." According to this page, for whom is the A.A. Degree Program in Education designed?

2. According to the descriptions, how is this different from the Education Associate - A.A.S.?

3. Go to <http://schools.nyc.gov/TeachNYC/default.htm> to learn about teaching in New York Public Schools as a career.
 - a. Click "Who We're Looking For" to see what kinds of teachers are in demand now. List three here:

 - b. Click "Salary and Benefits". How do the salary and benefits compare with the salary of the paraprofessional job you might get with an A.A.S. Degree ?

 - c. Go to careercruising.com to learn about responsibilities of elementary school teachers. Is there anything there about the teaching profession that you didn't know or anything that was surprising, interesting or exciting to you?

Vocabulary for Week 12

intuition (n.) –

proficient (adj.) –

adequate (adj.) –

strive (v.) –

endurance (n.) –

feedback (n.) –

ambushed (adj.) –

follow up (v.) –

draining (adj.) –

prose (n.) –

broad (adj.) –

criteria (pl. n.) –

implement (v.) –

flaw (n.) –

impartial (adj.) –

WEEK 12

Main Events

- Finishing Willingham
- Organizing the Portfolio
- Finishing the Blog
- CAT-W Practice
- Email Protocol
- And Finally...

Vocabulary for Week 12

intuition (n.) –
proficient (adj.) –
adequate (adj.) –
strive (v.) –
endurance (n.) –
feedback (n.) –
ambushed (adj.) –
follow up (v.) –
draining (adj.) –
prose (n.) –
broad (adj.) –
criteria (pl. n.) –
implement (v.) –
flaw (n.) –
impartial (adj.) –

Reading

- ***Why Don't Students Like School?* – Chapters 9 and Conclusion**

Writing

- **CATW Practice**

Before, While and After You Read

Why Don't Students Like School? Chapter 9

A. Before You Read:

- What kinds of things do you think teachers could or should do to learn their own strengths and weaknesses?

B. While You Read:

1. According to Willingham, what are some procedures that teachers may store in long term memory?

2. What is the difference between experience and practice?

C. After You Read:

1. In this chapter Willingham suggests many ways that teachers can *practice* and improve their teaching. List as many as you can here, but make sure you are getting them from this chapter.

2. Which of these methods could also be used by students to improve the way they study, work or do homework?

After You Read
Why Don't Students Like School? Chapter 9

Double Entry Journal

Name:

Date:

Passage & Page #	Response

On My Mind: Finally, write two questions about the reading, or topics mentioned in the reading, that you think would be interesting for the class to discuss as a group.

- 1.
- 2.

Before You Read

Why Don't Students Like School? Conclusion

Write your ideas in response to this question:

- Based on what we have learned about conclusions, what do you expect to find in Willingham's conclusion?

After You Read

Why Don't Students Like School? Conclusion

Like most good conclusions, Willingham's conclusion summarizes his main points. He does this on Table I on 210-211. The table explains the cognitive principal behind each chapter, the knowledge of the students that the teacher needs to use the principal, and the implications for the classroom. On the table below, write one implication for the student that each cognitive principal has.

Chp.	Implication for the Student
1	
2	
3	
4	
5	
6	
7	
8	
9	

After You Read
Why Don't Students Like School? Conclusion

Double Entry Journal

Name:

Date:

Passage & Page #	Response

On My Mind: Finally, write two questions about the reading, or topics mentioned in the reading, that you think would be interesting for the class to discuss as a group.

- 1.
- 2.

Portfolios

As I wrote in our syllabus, the portfolios are the final product of our semester of work. Your portfolio should be assembled in a three-ring binder. Use plastic sheets, available at Staples and most discount stores, to protect and organize your work. Your portfolio should have a title page. This is the first page of the portfolio and can also be used as a cover. Use the example of a title page provided below. It's okay to change the look of it to suit your style, but remember that this is an *academic* portfolio. I am sure that this portfolio will be a useful reference for you in the coming years. I also hope that your great grandchildren will look at it and better understand a small part of what you did to build a life for your family.

After the title page your portfolio will have a table of contents. I have included it for you in the following pages. All you have to do is check off the items that are included in your portfolio.

Finally, I've included a checklist of contents for your blog. These days it is becoming more and more important to have a *web presence*. I hope this blog experience will make all of your future Internet-based endeavors a little easier. You are free to continue using this blog as long as you like. I will let you know in advance if I decide to take it down in the future. I encourage you to use the blog to share your experiences and the insights of my students in the future.

<http://olivermann.edublogs.org/2012/>

Portfolios: Title Page Sample

Academic Portfolio

Fall 2012

Your Name

www.yourname.edubogs.org

Bronx Community College

CUNY Language Immersion Program

Class: 3OM

Theme: Education

Instructor: Oliver Mann

Name:
Instructor: Oliver Mann

Fall 2012
BCC CLIP

PORTFOLIO CONTENTS

1.	Syllabus	
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	Drafted Writing Assignments	D 1	D 2	D 3	D 4
1.	Personal Education History				
2.	Research Paper:				
3.	The Tiger Mother and Kimberly Chang				
4.	Model Minority Stereotype				
5.	Bilingualism and Acquiring Intelligence				
6.	My Work History				
7.	Rhetoric and Recommendations				
8.	Reflecting on the Observation Experience				
9.	Movie Reviews				
10.	CAT-W Practice				

Reading Assignments

Girl In Translation by Jean Kwok	Chapter 1	
Girl In Translation by Jean Kwok	Chapter 2	
Girl In Translation by Jean Kwok	Chapter 3	
Girl In Translation by Jean Kwok	Chapter 4	
Girl In Translation by Jean Kwok	Chapter 5	
Girl In Translation by Jean Kwok	Chapter 6	
Girl In Translation by Jean Kwok	Chapter 7	
Girl In Translation by Jean Kwok	Chapter 8	
Girl In Translation by Jean Kwok	Chapter 9	
Girl In Translation by Jean Kwok	Chapter 10	
Girl In Translation by Jean Kwok	Chapter 11	
Girl In Translation by Jean Kwok	Chapter 12	
Girl In Translation by Jean Kwok	Chapter 13	
Girl In Translation by Jean Kwok	Chapter 14	

Why Don't Students Like School? by Daniel T. Willingham	Chapter 1	
Why Don't Students Like School? by Daniel T. Willingham	Chapter 2	
Why Don't Students Like School? by Daniel T. Willingham	Chapter 3	
Why Don't Students Like School? by Daniel T. Willingham	Chapter 4	
Why Don't Students Like School? by Daniel T. Willingham	Chapter 5	
Why Don't Students Like School? by Daniel T. Willingham	Chapter 6	
Why Don't Students Like School? by Daniel T. Willingham	Chapter 7	
Why Don't Students Like School? by Daniel T. Willingham	Chapter 8	
Why Don't Students Like School? by Daniel T. Willingham	Chapter 9	
Why Don't Students Like School? by Daniel T. Willingham	Conclusion	

	Presentations	
1.	Research Project Power Point	
2.	Movie Project	

	CareerPATH	
1.	Resume	
2.	LinkedIn Profile	
3.	Note Taking Activity and Notes	
4.	Career Map: Education	
5.	Career Map:	
6.	Choosing a Major: Using the BCC website and catalog	
7.	Education History	
8.	Work History and Career Goals	
9.	Observation Report: Bronx Community College EDU 10	
10.	Observation Report: University Settlement House Head Start	
11.	Observation Report: Hunter College TESOL MA	

	Miscellaneous	
1.	Vocabulary and Grammar Tests	
2.	Grammar	
3.	Homework	
4.	Other Tests	
5.	Room For Debate:	
6.	Room For Debate:	

	Evaluations	
1.	Mid-Semester	
2.	Final	

Blog Checklist

Update your blog by posting the items on this checklist, and anything else you wish to post to the learning community. Put a check mark in the column on the right next to each item that you've posted.

	On My Blog www.yourname.edublogs.org	
1.	Room for Debate	
2.	Career Map and Career Path	
3.	Choosing Your Major	
4.	Resume	
5.	Research Paper	
6.	Parent Teach Conference Flyer	
7.	Parent Teacher Conference Pics	
8.	Observation Experience Essay	
9.	Movie Review	

Writing: Sample Test for the CUNY Assessment Test in Writing (CATW)

Assignment

- A. Begin by reading the passage below.

Forget What You Know About Good Study Habits

In recent years, cognitive scientists have shown that a few simple techniques can reliably improve what matters most: how much a student learns from studying. For instance, instead of sticking to one study location, simply alternating the room where a person studies improves retention. So does studying distinct but related skills or concepts in one sitting, rather than focusing intensely on a single thing.

But individual learning is another matter, and psychologists have discovered that some of the most hallowed advice on study habits is flat wrong. For instance, many study skills courses insist that students find a specific place, a study room or a quiet corner of the library, to take their work. The research finds just the opposite. In one classic 1978 experiment, psychologists found that college students who studied a list of 40 vocabulary words in two different rooms did far better on a test than students who studied the words twice, in the same room.

Varying the type of material studied in a single sitting—alternating, for example, among vocabulary, reading and speaking in a new language—seems to leave a deeper impression on the brain than does concentrating on just one skill at a time. Musicians have known this for years and their practice sessions often include a mix of scales, musical pieces and rhythmic work. Many athletes, too, routinely mix their workouts with strength, speed and skill drills.

Excerpted from Benedict Carey. "Forget What You Know About Good Study Habits," in *The New York Times*, September 6, 2010, www.nytimes.com/2010/09/07/health/views/07mind.html?_r=1&ref=science&pagew...

Writing: Sample Test for the CUNY Assessment Test in Writing (CATW)

B. Writing Directions

Read the passage above and write an essay responding to the ideas it presents. In your essay, be sure to summarize the passage in your own words, stating the author's most important ideas. Develop your essay by identifying one idea in the passage that you feel is especially significant, and explain its significance. Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced.

Remember to review your essay and make any changes or corrections that are needed to help your reader follow your thinking. You will have 90 minutes to complete your essay.

Write your outline here:

Some Advice about Emailing Professors

You are almost there. I want to leave you with some email tips for communicating with professors. The tone and format is not the same as when you are emailing friends and it is important to learn *the do's and don'ts*.

- Whenever it is possible, email your professor before you are absent or miss an assignment.
- Your professor may be a very formal type or a very informal type. The templates I am giving you here are very formal. If your professor requests that you address him/her by his/her first name, you should do it.
- To show respect, the student should use a style that is a little more formal than the professor's.
- Never use emoticons (☺ ☹) when emailing professors. They are inappropriate for communications with professors and administrators.
- Never use text message abbreviations like the letter *u* to replace the word *you*.
- Never use spoken English abbreviations such as *wanna*, *gonna* or *coulda* instead of *want to*, *going to* or *could have*.
- Always include your first and last name.
- Use questions with modals, never the imperative.
Imperative: Let me give you this assignment next week. (*Don't use this.*)
Question with modal: Would you please accept this assignment from me next week?
- Don't let these guidelines make you afraid to email your professor! Accept that emailing your professor is a job that will take you 15 or 20 minutes, but when you do it the right way, you will earn respect.

Email Templates

Re-write each of the following emails. Fill in your own words to replace the underlined italic words and personalize your email.

Email Situation #1.

If you can't complete an assignment on time, you should email your professor at least two days before the due date. Here is a template for an email that will be well received.

Subject: Class _____ Section _____

Dear Professor _____ :

I am having some trouble completing the gerund or noun assignment due on date. I

- a. would like to talk to you about it during your office hours.
- b. have scheduled an appointment with a tutor.
- c. understand the material but I am very pressed for time due to additional responsibilities.

Is it possible that I could have an extension until date? I am sure this would really allow me to do a better job. Thank you for your consideration.

Sincerely,
First Name Last Name

Note: After the title in the greeting (Professor), you should use the professor's surname. For example:

Dear Professor Powers:

Here is the rule to remember: Titles such as *Professor, Mr. and Ms.* are followed by the surname.

Email Situation #2.

In some cases you might miss a class. Here is an appropriate email for your professor if you are absent. It is best to send this email before missing class. Please be aware that missing class is not an excuse to be late with homework or other assignments. If assignments are due on that class day, you should email them to your professor, submit them through Blackboard, or ask for an extension using some sentences from the template above.

Subject: Class _____ Section _____
Dear Professor _____ :

I am sorry that I cannot make it to class day and date of class. I passive voice phrase. I will arrange to get class notes from another student. Of course I will continue to submit assignments via Blackboard and keep up with the reading assignments in the syllabus. If there have been any changes or additional assignments, please let me know.

Sincerely,
First Name Last Name

And Finally...

Willingham suggests that teaching begins with the proposition from the teacher to the students:

Let me take you on a mental journey. Follow and trust me. The path may sometimes be rocky or steep, but I promise a rewarding adventure.

So, what do you think about that?

Oliver Mann

Professor: Oliver Mann

CLIP 30M

July 27, 2012

Draft: 5

Marcus Fabius Quintilianus

(Quintilian)

INTRODUCTION

Quintilian was born in what is now the La Rioja region of Spain in CE 35. He was an orator and educator. This paper will explain why Quintilian is one of history's major educational theorists and some interesting points of his, *Instituto Oratorio*. To do that, first we have to consider what was happening in education at that time. We also need to understand who Quintilian's students were and what their goals were.

EDUCATION IN ROME

The generally accepted purpose of education in Rome at in the first century was to develop civic responsibility, administrative skills, and military strategists (Orenstein, Levine, Gutek 76). Civic responsibility means the responsibility of the citizens to the civilization. It is important to understand that the Romans thought of civic responsibility a little differently than we do today. Roman society was very divided. Many people were not "citizens" but citizens got special legal privileges. There was no expectation of equality under the law. Many people were slaves and they were not citizens. Many free people were not citizens either. Even among

Comment [01]: For MLA, your whole paper should be in Times New Roman 12 point font and should be double spaced. MLA also requires your name, professors name class and date on the right side. For this class, I require the draft number also. Also, for this class please use the date that you give me your paper, not the date that you start or finish it.

Comment [02]: Your title should be the same font and size. Do not underline, use italics or boldface.

Comment [03]: Using section titles can help both the reader and the writer to stay focused. You can use a different font for section titles.

Comment [04]: Your introduction should give some background information about you topic.

Comment [05]: Your introduction must contain a thesis statement. The thesis statement explains the purpose of your paper. What are you going to tell your reader. Often the thesis statement is the last sentence in the introduction, but in this case it is not.

Comment [06]: For print sources the MLA requires the author's or authors' last names and the page number. Notice that before the page number you do not write *page* or *p.* or *p* or use a comma or anything.

Comment [07]: Explain a little about the context of your topic. What was life like at that time? What were some relevant issues of the time.

Comment [08]: Continue typing to the bottom of the page and go all the way to the left margin. Do not leave extra space at the end of the page.

citizens there were the privileged and the unprivileged (Hope). So, at that time only a minority of elites received any formal education. Schools were private and they were for males only. Girls from rich families were often educated at home by private tutors (Orenstein, Levine, Gutek 77). The typical view of human nature at that time was that some people were born to be leaders and others were not. Of course, it is always convenient for the ruling class to believe they are natural leaders.

Comment [O9]: Some Internet sources have authors but no page numbers. Include the author's last name when it is available.

To prepare the elite boys of the Roman Empire to become the great men of the Roman Empire, they taught a curriculum of: reading, writing, arithmetic, Laws of Twelve Tables, law and philosophy. The Laws of Twelve Tables were laws dealing with property ownership, debts, court procedures and so on (Ancient History Sourcebook).

Comment [O10]: Feel free to include some comments or opinions of your own.

At that time in the Roman Empire, the most common methods of instruction in primary schools were: drilling (repeating things again and again), and memorization and recitation (repeating what you have learned to the teacher or class). Higher level schools were called "rhetorical schools" and they taught recitation and declamation (Orenstein, Levine, Gutek 77). Declamation means giving speeches and presentations. We can see these methods still used in classes today when students do presentations.

Comment [O11]: Some Internet sources do not give the author's name. Use the name of the website. Make sure that this source is easy list alphabetically by the same title in your works cited page.

In summary, there are three important things we need to understand about education in the Roman Empire in Quintilian's day. First, only boys of high social class families received formal education. Second, the goal was to make students part of a ruling class of society, maybe being involved in law or government, but not to get them any specific job or career. Third, there was a lot of memorizing, repeating and rhetoric.

Comment [O12]: Please try to draw comparisons to modern life. However, a research paper is not a response to a reading like the CATW. Some comments are good, but maintain your focus on the subject.

Comment [O13]: In short essays it is normal to summarize your main points in the conclusion. In longer papers, it can be helpful for you, as the writer, and for your reader if you summarize you main points in each section.

Quintilian and Rhetoric

Quintilian was a famous rhetorician. Rhetoric (*oratorio* in Latin) is a word that comes to English from Greek and means the art of language, particularly when using language to persuade, influence or motivate. Today rhetoric is still a subject that some college students choose as a major. Locally, the City University of New York offers rhetoric and composition majors at Lehman College and at York College. People who major in rhetoric often go on to study law. Rhetoric skills are also valuable in many writing jobs such as: music or art reviews, grant writing, political lobbying, and advertising. (Careers to Consider).

Comment [O14]: Use italics for words from other languages.

Comment [O15]: Important ideas that are new for you might be new for your reader too. Please explain them.

Comment [O16]: I didn't find this website by searching for Quintilian. I went looking for "rhetoric major". This the "search" in research. Let one search guide you to the next search.

Quintilian divided rhetoric into three areas, explained on the website of Michigan State University as:

Art: The knowledge of speaking well.

Artist: Has acquired the art of rhetoric. It is "his business to speak well."

Work: That which the artist achieves; that is, "good speaking."

(Quintilian on Rhetoric).

We can see that for Quintilian, rhetoric –speaking well - is more than just a school subject, but also an art and a business. Someone who practiced rhetoric as a business at that time might have been paid to defend a legal position in court, lobby for a political purpose, write speeches, or teach rhetoric to others. Quintilian practiced rhetoric as both a public service and a way to make money. In my opinion, it is not always so easy to serve both public and private interests.

Quintilian on Education

Of course, Quintilian is also famous as an educator. Quintilian included his ideas about education in his famous work, *Institutio Oratoria*. This is an amazing book that contains many

Comment [O17]: The titles of books should be italicized.

ideas about education that still influence us and shape the way we think about education today. The University of Chicago has made available on-line, the English translation is that by H. E. Butler, first published in 1920-1922 as part of the Loeb Classical Library. It is in the public domain. Parts quoted here are from that translation and so are page numbers (Quintilian: *Institutio Oratoria*). This is a very impressive and historically significant work covering topics from very advanced techniques of debate and memorization to what a speaker should wear. Orenstein, Levine and Gutek hold that Quintilian's most important contributions to modern education were the role of motivation and the understanding of individual differences. I do not say that I have the expertise to decide which parts are the most important to the history of education but additional parts included here are only some examples of the points that seem important to me and relevant to my past or current experience.

One of Quintilian's important ideas about education was that it could begin as soon as a child could talk. He wrote, "It has been my design to lead my reader from the very cradle of speech through all the stages of education..." (11). He recommends teaching children recognize letters as soon as they start to talk and teaching them to hold a pen as soon as they recognize letters. Still, Quintilian recognizes that very young children cannot work like older children or adults. He understands that children have to enjoy their early learning so that they do not get a negative feeling about education which can last into later years (29). He even writes about giving toddlers letters carved from ivory to play with. This certainly shows the type of wealth that seemed normal to the citizen elites of the Roman Empire, but it might also make Quintilian someone to be considered as the father of early childhood education.

Interestingly, Quintilian also had some notable ideas about bilingual education. At that time, Greek was considered the language of education and Latin was the everyday language that

Comment [O18]: After explaining this, I only need to include the page number next time.

Comment [O19]: I know that I am not the ultimate authority on my subject and I shouldn't try to write like I am. When I am taking other's ideas about what was important I should give them the credit, and the responsibility.

Comment [O20]: When I am deciding what is important, I explain the reason.

Comment [O21]: When you include only the first part of a sentence as a quotation, use the ellipsis (...) to show that the sentence continues

Comment [O22]: I already made my source of Quintilian translations clear. Now I only need to include the page number.

Comment [O23]: Again, you don't have to act like the final authority. Here I avoid a statements like, "He is the father of early childhood education." Or, "He was the most famous early childhood educator in the world." I just don't know enough to write something like that so I make my position softer with "might" and "be considered".

Comment [O24]: A short and clear topic sentence shows the change of topic for a new paragraph.

people spoke. Quintilian believed that school instruction should start with Greek. The reason he gave was that boys would learn Latin naturally in daily life. This is interesting to me because it shows that Quintilian believed that instruction should start in the language with which the students were less comfortable. However, Quintilian noted that often instruction at that time remained only in Greek. He did not approve of this. Quintilian thought that Latin instruction should be added a short time after Greek that, “The result will be that, as soon as we begin to give equal attention to both languages, neither will prove a hindrance to the other” (27-9). We see that Quintilian wanted students to learn two languages equally well. This is still a subject of controversy in American schools today.

Quintilian’s *Institutio Oratorio*, describes ways to motivate students. He says teachers should never be sarcastic or abusive to students and he did not approve of beating students. He encourages teachers to praise students when they do well, but only when they really do well. He warns that telling students they have done well when their work is ordinary will make students lazy or give them a false sense of achievement and make them feel they don’t have to work hard (217). He approves of a method that his teachers used when he was a student. His teacher had boys give weekly presentations and rated the boys according to their presentation giving the title of “leader of the class” to the winner. Quintilian said that this system was more motivating than praise from the teacher. The boy at the top worked hard to keep his position, the boys close to him worked hard to take his position and students at the bottom worked hard to avoid the shame and embarrassment of being last (53).

Quintilian was one of the pioneers of adapting teaching techniques, not only to students’ age and abilities, but also to their personalities. First, he says a good teacher should learn whether a student is intelligent or not, and whether he is hard working or lazy. Quintilian also

Comment [O25]: Again, references to modern times and experiences can help you and the reader to understand better and remember more.

Comment [O26]: Even though the reader knows who this paper is about by now, it is usually best to start a new paragraph with a name instead of a pro-noun like he or his.

Comment [O27]: Again, a short clear topic sentence shows the new topic of the new paragraph.

looked at whether children were good or bad. He did not believe, like some later teachers, that all children were naturally bad. He didn't believe that all children were naturally good. He believed children were born with an inclination to either moral or immoral behavior and that immoral inclinations could be corrected by a proper education. He explains that students of different inclinations could be corrected by a proper education. He explains that students of different character require different motivation or instruction. Some respond to fear but some do not. Some like to be pushed and others do not. Quintilian felt that the best students are, "...spurred on by praise, delighted by success and ready to weep over failure" (57).

CONCLUSION

Marcus Fabius Quintilianus was a giant of educational theory and practice. In addition to influencing modern education with new techniques to motivate students and teach according to each student's abilities and personalities, he was an early advocate of early childhood education and an enthusiastic supporter of truly bilingual education. Anyone who is interested in the subject of education could benefit from reading Quintilian's amazingly clear and detailed work that demonstrates his experience and wisdom as an educator, *Institutio Oratorio*.

Comment [O28]: The conclusion re-states, the main ideas of the paper.

Comment [O29]: The conclusion may also leave the reader with an opinion, a suggestion, advice or a question.

Reasoning comes as naturally to man as flying to birds 21

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27 July 2012. <http://penelope.uchicago.edu/thayer/e/roman/texts/quintilian/institutio_oratoria/home.html>.

"Quintilian on Rhetoric." *Quintilian on Rhetoric*. Michigan State University, n.d. Web. 27 July

2012. <<https://www.msu.edu/user/lewisbr4/980/rhetrric.html>>.

Comment [O30]: In MLA style, your works cited page should begin on a new page and the words "Works Cited" should be at the top, centered, without quotation marks or boldface.

Comment [O31]: Arrange your sources alphabetically.

Comment [O32]: Do not indent the first line of each entry, but indent each additional line.

Comment [O33]: MLA style used to require the web address, but does not anymore. I still require it. Include the web address for web sources.

Comment [O34]: Use italics for titles. To create correct citations, try a great website: www.easybib.com