



## **INTRODUCTION TO THE GENERAL EDUCATION CURRICULUM PROPOSAL** *Sapere Aude Incipe (Dare to Know: Begin Now)*

York College is in the process of renewing and re-inventing itself for the 21st-century: of getting more fully in touch with its basic values, and examining how we can best express them in the evolving world of the future. Our new Strategic Plan for the next ten years explicitly engages in the process of “Charting a course for the Future of York College,” articulating a set of core values for the institution. A new master plan presents a vision of the campus of the future. But our curriculum is at the heart of who we are as an educational institution, and the General Education proposal is the explicitly academic part of this process of renewal, embodying our academic values in a detailed curricular plan designed to meet the challenges of the future.

The York College motto is an apt motto for the new General Education Curriculum being proposed by the Task Force. The proposed General Education Curriculum aims to provide a liberal education that will allow students to dare to come to know the world from different perspectives and a variety of pedagogical approaches. It is the product of many years of discussion, research, thinking and exploration. An heir to earlier experimentation and tradition of general education at York, the new General Education initiative is part and parcel of York and CUNY-wide rejuvenation – and projects a new pedagogical energy to help keep York On The Move.

This cutting edge new general education program is based on latest evidence-based research and experiences of other institutions, including other CUNY campuses. The new General Education plan responds to the increasing sophistication of our York students: multi-tasking, technologically savvy, multilingual, multicultural citizens of an increasingly interdependent global community.

The proposed curriculum is explicitly based on six principles, articulated early in the process, which infuse and inform all the new and revised courses. The new curriculum will be:

1. **Ethical:** learning as a moral endeavor designed to foster integrity of global citizenship
2. **Integrated:** learning as a coherent and synergistic nexus of academic disciplines
3. **Global:** learning as a process keenly sensitive to the diverse cultural environment of our interconnected society
4. **Practical:** learning which is supported by experiential pedagogies and existentially applicable
5. **Collaborative:** learning as a collective and dialogical endeavor
6. **Technological:** learning with full utilization of modern technology in a responsible and conscious manner

At the heart of new General Education Proposal are five interdisciplinary integrated courses – keystones:

- **Arts of Expression:** will explore fundamental questions of culture, value, meaning, and creativity in literature, music, visual arts, and other forms of artistic media.
- **Human Behavior:** will expose students to the immensely rich and complex world of individuals, groups, societies, and cultures in the process of interaction and transformation.

- **Rhetoric, Discovery & Discourse:** will require students to learn how to follow arguments in literature, science, and mathematics and to develop sophisticated arguments of their own expressed in speech and writing.
- **Scientific Inquiry:** will explore the world as the one which is governed by laws of nature and understandable through the methods of scientific inquiry, analysis, representation, and interpretation.
- **World and US History, Culture & Politics:** will require students to learn how to think historically – develop knowledge of pivotal events and cultural antecedents as well as the habit of situating the present and the future in historical fact.

## ADVANTAGES OF THE PROPOSED NEW GENERAL EDUCATION CURRICULUM AND GRADUATION REQUIREMENTS

1. The proposed General Education Curriculum has fewer credits than the current General Education Requirements. The smaller size of the curriculum affords students more opportunities to pursue other interests, including completing a minor or double major, and eases constraints on students in professional programs and majors with intensive credit requirements
2. Proposed requirements foster integration of academic knowledge and competencies across the undergraduate experience, in contrast to the additive, discipline-silo nature of general education requirements promoted by the current curriculum.

The proposed General Education program has been developed as a curriculum which will tie all levels of study together through content, competencies and pedagogies. The spiral nature of the curriculum further eliminates the silos that exist in the current General Education requirements and allows students to explore themes such as cultural diversity in freshman seminar and all of the keystones, as well as in their capstone experience. Concepts such as cultural diversity then receive more attention and are integrated more deeply into the education of all York College students.

3. The proposed General Education Curriculum provides an entry experience (Freshman Seminar) for all students entering York with less than 30 transfer credits, enhancing their college preparedness, institutional affiliation, and sense of connection with York faculty and students. This seminar will introduce students to interdisciplinary study and academic content. It will be an integral part of the Freshman Experience efforts, with linkage to the Freshman Reader project, etc.
4. Keystone courses emphasize interdisciplinary teaching and learning – supported by a large body of evidence as an effective form of general education – and the use of active learning pedagogies.
5. The capstone experience provides opportunities for students to synthesize prior learning and pursue practical future actions or possibilities in the major.
6. The proposed General Education Curriculum promotes teaching of general education courses by full-time, versus part-time, faculty.
7. Proposed requirements support more straightforward and seamless assessment of student learning outcomes across general education and within the major.
8. While it is designed to become a unique signature experience for York College students, the proposed curriculum is being developed in adherence to the national standards of educational excellence and the emerging transfer requirements for CUNY students.
9. The proposed curriculum offers a solid foundation in integrated knowledge particularly useful to professional programs and is flexible enough to accommodate the specific demands of disciplines and profession.

## Section AllI: Changes in Degree Programs

### AllI.1 The following revisions are proposed for the General Education Curriculum and Graduation Requirements

**Program:** General Education Curriculum and Graduation Requirements

**Program Code:**

**Effective:** Fall 2012

From		To		
Course	Description	Crs	Course Description	Crs
<b>General Requirements</b>			<b>Cornerstones: Foundations of Knowledge</b>	
ENG-125	English Composition	4	Freshman Seminar (FRSE 101)	3
WRIT-301 or 302 or 303	Research and Writing for the Major	3	ENG150 and 151- English Composition	6
CLDV 101	Cultural Diversity	3	Mathematics (111, 115, 121, 150, 184 or 190)	4
CLDV 201, 202, 203, or 210	Culture and Societies of the World or Western Civilization	3	Foreign Language	0 - 6
PE150	Physical Education	2	HE110-Promoting Personal Wellness	2
SPCH101	Speech Communication	3	Subtotal	15 - 21
	Foreign Language	0 - 8	<b>Keystones: Perspectives on the Disciplines*</b>	
	Subtotal	18 - 26	KEAE201 - Arts of Expression	3
<b>Humanities</b>			KEHB202(WI) - Human Behavior	3
ENG200	Understanding Literature	3	KERD203 - Rhetoric, Discovery and Discourse	3
History and Philosophy- one course from the following: HIST 100, 108, 113, 201, 202, 204, 257, 275, 276, PHIL 102, 103 or 121		3	KESL204 - Scientific Inquiry	3
One course from the following: FA104, 150, 152, 155, 264, 381, MUS101, 110, 225, 250, 253, SPCH160, TA110, 114, 211, 215, 216, 217, 218, or 219		3	KEWH205(WI) - World and US History, <b>Culture &amp; Politics</b>	3
	Subtotal	9	Subtotal	9- 15*
<b>Behavioral Sciences</b>			<u>*3-5 Courses, 9-15 Credits;</u>	
Six credits from two disciplines outside the major from the following:			• B.S. Students in Professional Programs (Accounting, Business, all Health Professions, Occupational Therapy, Social Work): <b>3 Keystones</b> as prescribed by program;	
			• B.S. students in all other Science majors: <b>4 Keystones</b> as prescribed by major;	
			• B.A. students: <b>5 Keystones</b>	
			Transfer Students with < 45 Liberal Arts Credits: 3-5 Keystones	
			<b>Graduation Requirements</b>	
			WRIT303 (replaces choice of WRIT301, 302, or 303)	3

AAS101 or 172, ANTH101 or 103, ECON101 or 102, POL101, 102, or 103, PSY 102, or SOC101 Subtotal	6	Writing Intensive Course for the Major: any course in the major acceptable to the Writing Across the Curriculum Program 1 - 3 Capstone Experience Course: any upper-division course in the major that satisfies this requirement; Capstone Experience course may also satisfy the Writing Intensive course in the major 0 - 4 Subtotal 4 - 10
<b>Mathematics</b> One course from the following: MATH111, 115, 121, 150, 184, or 190 Subtotal	4	<b>Total</b> 28 - 46
<b>Natural Sciences</b> Non-Science and Non-Mathematics Majors - six credits in two disciplines from the following: ASTR101, 102, 140 BIO110, 120 CHEM120, 121 GEOL110, 115, 120, 121, or 140 HPEH110 Mathematics Majors – five credits in any science courses that are acceptable to the respective science disciplines to fulfill their major requirements Science Majors – five credits as stipulated by your major discipline Subtotal	5 - 6	
<b>Total</b>	<b>42 - 51</b>	

Rationale: The proposed changes will alter the courses and number of credits and hours included in General Education and Graduation requirements. The proposed General Education curriculum provides a strong liberal arts education for students majoring in the arts, sciences, humanities or professional programs, and affords students opportunities to pursue interests beyond General Education requirements. Graduation requirements maintain requirements designed to enhance writing skills within the major, and add a capstone experience designed to promote integration of knowledge and career preparation. **Flexibility is provided for the professional programs because of the exigencies of outside accreditation requirements and the large number of major requirements.**

## GENERAL EDUCATION CURRICULUM

The proposed General Education Curriculum provides a strong liberal arts education for students majoring in the arts, sciences, humanities or professional programs, and affords students opportunities to pursue interests beyond General Education Requirements. New General Education requirements would take effect in Fall 2012.

<b>Figure 1. General Education Curriculum</b>		
Type of General Education Requirement	Courses	Credits
<i>Cornerstones: Foundations of Knowledge</i>		
Must be completed by 60 credits		
Freshman Seminar (FRSE 101)*	1	3
English Composition (ENGL 150 & 151)**	2	6
Mathematics (111, 115, 121, 150, 184 or 190)	1	4
Foreign Language***	0 - 2	0 - 6
Promoting Personal Wellness (HE 110)****	1	2
<i>Keystones: Perspectives on the Disciplines*****<sup>1 2</sup></i>		
Must be completed by 90 credits		
Arts of Expression (KEAE 201)	1	3
Human Behavior (KEHB 202:WI)	1	3
Rhetoric, Discovery and Discourse (KERD 203)	1	3
Scientific Inquiry (KESL 204)	1	3
World and US History, <b>Culture &amp; Politics</b> (KEWH 205:WI)	1	3
Totals***** <sup>1 2</sup>	10 - 12	30 - 36

\* FRSE 101 must be completed by all students entering York College with less than 30 credits.

\*\* Instead of English 125, students will take a revised sequence of two (3-credit/4-hour) English Composition courses, similar to other CUNY English Composition requirements.

\*\*\* Instead of 0-8 credits of Foreign Language, students will take a revised sequence of two 3-credit/3-hour courses in a Foreign Language, for a total of 0-6 credits, if they do not place out of the Foreign Language requirement.

\*\*\*\* Instead of a Physical Education 150 requirement, students will take one 2-credit/2-hour liberal arts Health Education course.

\*\*\*\*\*<sup>1</sup> Instead of completing discipline-specific courses as part of General and Distribution Requirements in the Behavioral Sciences, Humanities, and Sciences, students will take **from three to five** interdisciplinary keystone courses, **as prescribed by their degree and major programs.**

\*\*\*\*\*<sup>2</sup> The proposed General Education Curriculum maintains the requirement that students must complete two lower division Writing Intensive (WI) courses. The two keystones designated as Writing Intensive (KEHB202 and KEWH205) can be taken to fulfill this requirement.

## GRADUATION REQUIREMENTS

Required of every student at York, the proposed Graduation Requirements maintain requirements designed to enhance writing skills within the major, and add a capstone experience designed to promote integration of knowledge and career preparation. The first two requirements do not make any changes from the current curriculum. The third, the Capstone in the major, is not intended to add any more courses or credits to a student's program; rather, it is meant to be a course in the upper division, already in the major, that is given capstone designation. It is envisioned that many disciplines and programs will designate their writing intensive course as the capstone as well.

Type of Graduation Requirement	Courses	Credits
Research and Writing for the Major (WRIT303)*	1	3
Writing Intensive Course in the Major**	1	1-3
Capstone Experience Course***	1	0-4
Totals	2-3	4-10

- \* All York College graduates will still be required to complete a Research and Writing for the Major course, but instead of a choice of Writing 301, 302, or 303, students will take a revised 3-credit/4-hour WRIT 303 course.
- \*\* All York College Graduates will still be required to complete a 300-400 level Writing Intensive Course in the Major.
- \*\*\* A capstone experience requirement is added: all York College graduates will be required to take a Capstone Experience course in the major. Each major will create a new course or designate an existing course to satisfy this new graduation requirement, and will decide whether or not the capstone experience course will also satisfy the Writing Intensive Course in the Major requirement.

## FRESHMAN SEMINAR

Freshman Seminar (FRSE 101) will be designed around an academic theme within which freshmen will examine the knowledge and skills necessary to succeed in college. The course will be built around a rotating set of possible themes which will explore the influence of culture within community and society. Students will complete readings and activities and group projects designed to help them master the material while developing effective academic skills.

Students will develop competencies in critical thinking, reading, and writing, study skills, and orientation to the college. Freshman seminar course sections will be limited to 25 students in order to facilitate writing, provide individualized attention to each student, and build a community of learners. To facilitate building a community of Freshmen, all sections in a given semester will have the same theme. Due to its broad learning objectives and its thematic approach, Freshman Seminar is substantially different from Student Development 110: Developing Success in College.

FRSE 101 must be completed by all students entering York College with less than 30 credits.

### Learning objectives

1. Apply study and library research skills appropriate for various college-level assignments
2. Identify college resources and procedures in order to build connections between the student and the college.
3. Demonstrate effective written and oral communication skills.
4. Demonstrate interpersonal skills and the ability to work in small groups.
5. Explore the nature of culture and its influence on attitudes, communication, and behaviors.
6. Demonstrate mastery of the interdisciplinary content of the course theme.

### Competencies

1. Reading
2. Oral Expression
3. Written Communication
4. Technology

## KEYSTONE REQUIREMENT

The *Keystones: Perspectives on the Disciplines Requirement* contains five different areas of knowledge, and is satisfied by completing a designated (3-credit/4-hour) course in each of the five keystones. Courses fulfilling a keystone area of knowledge are topical and interdisciplinary in nature. All courses designated as fulfilling a keystone area of knowledge share a common goal, have the same learning objectives, and promote similar student competencies. Syllabi for courses that will be taught in each of the keystone areas of knowledge have already been designed, although it is expected that faculty will propose additional new topics and develop new course proposals for keystone designation, to be approved by the General Education Advisory Committee.

Area of Knowledge	Goal	Learning Objectives	Competencies
Arts of Expression (KEAE 201)	Understand historical and contemporary processes and practices in the arts	Find thematic connections in the arts and humanities; Explore fundamental questions of value, meaning, and creativity in literature and creative products; Identify how artifacts (literature, music, media) reflect the values of an era or culture; Become aware of consideration guiding artistic practice and response; and Compare and contrast the contributions of one's own and other cultural groups to global civilization	Reading Oral Expression Written Communication Technology
Human Behavior (KEHB 202)	Understand social science frameworks and methods for analyzing human problems	Apply concepts, tools and methods that each discipline uses to study, measure, and explain human behavior; Describe several social and environmental determinants that affect individual health and behavior; Identify the effects of values, attitudes, and ideologies upon individual and institutional behavior; Locate, access and evaluate a wide variety of information sources; and Identify problems that arise from cultural diversity and construct ways to resolve	Reading Written Communication Quantitative Reasoning Critical Thinking

		such problems	
Rhetoric, Discovery & Discourse (KERD 203)	Understand communication processes and the art of rhetoric	Apply principles of logic, reasoning, and ethics to different kinds of rhetorical arguments; Recognize rhetorical concerns (i.e., audience, purpose), forms of persuasion, and rhetorical arguments in various communication sources; Evaluate conceptions of humanity and the world in different forms of discourse in the arts and sciences; Apply skills of written and oral communication in order to clearly convey information and express ideas; and Analyze the impact of cultural differences on communication	Reading Oral Expression Written Communication Critical Thinking
Scientific Inquiry (KESL 204)	Understand the scientific method and its application	Design and conduct experiments using the scientific method to gather, analyze, represent, and interpret data; and Access current information from a range of scientific sources and evaluate their merit; and Communicate scientific concepts orally and in writing; Apply scientific principles to evaluate global issues and discuss the ethical implications of possible actions; and Identify how science impacts thinking about a culture	Reading Written Communication Quantitative Reasoning Critical Thinking Technology
World and US History, Culture & Politics (KEWH 205)	Understand the commonality and interdependence of peoples of the nation and world	Analyze similarities and differences between diverse world societies and political structures; Relate the effects of geography, economics, politics, and religion on the history of a culture;	Reading Written Communication Critical Thinking Technology

		Apply skills of written and oral communication in order to clearly convey information and express ideas; and Develop spatial and quantitative literacy through analysis of maps, data, tables and graphs; and Describe the diverse cultural groups that make up an area or region of the world	
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## KEYSTONE AREA OF KNOWLEDGE POLICIES

1. Students in all programs must complete their keystone courses (3-5, as specified by degree program) by 90 credits.
2. Students graduating with a B.S. in a professional program will complete courses in 3 keystone areas of knowledge, as prescribed by their program. Students in other B.S. programs will complete 4 keystone courses, as prescribed by their program. B.A. students will complete 5 keystone courses. Students who change their degree program from a professional program to a non-professional program will have keystone courses articulated in a manner similar to transfer students.
3. Courses in each keystone area of knowledge, regardless of course topic or theme, must share the same goal, learning objectives, and course competencies.
4. The proposed General Education Curriculum maintains the requirement that students must complete two lower division Writing Intensive (WI) courses. The two keystones designated as Writing Intensive (KEHB202 and KEWH205) can be taken to fulfill this requirement.
5. Transfer students who enter York College without having fulfilled the General Education requirements may be waived from up to two (2) keystone areas of knowledge. For waiver of each keystone area of knowledge, students must have completed two (2) courses from two (2) different disciplines included in the set of disciplines for study in that keystone (see p. 20 of this document). Courses used for a waiver of a keystone area of knowledge cannot be used to meet another General Education requirement or requirement in the major or professional program.

**Sample Program Planner for New General Education**  
**First Time Freshman**

<b>Fall – Semester I</b>		<b>Spring – Semester II</b>	
English 150	3 cr.	English 151	3 cr.
FRSE 101:Freshman Seminar	3 cr.	KEAE 201	3 cr.
Math	4 cr.		
<i>Major course or Liberal Arts Electives</i>	<i>5 cr.</i>	<i>Major Course or Liberal Arts Electives</i>	<i>9 cr.</i>
<b>TOTAL:</b>	<b>15 cr.</b>	<b>TOTAL:</b>	<b>15 cr. (30)</b>
<b>Fall – Semester III</b>		<b>Spring – Semester IV</b>	
KEHB 202 (WI)	3 cr.	KEWH 205 (WI)	3 cr.
KESL 204	3 cr.	Foreign Language	3 cr.
Foreign Language**	3 cr.		
HE 110	2 cr.		
<i>Major or Liberal Arts</i>	<i>4 cr.</i>	<i>Major or Liberal Arts</i>	<i>9 cr.</i>
<b>TOTAL:</b>	<b>15 cr. (45)</b>	<b>TOTAL:</b>	<b>15 cr. (60)**</b>
<b>Fall – Semester V</b>		<b>Spring – Semester VI</b>	
KERD 203	3 cr.	Writing 303	3 cr.
<i>Major or Liberal Arts</i>	<i>12 cr.</i>	<i>Major or Liberal Arts</i>	<i>12 cr.</i>
<b>TOTAL:</b>	<b>15 cr. (75)</b>	<b>TOTAL:</b>	<b>15 cr. (90)****</b>
<b>Fall – Semester VII</b>		<b>Spring – Semester VIII</b>	
Major WI course*****	3 cr.	Major Capstone Course*****	3 cr.
<i>Major or Liberal Arts</i>	<i>12 cr.</i>	<i>Major or Liberal Arts</i>	<i>12 cr.</i>
<b>TOTAL:</b>	<b>15 cr. (105)</b>	<b>TOTAL:</b>	<b>15 cr. (120)</b>
*Liberal Arts Electives may include courses to fulfill a minor		*** Cornerstone requirements must be completed within first 60 credits	
** Students who place out of one or more FL courses will have additional elective credits		****Keystones must be completed within the first 90 credits	
<b><i>NB: Students who graduate in professional programs will complete 4 (not 5) keystones.</i></b>		<b><i>*****In some majors WI and Capstone may be the same</i></b>	

**Sample Program Planner for New General Education**  
**Transfer Students with < 45 Liberal Arts Credits: 2 Keystone Waiver**

<b>Fall – Semester I</b>		<b>Spring – Semester II</b>	
English 150	3 cr.	English 151	3 cr.
FRSE 101: Freshman Seminar (if entering with < 30 credits)	3 cr.	KEAE 201	3 cr.
Math	4 cr.		
<i>Major course or Liberal Arts Electives</i>	5 cr.	<i>Major Course or Liberal Arts Electives</i>	9cr.
<b>TOTAL:</b>	15 cr.	<b>TOTAL:</b>	15 cr. (30)
<b>Fall – Semester III</b>		<b>Spring – Semester IV</b>	
KEHB 202 (WI)	3 cr.	KEWH 205 (WI)	3 cr.
KESL 204	3 cr.	Foreign Language	3 cr.
Foreign Language**	3 cr.		
HE 110	2 cr.		
<i>Major or Liberal Arts</i>	4 cr.	<i>Major or Liberal Arts</i>	9 cr.
<b>TOTAL:</b> (45)	15 cr.	<b>TOTAL:</b>	15 cr. (60)**
<b>Fall – Semester V</b>		<b>Spring – Semester VI</b>	
KERD 203	3 cr.	Writing 303	3 cr.
<i>Major or Liberal Arts</i>	12 cr.	<i>Major or Liberal Arts</i>	12 cr.
<b>TOTAL:</b>	15 cr. (75)	<b>TOTAL:</b>	15 cr. (90)****
<b>Fall – Semester VII</b>		<b>Spring – Semester VIII</b>	
Major WI course*****	3 cr.	Major Capstone Course*****	3 cr.
<i>Major or Liberal Arts</i>	12 cr.	<i>Major or Liberal Arts</i>	12 cr.
<b>TOTAL:</b> (105)	15 cr.	<b>TOTAL:</b>	15 cr. (120)
*Liberal Arts Electives may include courses to fulfill a minor		*** Cornerstone requirements completed within first 60 credits	
** Students who place out of 1 or both FL courses will have additional elective credits		****Keystones completed within the first 90 credits	
<b><i>NB: Students in professional programs may have one Keystone waived.</i></b>		***** <i>In some majors WI and Capstone may be the same</i>	

## KEYSTONE AREA OF KNOWLEDGE DESCRIPTIONS

### **Arts of Expression: KEAE 201** (3 credits/4 hrs lecture, 2 hrs lab; co-req/pre-req: ENG 150)

The Keystone in Arts of Expression is designed to assist students in recognizing and comprehending the crucial role the arts play in shaping our experiences in, and understandings of, the world. Students will investigate academic and practical approaches to the various forms and meanings of artistic expression from a range of historical periods, media, and cultural milieus. Course work will enable students to discern the ways in which the arts function as a means to explore, affirm, or celebrate individual and group identity and provide insight into the history, diversity, and creativity of the world's cultures. The Arts of Expression requirement is designed to foster habits of creative and disciplined thinking in the arts disciplines.

The lecture and lab will be offered as separate sections. The lecture section will explore an established common topic drawing on different disciplinary perspectives. The lab section will be a creative practice lab exploring the topic in a particular discipline. The topic may vary with each offering.

#### Learning Objectives:

1. Find thematic connections in the arts and humanities
2. Explore fundamental questions of value, meaning, and creativity in literature and creative products
3. Identify how artifacts (literature, music, media) reflect the values of an era or culture
4. Become aware of considerations guiding artistic practice and response
5. Compare and contrast the contributions of one's own and other cultural groups to global civilization

#### Competencies:

1. Reading
2. Oral Expression
3. Written Communication
4. Technology

### **Human Behavior: KEHB 202** (3 credits/4 hours; co-req/pre-req: ENG 151; Writing Intensive)

This course will examine human behavior from an interdisciplinary perspective. Drawing on theories and methods in anthropology, political science, psychology, and sociology, the seminar will introduce students to basic terms and core concepts within these disciplines. The seminar will use contemporary issues and debates to explore the interactions between individuals, groups, institution and culture. This is a theme-based course and a variety of special topics related to human behavior will be offered. The course themes may include hunger and food consumption, sexuality and desire, love and marriage, power and resistance. Through collaborative and problem-based learning, students will develop competencies in critical thinking, reading, oral expression, written communication, quantitative literacy and information literacy. This course is writing intensive.

Learning Objectives:

1. Apply concepts, tools and methods that each discipline uses to study, measure, and explain human behavior.
2. Describe several social and environmental determinants that affect individual health and behavior.
3. Identify the effects of values, attitudes, and ideologies upon individual and institutional behavior.
4. Locate, access and evaluate a wide variety of information sources.
5. Identify problems that arise from cultural diversity and construct ways to resolve such problems

Competencies:

1. Reading
2. Written Communication
3. Quantitative Reasoning
4. Critical Thinking

**Rhetoric, Discovery and Discourse: KERD 203** (3 credits/4 hours; co-req/pre-req: ENG 150)

This course will examine rhetorical structures such as passion, logic, and discovery through readings in science, sociology, mathematics, literature and poetry, philosophy and religion. All readings studied in the course are identified as ‘rhetoric’ because they are regarded as communications from a speaker to an audience about a subject in a situation which compels a response. In this interdisciplinary course, students will develop competencies in detecting the passions and interests of authors and the means by which they connect and develop ideas, with the goal of understanding conceptions of humanity and the world. Students will engage in oral as well as written presentations of arguments based on the texts. This is a special topics course and a variety of specific course titles will be offered.

Learning Objectives:

1. Apply principles of logic, reasoning, and ethics to different kinds of rhetorical arguments
2. Recognize rhetorical concerns (i.e., audience, purpose), forms of persuasion, and rhetorical arguments in various communication sources
3. Evaluate conceptions of humanity and the world in different forms of discourse in the arts and sciences
4. Apply skills of written and oral communication in order to clearly convey information and express ideas
5. Analyze the impact of cultural differences on communication

Competencies:

1. Reading
2. Oral Expression
3. Written Communication
4. Critical Thinking

**Scientific Inquiry: KESL 204** (3 credits/2 hours lecture; 2 hours lab; co-req/pre-req: ENG 150)

This course will examine areas of current relevance in the sciences using traditional lectures as well as interactive, inquiry-based lab exercises. The class formats are meant to foster discussion and encourage active participation. While the emphasis will be on subject matter, we will also be concerned with developing communication skills as well as fundamental skills necessary for success in the sciences, including reading and analysis of primary literature, writing about science, communicating scientific concepts, data presentation and analysis, and hypothesis construction and testing. The course objectives will be to introduce students to scientific methodologies through experimentation, data collection, analysis and interpretation.

This is a Scientific Inquiry special topics course and a variety of special topics may be offered, such as: Topics of courses may include: Energy, Resources and the Environment, Introductory Astronomy: Observations of the Sky, Principles of Inheritance and Human Reproduction, and Chemistry in our Time.

Learning Objectives:

1. Design and conduct experiments using the scientific method to gather, analyze, represent, and interpret data
2. Access current information from a range of scientific sources and evaluate their merit
3. Communicate scientific concepts orally and in writing
4. Apply scientific principles to evaluate global issues and discuss the ethical implications of possible actions
5. Identify how science impacts thinking about a culture

Competencies:

1. Reading
2. Written Communication
3. Quantitative Reasoning
4. Critical Thinking
5. Technology

**World and US History, Culture & Politics: KEWH 205** (3 credits/4 hours; co-req/pre-req: ENG 151; Writing Intensive)

This course will examine diverse themes and topics in World and United States history that will analyze connections between past and present societies within a global context. As an interdisciplinary course the focus will include power and governance, social structure, ethnic diversity and gender, and major political and economic ideologies. Students will develop competency in reading, written communication, critical thinking and technology with the goal of understanding commonality and interdependence of peoples of the nation and the world. This is a special topics course and a variety of specific course titles will be offered.

Learning Objectives:

1. Analyze similarities and differences between diverse world societies and political structures
2. Relate the effects of geography, economics, politics, and religion on the history of a culture
3. Apply skills of written and oral communication in order to clearly convey information and express ideas

4. Develop spatial and quantitative literacy through analysis of maps, data, tables and graphs
5. Describe the diverse cultural groups that make up a region of the world

Competencies:

1. Reading
2. Written Communication
3. Critical Thinking
4. Technology

## KEYSTONE TRANSFER EQUIVALENCY

### Statement:

Transfer students who enter York College without having fulfilled the General Education requirements may be waived from up to two (2) keystone areas of knowledge. For waiver of each keystone area of knowledge, students must have completed two (2) courses from two (2) different disciplines included in the set of disciplines for study in that keystone indicated below. Courses used for a waiver of a keystone area of knowledge cannot be used to meet another General Education requirement or requirement in the major or professional program.

York College students who fulfill the Keystone requirements specified by a professional program but who do not remain in that program for graduation may have their keystone requirement evaluated in a similar fashion. As “internal transfer” students, specific courses that were prerequisites in their professional programs may be given keystone equivalency.

### Keystone Discipline Areas of Equivalency:

#### Arts of Expression:

Film and Media Arts, Fine Arts, Literature, Music, Speech, Theater Arts

#### Human Behavior:

Anthropology, Economics, Health Education, Political Science, Psychology, Sociology

#### Rhetoric, Discovery and Discourse:

Literature, Mathematics, Philosophy, Sociology, Speech

#### Scientific Inquiry:

Astronomy, Biology, Chemistry, Geology, Physics, Environmental Health

#### World and US History, Culture & Politics:

African American Studies, History, Political Science, Sociology

See p. 154 of this document's section *A Blueprint for Implementation* for a more lengthy discussion of transfer and articulation recommendations.

## **CAPSTONE EXPERIENCE**

The capstone experience requires students to analyze and synthesize different areas of knowledge and experiences, draw connections across domains of knowledge, and serve as a link between academic learning and practical experience. Students will develop competencies in oral expression and written communication, critical thinking, and technology. Students will integrate their accumulated knowledge and technical and social skills in order to identify issues encountered by professionals in their chosen discipline and to communicate the results of their efforts. Capstone experiences could include a research project, internship, community service, practicum, meta study, bench research, design project, thesis, or performance. The Capstone Experience is not intended to add any more courses or credits to a student's program; rather, it is meant to be a course in the upper division, already in the major, that is given capstone designation. It is envisioned that many disciplines and programs will designate their writing intensive course as the capstone as well.

Prerequisites or Co-requisite: WRIT 303; completion of 90 credits; additional requirements to be specified by the major

Each department will create a new upper-division course or designate an existing upper-division course within the major to satisfy this new graduation requirement, and will decide whether or not the capstone experience course will also satisfy the Writing Intensive Course in the Major requirement.

Examples of capstone experiences could include:

- Research project
- Internship
- Community service
- Practicum
- Meta study
- Bench research
- Design project
- Thesis
- Performance

General Criteria:

The following criteria will be used to evaluate the development of capstone experience courses:

1. Course content that is appropriate for majors within the department;
2. Emphasis on application and student personal growth;
3. Promotion of career transition, including experiences that would enhance students' movement from student to professional life; and
4. Opportunities to make learning visible (via presentation, portfolio, or virtual display)

Common Expectations for Capstone Experiences:

1. Each capstone must be at the senior level and synthesize the knowledge, approaches, and results from the major discipline with the foundation established in the general education program.

2. Capstone courses will be conceived, designed, and assessed within academic departments. The capstone experience will vary from discipline to discipline.
3. The capstone experience will provide evidence of student achievement at the highest levels of the competencies of oral expression, written communication, critical thinking, and technology.
4. Different assessment methods will be utilized depending on the type of capstone.

Model:

1. Each major will create a new upper-division course or designate an existing upper-division course within the major to satisfy this new graduation requirement, and will decide whether or not the capstone experience course will also satisfy the Writing Intensive Course in the Major requirement.
2. Each department will decide how to implement the capstone experience for their major(s), determining whether the capstone experience involves a research project, internship, community service, practicum, meta study, bench research, design project, thesis, or performance.
3. The role of the general education administration will be to encourage and support the development of those courses and to assure that those courses meet the objectives described

Learning Objectives:

1. Apply concepts, theories, and techniques of the discipline to a significant subject, problem, or activity encountered by professionals in the discipline
2. Demonstrate the attainment of discipline-specific levels of knowledge and skills
3. Demonstrate accumulated knowledge and technical and social skills appropriate to entering a profession related to the discipline
4. Demonstrate effective oral expression and written communication skills

## COMPETENCIES

General Education courses will be informed by a set of specific, often overlapping, complementary, and reinforcing “competencies”, which can be embedded in course design at various levels of ability. Six competencies that students should develop and hone throughout their undergraduate career are identified.

The six competencies and their levels are:

### COMPETENCY: READING

Competency in Reading entails the ability to read critically and thoughtfully.

Levels and Criteria:

#### 1. Information Acquisition

- Recognize the different purposes and types of writing (e.g., descriptive, persuasive, narrative, imaginative, technical).

#### 2. Application

- Read newspapers and journals to track current events and issues.
- Extract main points from texts and presentations.
- Research topics using the web and other technologies.
- Demonstrate comprehension of material by applying it to a written report, oral presentation, or group discussion.

#### 3. Analysis

- Summarize or interpret an author’s point of view in written or oral format.

#### 4. Synthesis

- Interpret material by connecting own experiences to what is read in written or oral format.

#### 5. Communication

- Use logic, reasoning, content analysis, and interpretative skills when reading printed or published materials.
- Convey the essence of read material to others by paraphrasing or citing in written or oral format.

#### 6. Evaluation

- Select texts that are credible and appropriate sources for written or oral case building.
- Identify common fallacies (e.g., fact, logic, relationships) in presentations and written texts.
- Compare the value or relevance of information obtained from different sources.

### COMPETENCY: ORAL EXPRESSION

Competency in Oral Expression entails the ability to express ideas verbally in a clear and logical manner.

Levels and Criteria:

#### 1. Information Acquisition

- Recognize the different types and purposes of oral expression (e.g., narrative, persuasive, expository).

#### 2. Application

- Use appropriate rules and techniques for different oral expression tasks.
- Receive, interpret, and appropriately respond to verbal information.

#### 3. Analysis

- Distinguish among statements of fact, inference, and opinion; between emotional and logical arguments; and between objective and biased messages.
  - Identify the audience for whom a message is intended.
4. Synthesis
    - Interpret spoken material by connecting one's own experience to what is orally expressed.
    - Generalize from specific patterns of oral expression to produce a unique form of oral communication.
  5. Communication
    - Use a variety of rhetorical devices.
    - Speak clearly and expressively.
    - Transmit information using delivery skills suitable to the purpose, audience, and setting.
  6. Evaluation
    - Identify common fallacies and persuasive techniques in spoken materials.
    - Improve the quality of oral expression by using feedback.

#### COMPETENCY: WRITTEN COMMUNICATION

Competency in Written Communication entails the ability to write clearly and concisely. Learning to write is a complex process that takes place over time with continued practice and informed guidance.

Levels and Criteria:

1. Information Acquisition
  - Find, select, and synthesize information from appropriate primary and secondary sources.
2. Application
  - Apply knowledge of syntax, grammar, punctuation and spelling in writing assignments.
  - Use appropriate vocabulary, formats, and documentation for different writing tasks.
3. Analysis
  - Critique own and others' work.
4. Synthesis
  - Integrate own ideas with those of others.
5. Communication
  - Convey a primary theme or message in a written text.
  - Use a variety of research tools, including current technological resources.
6. Evaluation
  - Clarify ideas and improve the quality of a written paper by using feedback.

#### COMPETENCY: QUANTITATIVE REASONING

Competency in Quantitative Literacy entails the ability to use quantitative information, mathematical methods, reasoning, and strategies to investigate and solve problems.

Levels and Criteria:

1. Information Acquisition
  - Select data that are relevant to solving a problem.
2. Application
  - Use several methods, such as algebraic and statistical reasoning to solve problems.
3. Analysis
  - Interpret and draw inferences from mathematical models such as formulas, graphs, and tables.
4. Synthesis

- Generalize from specific patterns and phenomena to more abstract principles and to proceed from abstract principles to specific applications.
5. Communication
    - Represent mathematical information symbolically, graphically, numerically and verbally.
  6. Evaluation
    - Estimate and verify answers to mathematical problems to determine reasonableness, compare alternatives, and select optimal results.
    - Recognize that mathematical and statistical methods have limitations.
    - Make informed and effective financial decisions.

#### COMPETENCY: CRITICAL THINKING

Competency in Critical Thinking entails the ability to examine issues and ideas and to identify reasoning with differing assumptions, contents and methods. The goal of instruction for “critical thinking” is to help students become capable of critical and open-minded questioning, reasoning, and understanding of argument.

Levels and Criteria:

1. Information Acquisition
  - Identify questions, problems, and arguments.
  - Differentiate questions, problems, and arguments.
2. Application
  - Evaluate the appropriateness of various methods of reasoning and verification.
  - State position or hypothesis, give reasons to support it and state its limitations.
3. Analysis
  - Identify stated and unstated assumptions.
  - Assess stated and unstated assumptions.
  - Critically compare different points of view.
4. Synthesis
  - Formulate questions and problems.
  - Construct and develop cogent arguments.
  - Articulate reasoned judgments.
5. Communication
  - Discuss alternative points of view.
  - Defend or criticize a point of view in view of available evidence.
6. Evaluation
  - Evaluate the quality of evidence and reasoning.
  - Draw an appropriate conclusion.

#### COMPETENCY: TECHNOLOGY

Competency in Technology entails the ability to select and apply contemporary forms of information and information technology to compile information or solve problems.

Levels and Criteria:

1. Information Acquisition
  - Determine the nature and extent of needed information.
  - Conceptually understand available information tools (e.g., search engines, web sites).
2. Application
  - Achieve a familiarity with contemporary technology to identify which technologies are useful and/or appropriate.

- Access information effectively and efficiently using technology as required in a field of study.
3. Analysis
    - Select, discriminate among, and evaluate sources for credibility and appropriateness.
  4. Synthesis
    - Integrate information or data from a variety of sources to form a position or present a point of view.
    - Incorporate selected information in the learner's knowledge base and value system.
  5. Communication
    - Use current technology as a venue for information sharing (e.g., create or post to a web page).
  6. Evaluation
    - Understand the limitations of information technologies and know how to combine technologies effectively.
    - Understand the economic, legal, and social issues surrounding the use of information technology.

## CURRICULUM GOALS OF THE NEW GENERAL EDUCATION CURRICULUM

In keeping with the Mission Statement for General Education passed by the College Senate in 2006, the General Education curriculum designed for implementation in 2012 will promote student development of essential competencies, and through its interdisciplinary focus help students apply the contents and methodologies of diverse academic disciplines to important topics and issues. General Education will, in its adherence to core values and principles, expand students' knowledge to help them formulate goals regarding future studies and careers and pursue life-long learning.

The General Education Curriculum is designed to ensure that students graduating from York College will:

- ❖ Develop skills of critical analysis and problem solving (FRSE; MATH; KERD;)
- ❖ Construct an effective argument based on evidence and reasoning (ENG 150-151; KEHB; KERD; KESL)
- ❖ Generate, synthesize and clearly express ideas through writing and speaking (all)
- ❖ Develop research skills, using both traditional and electronic media, (all KE; Writing 300; CAPSTONE)
- ❖ Acquire quantitative literacy and essential mathematical skills (Math; KEHB; KESL)
- ❖ Develop skills of visual literacy in order to analyze and interpret information presented in diverse forms, (FRSE, MATH, KEAE, KESL)
- ❖ Gain knowledge of diverse world societies, cultures and languages, (FRSE; KEAE; KEHB; KEWH; FL COURSES)
- ❖ Understand the economic, political and social structure of contemporary society, and the background of ideas and events that contributed to its formation (FRSE; KEHB; KEWH)
- ❖ Develop opportunities for self-expression through writing, speaking and artistic activity (KEAE)
- ❖ Understand the workings of the human mind and body and learn activities that promote health and well-being (HE 110; KEHB)
- ❖ Gain knowledge of the physical environment, and the ecological impact of human behavior (KESL)
- ❖ **Excell in further academic and professional studies, in the workplace and life in general (FRSE, HE 110, all KE)**

## GENERAL EDUCATION TASK FORCE AND FACULTY INQUIRY GROUP MEMBERS

### **The Task Force on General Education Reform (2008-10):**

Debra Swoboda, Co-Chair & Behavioral Sciences  
Vadim Moldovan, Co-Chair & Social Sciences  
Margaret Ballantyne, Co-Chair & Foreign Languages, ESL, & Humanities  
Valerie Anderson, English  
Hamid Bahri, Foreign Languages, ESL, & Humanities  
Emmanuel Change, Chemistry  
Robert Clovey, Accounting & Finance  
Michael Cripps, Writing Across the Curriculum  
Anamika Dasgupta, Library  
Ruel Desamero, Chemistry  
William Divale, Social Sciences & CUNY On-line BA  
Laura Fishman, History and Philosophy  
Wayne Forrester, Business & Economics  
Ernest Gary, Accounting & Finance  
Sarah Gillespie, Performing & Fine Arts  
Lidia Gonzalez, Mathematics & Computer Studies  
Jonathan Hall, English  
Jane Keleher, Teacher Education  
Andrea Krauss, Occupational Therapy  
Margaret MacNeil, Biology  
Deborah Majerovitz, Behavioral Sciences  
Ouida Murray, Health Professions  
Ray Marks, Health & Physical Education  
Timothy Paglione, Earth & Physical Sciences  
Linda Perry, Business & Economics  
Dorothy Ramsey, Health Professions  
Howard Ruttenberg, History & Philosophy  
Veronica Shipp, Teacher Education  
Michael Smith, Performing and Fine Arts  
Shawn Williams, Health Professions  
Karin Wolf, English  
Xiaodan Zhang, Social Sciences  
Stephan Kishore, Student Representative  
Taoreed Adeoshun, Student Representative  
Stephen McCartney, Student Representative  
Holger Henke, Academic Affairs, Ex Officio  
William Dinello, Executive Office, Ex Officio

### **FACULTY INQUIRY GROUP PARTICIPANTS**

#### **Freshman Seminar (2009-10)**

Coordinator:	Deborah Majerovitz	Behavioral Sciences
Members:	Fenix Arias	Testing Center
	Hamid Bahri	Foreign Languages, ESL & Humanities
	Robert Clovey	Accounting & Finance
	Andrew Criss	Biology
	Ratan Dhar	Earth & Physical Sciences
	Bill Divale	Social Sciences
	Robert Duncan	Behavioral Sciences
	Deborah Glaser	Health & Physical Education
	Elizabeth Meddeb	Foreign Languages, ESL & Humanities
	Les Raphael	College NOW

**Arts of Expression (2009-10)**

Coordinators:	Valerie Anderson	English
	Michael Smith	Performing & Fine Arts
Members:	Ken Adams	Performing & Fine Arts
	Tim Amrhein	Performing & Fine Arts
	Helen Andretta	English
	Samuel Ghelli	Foreign Languages, ESL & Humanities
	Sara Gillespie	Performing & Fine Arts
	Linda Grasso	English
	Jim Papa	English
	Fabiola Salek	Foreign Languages, ESL & Humanities

**Human Behavior (2009-10)**

Coordinator:	Xiaodan Zhang	Social Sciences
Members:	Bill Ashton	Behavioral Sciences
	Alex Costley	Health & Physical Education
	Tania Levey	Social Sciences
	Christina Miller	Library
	Bonnie Oglensky	Social Sciences
	Heather Robinson	English
	Michael Sharpe	Behavioral Sciences
	Galila Werber	Health & Physical Education

**Rhetoric and Explanation (2009-10)**

Coordinator:	Howard Ruttenberg	History & Philosophy
	Jim Como	Performing & Fine Arts
	Anamika Dasgupta	Library
	Sam Hux	English
	Vadim Moldovan	Social Sciences
	Rishi Nath	Mathematics & Computer Studies
	Dan Robie	Chemistry

**Scientific Inquiry (2009-10)**

Coordinators:	Laura Beaton	Biology
	Margaret MacNeil	Biology
Members:	Ruel Desamero	Chemistry
	Catherine Foster	Chemistry
	Leslie Keiler	Teacher Education
	Naz Khandaker	Geology
	Gerard McNeil	Biology
	Tim Paglione	Earth & Physical Sciences
	James Popp	Earth & Physical Sciences
	Anne Simon	Biology

**Capstone Experience (2009-10)**

Coordinator:	Andrea Krauss	Occupational Therapy
Members:	Timothy Amrhein	Performing and Fine Arts
	Xin Bai	Teacher Education
	Hamid Bahri	Foreign Languages, ESL, & Humanities
	Michael Cripps	English
	Wayne Forrester	Business & Economics
	Lewis Lasser	Mathematics and Computer Studies
	Tim Paglione	Earth & Physical Sciences
	Anne Simon	Biology

**World and US History, Culture & Politics (2009-10)**

Coordinator: Laura Fishman History & Philosophy  
Members: Michelle Gregory Social Sciences  
Robin Harper Behavioral Sciences  
Ray Marks Health & Physical Education  
Kay Neale History & Philosophy  
Bob Parmet History & Philosophy  
George White History & Philosophy

**English Composition (2009-10)**

Coordinator: Jonathan Hall English  
Members: Dan Cleary Library  
Matthew Corcoran English  
Michael Cripps English  
Linda Gerena Teacher Education  
Linda Grasso English  
Cynthia Haller English  
Wenyng Huang-Stolte Educational Technology  
Heather Robinson English

**Freshman Seminar (2008-09)**

Coordinator: Laura Fishman History & Philosophy  
Members: Deborah Majerovitz Behavioral Sciences  
Marie Carrese Counseling  
Naz Khandaker Earth & Physical Sciences  
Elisabeth Meddeb Foreign Languages, ESL & Humanities  
Bonnie Oglensky Social Sciences  
George White History & Philosophy

**Sophomore Experience (2008-09)**

Coordinator: Veronica Shipp Teacher Education  
Members: Donald Auriemma Health Professions  
Colleen Clay Teacher Education  
Deborah Glaser Health & Physical Education  
Tania Levey Social Sciences

**Capstone Experience (2008-09)**

Coordinator: Howard Ruttenberg History & Philosophy  
Members: Nina Buxenbaum Performing & Fine Arts  
Donna Chirico Behavioral Sciences  
Sam Hux English  
Patricia Milanes English

**Professional Programs (2008-09)**

Coordinators: Ouida Murray Nursing  
Members: Vickie Ashton Social Sciences  
Andrew Criss Biology  
Ernest Gary Accounting & Finance  
Holger Henke Academic Affairs  
Lillian Kaplan Occupational Therapy  
Ray Marks Health & Physical Education

**English/Writing (2008-09)**

Coordinator: Valerie Anderson  
Members: Charles Coleman  
Richi Nath  
Scott Sheidlower

English  
English  
Mathematics & Computer Studies  
Library

**Collaborative Learning (2008-09)**

Coordinator: Xiaodan Zhang  
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Michelle Gregory  
Heather Robinson  
Wenyng Huang-Stolte  
Karin Wolf

Social Sciences  
Behavioral Sciences  
Social Sciences  
English  
Educational Technology  
English

**Quantitative Literacy (2008-09)**

Coordinator: Lou D'Alotto  
Members: Cheryl Adams  
Aegina Barnes  
Larry Preiser  
Farley Mawyer  
Aghajan Mohammadi  
Vadim Moldovan  
George White  
Karin Wolf  
Tsu-Chin Wu

Mathematics & Computer Studies  
Biology  
Foreign Language, ESL, & Humanities  
Behavioral Sciences  
Mathematical Studies  
Institutional Research  
Social Sciences  
History & Philosophy  
English  
Mathematics & Computer Studies

**Foreign Language (2008-09)**

Coordinator: Hamid Bahri  
Members: Tim Amrhein  
Richi Nath  
Fabiola Savek  
Lorraine Stern  
Gaila Werber

Foreign Language, ESL, & Humanities  
Performing & Fine Arts  
Mathematics & Computer Studies  
Foreign Language, ESL & Humanities  
Accounting & Finance  
Health & Physical Education

**Information Literacy (2008-09)**

Coordinator: Anamika Dasgupta  
Members: Ratan Dhar  
Robert Duncan  
Samuel Ghelli  
Christina Miller

Library  
Earth & Physical Sciences  
Behavioral Sciences  
Foreign Languages, ESL & Humanities  
Library

**SUPPORTING DATA**

Table I. Entering Students: Number of Credits Earned and Last College Attended at Admission

AY	0 Credits		1-45 Credits		46 - 60 Credits or Associate's Degree		Last School Attended = CUNY	
	# students	% students	# students	% students	# students	% students	# students	% students
<b>2007 - 08</b>	1114	47	464	19.5	795	33.5	1857	78
<b>2008 - 09</b>	1248	49	437	18	840	33	1981	78
<b>2009 - 10</b>	912	36	508	20	1131	44	1944	76
<b>Averages</b>	1091	44	469	19	922	37	1927	77

FINDING: Over one-third of all students entering York College have earned enough credits to be exempt from general education requirements.

At least three-fourths of all students entering York College transfer credits from a CUNY institution.

Table II. Entering Student Profile: Major Declared at Admission

AY	LIB ARTS	ACC/BUS	SW	PA	OT	NUR	OTHER	TOTAL
<b>2007 - 08</b>	447	491	175	215	108	64	873	2373
<b>2008 - 09</b>	467	487	141	196	89	96	1049	2525
<b>2009 - 10</b>	820	385	117	164	64	60	939	2551
<b>Averages</b>	578	454	144	192	87	73	954	2482

TABLE III. Enrollment and Staffing of General Education Courses Spring 2010

COURSE	ENROLLMENT	# OF SECTIONS	FACULTY		
			FULLTIME	PARTTIME	NA*
<b>General Requirements</b>					
<b>ENG 125</b>	<b>493</b>	<b>21</b>	<b>16</b>	<b>4</b>	<b>1</b>
<b>CLD 101</b>	<b>684</b>	<b>23</b>	<b>7</b>	<b>13</b>	<b>3</b>
<b>PE 150</b>	<b>1492</b>	<b>14</b>	<b>2</b>	<b>10</b>	<b>2</b>
<b>SPCH 101</b>	<b>422</b>	<b>20</b>	<b>9</b>	<b>2</b>	<b>7</b>
FOR LANG					
CHIN 102	20	1	0	1	0
FREN 101	123	5	2	2	1
FREN 102	62	3	2	1	0
FREN 105	17	1	1	0	0
ITAL 101	75	3	0	3	0
ITAL 102	50	2	0	1	1
ITAL 105	11	1	1	0	0
SPAN 101	580	11	1	9	1
SPAN 102	310	12	0	7	5
SPAN 103	20	1	1	0	0
SPAN 104	18	1	1	0	0
SPAN 105	33	2	2	0	0
<b>FL SUBTOTAL</b>	<b>1319</b>	<b>43</b>	<b>11</b>	<b>24</b>	<b>8</b>
WRIT 300s					
Writ 301	63	3	0	3	0
Writ 302	18	1	0	0	1
Writ 303	595	27	3	21	3
<b>WRI SUBTOTAL</b>	<b>676</b>	<b>31</b>	<b>3</b>	<b>24</b>	<b>4</b>
CLD 200s					
CLD 201	104	3	2	1	0
CLD 202	35	1	0	1	0
CLD 203	67	2	0	2	0
CLD 210	353	14	4	9	1
<b>CLD SUBTOTAL</b>	<b>559</b>	<b>20</b>	<b>6</b>	<b>13</b>	<b>1</b>
<b>Humanities &amp; Fine Arts</b>					
<b>ENG 200</b>	<b>829</b>	<b>28</b>	<b>7</b>	<b>17</b>	<b>4</b>
HISTORY					
HIS 100	206	6	4	2	0
HIS 108	174	5	2	3	0
HIS 113	57	2	1	0	1
HIS 201	68	2	1	1	0
HIS 202	63	2	1	1	0
HIS 204	54	2	0	2	0
HIS 275	36	1	1	0	0
<b>HIS SUBTOTAL</b>	<b>658</b>	<b>20</b>	<b>10</b>	<b>9</b>	<b>0</b>
FINE ARTS					
FA 104	250	6	1	5	0
FA 150	32	2	1	1	0
FA 152	15	1	1	0	0
FA 155	93	5	0	5	0
FA 264	31	2	0	2	0
FA 381	37	3	0	3	0
<b>FA SUBTOAL</b>	<b>468</b>	<b>19</b>	<b>3</b>	<b>16</b>	<b>0</b>
MUSIC					
MUS 101	167	6	1	5	0

MUS 110	243	7	5	2	0
MUS 225	24	2	0	0	2
MUS 250	15	1	1	0	0
MUS 253	15	1	1	0	0
<b>MUS SUBTOTAL</b>	<b>464</b>	<b>2</b>	<b>8</b>	<b>7</b>	<b>2</b>
PHIL					
PHIL 102	70	2	0	2	0
PHIL 103	333	10	5	5	0
<b>PHIL SUBTOTAL</b>	<b>403</b>	<b>12</b>	<b>5</b>	<b>7</b>	<b>0</b>
THEATER					
TA 110	75	3	2	0	1
TA 211	30	2	2	0	0
TA 215	22	3	3	0	0
TA 216	8	3	3	0	0
TA 217	4	3	3	0	0
TA 218	1	1	1	0	0
<b>TA SUBTOTAL</b>	<b>140</b>	<b>15</b>	<b>14</b>	<b>0</b>	<b>1</b>
<b>HUM /FA TOTAL</b>	<b>2962</b>	<b>96</b>	<b>47</b>	<b>56</b>	<b>7</b>
<b>Behavioral Science</b>					
AFRIC STUD					
AAS 101	132	4	0	4	0
AAS 172	102	3	2	1	0
<b>AFS SUBTOTAL</b>	<b>234</b>	<b>7</b>	<b>2</b>	<b>5</b>	<b>0</b>
ANTH 101	234	7	1	5	1
ECON					
ECON 102	321	6	2	4	0
ECON 103	61	3	2	1	0
<b>ECO SUBTOTAL</b>	<b>382</b>	<b>9</b>	<b>4</b>	<b>5</b>	<b>0</b>
POL 103	278	6	4	2	0
PSY 102	649	13	2	8	3
SOC 101	580	11	1	9	1
<b>BEH SCI TOTAL</b>	<b>2357</b>	<b>53</b>	<b>14</b>	<b>34</b>	<b>5</b>
<b>Mathematics</b>					
MATH 111	516	17	7	6	4
MATH 115	301	12	4	5	3
MATH 121	190	6	4	1	1
<b>MATH TOTAL</b>	<b>1107</b>	<b>35</b>	<b>15</b>	<b>12</b>	<b>8</b>
<b>Non-Science &amp; Non-Mathematics Majors</b>					
ASTR					
ASTR 101	220	4	1	5	1
ASTR 102	110	2	0	1	1
<b>ASTR SUBTOTAL</b>	<b>330</b>	<b>6</b>	<b>1</b>	<b>6</b>	<b>2</b>
BIO					
BIO 110	148	3	0	3	0
BIO 120	105	2	2	0	0
BIO 130	55	1	0	1	0
<b>BIO SUBTOTAL</b>	<b>308</b>	<b>6</b>	<b>2</b>	<b>4</b>	<b>0</b>
GEOL					
GEOL 110	225	6	1	3	2
GEOL 115	110	3	0	2	1
GEOL 120	16	1	0	1	0
GEOL 121	42	1	0	0	1
GEOL 140	52	4	1	2	1
HPEH 110	153	4	4	0	0
<b>GEOL SUBTOTAL</b>	<b>598</b>	<b>19</b>	<b>6</b>	<b>8</b>	<b>5</b>
<b>NON-SCI TOTAL</b>	<b>1236</b>	<b>31</b>	<b>9</b>	<b>18</b>	<b>7</b>

\* NA includes instructors who do not have faculty designation such as graduate students.



## **Section A1V: New Courses**

### **A1V.1 General Education**

**Course Number: FRSE 101**

**Title:** Freshman Seminar

**Hours:** 3.0

**Credits:** 3.0

**Prerequisites or Co-requisite:** Freshman Status; Must be completed by all students entering York College with less than 30 credits

#### Course Description:

This course will examine the knowledge and skills necessary to succeed in college within the context of a selected academic theme. Students will complete readings and activities and group projects. Students will explore the influence of culture within community and society. Students will develop competencies in critical thinking, reading, and writing, study skills, and orientation to the college. This is a freshman seminar and course sections will be limited to 25 students in order to facilitate writing, provide individualized attention to each student, and build a community of learners. The course will be built around a rotating set of possible themes, so that college skills can be taught in the context of an academic subject. To facilitate building a community of Freshmen, all sections in a given semester will have the same theme.

#### Rationale:

This course is needed to prepare entering Freshmen for college level work, which will help them to succeed in all of their courses. Currently, we offer an optional two credit class in college readiness; a more comprehensive experience that is required of all students during their first year at the college is needed. The course will build essential college readiness skills, including reading of college level texts, writing, critical thinking, and study skills. The course also will be instrumental in engaging entering students with the life of the college by building a Freshman community and orienting them to the services and facilities available at the college. This is particularly important for a commuter campus such as ours where students may spend little time on campus outside the classroom. The course was modeled after successful Freshman courses at other institutions serving a similar student population.

## SAMPLE SYLLABUS

YORK COLLEGE  
CITY UNIVERSITY OF NEW YORK

### **FRESHMAN SEMINAR: FRSE 101**

This course will examine the knowledge and skills necessary to succeed in college within the context of a selected academic theme. Students will complete readings and activities, and will complete a group project. Students will develop competencies in critical thinking, reading, and writing, study skills, and orientation to the college. This is a freshman seminar and course sections will be limited to 25 students in order to facilitate writing, provide individualized attention to each student, and build a community of learners.

### **The Immigrant Experience in New York City**

#### Course Description

This seminar will explore college readiness and college community within the context of the theme “The Immigrant Experience in New York City.” Course readings and activities will orient students to the resources available at the college, and will emphasize the development of study skills in reading, writing, and critical thinking. Students will be expected to attend cultural events and institutions within New York City, which will include trips into Manhattan and other boroughs. Students in each section will complete a group project.

3 hrs.; 3 cr.; co-req/pre-req: Freshman status

Dr. D. Majerovitz

Office Hours, Fall 2011: Tuesday 2:00-2:50 PM

Behavioral Sciences Office: 4D06

#### Required Texts

Course materials will include a textbook covering critical thinking and college readiness skills (study skills, time management, etc.) as well as additional texts:

McWhorter, K.T. (2008). *Study and Critical Thinking Skills in College*, 6/E. New York: Pearson/Longman.

Danticat, E. (2007). *Brother, I’m dying*. New York: Knopf.

Additional readings will be distributed by the instructor.

### Learning objectives

1. Apply study and library research skills appropriate for various college-level assignments
2. Identify college resources and procedures in order to build connections between the student and the college
3. Demonstrate effective written and oral communication skills
4. Demonstrate interpersonal skills and the ability to work in small groups
5. Explore the nature of culture and its influence on attitudes, communication and behaviors
6. Demonstrate mastery of the interdisciplinary content of the course theme

### Competencies

1. Reading
2. Oral Expression
3. Written Communication
4. Technology

### Pedagogies

The overarching goal of the Freshman Seminar is to foster critical thinking, study skills, college readiness, reading and writing in York College students. This will be achieved through the use of a variety of teaching methods including but not limited to, small group discussions, group projects, lectures and discussions.

*Experiential Learning:* Students will be required to attend at least one field or cultural event outside class. This will help students apply theory and content to real world events and contemporary problems. Students will also develop competency in using current educational technology through visits to library and other student support centers (e.g. computer center, writing center). During visits to the library, students will have the opportunity to examine the credibility of various types of source material (i.e., peer review journals, internet material, magazines, opinion pieces, advocacy reports, and primary source documents).

*Lecture with Discussion:* Short lectures will be used to introduce relevant content knowledge. However, class discussions and questioning techniques will be used to maintain a student-centered, active learning environment. Class discussions will help students differentiate the relationships between theory, opinion, and fact within and across disciplines.

*Small group Discussions:* Students will be divided into small groups of 4-5 students to discuss important topics. Small group discussions allow students to express ideas with less risk, hear more opinions, and synthesize various points of view.

*Collaborative & Cooperative Learning:* Students will work with a partner to identify relevant college resources and procedures for college activities and course assignments. Working in dyads can foster connections between the students and the college. Working in small groups to complete assignments and various activities will help students to build strong interpersonal skills. Students in each section will complete a semester-long group project.

*Skills-Based Instruction:* Time management, communication, writing, and study skills will be taught, demonstrated, and modeled. Time will set aside throughout the course for students to practice and master these skills.

### Assignments

*Field assignment:* Every student will be required to visit museums in Manhattan and to complete a field report. See attached for full details on the assignment.

*Interview:* Each student will interview a staff member in one of the student services departments at York College and present the findings to the class. The focus of the interviews will be to learn about the services offered to students by that department or office. Students will choose a staff member to interview in collaboration with the instructor.

*Report on Brother I'm Dying:* All students will read *Brother, I'm Dying* by Edvige Danticat, the story of a Haitian immigrant in New York City. Students will each prepare a 3 page, typed, double-spaced report on the book. Questions to be addressed in the report will be distributed in class.

### Class project

All sections of the Freshman Seminar course will develop a group project about the course theme. The project will be developed as a collaboration between the class members and the instructor and all students will contribute to the group project. This assignment will be discussed in class and specific information on the assignment will be distributed.

### Exams

There will be 2 in-class exams and a final exam during the final examination period. Students are expected to come on time for exams and to take all exams. No make-up exams will be scheduled without written documentation of the reason for absence and permission of the instructor. It is your responsibility to contact the instructor within 24 hours of the missed exam and to provide documentation in the event you have an emergency that prevents you from attending an exam.

### Grading

Assignments:	15% each (60% total)
Exams:	10% each (30% total)
Class participation:	10%

## Class schedule

Week 1	Introduction to the course. Tour of York College. Introduction to the York College Library and online study resources.
Week 2	An orientation to college. Readings: McWhorter, Chapter 1
Week 3	Learning and critical thinking. Readings: McWhorter, Chapter 2
Week 4	Goals, time management. Readings: McWhorter, Chapter 3
Week 5	Stress management Readings: McWhorter, Chapter 5 Exam #1 – first hour.
Week 6	Communication skills Readings: McWhorter, Chapter 6
Week 7	Problem Solving Readings: McWhorter, Chapter 7
Week 8	Learning and memory Readings: McWhorter, Chapters 8 and 9
Week 9	Note Taking: Readings: McWhorter, Chapter 13
Week 10	Reading academic material and texts Readings: McWhorter, Chapter 14 Exam #2 – first hour.
Week 11	Studying for Exams: Readings, McWhorter, Chapter 18 Student presentations: Interviews
Week 12	Taking exams: Readings, McWhorter, Chapters 19 and 20 Student presentations: Interviews
Week 13	The immigrant experience in literature. Discussion of Brother I'm Dying, comparing to other immigrant stories covered during the semester. Student presentations: Interviews
Week 14	Final exam during final exam week: date and time to be announced.

Assignment Example: Museum Field Report

To do this report you will have to visit two museums that are located in lower Manhattan. Visit the **Tenement Museum on Orchard Street** first. The museum is a block or two south of Houston Street and it depicts life on the lower east side of New York City during the second half of the 19<sup>th</sup> century and the early 20<sup>th</sup> century. After that, visit the **Merchant's House** on East Fourth Street, just off Third Avenue. This was the house of a rich merchant in the 1850's. The house was continually occupied by the daughter of the merchant until her death in 1933. The two houses will give you an experience of how the poor and rich lived in early New York City. If you like, you can see both museums in one day. Go to Orchard Street in the morning, have lunch at Katz's deli on Houston Street just up from the museum. Katz's deli has been there since the late 1880s. After that, go to the Merchant's House. After that, go for a short visit to **McSorley's Ale House** just two short blocks away. McSorley's is a tavern that has not changed since the 1860s. Over a glass of ale, you can discuss your day's experiences.

Your report will be to write your impressions of the two museum visits. Compare the different feelings you have after seeing each museum. Imagine how different your life would be depending on which of these houses you lived in. What about the differences in space and light? Compare the two backyards, etc. I want you to write your impressions after experiencing the two museums. You can also relate what you have read in the class texts to your experience. If you want to explore this issue in more detail, you can consult some of the sources listed in the bibliography at the end of this section. I suggest, if possible, that you visit the museum with one or more fellow class members. This way you can discuss your experiences together afterwards. Your report should be at least 1,250 words long which translate to about five pages. The Header at the top of each page should contain the following information:

<b>Your Name</b>	<b>Date</b>
<b>Course No/Section</b>	<b>Page Number</b>
<b>Museum Report</b>	

The date and page numbers can be automatically set from the choices you have in the Header Bar. Check the Calendar section of Blackboard to see when the assignment is due. It is worth 10% of your grade.

**THE LOWER EAST SIDE TENEMENT MUSEUM**

Orchard Street's museum documents both everyday family lives and the broader history of immigration.



**The History**

The Lower East Side Tenement Museum was founded in 1988. The building that houses the museum, a preserved tenement at 97 Orchard Street, was called home by some 7,000 people from more than 20 nations--from Turkish and German Jews to Sicilian Catholics--over the course of 72 years (between 1863 and 1935). In 1998, the museum became a protected building under the aegis of the National Trust for Historic Preservation.

## Features

Viewing of three fully-restored apartments--including the Confino family dwelling, circa 1916, which features an interactive exhibit about immigrant life--is by guided tour only. A few years ago, the long-awaited Levine Apartment opened, offering a window into the lives of an 1880 immigrant family who operated a small garment shop in their own home. A Lower East Side walking tour is also available.

The following url is the official website of the museum. You can get information on location and hours from this site:

<http://www.tenement.org/index.htm>

## **THE MERCHANT'S HOUSE MUSEUM**

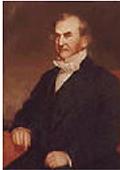
Built in 1832, the Merchant's House Museum is a unique survivor of old New York. It is New York City's only family home preserved intact - inside and out - from the 19th century. Home to a prosperous merchant family for almost 100 years, it is complete with its original furniture, decorative arts, clothing, and personal memorabilia.

To visit the Merchant's House is to experience what life was like for a wealthy New York City merchant family in the middle of the 19th century.



## The Family

An importer of hardware with a business downtown on Pearl Street, near the South Street Seaport, Seabury Tredwell was a typical wealthy New York City merchant of the first half of the 19th century.



Seabury and Eliza Tredwell

In 1835, he and his wife, Eliza, moved their large family of seven children, two boys and five girls, into the red-brick and white-marble row house located in the Bond Street Area, just north of the growing city. Since the 1820s, this exclusive residential suburb had provided a refuge for wealthy merchants who wanted to escape the congestion of lower Manhattan as it became more and more commercial. "The elegance and beauty of this section cannot be surpassed in the country," exclaimed one New York newspaper in 1835. New York had established itself as the preeminent port of the United States, and its economy and population were exploding.



*South Street Seaport 1828*

The following url is the official website of the Merchant's House Museum. You can get information on location and hours from this site: <http://www.merchantshouse.com/>

## BIBLIOGRAPHY ON EARLY IMMIGRANT LIFE IN NEW YORK

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Sexually frank, realistic portrait of a pretty young slum girl driven to brutal excesses by poverty and loneliness. A classic tale of the New York East Side world of vagrants, harlots, and beggars in the late 1800's. Available in Braille and on audio cassette.
- Kruse, Alexander & Anna W. Kruse. *East of Broadway*. Utah: Northwest Publishing Inc., 1994.  
Semi-autobiographical story of an extended family of Jewish immigrants as they cope with tribulations and fight to escape the teeming ghetto at the lower end of Manhattan.
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Rivera chronicles the journey of a family from a small Puerto Rican village to New York City, blending family legend with his own memories.
- Roth, Henry. *Call It Sleep*. New York: Avon Books, 1934.  
The story of an immigrant boy in the slums of New York City. Through his eyes we see the rat infested cellars, the tenement roofs, the ugliness and beauty of his world. Available in Braille and on audio cassette.
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The Vina family struggles to combine their Old World Italian customs and traditions with the values of their new home of America.
- Yeziarska, Anzia. *Bread Givers*. New York: Persea Books, 1925, 1975.  
The struggle between a father of the old world and a daughter of the new. Available on audio cassette.
- Yeziarska, Anzia. *Hungry Hearts*. New York: Persea Books, 1985.  
A collection of powerfully felt stories about the lives of immigrant Jews at the turn of the century. Available on audio cassette.

### Nonfiction

- Bode, Janet. *New Kids on the Block: Oral Histories of Immigrant Teens*. New York: Franklin Watts, 1989.  
Accounts from eleven young immigrants from Afghanistan to China. Poignant, compelling, hopeful.
- Cavallo, Diana. *The Lower East Side Portrait in Time*. New York: Crowell-Collier Press, 1971.  
The history of the Lower East Side and its ever-changing ethnic make-up presented through photographs and text.
- Children's Aid Society. *New York Street Kids*. New York: Dover Publications, 1978.  
136 black and white photographs depicting New York City's poor children from the 1890's to the present. Many pictures of the Lower East Side. Explanatory text accompanies the photos.
- Curry, Leonard P. *The Free Black in Urban America, 1800-1850: The Shadow of the Dream*. Chicago: The University of Chicago Press, 1981.  
This study examines the free black communities of the fifteen largest cities in the antebellum United States. Contains information on occupational and residence patterns, property ownership and crime.

Dargan, Amanda & Steven Zeitlin. *City Play*. New Brunswick: Rutgers University Press, 1990.

An explanation of the various ways that New York's children have played over the past 200 years. Text, testimony and photographs depict the experience of growing up in the city.

De Jesus, Joy, ed. *Growing Up Puerto Rican*. New York: William Morrow & Co. Inc., 1997.

20 Puerto Rican authors write in fiction and essay about childhood. Available on audio cassette.

Dublin, Thomas, ed. *Becoming American, Becoming Ethnic: College Students Explore Their Roots*. Philadelphia: Temple University Press, 1996.

Personal reflections on the continuities and changes of the ethnic experience in the United States and the evolving meaning of ethnicity over time and across generations.

Gabaccia, Donna R. *From Sicily to Elizabeth Street: Housing and Social Change Among Italian Immigrants, 1880-1930*. New York: State University of New York Press, 1984.

For many Italian immigrants the move to a New York tenement was accompanied by significant changes in a wide variety of social relationships. Analyzes the relationship of environment to social behavior.

Johnson, J. W. *Black Manhattan*. New York: De Capo Press, 1930, 1991.

James Weldon Johnson, one of the leading lights of the Harlem Renaissance, traces the black experience from the settlements on Chatham Square to the achievements of Harlem in the 1920s. Available on audio cassette.

Kisseloff, Jeff. *You Must Remember This: An Oral History of Manhattan from the 1890's to World War II*. New York: Schocken Books, 1989.

Reminiscences and anecdotes about daily life in New York at the beginning of this century. Available on audio cassette.

McCunn, Ruthann Lum. *Chinese American Portraits: Personal Histories 1828-1988*. San Francisco, California: Chronical Books, 1988.

Includes more than 150 photographs. Written portraits capture the detail and texture of the Chinese American experience in all regions of the country. They reveal not only Chinese Americans but also America and how it has developed, changed and treated its minorities.

Metzker, Isaac, ed. *A Bintel Brief: Sixty Years of Letters from the Lower East Side to the Jewish Daily Forward*. New York: Schoken Books, 1971.

Created in 1906 to help Eastern European immigrants learn about their new country, the "Bintel Brief" column was a forum for advice and support on topics ranging from spiritual dilemmas to family squabbles. Available in Braille, large print and on audio cassette.

Morrison, Joan & Charlotte F. Zabusky. *American Mosaic: The Immigrant Experience in the Words of Those Who Lived It*. Pittsburgh: University Press, 1980.

Contains transcriptions of 140 individual accounts by immigrants. Very moving and dramatic. Available on audio cassette.

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A well written overview of immigration in the United States from sixteenth century to 1980's.

Spewack, Bella. *Streets: A Memoir of the Lower East Side*. New York: The City University of New York, 1995.

Written in 1922. A memoir of a girl coming of age in the tenement slums of the Lower East Side.

Sterling, Dorothy, ed. *We Are Your Sisters: Black Women in the Nineteenth Century*. New York: W.W. Norton & Company, 1984.

Based on letters, contemporary interviews, diaries, autobiographical writings, records, this book emphasizes the trials and the joys of ordinary women and the achievements of the well known. Available on audio cassette.

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The 19th century immigration experience, the development of early Chinese communities, American exclusion and the Chinese community in the post World War II era and today are all discussed.

Yung, Judy. *Chinese Women of America: A Pictorial History*. Seattle: University of Washington Press, 1986.

Using archival information, 274 oral history interviews and 135 photographs, this work documents the lives of real Chinese women in America from their arrival in 1834 to the present day.

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Dennis, Ward S. *The New York City Tenement: A History of Ornamentation, and the Development Process 1868–1900*. New York: Columbia University, 1996.

Goldberger, Paul. *On the Rise: Architecture and Design in a Postmodern Age*. New York: Times Books, 1983.

Plunz, Richard. *A History of Housing in New York City: Dwelling Type and Social Change in the American Metropolis*. New York: Columbia University Press, 1990.

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*Remembering Ellis Island, Everyman's Monument*. Beverly Hills: Panorama International, 1991.

*Ellis Island: Gateway to America*. New York: Long Rose Productions, 1991.

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The Lower East Side Tenement Museum: [www.tenement.org](http://www.tenement.org) Get a sneak preview of your trip!

The National Park Service, Statue of Liberty and Ellis Island:

[www.nps.gov/stli/mainmenu.htm](http://www.nps.gov/stli/mainmenu.htm)

General information and history.

*How the Other Half Lives*: [www.cis.yale.edu/amstud/inforev/riis/title.html](http://www.cis.yale.edu/amstud/inforev/riis/title.html)

Hypertext version of Jacob A. Riis's book with illustrations.

The Five Points Site: [r2.gsa.gov/fivept/fphome.htm](http://r2.gsa.gov/fivept/fphome.htm)

Archaeologists and historians rediscover a famous nineteenth-century New York neighborhood.

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Section AIV: New Courses

**AIV.I. English Department**

Course Number: ENG 150

**Title:** Composition I

**Hours:** 2 hrs. lecture, 2 hrs. lab.

**Credits:** 3.0

**Prerequisites or Co-requisite:**

Course Description: 2 hrs. lecture, 2 hrs. lab; 3 cr. English 150 introduces students to academic reading and writing practices and strategies through close reading, textual analysis, writing, and revision.

Rationale: The English Department is proposing a required new two-course freshman-level sequence in English composition, English 150 and 151, for the following reasons:

--Students need extensive reading and writing instruction and practice as freshmen to prepare them for the demands of academic work. The second semester course provides essential reinforcement of skills and strategies introduced in the first course, and enables students to apply more advanced competencies to increasingly complex and varied texts.

--Instituting a two-course freshman composition sequence enacts General Education Reform faculty recommendations, aligns York College with the majority of CUNY senior colleges, and is consistent with national best practice.

English 150 and English 151 will replace the existing freshman composition course requirement English 125 (4 hrs; 4 cr.).

**Professor Milanes**  
**Office:** Academic Core, 2A16A  
**Phone:** (718) 262-2483  
**email:** pmilanes@york.cuny.edu

**Fall 2010**  
**Office Hours:** Wed. 10-11:00; Fri. 11-12:00, and by appt.  
**Class meets:** in classroom, computer lab, and online

### **English 150: Composition I**

2 hrs. lecture, 2 hrs. lab; 3 cr. English 150 introduces students to academic reading and writing practices and strategies through close reading, textual analysis, writing, and revision.

#### **LEARNING OBJECTIVES:**

- Read and comprehend texts from various disciplines that incorporate summary, argument, explanation, exposition, and analysis.
- Develop interpretive and metacognitive reading strategies, such as annotation, thesis identification, analysis of structure, self-monitoring, and content summary.
- Demonstrate communication and collaboration skills through written and oral responses to sources, including student writing.
- Formulate theses and support them with evidence in at least three 3- to 5-page formal papers that are effectively organized, free of serious grammatical errors, and integrate sources using paraphrase, summary, and appropriate documentation.
- Convey the concepts and ideas of others using students' own words and proper citation conventions. Recognize plagiarism as a breach of ethics, identify it when it occurs, and correct as appropriate.
- Employ various writing processes including generative strategies, drafting, revising, editing, and proofreading.

#### **COURSE TEXT AVAILABLE AT THE YORK COLLEGE BOOKSTORE**

*The Mercury Reader: York College English 125 Custom Reader.* Dev. Ed. Mary Kate Paris and Katherine R. Gehan (New York: Pearson Custom Pub., 2009)

Diana Hacker. *The Bedford Handbook*, 8<sup>th</sup> ed. (Boston: Bedford, 2009)

#### **REQUIRED TECHNOLOGY**

- Access to the Internet from York College, home, or work
- A York College email account
- Word-processing program, such as Microsoft Word
- Knowledge of how to save and attach files

#### **COURSE REQUIREMENTS**

##### **1. ATTENDANCE POLICY**

- a. If you are more than fifteen (15) minutes late to class, it will count as one (1) absence.
- b. Three (3) unexcused absences will result in the lowering of the final grade by one full grade.

Four (4) or more absences automatically result in an F for the course. Attending class is vital. If you are absent from class four (4) times, regardless of the reason(s), you have missed so much it is not possible to pass the course.

2. **ASSIGNMENTS:** Must be completed as scheduled. No late assignments will be accepted, nor can any missed work be made up unless there is a legitimate extenuating circumstance. If this is the case, you must contact me so we can discuss alternative arrangements. At that time I will decide whether or not the work will be downgraded half a grade for each day late.
2. **TOOLS:** Please bring pens, paper, syllabus, and required texts to each class meeting.
3. **PARTICIPATION:** Come to class prepared for active engagement with ideas, texts, and classmates. Be ready to read aloud, exchange ideas and opinions with a partner, and/or participate in small group discussions.
4. **CONDUCT:** When class is in session, all electronic devices must be turned off. If you disrupt the learning environment, you will be asked to leave the course.

### **GRADING:**

Final grades ranging from A to F will be based upon completion of all course requirements (writing and reading assignments, class participation and attendance) and the Final Examination.

60%	Revised formal papers of 3-5 pages
10%	Class participation
20%	Middle-stakes and homework assignments
10%	Departmental Final Examination

### **PLAGIARISM**

Deliberately submitting some one else's work as your own is a serious offense that may result in an F for the course. For more information about plagiarism, see *The York College Bulletin 2009-2010*, "Definitions and Examples of Academic Dishonesty" (31-32), <http://www.york.cuny.edu/bulletin/2009-2010-YorkBulletin.pdf> and Purdue University's Online Writing Lab resource, "Avoiding Plagiarism," [http://owl.english.purdue.edu/handouts/research/r\\_plagiar.html](http://owl.english.purdue.edu/handouts/research/r_plagiar.html)

### **BLACKBOARD COURSE SITE**

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<http://york.cuny.edu/it/acet/blackboard/assets/portal.pdf>

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**ACCESSING COURSE SITE:** To access the English 150 *Blackboard* course site, you need to first log on to the CUNY Portal [www.cuny.edu](http://www.cuny.edu).

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If you are having technical difficulties, contact the York College Help Desk located in AC-2E03. Call (718) 262-5300 or E-mail: [helpdesk@york.cuny.edu](mailto:helpdesk@york.cuny.edu)

## **YORK COLLEGE RESOURCES**

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**York College Computer Labs:** <http://york.cuny.edu/it/acet/computer-labs>

**York College Writing Center:** <http://york.cuny.edu/student/writing-center>

Located in Academic Core 1C18, the Writing Center assists students with writing skills. The Center offers scheduled tutoring, drop-in tutoring, and workshops. For more information, stop by, call (718) 262-2494, or check the Writing Center website.

**English as Second Language (ESL) Tutoring Center:** Tutoring is available for ESL students in Academic Core 3C08. Call (718) 262-2831 for Fall 2010 schedule.

## **COURSE OUTLINE**

### **Week 1: Introduction to the Course: Reading, Writing, and Thinking About Contemporary Culture**

Introduction to course, academic writing, and citation conventions

Learn how to use *The Bedford Handbook*

#### **Reading and Writing Assignments for Week Two:**

Read Jonathan Rowe's "Reach Out and Annoy Someone" (23-28). Answer Question # 2 of the "Questions on Rhetorical Strategy and Style." This article presents an extended argument against cell phone use in public. In discussing the prevalence of cell phones on trains, Rowe argues that the rights of cell phone users to talk in public should not prevail over the rights of non-users to have peace and quiet. Write a paragraph expanding Rowe's discussion of the rights of non-users.

Following instructions on page 2 under **BLACKBOARD COURSE SITE**, register for a CUNY portal account, log on to *Blackboard*, and post answer to Question #2. Respond to at least one classmate's paragraph in four complete sentences.

### **Week 2: Reading Skills: Interpretation, Annotation, Thesis Identification, and Structure**

Use oral and written discussion of "Reach Out and Annoy Someone" to introduce interpretive and metacognitive reading strategies, such as annotation, thesis identification, analysis of structure, and content summary. Practice using *The Bedford Handbook*.

#### **Reading and Writing Assignments for Week Three:**

Read Damien Cave's "Generation O Gets Its Hopes UP" (58-63) and Tim Kasser's "The High Price of Materialism" (30-40). Answer Question #2 of "Writing Assignments" (41) and post on *Blackboard*. Respond to at least one classmate's answer in four complete sentences.

### **Week 3: Practicing Reading Skills**

Use oral and written discussion of "Generation O Gets Its Hopes UP" and "The High Price of Materialism" to practice metacognitive reading strategies, such as annotation, thesis identification, analysis of structure, and content summary. Continue practicing using *The Bedford Handbook*.

#### **Reading and Writing Assignments for Week Four:**

Read Barack Obama's "A More Perfect Union" (43-55). Draft Formal Paper #1 in response to the following: The essays and President Obama's speech interrogate contemporary America's challenges, from self-indulgence, public insensitivity, and greed to the unending scourge of racism in America. Choosing one of these texts, write a two-page essay in which you examine the problem(s) being discussed and answer the following question: Based on what you have read, are you hopeful or pessimistic about American cultural values? At the dawn of the twenty-first century, is America making progress or not?

Post draft on *Blackboard*.

#### **Week 4: Writing Workshop: Writing about Reading**

Introduce thesis statement formulation and how to support a thesis with evidence

Introduce peer review principles

Students complete peer reviews for assigned partners to practice thesis identification, summary, and analysis.

**Writing Assignment for Week Five:** Revision of Formal Paper 1. Post on *Blackboard*.

#### **Week 5: Assessing America's Past and Present**

Use discussion and analysis of student essays to debate content focusing on effectiveness of thesis and argumentation. Also use student essays to review grammar, proofreading techniques, and citation conventions. Continue practicing using *The Bedford Handbook*.

#### **Reading and Writing Assignments for Week Six:**

Read bell hooks' "Straightening Our Hair" (67-75). Write an answer to the following and post on *Blackboard*. Respond to at least one classmate's answer in four complete sentences. Do you think attitudes about "ethnic" hair are the same now as they were during the period hooks describes? How do you feel when you see Beyoncé's or Rihanna's straightened and lightened hair? Does it matter?

#### **Week 6: Connecting the Past and the Present: Rituals, Laws, and Social Change**

Use oral and written discussion of "Straightening Our Hair" to practice communication skills, thesis formulation, and citation conventions. Continue practicing using *The Bedford Handbook*.

#### **Reading and Writing Assignments for Week Seven:**

Read Rev. Dr. Martin Luther King Jr.'s "Letter from Birmingham Jail" (78-97). Answer Question #2 of the "Writing Assignments" (99) and post on *Blackboard*. Respond to at least one classmate's answer in four complete sentences.

#### **Week 7: Persuasive Argumentation**

Use oral and written discussion of "Letter from Birmingham Jail" to practice reading and writing skills such as use of evidence, integration of quotations, and citation conventions. Continue practicing using *The Bedford Handbook*.

### **Reading and Writing Assignments for Week Eight**

Read Patricia J. Williams “The Death of the Profane” (106-113). Answer the following questions and post on *Blackboard*. Respond to at least one classmate’s assessment in four complete sentences. Summarize Williams’s argument in a four-sentence paragraph. Then discuss in paragraph two precisely how Williams constructs the argument. Be sure to pay attention to how she structures the essay and uses evidence.

### **Week 8: Structuring a Persuasive Argument**

Use oral and written discussion of “The Death of the Profane” to practice reading and writing skills such as structuring an argument, using evidence, integrating sources, and preparing a works cited list. Continue practicing using *The Bedford Handbook*.

**Reading and Writing Assignments for Week Nine.** Read Zora Neale Hurston’s “How It Feels to be Colored Me” (100-104). Draft Formal Paper #2 in response to the following: Considering the essays we have just read and discussed on race and racism in America, as well as your own opinions and experiences, discuss whether you believe race matters to be the most important concern of American life. Is racism as ubiquitous and obvious as it was in King’s day, or do you believe its appearance is a rare event in America? Refer to no more than two (2) of the essays we have read as you formulate your answer. This draft must be a minimum of three (3) pages.

Post draft on *Blackboard*.

### **Week 9: Writing Workshop: Formulating an Effective Argument**

Review thesis statement formulation and how to support a thesis with evidence; work on creating transitions within and between paragraphs; practice editing and proofreading techniques.

Students complete peer reviews for assigned partners to practice thesis identification, summary, and analysis.

**Writing Assignment for Week Ten:** Revision of Formal Paper 2. Post on *Blackboard*.

### **Week 10: Participating in Cultural Debate**

Use discussion and analysis of student essays to debate content focusing on effectiveness of thesis, argumentation, and structure. Also use student essays to review grammar, proofreading techniques, and citation conventions.

### **Reading and Writing Assignments for Week Eleven:**

Read Roberta Seid’s “Too ‘Close to The Bone’: The Historical Context for Women’s Obsession with Slenderness” (161-175). Answer question #3 of the Writing Assignments” (177) and post on *Blackboard*. In your answer, consider whether your own body type conforms easily or not to current fashion trends. Respond to at least one classmate’s assessment in four complete sentences.

### **Week 11: Reading and Writing About Bodies and Embodiment: Theories and Applications**

Use oral and written discussion of “Too Close to the Bone” to practice reading and writing skills such as summary, annotation, and application of theoretical concepts to personal experience.

### **Reading and Writing Assignments for Week Twelve:**

Read Fatema Mernissi's "Size 6: The Western Women's Harem" (178-183). Answer the following questions and post on *Blackboard*. Respond to at least one classmate's assessment in four complete sentences. Summarize Mernissi's argument in a four-sentence paragraph. Then in the second paragraph discuss precisely how Mernissi constructs the argument. Be sure to pay attention to how she structures the essay and uses evidence.

### **Week 12: Comparing and Contrasting Debates**

Use oral and written discussion of "Size 6" to practice reading and writing skills such as expressive clarity, structuring an argument, using evidence, integrating sources, and preparing a works cited list.

**Reading and Writing Assignments for Week Thirteen :** Read Gloria Anzaldúa's "How to Tame a Wild Tongue" (244-255), Richard Rodriguez's "Public and Private Language" (258-269), and Amy Tan's "Mother Tongue" (271-277). Answer Question #2 of the Questions on Meaning (270), and Question #2 of the Writing Assignments (256) and post on *Blackboard*. Consider the way you identify yourself in your answer and response. Respond to at least one classmate's answers in four complete sentences.

### **Week 13: Reading and Writing About Language, Meaning, and Identity**

Use oral and written discussion of "How to Tame a Wild Tongue," "Public and Private Language," and "Mother Tongue" to practice reading and writing skills such as summary, annotation, paraphrase, and comparative analysis.

### **Reading and Writing Assignments for Week Fourteen:**

Draft Formal Paper #3 in response to the following: How important is language to one's sense of identity? Is it necessary for individuals to cling to a private or family language, or should linguistic assimilation be the goal of every American? Why or why not? Refer to at least two (2) of the essays we have read.

### **Week 14: Writing Workshop: Developing an Argument**

Review thesis statement formulation and how to support a thesis with evidence; work on creating transitions within and between paragraphs and effective conclusions. Practice editing and proofreading techniques.

Students complete peer reviews for assigned partners to practice thesis identification, summary, and analysis.

**Writing Assignment for Week Fifteen:** Revision of Formal Paper 3. Post on *Blackboard*.

### **Week 15: Final Reflections**

Use discussion and analysis of student essays to debate the role of language in self-representation, and to reflect on what students have achieved as readers, writers, and thinkers as they complete the course.

### Instructor's Bibliography

- Berlin, James. *Rhetoric and Reality: Writing Instruction in American Colleges, 1900-1985*. Carbondale: Southern Illinois UP, 1987.
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- Clark, Irene L. *Concepts in Composition: Theory and Practice in the Teaching of Writing*. Mahwah, NJ: Lawrence Erlbaum, 2003.
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- Lu, Min-Zhan and Bruce Horner. "Composing in a Global Context: Careers, Mobility, Skills." *College English* 72.2 (2009): 113-133.
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- Petraglia, Joseph, ed. *Reconceiving Writing, Rethinking Writing Instruction*. Mahwah: Lawrence Erlbaum, 1995.
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- Roen, Duane H. et. al. *Strategies for Teaching First-year Composition*. Urbana, Ill: National Council of Teachers of English, 2002.
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- Shaughnessy, Mina P. *Errors and Expectations: A Guide for the Teacher of Basic Writing*. New York: Oxford University Press, 1977.
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- Valdès, Guadalupe. "Bilingual Minorities and Language Issues in Writing: Toward Professionwide Responses to a New Challenge." *Written Communication* 9.1 (1992): 85-136.



Section AIV: New Courses

**AIV.I. English Department**

**Course Number:** English 151

**Title:** Composition II

**Hours:** 2 hrs. lecture, 2 hrs. lab.

**Credits:** 3.0

**Prerequisite:** English 150

Course Description: 2 hrs. lecture, 2 hrs. lab; 3 cr. *Prereq: completion of English 150. Students must take English 151 in the semester immediately following completion of English 150.* English 151 is a theme-based course that uses texts from various disciplines to develop critical thinking, information literacy, and clear expression necessary for academic writing. Emphasis is on analytical reading, interpretation, and synthesis of multiple sources, and writing effective arguments.

Rationale: The English Department is proposing a required new two-course freshman-level sequence in English composition, English 150 and 151, for the following reasons:

--Students need extensive reading and writing instruction and practice as freshmen to prepare them for the demands of academic work. The second semester course provides essential reinforcement of skills and strategies introduced in the first course, and enables students to apply more advanced competencies to increasingly complex and varied texts.

--Instituting a two-course freshman composition sequence enacts General Education Reform faculty recommendations, aligns York College with the majority of CUNY senior colleges, and is consistent with national best practice.

English 150 and English 151 will replace the existing freshman composition course requirement of English 125 (4 hrs; 4 cr.)

**Fall 2010****Office Hours:** Wed. 10-11:00; Fri. 11-12:00, and by appt.**Class meets:** in classroom, computer lab, and online**Web site:** <http://www.york.cuny.edu/~grasso/>**English 151: Composition II**

2 hrs. lecture, 2 hrs. lab; 3 cr. *Prereq: completion of English 150. Students must take English 151 in the semester immediately following completion of English 150.* English 151 is a theme-based course that uses texts from various disciplines to develop critical thinking, information literacy, and clear expression necessary for academic writing. Emphasis is on analytical reading, interpretation, and synthesis of multiple sources, and writing effective arguments.

**Theme****Hair: On Our Heads and in Our Worlds**

What does hair mean to you, your family, and your generation? What social, economic, and symbolic meanings does hair have in the cultures in which we live? How do writers, poets, scholars, artists, and journalists imagine, discuss, and debate hair? In this second semester of York College's freshmen writing sequence, we explore these questions by reading, writing, and thinking critically about a variety of texts from different perspectives.

**LEARNING OBJECTIVES:**

- Read literary texts, academic articles, topical essays, visual, and on-line sources critically and reflectively.
- Practice interpretive reading strategies, such as genre identification and recognition of rhetorical structures.
- Improve communication and collaboration skills by responding orally and in writing to various genres, including students' writing.
- Formulate theses and support them with evidence from multiple sources in at least three 3-to-5 page formal papers that demonstrate clarity and complex engagement with text and sustained argument.
- Incorporate the concepts and ideas of others using students' own words and proper citation conventions. Recognize plagiarism as a breach of ethics, identify it when it occurs, and correct as appropriate.
- Apply various revision processes to increasingly complex writing assignments.
- Demonstrate writing as a process that includes critical evaluation of ideas, content, and word choice through revision and proofreading.
- Develop information literacy strategies, which include selecting and evaluating sources.

**COURSE TEXTS:**

A custom reader available at the York College Bookstore with readings drawn from:

*Encyclopedia of Hair: A Cultural History.* Ed. Victoria Sherrow (Westport, Connecticut: Greenwood Press, 2006)

*Tenderheaded: A Comb-Bending Collection of Hair Stories.* Ed. Juliette Harris and Pamela Johnson (New York: Pocket Books, 2001)

Noilwe M. Rooks. *Hair Raising: Beauty, Culture and African American Women* (New Brunswick: Rutgers University Press, 1996)

Selected Biblical stories, fairy tales, poetry, short stories, and novel excerpts

Selected images, including paintings, sculpture, and drawings

Chris Rock. *Good Hair.* 2009. [documentary film]

Diana Hacker. *The Bedford Handbook*, 8<sup>th</sup> ed. (Boston: Bedford, 2009)

## **REQUIRED TECHNOLOGY**

- Access to the Internet from York College, home, or work
- A York College email account
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- Knowledge of how to save and attach files

## **COURSE REQUIREMENTS**

### **5. ATTENDANCE POLICY**

- a. If you are more than fifteen (15) minutes late to class, it will count as one (1) absence.
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7. **TOOLS:** Please bring pens, paper, syllabus, and required texts to each class meeting.

8. **PARTICIPATION:** Come to class prepared for active engagement with ideas, texts, and classmates. Be ready to read aloud, exchange ideas and opinions with a partner, and/or participate in small group discussions.

9. **CONDUCT:** When class is in session, all electronic devices must be turned off. If you disrupt the learning environment, you will be asked to leave the course.

## **Grading**

Final grades ranging from A to F will be based upon completion of all course requirements, including writing and reading assignments, class participation and attendance, and the Final Examination.

60%	Revised formal papers of 3-5 pages
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**ACCESSING COURSE SITE:** To access the English 151 *Blackboard* course site, you need to first log on to the CUNY Portal [www.cuny.edu](http://www.cuny.edu).

To learn how to navigate the *Blackboard* course site and use *Blackboard* features, go to the following website: <http://york.cuny.edu/it/acet/blackboard/student>

If you are having technical difficulties, contact the York College Help Desk located in AC-2E03.  
Call (718) 262-5300 or E-mail: [helpdesk@york.cuny.edu](mailto:helpdesk@york.cuny.edu)

### **YORK COLLEGE RESOURCES**

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**York College Writing Center:** <http://york.cuny.edu/student/writing-center>

Located in Academic Core 1C18, the Writing Center assists students with writing skills. The Center offers scheduled tutoring, drop-in tutoring, and workshops. For more information, stop by, call (718) 262-2494, or check the Writing Center website.

**English as Second Language (ESL) Tutoring Center:** Tutoring is available for ESL students in Academic Core 3C08. Call (718) 262-2831 for Spring 2010 schedule.

### ***COURSE OUTLINE***

#### **Week 1: What does hair mean to you?**

##### **Introduction to course and each other**

Learning to think critically about personal experience

##### **Reading and Writing Assignments for Week Two:**

Read the story of Samson and Deliah in *The Bible*, Old Testament, The Book of Judges, chapters 13-16.

Read the German fairy tale “Rapunzel” (1812)

View visual representations, such as paintings and sculpture of Medussa

Following instructions on page 2 under **BLACKBOARD COURSE SITE**, register for a CUNY portal account, log on to Blackboard, and participate in Discussion Forum #1.

#### **Week 2: Inherited Meanings: Interpreting Western Myths and Fairy-tales**

Use oral and written discussion of Samson and Deliah, “Rapunzel” and visual images to practice interpretative reading strategies, genre identification, and recognition of rhetorical structures.

### **Reading and Writing Assignments for Week Three:**

Read “Crowning Glories: Hair, Head, Style, and Substance in Yoruba Culture,” Photos and text by Henry John Drewal,” from *Tenderheaded*, 227-238.

Read “Hair in China,” from *Encyclopedia of Hair*, 79-84.

Read “Hair in India” from *Encyclopedia of Hair*, 214-219.

Answer questions in *Blackboard* Discussion. Respond to at least one classmate’s answers.

### **Week 3: Comparisons: Rituals, Customs, and Meanings in Africa, China, and India**

Use oral and written discussion of “Crowning Glories,” “Hair in China,” “Hair in India” and visual images to practice interpretative reading strategies, summary, paraphrase, quoting, and citing sources.

### **Reading and Writing Assignments for Week Four:**

**First Draft of Formal Paper 1:** Write a three-page essay in which you relate your own views of hair to one of the texts we have read. Summarize each view and then consider how each is like or unlike the other. Discuss what you learned about the multiple meanings of hair from this comparative analysis.

Post draft on *Blackboard*.

### **Week 4: Writing Workshop**

Discussion, evaluation, and peer review of Formal Paper 1 drafts.

Review and practice of thesis statement formulation and essay structure.

**Writing Assignment for Week Five:** Revision of Formal Paper 1.

### **Week 5: Introduction to York College Library, Art in the library, and On-Line Data-bases**

View Elizabeth Catlett’s sculpture “Torso” (1985) in the library  
[http://www.york.cuny.edu/campus-art/sculpture/elizabeth\\_catlett.html](http://www.york.cuny.edu/campus-art/sculpture/elizabeth_catlett.html)  
Why is it significant the figure does not have hair?

Introduction to Academic Search Complete (Ebsco) *New York Times Learning Network*  
<http://learning.blogs.nytimes.com/>

Library Assignment: Find an article about hair, summarize it, prepare a bibliographic citation for it, and relate it to a reading, theme, or question we have read or discussed in class.

### **Reading and Writing Assignment for Week Six:**

Read “Introduction to Hair” from *Encyclopedia of Hair*, xix-xxvi.

Read essays and stories and view images in “Store Bought Hair” from *Tenderheaded*, 70-94.

Read Gwendolyn Brooks, “To Those of My Sisters Who Kept Their Naturals”  
<http://www.endarkenment.com/hair/poetry/brooks.htm>

Read Lucille Clifton, “Homage to My Hair,” in *Tenderheaded*, 246.

Post library assignment on *Blackboard*. Read and respond to at least one classmate’s library assignment.

## **Week 6: Biological, Economic, and Cultural Meanings of Hair**

Use oral and written discussion of “Introduction to Hair,” “Store Bought Hair,” Brooks and Clifton poems and visual images to practice interpretative reading strategies, summary, and genre identification.

**Writing Assignment for Week Seven: First Draft of Formal Paper 2:** Write a four-page essay in which you relate the outside source you found and wrote about to two of the texts we have read. Summarize each source and then consider how each relates to the other. Discuss what you learned about the multiple meanings of hair from this comparative analysis.

Post draft on *Blackboard*.

## **Week 7: Writing Workshop**

Discussion, evaluation, and peer review of Formal Paper 2 drafts.

Review and practice of essay development, especially how to support arguments with evidence and integration of source quotes. Review and practice citation and bibliographic conventions.

**Writing Assignment for Week Eight:** Revision of Formal Paper 2. Post on *Blackboard*.

## **Week 8: Hair as Consumer Commodity**

View Chris Rock film “Good Hair” (2009)

### **Reading and Writing Assignments for Week Nine:**

Read Noilwe M Rooks, “Advertising Contradictions” from *Hair Raising*, 51-74.

“Advertising” in *Encyclopedia of Hair*, 5-12.

Answer questions in *Blackboard* Discussion. Respond to at least one classmate’s answers.

## **Week 9: Hair as Industry**

Use oral and written discussion of “Good Hair,” “Advertising Contradictions,” and “Advertising” to practice interpretative reading strategies of multiple sources, summary, and comparison.

**Writing Assignments for Week Ten: First Draft of Formal Paper 3:** Write a five-page essay in which you discuss the economics of hair, drawing from four of the texts we have read and studied. What questions does each text pose about the economics of hair? How does each text address the questions? What can you conclude about the economics of hair based on these four texts?

## **Week 10: Writing Workshop**

Discussion, evaluation, and peer review of Formal Paper 3 drafts.

Review and practice of essay development, especially sustaining an argument, organizational structure, use of evidence, and effective conclusions. Review and practice citation and bibliographic conventions.

**Writing Assignment for Week Eleven:** Revision of Formal Paper 3. Post on *Blackboard*.

## **Week 11: Applying Theories and Concepts to Multi-Media Sources Selected by Students**

Analyze a selection of sources relating to hair, including images, music, video, television, radio, photographs, stories, and advertisements compiled by students. Apply theories and concepts studied throughout the semester to the sources.

### **Reading and Writing Assignments for Week Twelve:**

Read short story written by Sui Sin Far “The Wisdom of the New” (1912) in which a Chinese immigrant mother decides to cut off her young son’s hair so that he can assimilate into U.S. culture.

Read excerpt from Pearl Abraham’s novel *The Romance Reader* (1995) in which the mother of a Hassidic young woman shaves her daughter’s head the morning of her marriage.

Read “Hair Laws and Regulations” from *Encyclopedia of Hair*, 241-248.

Answer questions in *Blackboard* Discussion. Respond to at least one classmate’s answers.

### **Week 12: Hair as Embodiment of Cultural Values**

Continue practicing the application of theoretical concepts by relating oral and written discussion of “Hair Laws and Regulations” to Sui Sin Far and Abraham stories.

### **Reading and Writing Assignments for Week Thirteen:**

Read F. Scott Fitzgerald, “Bernice Bobs Her Hair” (1920)

Read “Silver Foxes,” from *Tenderheaded*, 239-253.

Listen to and view film excerpts of Broadway musical *Hair* (1967; current revival)

Answer questions in *Blackboard* Discussion. Respond to at least one classmate’s answers.

### **Week 13: Hair as Embodiment of Counter-Cultural Resistance**

Use oral and written discussion of “Bernice Bobs Her Hair,” “Silver Foxes” and “Hair” to practice interpretative reading strategies and synthesizing ideas. Use analysis of multiple renditions of *Hair* as Broadway play, record album, and film to discuss issues of borrowing, re-interpretation, and plagiarism.

### **Reading and Writing Assignments for Week Fourteen:**

Noliwe M. Rooks, “Beauty, Race, and Black Pride” from *Hair Raising*, 24-50.

Read “Beards, Men’s” from *Encyclopedia of Hair*, 56-61.

Read “Dreadlocks,” from *Encyclopedia of Hair*, 106-109.

Read “Religion and Hair,” from *Encyclopedia of Hair*, 323-328.

Answer questions in *Blackboard* Discussion. Respond to at least one classmate’s answers.

### **Week 14: Connecting the Past to the Present: The Politics of Hair in Our Daily Lives**

Use oral and written discussion of Rooks and encyclopedia articles to practice synthesizing and applying ideas to contemporary life. Consider the historical and contemporary practices of covering hair with veils, turbans, wigs.

### **Week 15: Final Reflections**

In what ways has your thinking about hair changed because of the work we have done this semester?

Instructor’s Bibliography

Bartholomae, David and Anthony Petrosky, eds. *Ways of Reading: An Anthology for Writers*. 6<sup>th</sup> ed. Boston: Bedford/St. Martins. 2004.

- Beaufort, Anne. *College Writing And Beyond: A New Framework for University Writing Instruction*. Logan, UT: Utah State University Press, 2007.
- Bloom, Lynn Z., Donald A. Daiker, and Edward M. White, eds. *Composition Studies in the New Millennium: Rereading the Past, Rewriting the Future*. Carbondale, IL: Southern Illinois University Press, 2003.
- Bruffee, Kenneth A. *Collaborative Learning: Higher Education, Interdependence, and the Authority of Knowledge*. Baltimore, Maryland: The Johns Hopkins University Press, 1993.
- Elbow, Peter. *Embracing Contraries: Explorations in Learning and Teaching*. Oxford: Oxford University Press, 1986.
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- Johnson, T. R., ed. *Teaching Composition: Background Readings*. 2<sup>nd</sup> ed. Boston: Bedford/St. Martins, 2002.
- LeCourt, Donna. "Performing Working-Class Identity in Composition: Toward a Pedagogy of Textual Practice." *College English* 69.1 (2006): 39-51.
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- Pratt, Mary Louise. "Arts of the Contact Zone." *Profession: Modern Language Association* 91 (1991): 33-40.
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- Tate, Gary. "A Place for Literature in Freshman Composition." *College English* 55.3 (1993): 317-21.
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## Section A1V: New Courses

### AIV.I. General Education Program

**Course Number:** HE 110

**Title:** Promoting Personal Wellness

**Hours:** 1 hour lecture; 2 hours lab

**Credits:** 2.0

**Prerequisite:** None. Not open to students with credit in PE 150

Course Description: The course examines wellness and the relationships between and among emotional, environmental, mental, physical, social and spiritual dimensions while promoting physical health and quality of life. The course prepares students to assess personal lifestyles, set personal goals, and modify personal behaviors through discussions and guided physical activities; plan, implement, and evaluate personal fitness programs designed to promote lifetime well-being of the mind and body.

Rationale: This course is designed to foster healthy behaviors among the college community by promoting wellness across the lifespan. HE110 will enable students to gain an understating of the dimensions of well being: emotional, environmental, mental, physical, social and spiritual. HE 110 addresses each of these dimensions through both theory and practice, providing students with experimental learning, discipline content, and self-assessment. *Exercise is medicine (EIM) on campus*, a national call to promote physical activity on college campuses, was introduced at an event on May, 2009, at Chatham University asking colleges and universities to join the national movement to expand education and access to health and fitness information to higher education students. HE 110 is responding to this call by not only expanding student knowledge but by promoting lifelong learning and wellness.

## SAMPLE SYLLABUS

YORK COLLEGE  
CITY UNIVERSITY OF NEW YORK

**HE 110: Promoting Personal Wellness**  
**2cr.; 1 hr lecture; 2 hrs lab;**

**Prerequisite: None**

**Not open to students with credit in PE 150**

Instructor: \_\_\_\_\_ Phone: \_\_\_\_\_  
Office: \_\_\_\_\_ E-mail: \_\_\_\_\_  
Office hours: \_\_\_\_\_

### Course Description

The course examines wellness and the relationships between and among emotional, environmental, mental, physical, social and spiritual dimensions while promoting physical health and quality of life. The course prepares students to assess personal lifestyles, set personal goals, and modify personal behaviors through discussions and guided physical activities; plan, implement, and evaluate personal fitness programs designed to promote lifetime well-being of the mind and body.

### Course Goal

Understand how to incorporate lifestyle modification techniques in the pursuit of personal wellness.

### Learning Objectives

1. Identify the dimensions of wellness as they directly relates to personal lifestyle.
2. Assess current lifestyle behaviors and implement behavior modification strategies to impact physical and mental well-being.
3. Develop and implement individualized wellness programs responding to self assessment.
4. Research current information and technologies related to issues of wellness.

### Required Text

Fahey, D.T., Insel, P.M., & Roth, W.T. (2009). *Fit & well: Core concepts and labs in physical fitness and wellness*. (8<sup>th</sup> ed.). New York, NY: WCB/McGraw-Hill.

## Evaluation

Grading will be based on the following:

Attendance	Mandatory	A+ = 97.0 – 100	C+ = 77.0 – 79.9
Wellness Assignment	20 points	A = 93.0 – 96.9	C = 73.0 – 76.9
Behavioral Change Workbook	20 points	A- = 90.0 – 92.9	C- = 70.0 – 72.9
A Reflective Essay	10 points	B+ = 87.0 – 89.9	D+ = 67.0 – 69.9
Midterm Exam	25 points	B = 83.0 – 86.9	D = 60.0 – 66.9
Final Exam	<u>25 points</u>	B- = 80.0 – 82.9	F = 0.00 – 59.9
	100 points		

## Course Competencies

Students taking this course will develop competencies in the following areas:

1. Reading – In addition to the required text book, students will review reading material presented in class and access online resources.
2. Written communication – Laboratory reports, a wellness assignment, a behavioral change workbook, and a reflective essay will be part of the writing exercises required for the course.
3. Quantitative reasoning – Students will analyze and discuss graphical presentation of data.
4. Critical thinking – Students will research, analyze, and evaluate current information related to issues of wellness.
5. Technology – Students will access the internet in order to retrieve relevant information pertaining to the course content. Students will also perform class activities utilizing appropriate equipment to assess their current fitness level.

## Course Policies

1. Attend class regularly and **ON TIME**. Students must adhere to current York College bulletin regarding attendance regulations in order to receive a passing grade:
  1. Eating or drinking (except for water) will **NOT** be allowed in class.
  2. Cell phones must be turned **OFF** during class sessions. Taking phone calls, checking messages, text messaging or playing games on phones will not be tolerated. Using cell phones during class is discourteous to your peers and your professor.

## Policy on ABS/INC Grades

Effective fall 2008, ABS and FAB grades have been retired from the grading glossary, except for the purpose of computing transcript for students registered prior to fall 2008. These grades will only be issued if the student has consulted with the instructor regarding the missing work/absence(s) and can provide valid documentation that warrants an extension. The assignment of these grades is at the discretion of the instructor. Formerly, the ABS: this grade may only be issued if the student has completed all the coursework, has a passing average in the course, but was unable to take the final examination. The student, in consultation with the instructor, had up to three weeks, in the subsequent semester within which to take the final and have the grade resolved, even if not registered in the subsequent semester. The grade must be received by the Office of the Registrar by the last day of the third week of the classes of the subsequent semester.

INC: this grade may only be issued if the student has passed the final exam, has a passing average in the course, but has work remaining to be completed. The student, in consultation with the instructor, has up to 10 weeks in the subsequent semester to complete the work and have the grade resolved even if not registered in the subsequent semester. Grade changes resolving the INC must be received by the Office of the Registrar by the last day of the tenth week of the classes of the subsequent semester. Grades received after the deadline will not be processed unless the student obtained approval from the Committee on Academic Standards.

The changes of INC (or the former ABS) are not considered in computing the academic index. However, if a grade change is not received by the Office of the Registrar within the above specified limits, the grades of INC and ABS are changed to FIN and FAB, respectively. The grades are considered as F grades when computing the academic index. When compiling the Dean's List, ABS and INC grades are calculated as F grades.

Policies on Academic Integrity and Student Discipline in June 2004, the CUNY Board of Trustees approved a new policy on academic integrity. As academic dishonesty is prohibited in the City University of New York and is punishable by penalties, including failing grades, suspension and expulsion.

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. The following are some examples:

- copying from another student during an examination or allowing another to copy from your work
- unauthorized collaboration on a take home assignment or examination
- using notes during a closed book examination
- taking an examination for another student, or asking or allowing another student to take an examination for you
- changing a graded exam and returning it for more credit
- submitting substantial portions of the same project to more than one course without counseling with each instructor
- preparing answers or writing notes in a blue book (exam booklet) before an examination
- allowing others to research and write assigned papers or do assigned projects, including the use of commercial term-paper services
- giving assistance to acts of academic misconduct or dishonesty
- submitting someone else's work as your own
- unauthorized use during an examination of an electronic device such as cell phone, palm pilot, computer, or other technology to retrieve or send information

Plagiarism is the act of presenting another person's ideas, research or writings as your own. The following are some examples:

- copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source
- presenting another person's ideas or theories in your own words without acknowledging the source
- using information that is not common knowledge without acknowledging the source
- failing to acknowledge collaborators on homework and laboratory assignments

Internet Plagiarism includes:

- submitting downloaded term papers or parts of term paper
- paraphrasing or copying from the internet without citing the source
- “cutting and pasting” from various sources without proper attribution

Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in his or her academic work over another student. The following are some examples:

- Stealing, reproducing, circulating or otherwise gaining advanced access to examination materials
- Depriving other of access to library materials by stealing, destroying, defacing or concealing them
- Retaining, using, circulating, examination materials that should be returned at the end of the exam
- Intentionally obstructing or interfering with another student’s work

Falsification of Records and Official Documents:

- Forging signature of authorization
- Falsifying information on an official academic record
- Falsifying information on an official document such as a grade report, letter of permission, drop-add form, ID card., or other college document

York College Policy on Accommodation for Students with Disabilities The Office of Services for Students with Disabilities (OSSD) often receives inquiries regarding York College’s procedures for providing reasonable accommodations to students with disabilities. As you may know, the college is required to provide the reasonable accommodations under Section 504 of the 1973 Rehabilitation Act and Title 2 of the Americans with Disabilities Act of 1990. Services available to students with disabilities include: “reasonable accommodations” that a student may require for a successful academic experience (e.g. extra time on exams, use of a tape recorder, in class, or use of magnification devices). Students interested in more information should contact a counselor on OSSD, room AC-1G02, Mon-Fri, 9am-7pm at 718-262-2272.

Each student with a documented disability from this office must submit an “Accommodation Request” form which will help the counselor determine what services the student needs. An Accommodating Request form will be given to each professor describing the specific needs of the student. This will serve as notification to the professor that the students have a “documented disability”. Only the approved accommodations should be given, as it is unfair to the other students to provide additional assistance beyond what is needed. Students are advised to alert professors as to any special needs as soon as possible so they can prepare any special arrangements. An incident Report form will be filled out for proctored examination if a student does not follow set guidelines. A copy will be sent to the professor.

Student Support Services on Campus include: the Academic Advisement Center AC-2C01 provides advisement related to general education and academic major requirements, the CPE and the Committee on Academic Standards. Students beyond the freshman year, who are undecided as to their major and non-matriculated students, receive their principal advisement in the Center. The Academic Advisement Center serves as a resource for evening and weekend students serves as a resource who cannot meet with advisors in their major. 718-262-2280, or [advisement@york.cuny.edu](mailto:advisement@york.cuny.edu)

## Discussion Sessions

Session	Date	Topic	Reading
1		Introduction to course and requirements <b>Part 1:</b> Personal wellness evaluation Introduction to the dimensions of wellness	Chapter 1
2		Lifestyle Assessment Inventory	Lab 1 Handout
3		<b>Part 2:</b> Basic principles of Physical fitness Overcoming barriers to being active Pre-training fitness assessment: - Cardiorespiratory Endurance - Muscular- Muscular Endurance - Flexibility - Body Composition	Chapter 2 Lab 2 p. 85 pp. 126-128 pp. 129-131 p. 183, handout Class handouts
4-5		Cardiorespiratory Endurance. - Overall wellness benefits - Developing cardiorespiratory endurance programs	Chapter 3 pp. 70-71 pp. 70-75 Class handouts
6		Muscular Strength and Endurance - Overall wellness benefits - Developing a weight training program to develop muscle and bone health <b>Wellness assignment is due.</b>	Chapter 4 pp. 100-101 Class handouts
7		<b>Midterm Exam</b> Flexibility and Low-Back Health - Overall wellness benefits - Creating a program to enhance joints' range of motion	Chapter 5 pp. 139-143 Class handouts
8-10		<b>Part 3:</b> Body Composition (healthy levels of body fat mass, bone, muscle mass) Dietary choices Weight control	Chapter 6 Chapter 8 Chapter 9 Class handouts
11-12		Stress Management <b>Behavioral Change Workbook contract is due on session #12</b>	Chapter 10 Class handouts
13-14		Cardiovascular Health <b>Written reflective essay is due on session # 13</b>	Chapter 11 Class handouts
15		<b>Final Exam</b>	

## Assignments

### 1. Wellness Assignment (20 points)

The purpose of the Wellness Assignment is for you to reflect on your current health behavior and lifestyle. Log on to the Learning Center of the “Fit & Well” book using the name and password given to you by the publishing company and click on the ‘Wellness Worksheets’ link. Throughout the first six weeks of the semester, complete at your own pace the worksheets listed below. Following completion of each worksheet, print and place a hard copy in the Wellness Assessment folder distributed at the beginning of the semester. Keep in mind that the folder containing all twenty worksheets (1 point each) must be submitted on the due date during week six of the semester. Late submission of the Wellness Assignment will not be accepted unless you provide, before the due date, a verifiable excuse that I deem reasonable.

The following are the Wellness Worksheets to be completed for the assignment:

Worksheet 1: Evaluate Your Lifestyle

Worksheet 2: Wellness Profile

Worksheet 9: Wellness on the World Wide Web

Worksheet 10: Identify Your Stress Level and Your Key Stressors

Worksheet 22: Developing Spiritual Wellness

Worksheet 24: Self-Esteem Inventory

Worksheet 34: Rate Your Family’s Strengths

Worksheet 51: Is Alcohol a Problem in Your Life?

Worksheet 53: Drinking and Driving

Worksheet 55: Nicotine Dependence: Are You Hooked?

Worksheet 62: Your Daily Diet Versus MyPyramid Recommendations

Worksheet 63: Putting MyPyramid into Action: Healthier Choices within Food Groups

Worksheet 66: Informed Food Choices

Worksheet 69: Your Physical Activity Profile

Worksheet 70: Safety of Exercise Prescription

Worksheet 76: Body Image

Worksheet 79: Getting Started on a Weight Loss Program

Worksheet 84: Diabetes Risk Assessment

Worksheet 88: Cardiovascular Health

Worksheet 93: Diet and Cancer

### 2. Behavioral Change Workbook (20 points)

The purpose of the Behavioral Change Workbook is for you to develop appropriate steps toward modifying a target behavior that you would like to change. Log on to the Learning Center of the “Fit & Well” book using the name and password given to you by the publishing company, click on the ‘Behavioral Change Workbook’ link and follow the instructions posted. After completing each page you will submit it electronically and I will receive it via email (please make sure to enter my address correctly) through the “Fit & Well” Learning Center. The completed Behavioral Change Workbook is due on the twelfth session of the semester. Late submission of the Behavioral Change Workbook will not be accepted unless you provide, before the due date, a verifiable excuse that I deem reasonable.

### 3. A Reflective Essay (1-2 pages) (10 points)

This is an opportunity for you to reflect on your experiences in this class. Share your thoughts about wellness prior to taking this course and discuss how your experiences here

have or have not empowered you to effect behavioral changes in your health and fitness lifestyle. The Reflective Essay is due on the thirteenth session of the semester. Late submission of the Reflective Essay will not be accepted unless you provide, before the due date, a verifiable excuse that I deem reasonable.

### Recommended Web Sites

<http://www.acsm.org>  
<http://www.americanheart.org>  
<http://www.eatright.org>  
<http://www.exerciseismedicine.org>  
<http://www.fitnessforhealth.com/becky.html>  
<http://www.global-fitness.com>  
<http://www.healthandfitness.com>  
<http://www.health-fitness-tips.com/popup.html>  
<http://www.mindtools.com/smpage.html>  
<http://www.mypyramid.gov>  
<http://www.nwcr.ws>  
<http://www.stressfocus.com/>

### Instructor's Bibliography

ACSM's Health-Related Physical Fitness Assessment Manual. 3rd Edition. American College Sports Medicine: Baltimore, MD.

Albers, S. (2006). Mindful Eating 101: A Guide to Healthy Eating in College and Beyond. NY, NY: Taylor & Francis

Blonna, R. (). Coping with stress in a changing world (4<sup>th</sup> ed.). NY, NY: McGraw-Hill Higher Education.

Boyle, M.A. & Long, S. (2010). Personal Nutrition (7<sup>th</sup> ed.). San Francisco, CA: Pearson Education, Inc.

Columbia University's Health Education Program. (1998). The "Go Ask Alice" Book of Answers: A Guide to Good Physical, Sexual, and Emotional Health. NY, NY: Henry Holt

Greenberg, J. (2009). Comprehensive stress management (11<sup>th</sup> ed.). NY, NY: McGraw-Hill Higher Education.

Hales, D. (2007). An Invitation to wellness: Making healthy choices. Belmont, CA: Thomson Wadsworth.

Hoger, W.K., & Hoger, S.A. (2009). Lifetime physical fitness and wellness. Belmont, CA: Wadsworth CENGAGE Learning.

Hopson, J.L., Donatelle, R.J. & Tanya, R.L. (2009). Get fit, stay well. San Francisco, CA: Pearson Education, Inc.

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Kottler, J.A. & Chen. (2008). Stress management and prevention: Application to daily life. Belmont, CA: Thomson Wadsworth.

Powers, S.K., & Dodd, S.L. (2009). Total fitness and wellness (5<sup>th</sup> ed.). San Francisco, CA: Pearson Education, Inc.

Salge Blake. J. (2008). Nutrition & you. San Francisco, CA: Pearson Education, Inc.

Schiff, W.J. (2009). Nutrition for healthy living. NY, NY: McGraw-Hill Higher Education.

Sanders, M.E. (2005). On the Floor: Excellence in Teaching: Adult Learning Strategies for Motivation. ACSM's Health & Fitness Journal: Volume 9(4), pp 26-28.

Sidman, C.L.; D'Abundo, M.L.; Hritz, N. (2009). Exercise Self-Efficacy and Perceived Wellness Among College Students in a Basic Studies Course. *International Electronic Journal of Health Education*, Vol 12: pp 162-174. Accessed Jan. 12, 2010 from [http://www.aahperd.org/aahe/publications/iejhe/upload/09\\_C\\_Sidman.pdf](http://www.aahperd.org/aahe/publications/iejhe/upload/09_C_Sidman.pdf)

Smith, M.J., Smith, F. (2006). *The Smart Student's Guide to Healthy Living: How to Survive Stress, Late Nights, and the College Cafeteria*. New Harbinger Publications: Oakland, CA.

White, S.M.; Mailey, E.L.; McAuley, E. (2010). Leading A Physically Active Lifestyle: Effective Individual Behavior Change Strategies. *ACSM's Health & Fitness Journal*: Vol14(1), pp 8-15.



York College of the City University of New York  
Curriculum Proposal Sheet

Department/Discipline Foreign Languages  
Contact Person Dr. Margaret A. Ballantyne

Please indicate items submitted for Committee approval

New Major Design \_\_\_\_\_  
 Revised Major Design \_\_\_\_\_  
 New Minor Design \_\_\_\_\_  
 Revised Minor Design \_\_\_\_\_  
 New Program \_\_\_\_\_  
 Revised Program \_\_\_\_\_  
 New Course Proposal \_\_\_\_\_  
 Course Change Proposal Chin 101, 102; Fren 101, 102; Ger 101, 102; Greek 101,102; Hebrew 101,102; Ital 101, 102; Russian 101, 102; Span 101, 102; Swahili 101, 102  
 Course Deletion \_\_\_\_\_

Please provide an executive summary of your proposal

As part of the design of a new General Education curriculum at the College, the Department of Foreign Languages, ESL, and Humanities examined the elementary courses in the light of increased use of the language laboratory as an integral part of the department's pedagogy. To more accurately reflect the distribution of hours and activities by students, we propose to reduce credit load of each course from 4 hrs / 4 cr. To 2 hrs. recitation;2 hrs lab/3 credits.

1. Department Curriculum Committee Approval  
MD/MAB \_\_\_\_\_ 9/14/10  
 Signature Date
2. Department Approval  
Margaret A. Ballantyne \_\_\_\_\_ 9/14/10  
 Chairperson's Signature Date
3. Other Departments Affected:  
 \_\_\_\_\_  
 Department Signature Date  
 \_\_\_\_\_  
 Department Signature Date
4. College Curriculum Committee Approval  
 \_\_\_\_\_  
 Chairperson's Signature Date
5. College Senate Approval  
 \_\_\_\_\_  
 President's Signature Date

Section AV: Changes in Existing Courses

**AV.1.1. Chinese 101 Elementary Chinese I**

<b>FROM:</b>		<b>To:</b>	
<b>Title</b>	CHIN101 Elementary Chinese I	<b>Title</b>	CHIN101 Elementary Chinese I
<b>Description</b>	<del>4 crs. 4 hrs.</del> Basic principles of a beginner's course; designed to give the foundations of the language.	<b>Description</b>	<u>3 crs. 4 hrs. (2 hrs. recitation; 2 hours lab)</u> Basic principles of a beginner's course; designed to give the foundations of the language
<b>Prerequisites</b>		<b>Prerequisites</b>	<u>Placement by Department</u>

Rationale: This reflects changes in pedagogy. Since students will be working longer in the language lab each week this new credit designation is a more accurate reflection of the course. This is part of the General Education Curriculum Reform at the College.

**AV.1.1. Chinese 102 Elementary Chinese II**

<b>FROM:</b>		<b>To:</b>	
<b>Title</b>	CHIN102 Elementary Chinese II	<b>Title</b>	CHIN102 Elementary Chinese II
<b>Description</b>	<del>4 crs. 4 hrs.</del> Continuation of the beginner's course; more complex grammatical structures, integrated readings and further practice in conversation.	<b>Description</b>	<u>3 crs. 4 hrs. (2 hrs. recitation; 2 hours lab)</u> Continuation of the beginner's course; more complex grammatical structures, integrated readings and further practice in conversation.
<b>Prerequisites</b>	<i>Preq: CHIN 101</i>	<b>Prerequisites</b>	<i>Prereq: CHIN 101 or</i> <u>Placement by Department</u>

Rationale: This reflects changes in pedagogy. Since students will be working longer in the language lab each week this new credit designation is a more accurate reflection of the course. This is part of the General Education Curriculum Reform at the College.

### AV.1.1. French 101 Elementary French I

<b>FROM:</b>		<b>To:</b>	
<b>Title</b>	FREN101 Elementary French I	<b>Title</b>	FREN101 Elementary French I
<b>Description</b>	<i>4 crs. 4 hrs.</i> Basic principles of a beginner's course; designed to give the foundation for understanding, speaking, reading and writing the language; study of simple syntax. <b><i>Not open to students with credit in FREN 113.</i></b>	<b>Description</b>	<i>3 crs. 4 hrs. (2 hrs. recitation; 2 hours lab)</i> Basic principles of a beginner's course; designed to give the foundation for understanding, speaking, reading and writing the language; study of simple syntax. <b><i>Not open to students with credit in FREN 113.</i></b>
<b>Prerequisites</b>		<b>Prerequisites</b>	Placement by Department

Rationale: This reflects changes in pedagogy. Since students will be working longer in the language lab each week this new credit designation is a more accurate reflection of the course. This is part of the General Education Curriculum Reform at the College.

### AV.1.1. French 102 Elementary French II

<b>FROM:</b>		<b>To:</b>	
<b>Title</b>	FREN102 Elementary French II	<b>Title</b>	FREN102 Elementary French II
<b>Description</b>	<i>4 crs. 4 hrs.</i> . Continuation of the beginners course; more complex grammatical structures; integrated reading and further practice in conversation. <b><i>Not open to students with credit in FREN 114.</i></b>	<b>Description</b>	<i>3 crs. 4 hrs. (2 hrs. recitation; 2 hours lab)</i> Continuation of the beginners course; more complex grammatical structures; integrated reading and further practice in conversation. <b><i>Not open to students with credit in FREN 114.</i></b>
<b>Prerequisites</b>	<i>Preq: FREN 101 or FREN 113, or two years of secondary school French, or by placement examination.</i>	<b>Prerequisites</b>	<u>Prereq: FREN 101 or Placement by Department</u>

Rationale: This reflects changes in pedagogy. Since students will be working longer in the language lab each week this new credit designation is a more accurate reflection of the course. This is part of the General Education Curriculum Reform at the College.

### AV.1.1. Greek 101 Elementary Greek I

<b>FROM:</b>		<b>To:</b>	
<b>Title</b>	Greek 101 Elementary Greek I	<b>Title</b>	Greek 101 Elementary Greek I
<b>Description</b>	<i>4 crs. 4 hrs.</i> Basic principles of a beginner's course; designed to give the foundations of the language.	<b>Description</b>	<i>3 crs. 4 hrs. (2 hrs. recitation; 2 hours lab)</i> Basic principles of a beginner's course; designed to give the foundations of the language
<b>Prerequisites</b>		<b>Prerequisites</b>	<u>Placement by Department</u>

Rationale: This reflects changes in pedagogy. Since students will be working longer in the language lab each week this new credit designation is a more accurate reflection of the course. This is part of the General Education Curriculum Reform at the College.

### AV.1.1. Greek 102 Elementary Greek II

<b>FROM:</b>		<b>To:</b>	
<b>Title</b>	GRK 102 Elementary Greek II	<b>Title</b>	GRK 102 Elementary Greek II
<b>Description</b>	<i>4 crs. 4 hrs</i> Continuation of the beginner's course; more complex grammatical structures integrated readings and further practice in conversation.	<b>Description</b>	<i>3 crs. 4 hrs. (2 hrs. recitation; 2 hours lab)</i> Continuation of the beginner's course; more complex grammatical structures integrated readings and further practice in conversation.
<b>Prerequisites</b>	<i>Preq: GRK 101</i>	<b>Prerequisites</b>	<i>Preq: GRK 101 or</i> <u>Placement by Department</u>

Rationale: This reflects changes in pedagogy. Since students will be working longer in the language lab each week this new credit designation is a more accurate reflection of the course. This is part of the General Education Curriculum Reform at the College.

### AV.1.1. German 101 Elementary German I

<b>FROM:</b>		<b>To:</b>	
<b>Title</b>	GERM 101 Elementary German I	<b>Title</b>	GERM 101 Elementary German I
<b>Description</b>	<i>4 crs. 4 hrs.</i> Basic principles of a beginner's course; designed to give the foundations of the language. Offered when the demand exists.	<b>Description</b>	<i>3 crs. 4 hrs. (2 hrs. recitation; 2 hours lab)</i> Basic principles of a beginner's course; designed to give the foundations of the language. Offered when the demand exists.
<b>Prerequisites</b>		<b>Prerequisites</b>	Placement by Department

Rationale: This reflects changes in pedagogy. Since students will be working longer in the language lab each week this new credit designation is a more accurate reflection of the course. This is part of the General Education Curriculum Reform at the College.

### AV.1.1. German 102 Elementary German II

<b>FROM:</b>		<b>To:</b>	
<b>Title</b>	GERM 102 Elementary German II	<b>Title</b>	GERM 102 Elementary German II
<b>Description</b>	<i>4 crs. 4 hrs</i> Continuation of the beginner's course; more complex grammatical structures, integrated readings and further practice in conversation. <b><i>Not open to students with credits in GERM 111 or GERM 114.</i></b> Offered when the demand exists	<b>Description</b>	<i>3 crs. 4 hrs. (2 hrs. recitation; 2 hours lab)</i> Continuation of the beginner's course; more complex grammatical structures, integrated readings and further practice in conversation. <b><i>Not open to students with credits in GERM 111 or GERM 114.</i></b> Offered when the demand exists
<b>Prerequisites</b>	<i>Preq: GERM 101 or GERM 113, or two years of secondary school German, or by placement examination.</i>	<b>Prerequisites</b>	<i>Preq: GERM 101 or</i> Placement by Department

Rationale: This reflects changes in pedagogy. Since students will be working longer in the language lab each week this new credit designation is a more accurate reflection of the course. This is part of the General Education Curriculum Reform at the College.

### AV.1.1. Hebrew 101 Elementary Hebrew I

<b>FROM:</b>		<b>To:</b>	
<b>Title</b>	HEB 101 Elementary Hebrew I	<b>Title</b>	HEB 101 Elementary Hebrew I
<b>Description</b>	<i>4 crs. 4 hrs.</i> Basic principles of a beginner's course; designed to give the foundations of the language. Offered when the demand exists.	<b>Description</b>	<i>3 crs. 4 hrs. (2 hrs. recitation; 2 hours lab)</i> Basic principles of a beginner's course; designed to give the foundations of the language. Offered when the demand exists.
<b>Prerequisites</b>		<b>Prerequisites</b>	Placement by Department

Rationale: This reflects changes in pedagogy. Since students will be working longer in the language lab each week this new credit designation is a more accurate reflection of the course. This is part of the General Education Curriculum Reform at the College.

### AV.1.1. Hebrew 102 Elementary Hebrew II

<b>FROM:</b>		<b>To:</b>	
<b>Title</b>	HEB 102 Elementary Hebrew II	<b>Title</b>	HEB 102 Elementary Hebrew II
<b>Description</b>	<i>4 crs. 4 hrs.</i> Continuation of the beginner's course; more complex grammatical structures, integrated readings and further practice in conversation. <i>Offered when the demand exists.</i>	<b>Description</b>	<i>3 crs. 4 hrs. (2 hrs. recitation; 2 hours lab)</i> Continuation of the beginner's course; more complex grammatical structures, integrated readings and further practice in conversation. <i>Offered when the demand exists</i>
<b>Prerequisites</b>	<i>Preq: HEB 101, or two years of secondary school Hebrew, or by placement.</i>	<b>Prerequisites</b>	<i>Preq: HEB 101</i> Placement by Department

Rationale: This reflects changes in pedagogy. Since students will be working longer in the language lab each week this new credit designation is a more accurate reflection of the course. This is part of the General Education Curriculum Reform at the College.

### AV.1.1. Italian 101 Elementary Italian I

<b>FROM:</b>		<b>To:</b>	
<b>Title</b>	ITAL 101 Elementary Italian I	<b>Title</b>	ITAL 101 Elementary Italian I
<b>Description</b>	<i>4 crs. 4 hrs.</i> Basic principles of a beginner's course; designed to give the foundations of the language; study of simple syntax. <b>Not open to students with credit in ITAL 113.</b> In Italian 101 and 102, there will be some audiovisual sections for students who prefer a greater emphasis on the spoken language, integrating the use of films, videotapes and laboratory materials.	<b>Description</b>	<i>3 crs. 4 hrs. (2 hrs. recitation; 2 hours lab)</i> Basic principles of a beginner's course; designed to give the foundations of the language; study of simple syntax. <b>Not open to students with credit in ITAL 113.</b> In Italian 101 and 102, there will be some audiovisual sections for students who prefer a greater emphasis on the spoken language, integrating the use of films, videotapes and laboratory materials.
<b>Prerequisites</b>		<b>Prerequisites</b>	Placement by Department

Rationale: This reflects changes in pedagogy. Since students will be working longer in the language lab each week this new credit designation is a more accurate reflection of the course. This is part of the General Education Curriculum Reform at the College.

### AV.1.1. Italian 102 Elementary Italian II

<b>FROM:</b>		<b>To:</b>	
<b>Title</b>	ITAL 102 Elementary Italian II	<b>Title</b>	ITAL 102 Elementary Italian II
<b>Description</b>	<i>4 crs. 4 hrs.</i> Continuation of the beginners' course; integrated reading and further practice in conversation. <b>Not open to students with credit in ITAL 114.</b> In Italian 101 and 102, there will be some audiovisual sections for students who prefer a greater emphasis on the spoken language, integrating the use of films, videotapes and laboratory materials. Students may continue 102 audio-visual. <del>Not offered on a regular basis.</del>	<b>Description</b>	<i>3 crs. 4 hrs. (2 hrs. recitation; 2 hours lab)</i> Continuation of the beginners' course; integrated reading and further practice in conversation. <b>Not open to students with credit in ITAL 114.</b> In Italian 101 and 102, there will be some audiovisual sections for students who prefer a greater emphasis on the spoken language, integrating the use of films, videotapes and laboratory materials. Students may continue 102 audio-visual.
<b>Prerequisites</b>	<del>Preq: ITAL 101 or ITAL 113, or two years of secondary school Italian, or by placement examination.</del>	<b>Prerequisites</b>	Preq: ITAL 101 or Placement by Department

Rationale: This reflects changes in pedagogy. Since students will be working longer in the language lab each week this new credit designation is a more accurate reflection of the course. This is part of the General Education Curriculum Reform at the College.

### AV.1.1. Latin 101 Elementary Latin I

<b>FROM:</b>		<b>To:</b>	
<b>Title</b>	LAT 101 Elementary Latin I	<b>Title</b>	LAT 101 Elementary Latin I
<b>Description</b>	<i>4 crs. 4 hrs.</i> Basic principles of a beginner's course; designed to give the foundations of the language. <i>Offered when the demand exists.</i>	<b>Description</b>	<i>3 crs. 4 hrs. (2 hrs. recitation; 2 hours lab)</i> Basic principles of a beginner's course; designed to give the foundations of the language. <i>Offered when the demand exists.</i>
<b>Prerequisites</b>		<b>Prerequisites</b>	Placement by Department

Rationale: This reflects changes in pedagogy. Since students will be working longer in the language lab each week this new credit designation is a more accurate reflection of the course. This is part of the General Education Curriculum Reform at the College.

### AV.1.1. Latin 102 Elementary Latin II

<b>FROM:</b>		<b>To:</b>	
<b>Title</b>	LAT 102 Elementary Latin II	<b>Title</b>	LAT 102 Elementary Latin II
<b>Description</b>	<i>4 crs. 4 hrs.</i> Continuation of the beginner's course; more complex grammatical structures integrated readings and further practice in conversation. <i>Offered when the demand exists.</i>	<b>Description</b>	<i>3 crs. 4 hrs. (2 hrs. recitation; 2 hours lab)</i> Continuation of the beginner's course; more complex grammatical structures integrated readings and further practice in conversation. <i>Offered when the demand exists.</i>
<b>Prerequisites</b>	<i>Preq: LAT 101</i>	<b>Prerequisites</b>	<i>Preq: LAT 101 or Placement by Department</i>

Rationale: This reflects changes in pedagogy. Since students will be working longer in the language lab each week this new credit designation is a more accurate reflection of the course. This is part of the General Education Curriculum Reform at the College.

### AV.1.1. Russian 101 Elementary Russian I

<b>FROM:</b>		<b>To:</b>	
<b>Title</b>	RUS 101 Elementary Russian I	<b>Title</b>	RUS 101 Elementary Russian I
<b>Description</b>	<i>4 crs. 4 hrs.</i> Basic principles of a beginner's course; designed to give the foundations of the language.	<b>Description</b>	<i>3 crs. 4 hrs. (2 hrs. recitation; 2 hours lab)</i> Basic principles of a beginner's course; designed to give the foundations of the language <u>Offered when the demand exists.</u>
<b>Prerequisites</b>		<b>Prerequisites</b>	Placement by Department

Rationale: This reflects changes in pedagogy. Since students will be working longer in the language lab each week this new credit designation is a more accurate reflection of the course. This is part of the General Education Curriculum Reform at the College.

### AV.1.1. Russian 102 Elementary Russian II

<b>FROM:</b>		<b>To:</b>	
<b>Title</b>	RUS 102 Elementary Russian II	<b>Title</b>	RUS 102 Elementary Russian II
<b>Description</b>	<i>4 crs. 4 hrs.</i> Continuation of the beginner's course; more complex grammatical structures, integrated readings and further practice in conversation.	<b>Description</b>	<i>3 crs. 4 hrs. (2 hrs. recitation; 2 hours lab)</i> Continuation of the beginner's course; more complex grammatical structures, integrated readings and further practice in conversation. <u>Offered when the demand exists.</u>
<b>Prerequisites</b>	<i>Preq: RUS 101</i>	<b>Prerequisites</b>	<i>Preq: RUS 101 or Placement by Department</i>

Rationale: This reflects changes in pedagogy. Since students will be working longer in the language lab each week this new credit designation is a more accurate reflection of the course. This is part of the General Education Curriculum Reform at the College.

### AV.1.1. Spanish 101 Elementary Spanish I

<b>FROM:</b>		<b>To:</b>	
<b>Title</b>	SPAN101 Elementary Spanish I	<b>Title</b>	SPAN101 Elementary Spanish I
<b>Description</b>	<i>4 crs. 4 hrs.</i> Basic principles of a beginner's course; designed to give the foundations for understanding, speaking, reading and writing the language; study of simple syntax. <b><i>Not open to students with credit in SPAN 113.</i></b>	<b>Description</b>	<i>3 crs. 4 hrs. (2 hrs. recitation; 2 hours lab)</i> Basic principles of a beginner's course; designed to give the foundations for understanding, speaking, reading and writing the language; study of simple syntax. <b><i>Not open to students with credit in SPAN 113.</i></b>
<b>Prerequisites</b>	<i>Preq: Placement by department</i>	<b>Prerequisites</b>	Placement by Department

Rationale: This reflects changes in pedagogy. Since students will be working longer in the language lab each week this new credit designation is a more accurate reflection of the course. This is part of the General Education Curriculum Reform at the College.

### AV.1.1. Spanish 102 Elementary Spanish II

<b>FROM:</b>		<b>To:</b>	
<b>Title</b>	SPAN102 Elementary Spanish II	<b>Title</b>	SPAN102 Elementary Spanish II
<b>Description</b>	<i>4 crs. 4 hrs.</i> Continuation of the beginner's course; more complex grammatical structures; integrated reading and further practice in conversation. <b><i>Not open to students with credit in SPAN 114</i></b>	<b>Description</b>	<i>3 crs. 4 hrs. (2 hrs. recitation; 2 hours lab)</i> Continuation of the beginner's course; more complex grammatical structures; integrated reading and further practice in conversation. <b><i>Not open to students with credit in SPAN 114</i></b>
<b>Prerequisites</b>	<i>Preq: SPAN 101 or placement by department.</i>	<b>Prerequisites</b>	<i>Preq: SPAN 101 or placement by department.</i>

Rationale: This reflects changes in pedagogy. Since students will be working longer in the language lab each week this new credit designation is a more accurate reflection of the course. This is part of the General Education Curriculum Reform at the College.

### AV.1.1. Swahili 101 Elementary Swahili I

<b>FROM:</b>		<b>To:</b>	
<b>Title</b>	SWA101 Elementary Swahili I	<b>Title</b>	SWA 101 Elementary Swahili I
<b>Description</b>	<i>4 crs. 4 hrs.</i> Basic principles of a beginner's course; designed to give the foundations of the language. <i>Offered when the demand exists.</i>	<b>Description</b>	<i>3 crs. 4 hrs. (2 hrs. recitation; 2 hours lab)</i> Basic principles of a beginner's course; designed to give the foundations of the language. <i>Offered when the demand exists.</i>
<b>Prerequisites</b>		<b>Prerequisites</b>	Placement by Department

Rationale: This reflects changes in pedagogy. Since students will be working longer in the language lab each week this new credit designation is a more accurate reflection of the course. This is part of the General Education Curriculum Reform at the College.

### AV.1.1. Swahili 102 Elementary Swahili II

<b>FROM:</b>		<b>To:</b>	
<b>Title</b>	SWA102 Elementary Swahili II	<b>Title</b>	SWA102 Elementary Swahili II
<b>Description</b>	<del>4 crs. 4 hrs</del> Continuation of the beginner's course; more complex grammatical structures, integrated readings and further practice in conversation. <i>Offered when the demand exists.</i>	<b>Description</b>	<i>3 crs. 4 hrs. (2 hrs. recitation; 2 hours lab)</i> Continuation of the beginner's course; more complex grammatical structures, integrated readings and further practice in conversation. <i>Offered when the demand exists.</i>
<b>Prerequisites</b>	<i>Preq: SWA 101</i>	<b>Prerequisites</b>	<i>Preq: SWA 101 or</i> Placement by Department

Rationale: This reflects changes in pedagogy. Since students will be working longer in the language lab each week this new credit designation is a more accurate reflection of the course. This is part of the General Education Curriculum Reform at the College.



## **Section A1V: New Courses**

### **A1V.1 General Education**

**Course Number:** KEAE 201

**Title:** Keystone in the Arts of Expression

**Hours:** 2 hrs. lecture; 2 hrs. lab.

**Credits:** 3.0

**Prerequisites or Corequisites:** ENG 150

Course Description: The Keystone in Arts of Expression is designed to assist students in recognizing and comprehending the crucial role the arts play in shaping our experiences in, and understandings of, the world. Students will investigate academic and creative approaches to the various forms and meanings of artistic expression from a range of historical periods, media, and cultural milieus. Course work will enable students to discern the ways in which the arts function as a means to explore, affirm, or celebrate individual and group identity and provide insight into the history, diversity, and creativity of the world's cultures. The Arts of Expression requirement is designed to foster habits of creative and disciplined thinking in the arts disciplines.

The lecture and lab will be offered as separate sections. The lecture section will explore an established common topic drawing on different disciplinary perspectives. The lab section will be a creative practice lab exploring the topic in a particular discipline. The topic may vary with each offering.

Rationale: This course is designed to find thematic connections in the arts and humanities; explore fundamental questions of value, meaning, and creativity in literature and creative products; identify how artifacts (literature, music, media) reflect the values of an era or culture; become aware of considerations guiding artistic practice and response; and through creative practice show connections to theories studied.

This course enacts General Education Reform faculty recommendations, aligns York College with many other CUNY senior colleges, and is consistent with national best practice.

## SAMPLE SYLLABUS

YORK COLLEGE  
CITY UNIVERSITY OF NEW YORK

### **KEYSTONE KEAE 201 – ARTS OF EXPRESSION**

The Keystone in Arts of Expression is designed to assist students in recognizing and comprehending the crucial role the arts play in shaping our experiences in, and understandings of, the world. Students will investigate academic and creative approaches to the various forms and meanings of artistic expression from a range of historical periods, media, and cultural milieus. Course work will enable students to discern the ways in which the arts function as a means to explore, affirm, or celebrate individual and group identity and provide insight into the history, diversity, and creativity of the world's cultures. The Arts of Expression requirement is designed to foster habits of creative and disciplined thinking in the arts disciplines.

#### **Protest in Literature and Art**

The course will examine the roles of artists and writers in movements for social change. Fiction, poetry, drama, photography, painting, and film created in association with a range of progressive social movements will be used to understand the relationship between individual creativity and social action. Students will consider how different kinds of works function as social protest and the ways in which historical and cultural contexts interact with protest texts.

The lecture and lab will be offered as separate sections. The lecture section will explore an established common topic drawing on different disciplinary perspectives. The lab section will be a creative practice lab exploring the topic in a particular discipline. The topic may vary with each offering.

3 crs; 2 hrs. lecture; 2 hrs. lab. Prerequisite or Corequisite: ENG 150

Instructor Phone:

Instructor Email:

Instructor Office Hours:

#### Learning Objectives

The course is designed to enable the student to:

1. Find thematic connections in the arts and humanities
2. Explore fundamental questions of value, meaning, and creativity in literature and creative products
3. Identify how artifacts (literature, music, media) reflect the values of an era or culture
4. Become aware of considerations guiding artistic practice and response
5. Compare and contrast the contributions of one's own and other cultural groups to global civilization

### Competencies

Students taking this course will develop competencies in the following areas:

1. Reading
2. Oral Expression
3. Written Communication
4. Technology

THIS COURSE IS WRITING ENHANCED BUT COULD BE TAUGHT AWRITING  
INTENSIVE.

### Signature Pedagogies

1. Journaling directed through specific tasks and questions based on assigned research topics and creative assignments. E-Portfolio as a platform allowing self-reflection, instructor feedback and peer feedback.
2. Creative projects in a variety of disciplines with regular critiques.
3. Group discussion and oral presentation on a specific research topic and on a creative project.
4. Visits to a Show, Museum, Exhibition, Gallery, Talk, etc.

### Grading

In-class attendance:	<b>10%</b>
Journal assignments:	<b>20%</b>
Project assignments:	<b>20%</b>
Oral presentations:	<b>20%</b>
Midterm:	<b>15%</b>
Final project:	<b>15%</b>

### Sample Course Outline (Weekly)

<b>Week</b>	<b>Lecture Topics</b>	<b>Creative Lab Topics</b>
1	Orientation: introduction to the course and course policies.  Introduction to the topic focus the texts to be read are introduced.	Orientation: introduction to the course and course policies.  Introduction to creative discipline focus and skills to be covered.
2	Text 1 Historical/cultural context to this text is introduced.	Introductory skills of the discipline introduced.
3	Text 1 Considerations of practice is discussed for this text and how it functions as social protest.	Introductory skills of the discipline introduced.
4	Text 1 Response to this text and its social/cultural impact.	Introductory skills of the discipline introduced.
5	Text 2 Historical/cultural context to this text is introduced.	Skills development continued;  Topic selection for final project introduced. Considerations of practice discussed and how it can function as social protest.

6	Text 2 Considerations of practice is discussed for this text and how it functions as social protest.	Skills development continued;  1 <sup>st</sup> Draft of proposal for final project. Includes comparison to relevant texts within and/or across disciplines.
7	Text 2 Response to this text and its social/cultural impact.	Oral presentation of 2 <sup>nd</sup> draft of proposal for final project.
8	Midterm	Skills development continued;  Final Project proposal finalized.
9	Text 3 Historical/cultural context to this text is introduced.	Final Project work
10	Text 3 Considerations of practice is discussed for this text and how it functions as social protest.	Final Project work; peer reflection on progress.
11	Text 3 Response to this text and its social/cultural impact.	Final Project work; self reflection on progress.
12	Text 4 Historical/cultural context to this text is introduced.	Final Project work; peer reflection on progress.
13	Text 4 Considerations of practice is discussed for this text and how it functions as social protest.	Final Project work; self reflection on progress.
14	Text 4 Response to this text and its social/cultural impact.	Oral Presentation of Final Project.

### Required Reading

Each instructor will select texts from at least two disciplines to be covered in the course.

### Policy on ABS/INC grades

The following overview is condensed from York's grading policy website:

<http://york.cuny.edu/academics/policies/grading-policies>

“ A student who, because of extenuating circumstances, is absent from the final examination and has completed the work for the course with a passing average may be assigned an ABS grade. The student, in consultation with the instructor, has up to three weeks in the subsequent semester within which to take the final and have the grade resolved, even if not registered in the subsequent semester.

A student who has taken the final examination, but, because of extenuating circumstances, has not completed the work for the course, and has a passing average may, at the discretion of the instructor, receive an INC grade. The student, in consultation with the instructor, has up to 10 weeks in the subsequent semester to complete the work and have the grade resolved even if not registered in the subsequent semester.

The grades of INC or ABS are not considered in computing the academic index. However, if a grade change is not received by the Office of the Registrar within the above specified limits, the

grades of INC and ABS are changed to FIN and FAB, respectively. These grades are considered as F grades when computing the academic index”

#### Policy on Academic Integrity

York's Academic Integrity Policy & Procedures, developed to conform to the CUNY policy on Academic Integrity, can be found at:

<http://york.cuny.edu/president/legal-compliance/legal-affairs/cuny-legal-policies-procedures/Academic-Integrity-Policy.pdf/view>

#### Policy on accommodations for disabled students

Information about the services provided to students at York College can be found at the Office of Services for Students with Disabilities, located in room AC-1002, and on-line at:

<http://york.cuny.edu/student-development/ossd>

#### Instructor's Bibliography

Edelman, Murray. *From Art to Politics: How Artistic Creations Shape Political Conceptions*. University of Chicago Press, 1996.

##### *Literature*

Grafton, John, ed. *The Declaration of Independence and Other Great Documents of American History 1775-1865*. Dover Publications, 2000.

Stowe, Harriet Beecher. *Uncle Tom's Cabin*. 1852.

Xun, Lu. "The Diary of a Madman." *The Real Story of Ah-Q and Other Tales of China: The Complete Fiction of Lu Xun*. Penguin Classics, 2010. 21.

##### *Poetry*

Rukeyser, Muriel. "The Book of the Dead." *U.S. 1*. 1938.

##### *Photography*

Adams, Eddie. *Nguyễn Ngọc Loan executing Nguyễn Văn Lém on February 1, 1968*, Photograph, 1968.

##### *Painting*

*The Last Moments of John Brown*, ca. 1884, Thomas Hovenden (1840-1895) Oil on canvas, 46 1/8 x 38 1/8 in.

*Guernica*, ca. 1937, Pablo Picasso (1881-1973), Oil on canvas, 137.4 in × 305.5 in

##### *Film*

*The Battleship Potemkin*. Dir. Sergei Eisenstein. Perf. Aleksandr Antonov, Vladimir Barsky, and Grigori Aleksandroy. 1926.

*On the Waterfront*. Dir. Elia Kazan. Perf. Marlon Brando, Karl Malden, and Eva Marie Saint. 1954.

*Matewan*. Dir. John Sayles. Perf. Chris Cooper, James Earl Jones, and Mary McDonnell. 1987.

##### *Music*

Joshua White & His Carolinians. *Chain Gang*. Columbia Records, 1940.



## Section A1V: New Courses

### A1V.I. General Education

**Course Number:** KEHB 202

**Title:** Keystone in Human Behavior

**Hours:** 3.0

**Credits:** 3.0

**Prerequisites or Co-requisites:** English 151

Course Description: This course will examine human behavior from an interdisciplinary perspective. Drawing on theories and methods in anthropology, political science, psychology, and sociology, the seminar will introduce students to basic terms and core concepts within these disciplines. The seminar will use contemporary issues and debates to explore the interactions between individuals, groups, institution and culture. This is a theme-based course and a variety of special topics related to human behavior will be offered. The course themes may include hunger and food consumption, sexuality and desire, love and marriage, power and resistance. Through collaborative and problem-based learning, students will develop competencies in critical thinking, reading, oral expression, written communication, quantitative literacy and information literacy. This course is writing intensive.

Rationale: The course is designed to provide students an opportunity to highlight the benefits of research derived from multiple perspectives and the limitations of taking a single point of view on understanding how humans interact with each other. An interdisciplinary approach will enable students to gain a deeper comprehension of the political, psychological, social, cultural, and environmental forces that affect human development, motivation, health, and behavioral changes. It will also prepare students to critique the boundaries that exist between disciplines and explore the bridges that can be built among them, which will enhance their analytical ability in studying human behavior, social problems, and collective action.

This course enacts General Education Reform faculty recommendations, aligns York College with many other CUNY senior colleges, and is consistent with national best practice.

SAMPLE SYLLABUS  
YORK COLLEGE  
CITY UNIVERSITY OF NEW YORK

**KEYSTONE KEHB 202: HUMAN BEHAVIOR**

This course will examine human behavior from an interdisciplinary perspective. Drawing on theories and methods in anthropology, political science, psychology, and sociology, the seminar will introduce students to basic terms and core concepts within these disciplines. The seminar will use contemporary issues and debates to explore the interactions between individuals, groups, institution and culture. This is a theme-based course and a variety of special topics related to human behavior will be offered. The course themes may include hunger and food consumption, sexuality and desire, love and marriage, power and resistance. Through collaborative and problem-based learning, students will develop competencies in critical thinking, reading, oral expression, written communication, quantitative literacy and information literacy. This course is writing intensive.

**Hunger and Food Consumption**

Course Description:

(3 hrs, 3 crs.); Pre-req/Co-req: ENG 151

This course is one of the Keystone Seminars in Human Behavior. In this course we will read and discuss classic and contemporary works that outline the analytical frameworks in anthropology, political science, psychology, and sociology. We will also read and discuss studies that address hunger and consumption from different perspectives. We will examine issues of global inequality, social stratification, formation of consumerism worldwide, and institutional impacts, such as the impacts of social system, fast food industry, and mass media, on human eating and consuming patterns, physical and psychological health. Students will broaden their knowledge as well as develop their analytical ability on problems related to poverty, eating-related diseases, and beauty image building through various case studies in different countries.

Instructor: TBA  
Office: TBA  
Office hours: TBA  
Phone: TBA  
E-mail: TBA

This course is designated as a Writing Intensive (WI) course. This course, if completed successfully, satisfies a lower-division Writing Intensive (WI) course requirement. Students must successfully complete 3 WI courses in order to graduate. In keeping with the WI designation, students can expect to submit at least 10-12 pages of formal written work over the course of the semester, in addition to in-class writing, and written homework tasks. All formal papers will have a rough and a final draft, and will be revised according to instructor and peer feedback.

THIS IS A WRITING INTENSIVE COURSE.

### Learning Objectives

1. Apply concepts, tools and methods that each discipline uses to study, measure, and explain human behavior
2. Describe several social and environmental determinants that affect individual health and behavior
3. Identify the effects of values, attitudes, and ideologies upon individual and institutional behavior
4. Locate, access and evaluate a wide variety of information sources
5. Identify problems that arise from cultural diversity and construct ways to resolve such problems

### Competencies

As a result of taking this course, students will develop competencies in the following areas:

1. Reading
2. Written Communication
3. Quantitative Reasoning
4. Critical Thinking

### Required Texts

A reader will be prepared for the course.

### General Course Requirements

As a supplement for course delivery and activities the instructor will be using the online management system, Blackboard. All students will have to acquire the proper knowledge to use the system. Students can take a one-hour Blackboard Workshop offered by the Dept. of Educational Technology at the beginning of the semester. For workshop schedules please log on to <http://www.york.cuny.edu/it/acet/blackboard/student>. The following are required of students attending the course: 1) Access to a computer with an Internet connection, 2) A York college email address, 3) MS Word (or compatible) software and Excel software.

### Course Policies

Students are expected to: 1) Attend class regularly and ON TIME. Please refer to the York College policy on attendance which can be found in the current college bulletin, 2) Eating or drinking (except for water) will NOT be allowed in class, 3) Cell phones must be turned OFF during class sessions (taking phone calls, checking messages, text messaging or playing games on phones will not be tolerated. Using cell phones during class is discourteous to your peers and your professor); 4) take part in bi-weekly, on-line discussions (via Blackboard); 5) Assignments and the semester project must be submitted on time (late submissions will not be accepted); 6) Students' email messages will normally be responded to within 48 hours.

Students will access, effectively search, and evaluate a wide variety of online and print resources. At least one hands-on information literacy session will be supplemented by individual assistance at the York College Library.

To foster quantitative literacy, students will analyze, interpret and respond to graphical presentations of data.

GRADING:		York College Grading Scale	
Attendance	5%	A+	97-100
Participation	5%	A	93-96.9
Assignment -1	5%	A-	90-92.9
Assignment-2	20%	B+	87-89.9
Mid-term exam	15%	B	83-86.9
Oral Presentation	10%	B-	80-82.9
Assignment-3	25%	C+	77-79.9
<u>Final Exam</u>	<u>15%</u>	C	73-76.9
Total	100%	C-	70-72.9
		D+	67-69.9
		D	60-66.9
		F	59.9 or less

Attendance (5%): Students are expected to attend ALL classes. It is important to be on time, present, to participate in class discussions, and to get information on upcoming assignments and exams. If you miss a class, it is your responsibility to obtain notes and information from a classmate. More than 2 absences without prior approval and official documentation will lead to 5-point deduction in your attendance grade.

Participation (5%): Class participation is required and encouraged. Please complete the assigned readings and come prepared to participate in class discussions. Students are expected to help stimulate discussion and raise additional questions, points of information, or items of interest from the readings.

Assignment-1 (5%): Write a 2-page explanation of a chart, table or graph showing a visual representation of an importation situation or trend related to hunger and food consumption in the world today (be sure to credit the source). Find a chart or a graph from a book, newspaper, online periodical or the Internet (i.e. government website) that relates to our course. Select a topic that interests you as the graph (or table, etc.) will be presented in class (Oral Visual Presentation) and will be included in your research assignment.

Assignment-2 (20%): Type a 5-6-page paper examining and exploring a major theme from the weekly readings and topics. This paper incorporates and builds upon the data represented in Assignment-1. Identify and explore several social and environmental determinants that have contributed to this situation or trend. Use the York College Library book catalog, e-book database, and other databases and websites to research this topic. Students are encouraged to meet with the instructor in advance to discuss topics.

The paper that you write for Assignment-2 must have a rough and a final draft. The rough draft should be at least 4 pages long, and will be submitted for review by your instructor and/or peers, so that you can revise according to those instructions. Students who do not submit a rough draft will have one full letter grade deducted from the final grade on their paper.

Mid-term Exam (15%): This exam is not cumulative. It will be an in-class exam testing your knowledge of major themes, topics, key terms, and definitions. The format will include multiple-choice, short-answer questions, identifications. There will be no make-up exams (unless you have an official excused absence).

Oral and Visual Presentation (10%): Each student will give a brief presentation of the chart, table or graph explored in Assignment-1. Presentations are brief (5-10 mins). Students may use a variety of formats (oral lecture, power-point slides, talk with assistive handouts, etc.) Students must meet with the instructor prior to their presentation dates to discuss their chosen format (and technical needs, if any).

Assignment-3 (25%): Type a 7-8 page (final) essay which elaborates and expands on the topic and data identified in Assignments 1 and 2. In this final paper, you should be able to incorporate, compare, contrast, and critique interdisciplinary explanations for the topic and data you have been developing. The final paper should refer to the course readings, and must also incorporate at least 5 other reference sources (e.g. books, newspaper articles, journal articles, reports from governmental or non-governmental organizations), found using the York College Library databases (EBSCO, Lexis-Nexis, etc.)

The paper that you write for Assignment-3 must have a rough and a final draft. The rough draft should be at least 6 pages long, and will be submitted for review by your instructor and/or peers, so that you can revise according to those instructions. Students who do not submit a rough draft will have on full letter grade deducted from the final grade on their paper. Students are encouraged to meet with their instructor during the process of writing this paper.

Final Exam (15%): This exam is not cumulative. It will be an in-class exam testing your knowledge of major themes, topics, key terms, and definitions. The format will include multiple-choice, short-answer questions, identifications. There will be no make-up exam (without an official excused absence).

#### Class Weekly Schedule (subject to change by the instructor)

Week 1      **Introduction: Human Behavior from Different Perspectives**  
(Including how to use the Blackboard)

- Angier, N. (2009, July 21). When ‘what animals do’ doesn’t seem to cover it. *New York Times*, p. D1.

Week 2      **Poverty and Wealth**

- Sen, A., & Sen, A. K. (1982). The food problem: Theory and policy. *Third World Quarterly*, 4, 447-459.
- Fitchen, J. (2007). Hunger, malnutrition, and poverty in the United States. In C. Counihan & P. Van Esterik (Eds.), *Food and culture: A reader* (pp. 384-401). New York, NY: Routledge.

Recommended:

- Pieterse, J. N. (2002). Global inequality: Bringing politics back in. *Third World Quarterly*, 23, 1023-1046.
- Hurst, C. (2009). *Social inequality: Forms, causes, and consequences* (selected chapters). Boston, MA: Pearson/Allyn & Bacon.

Week 3      **Food and Eating**

- Beardsworth, A., & Keil, T. (1997). Sociological perspectives on food and eating. In *Sociology on the Menu* (pp. 47-70). New York, NY: Routledge.

- Mintz, S. W., & Du Bois, C. M. (2002). The Anthropology of food and eating, *Annual Review of Anthropology*, 31, 99-119.

Week 4

### **Stomach and Mind**

- Harris, J. L., Bargh, J. A., & Brownell, K. D. (2009). Priming effects of televised food advertising on eating behavior, *Health Psychology*, 28, 404-413.
- Pinel, J. P. L. (2007). Hunger, eating and health: Why do many people eat too much? In *Biopsychology* (pp. 293-319). Saddle River, N.J.: Allyn & Bacon.

Distribute Assignment-1

Week 5

### **Feast or Famine I**

- Keller, E. J. (1992). Drought, war, and the politics of famine in Ethiopia and Eritrea, *The Journal of Modern African Studies*, 30, 609-624.
- Discuss the Assignment
- A Visit to the Library - At this information literacy session, students will learn to use Boolean operators, truncation and filters to effectively search the Library's catalog, major databases, e-books and the Internet; remotely access the Library's holdings; differentiate a peer-reviewed journal from a popular magazine; and cite sources. – one hour.

Week 6

### **Feast or Famine (continued)**

- Kung, J. K., & Yifu Lin, J. (2003). The Causes of China's Great Leap Famine, 1959-1961, *Economic Development and Cultural Change*, 52, 51-57.
- Torry, W. I. (1984). Social science research on famine: A critical evaluation, *Human Ecology*, 12, 227-252.
- de Waal, A. (1991). Famine and human rights, *Development in Practice*, 1, 77-83

Assignment 1 (Data Review) Due

Distribute Assignment-2

Week 7

### **Anorexia, Bulimia and Other Eating Disorders**

- Schwartz, M., & Henderson, K. (2009). Does obesity prevention cause eating disorders? *Journal of the American Academy of Child and Adolescent Psychiatry*, 48, 784-786.
- Oliver, J. E. (2006). The politics of pathology: How obesity became an epidemic disease, *Perspectives in Biology and Medicine*, 49, 611-627.
- Powdermaker, H. (1960). An Anthropological approach to obesity, *Academic Medicine*, 36, 286-295.

Week 8

### **Beauty, Body Image, and Health**

- Kilbourne, J. (2000). Introduction – A Girl of many parts: The making of an activist. In *Can't buy my love: How advertising changes the way we think and feel* (pp. 17-32). New York, NY: Touchstone Press.

- Kilbourne, J. (2000). Please, please, you're driving me wild: Falling in love with food. In *Can't buy my love: How advertising changes the way we think and feel* (pp. 108-127). New York, NY: Touchstone Press.
- Thompson, B. (2003). Cultural obsession with thinness: African American, Latina, and White women. In J. J. Macionis & N. Benokraitis (Eds.), *Seeing ourselves: Classic, contemporary, and cross-cultural readings in sociology* (Unit 11). Boston, MA: Allyn & Bacon.

Web Link: <http://www.youtube.com/watch?v=3exzMPT4nGI>

Week 9 **Mid-term Exam (in class)**  
**Oral Visual Presentations I**

Week 10 **Oral Visual Presentations II**

Week 11 **Food Production and Consumer Behavior**

- Goody, J. (1997). Industrial food: Towards the development of a world cuisine. In C. Counihan & P. Van Esterik (Eds.), *Food and culture: A reader* (pp. 338-356). New York, NY: Routledge.
- Beardsworth, A., & Keil, T. (1997). The Making of the modern food system. In *Sociology on the menu* (pp.32-46). New York, NY: Routledge.

Week 12 **Food, Family and Politics**

- Allison, A. (1991). Japanese mothers and obentōs: The lunch-box as ideological state apparatus. *Anthropological Quarterly*, 64, 195-208.
- Beardsworth, A., & Keil T. (1997). Food and differentiation within the family. In *Sociology on the menu* (pp. 77-87). New York: NY: Routledge.

Assignment 2 Due

Week 13 **Food Politics and Food Industry**  
Documentary: "Food, Inc." (DVD) (2008) (approx. 90 minutes)

- Nestle, M. (2007). Introduction - The Food industry and eat more. In *Food politics: How the food industry influences nutrition and health* (pp. 1-28). Berkeley, CA: University of California Press.
- Nestle, M. (2007). Conclusion - The Politics of food choice. In *Food politics: How the food industry influences nutrition and health* (pp. 358-374). Berkeley, CA: University of California Press.
- Pringle, P. (2003). So shall we reap. In *Food Inc.: Mendel to Monsanto – the promise and perils of the biotech harvest* (pp. 184-208). New York, NY: Simon and Schuster.

Week 14 **Global Food Consumption, Inequality and Cultural Changes**

- Yan, Y. (2006). Of Hamburger and Social Space: Consuming McDonald's in Beijing. In C. Counihan & P. Van Esterik (Eds.), *Food and culture: A reader* (pp. 500-522). New York, NY: Routledge.

- Williams-Forsen, P. (2006). More than just the big piece of chicken: The power of race, class, and food in American consciousness. In C. Counihan & P. Van Esterik (Eds.), *Food and culture: A reader* (pp. 342-353). New York, NY: Routledge.

## Review

### Assignment-3 Due

Week 15      **Final Exam (in class)**

### Suggested Videos (DVDs):

1. Cheney, I., & Ellis, K. (2008). *King corn: You are what you eat* [DVD]. New Video Group. Docudrama Films. (90 Minutes)
2. PBS (2005). *The Meaning of food: Life, culture, and family*. PBS Home Video.
3. Robert K. with E. Schlosser, R. Pearce, & M. Robledo. (2008). *Food, Inc.* Magnolia Pictures and Magnolia Home Entertainment. (90 minutes)
4. Spurlock, M. (2004). *Super size me*. [DVD]. Released by Roadside Attractions, Samuel Goldwyn Films, Showtime Independent Films.

### Suggested Websites:

1. Marion Nestle, Food Politics. <http://www.foodpolitics.com>
2. Institute for Research on Poverty. <http://www.irp.wisc.edu>
3. U.S. Census Bureau. *Income, poverty, and health insurance coverage in the United States*. <http://www.census.gov>

### Additional Suggested Assignments:

1. Use the York College Library, “Associations Unlimited” database, to identify associations that deal with poverty and hunger. Go to the organization’s website and find the organization’s mission statement or objective.
2. Use the Internet to find current conference topics of a national organization dedicated to issues of hunger and poverty.
3. Use the York College Library link to the [CIA World Factbook](#). Use the “Guide to Country Comparisons” to identify and define indicators; compare two countries.
4. Use the York College Library “Kids Count” database to compare profiles of child wellbeing in two states.
5. Use the York College Library link to the “State of the World’s Children database.” Create a customized comparison of two countries.
6. Use the York College Library database, “Gale Virtual Reference Library” (ebooks), to find an encyclopedia article related to hunger and poverty.
7. Use the York College Photo/Image Archives to find Library of Congress FSA photographs that depict American life during the Great Depression.
8. Use York College Library databases (EBSCO, Lexis-Nexis, etc.) to find periodical (magazine, journal, newspaper) articles for a research paper.

Instructor's Bibliography:

- Bargh, J. A., & Chartrand, T. L. (1999). The Unbearable automaticity of being. *American Psychologist*, 54, 462-479.
- Bargh, J. A., Chen, M., and Burrow, L. (1996). Automaticity of social behavior: Direct effects of trait construct and stereotype activation on action. *Journal of Personality and Social Psychology*, 71, 230-244.
- Barraclough, S. L. (1991). *An End to hunger? The social origins of food strategies*. Atlantic Highlands, NJ: Zed Books.
- Bordo, S. (1993). Anorexia nervosa: Psychopathology as the crystalization of culture. In *Unbearable Weight*. Berkeley, CA: University of California Press.
- Brady, D. (2003). Rethinking the sociological measurement of poverty. *Social Forces*, 81, 715-751.
- Buss, D. M. (2009). The Great struggles of life: Darwin and the emergence of evolutionary psychology. *American Psychologist*, 64, 140-148.
- Christensen, C. (1978). World hunger: A structural approach, *International Organization*, The Global Political Economy of Food, 32, 745-774.
- Danziger S., & Gottshalk, P. (2004). *Diverging fortunes: Trends in poverty and inequality*. New York, NY: Russell Sage Foundation; Washington, D.C.: Population Reference Bureau.
- Danziger S. H., & Haveman, R. H. (Eds.). (2001). *Understanding poverty*. New York, NY: Russell Sage; Cambridge, MA: Harvard University Press.
- Dreze, J., & Sen, A. (1989). *Hunger and public action*. Oxford: Clarendon Press.
- Ehrenreich, B. (2002). *Nickel and dimed: On (not) getting by in America*. New York, NY: Henry Holt.
- Ettlinger, S. (2007). *Twinkie deconstructed: My journey to discover how the ingredients found in processed foods are grown, mined (yes, mined), and manipulated into what America eats*. New York, NY: Plume.
- Fitzpatrick, K., & LaGory, M. (2000). The Sociology of health. In *Unhealthy places: The ecology of risk in the urban landscape* (pp. 83-106). New York, NY: Routledge.
- Germov, J., & Williams, L. (Eds.). (2004). *A Sociology of food and nutrition: The social appetite*. South Melbourne: Oxford University Press.
- Goffman, E. (1967). On Face work: An Analysis of ritual elements in social interaction. In *Interaction ritual: Essays on face-to-face behavior* (pp. 5-45). New York, NY: Pantheon Books.
- Goode, J. (1997). Industrial food: Towards the development of a world cuisine. In C. Counihan & P. Van Esterik (Eds.), *Food and culture: A reader* (pp. 338-356). New York, NY: Routledge.
- Goode, J., & Maskovsky, J. (2002). *The New poverty studies: The ethnography of power, politics, and impoverished people in the United States*. New York, NY: New York University Press.
- Guisinger, S. (2003). Adapted to flee famine: Adding an evolutionary perspective on anorexia nervosa. *Psychological Review*, 110, 745-761.
- Hacker, A. (1998). *Money: Who has how much and why*. New York, NY: Simon & Schuster.
- Heiser, C. (1990). *Seed to civilization*. New Edition. Cambridge, MA: Harvard University Press.
- Hopkins, R. (1979). *The Global political economy of food*. Madison, WI: University of Wisconsin Press.
- Hurst, C. (2009). *Social inequality: Forms, causes, and consequence*. Boston, MA: Pearson/Allyn & Bacon.
- Huss-Ashmore, R., & Katz, S. (Eds.) (1989). *African food systems in crisis* (Microperspectives), New York, NY: Gordon and Breach.
- Iceland, J. (2006). *Poverty in America: A handbook*. Berkeley, CA: University of California Press.
- Kessler, D. A. (2009). *The End of overeating: Taking control of the insatiable American appetite*. Emmaus, PA: Rodale Press.

- Lappé, F. M., Collins, J., & Rosset, P. (1998) [1986]. *World hunger: Twelve myths*. New York, NY: Grove Books.
- Lappe, F. M. (1991). *Diet for a small planet*. New York, NY: Ballantine Books.
- Lappe, F. M., & Collins, J. (1978). *Food first: Beyond the myth of scarcity*. New York, NY: Ballantine Books.
- Lindsey, D. (2009). *Child poverty and inequality: Securing a better future for America's children*. Oxford; New York, NY: Oxford University Press.
- Menzel, P. (2008). *What the world eats*. Berkeley, CA: Tricycle Press.
- Newman, L. (Ed). (1990). *Hunger in history: Food shortage, poverty, and deprivation*. New York, NY: Wiley and Sons.
- Nestle, M. (2003). From 'eat more' to 'eat less' 1900-1990. In *Food politics: How the food industry influences nutrition and health* (pp. 31-50). Berkeley: CA: University of California Press.
- O'Hearn, D. (1989). The Irish case of dependency: An exception to the exceptions? *American Sociological Review*, 54, 578-596.
- Paarlberg, R. (2008). *Starved for science: How biotechnology is being kept out of Africa*. Cambridge, MA: Harvard University Press.
- Patel, R. C. (2001). *Stuffed and starved: Markets, power and the hidden battle for the world food system*. Toronto, Ontario, Canada: HarperCollins.
- Patterson, J. T. (2000). *America's struggle against poverty in the 20th Century*. Cambridge, MA: Harvard University Press.
- Pinel, J. P. J., Assanand, S., & Lehman, D. R. (2000). Hunger, eating, and ill health. *American Psychologist*, 55, 1105 -1116.
- Pollan, M. (2006). *The Omnivore's dilemma: The natural history of four meals*. New York, NY: Penguin Press.
- Riis, J. A. (1971, 1890). *How the other half lives*. New York, NY: Dover Publications.
- Rothblum, E., & Solovay, S. (2009). *The Fat studies reader*. New York, NY: New York University Press.
- Ruggles, P. (1992). Measuring poverty. *Focus*, 14(1), 1-38.
- Scanlan, S. J. (2000). *Globalization and food security in less industrialized societies: At-risk populations and the sociology of hunger* (Doctoral dissertation). Ohio State University.
- Schlosser, E. (2005). *Fast food nation: The dark side of the all-American meal*. New York, NY: Harper Perennial.
- Schuller, M. (2008, May-June). Haiti's food riots: An early warning sign of the world's food crisis. *International Socialist Review*, Issue 59, 3-5.
- Schwartz, J. (2007). From the war on poverty to welfare reform: How the American understanding of the causes of poverty changed. *Economic Affairs*, 27(3), 24-31.
- Selby, J. (2005). The Geopolitics of water in the Middle East: Fantasies and realities. *Third World Quarterly*, 26, 329-349.
- Sen, A. (2000). *Development as freedom*. New York, NY: Anchor; Reprint Edition.
- Sen, A. (1985). A Sociological approach to the measurement of poverty, [a reply to Professor Peter Townsend]. *Oxford Economic Papers*, 37, 669-676.
- Sobal, J. (1993). Teaching the sociology of food, eating and nutrition. *Teaching Sociology*, 21, 50-59.
- Stiglitz, J. E. (2003). *Globalization and its discontents*. New York, NY: W.W. Norton & Company.
- Thompson, B. (1996). *A Hunger so wide and deep: A multiracial view of women's eating problems*. Minneapolis, MN: University of Minnesota Press.
- Uvin, P. (Ed.). (1994). *The Hunger report: 1993*. The World Hunger Program, Brown University. New York: Gordon & Breach.

Vernon, J. (2007). *Hunger: A modern history*. Cambridge, MA: Belknap.

Wallerstein, I. M. (2004). *World-systems analysis: An introduction*. Durham, NC: Duke University Press.

Watson, J. (Ed.), *Golden arches east: McDonald's in East Asia*. Stanford, CA: Stanford University Press.



## **Section A1V: New Courses**

### **A1V.1 General Education**

**Course Number:** KERD 203

**Title:** Keystone in Rhetoric, Discovery and Discourse

**Hours:** 3.0

**Credits:** 3.0

**Prerequisites or Co-requisites:** English 150

Course Description: This course will examine rhetorical structures such as passion, logic, and discovery through readings in science, sociology, mathematics, literature and poetry, philosophy and religion. All readings studied in the course are identified as ‘rhetoric’ because they are regarded as communications from a speaker to an audience about a subject in a situation which compels a response. In this interdisciplinary course, students will develop competencies in detecting the passions and interests of authors and the means by which they connect and develop ideas, with the goal of understanding conceptions of humanity and the world. Students will engage in oral as well as written presentations of arguments based on the texts. This is a special topics course and a variety of specific course titles will be offered.

Rationale: This course is designed to increase student ability to detect and understand the structures of diverse texts, to organize their own interests and thoughts into coherent inquiries, and to express them more eloquently and persuasively. Students more fully engaged in learning will develop a better understanding of how knowledge is created in the various disciplines, as they participate in this process.

This course enacts General Education Reform based on faculty recommendations, aligns York College with many other CUNY senior colleges and with national best practice by providing an interdisciplinary development of the skills by which language and thought are used to reflect on problems, make discoveries, and convey them persuasively to a reader or audience.

SAMPLE SYLLABUS  
YORK COLLEGE  
CITY UNIVERSITY OF NEW YORK

**KEYSTONE KERD 203 – RHETORIC, DISCOVERY AND DISCOURSE**

This course will examine rhetorical structures such as passion, logic, and discovery through readings in science, sociology, mathematics, literature and poetry, philosophy and religion. All readings studied in the course are identified as ‘rhetoric’ because they are regarded as communications from a speaker to an audience about a subject in a situation which compels a response. In this interdisciplinary course, students will develop competencies in detecting the passions and interests of authors and the means by which they connect and develop ideas, with the goal of understanding conceptions of humanity and the world. Students will engage in oral as well as written presentations of arguments based on the texts. This is a special topics course and a variety of specific course titles will be offered.

**Logic and Passion**

This orientation to the works, while not unique, is not arbitrary. It is the perspective of logic and passion that identify speakers, etc., and their relations to each other. Logic and passion help us to develop ideas that we otherwise take for granted, abstractions that we regard as ‘fact’ without awareness of their connection with the ‘given’. A focus on these dimensions of discourse is applicable to literature, behavior and social science, natural science and mathematics, all of which are represented among the readings. Expressions of logic and passion in the arts range from those of single symbols to propositions, connected and inferential discourse, and whole subject matter. Each is regarded as part of the architectonic, or ruling, art of rhetoric.

3 hrs.; 3 cr. Prereq/Coreq: English 150

Dr. H. Ruttenberg  
Office Hours, Fall 2011: Tuesday 2:00-2:50 PM  
History Office: 3D08, 262-2635

Learning Objectives

1. Apply principles of logic, reasoning, and ethics to different kinds of rhetorical arguments
2. Recognize rhetorical concerns (i.e., audience, purpose), forms of persuasion, and rhetorical arguments in various communication sources
3. Evaluate conceptions of humanity and the world in different forms of discourse in the arts and sciences
4. Apply skills of written and oral communication in order to clearly convey information and express ideas
5. Analyze the impact of cultural differences on communication

## Competencies

As a result of taking this course, students will develop competencies in the following areas:

1. Reading
2. Oral Expression
3. Written Communication
4. Critical Thinking

THIS COURSE IS WRITING ENHANCED BUT COULD BE TAUGHT AS A WRITING INTENSIVE COURSE.

## Required Reading

Various readings from the behavioral and social sciences, literature, logic and mathematics, philosophy, religion, and rhetoric will be used.

## Course Requirements

1. Class Discussion  
All students will be required to actively participate in discussion of selected readings.
2. Speech Assignment  
Students will deliver a 5-6 minute speech on one of four general topics. Preparation will include one 50-minute session of instruction and one workshop. Each student will have submitted an outline, but will not write the speech in advance, which will be delivered extemporaneously from notes.

This speech should be prepared in three stages: Instruction, Group Discussion, Speech per se (with brief critique).

Timing:

Instruction = 1 session (Week Eight)

Group Discussion = 1 session (Week Nine)

The speech = 3.5 sessions (Week Eleven)

Speech should be 5-6 minutes (strict); that, plus a one-minute critique of each = 6.5 min/student x 25 students = 162.5 min. = 3.5 class sessions

Total = 5.5 class sessions (Assuming 1 session = 50 minutes; 25 students/section)

Assignment choice:

"The Rhetoric of \_\_\_\_\_ [student chooses a single reading assignment]" An analysis of intent and tactics.

"Why X Fails (or succeeds)"

"X's Arguments"

"The Passion of X"

"Connections"

## Teaching Methods

All *RDD* classes will be taught by the ‘discussion method’. This term includes a variety of procedures. As a *sine qua non*, students will be invited to speak on the topic and will be asked questions about it. Their responses will not simply be accepted, but questioned, not with the aim of bringing them around to a favored view, but so that they can make new connections, discoveries, and learn the implications, possibilities, and limitations of their initial points of view. Although there may be sustained communications from the instructor, discussion will not be a mere adjunct to lecture but itself the means of instruction. All students will be required to participate in discussion, but beyond this, each will be required to initiate discussion, i. e. to make an ‘oral presentation’.

## Course Outline

### Week Topic

- 1-2. Rhetoric: passion, *logos*, and discovery
  - i. Richard McKeon, “Communication, Truth, and Society”
  - ii. C. S. Lewis, “Meditations in a Toolshed”
  - iii. Wilson, Corbett, & Lettieri on logic
  - iv. A selection on mathematical proof
  - v. Gabriel Garcia Marquez, *Chronicle of a Death Foretold*
  - vi. *The Miracle Worker*
  
3. Passion – love of self and others
  - vii. Lovelace, “To Aramantha...”
  - viii. Marvell, “To His Coy Mistress”
  - ix. St. John, Fourth Gospel
  - x. Simone de Beauvoir, “The Woman in Love,” from *The Second Sex*
  - xi. Gabriel Garcia Marquez, *Chronicle of a Death Foretold* [cont’d.]
  
4. Passion – freedom and bondage
  - xii. Malcolm X, “Harlemite”(pp. 79-83), “prison debater” (pp. 187-201), 303-307 “March on Washington” (pp. 303-307), “death threats” (pp. 338-342), “foreboding” (pp. 462-467), from Autobiography
  - xiii. Augustine, Confessions, Books I (20 pp.), VII (¶ 15-27; 15 pp.), & VIII (¶ 11-30; 15 pp.)
  - xiv. Gabriel Garcia Marquez, *Chronicle of a Death Foretold* [cont’d.]
  
5. Logos – dialectic
  - xv. Plato, The Meno
  - xvi. Alfred Tarski, *Introduction to Logic and to the Methodology of Deductive Sciences*
  
6. Logos – induction and objectivity
  - xvii. Shaler, “How Agazzis Taught Shaler”
  - xviii. Isaac Newton, *Philosophiae Naturalis Principia Mathematica*, Part III, Rules of Reasoning

7. *Logos* – method and proof
  - xxi. Descartes, *Discourse on Method*
  - xx. Ernest Nagel, *Gödel's Proof*
  
8. *Logos* – mathematics and communication
  - xxi. Martin Gardiner, “Mathematics and Folkways” (pp. 257-270), “Can Time Stop? The Past Change?” (pp. 59-67), and “The Ultimate Turtle” (pp. 92-102), from *The Night is Large*
  - xxii. Borges, “The Library of Babel” & Borges, “Averroes’ Search”
  
9. Discovery – nature and natural science
  - xxiii. Galileo Galilei, *The Starry Messenger*
  - xxiv. Isaac Newton, General Scholium on space, time, cause; Scholium on God, *Philosophiae Naturalis Principia Mathematica*
  
10. Discovery – religion, biology, and society
  - xxv. Sophocles, *Oedipus Rex*
  - xxvi. Freud, *Civilization and its Discontents*, Parts II (15 pp.) & V (11 pp.)
  
11. Discovery – science of society
  - xxvii. Max Weber, *Essays in Sociology*
  - xxviii. Ovid, “Echo and Narcissus”, in *Metamorphoses*
  - xxix. Marshall McLuhan, “The Medium is the Message” [15 pp.] and “The Gadget Lover: Narcissus as Narcosis” [7 pp.], in *Understanding Media*
  
12. Discovery – society and human rights
  - xxx. Frederick Douglass, “Fourth of July Oration”
  - xxxi. Martin L. King, Jr., “Letter from Birmingham Jail”
  
13. Discovery – the imaginary and the real
  - xxxii. Spinoza, “Of Human Bondage”, *The Ethics*, Part IV, Propositions 1-18
  - xxxiii. Shakespeare, *The Tempest*
  
14. REVIEW

#### Instructor's Bibliography

#### BEHAVIORAL AND SOCIAL SCIENCE

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#### LITERATURE

##### Jorge Luis Borges

- Jorge Luis Borges, *Seven Nights* (lectures and discussion from seven consecutive nights)

##### Richard Lovelace

- Manfred Weidhorn, *Richard Lovelace*. Boston: Twayne, 1970

##### Gabriel Garcia Marquez

- Gene H. Bell-Villada, *Garcia Marquez: The Man and His Work*. Chapel Hill: University of North Carolina Press, 1990
- Gerald Martin, *Gabriel Garcia Marquez: A Life*. London: Bloomsbury, 2008

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- Nicholas Murray, *World Enough and Time: The Life of Andrew Marvell*. London: Little, Brown, 1999
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*Ovid*

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*William Shakespeare*

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- Harold C. Goddard, *The Meaning of Shakespeare (2 volumes)*. Chicago: University of Chicago Press, 1951
- Hallet Smith, *Twentieth Century Interpretations of The Tempest: A collection of Critical Essays*. Prentice Hall, 1969
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*Nathaniel Shaler*

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*Sophocles*

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- Maurice Bowra, *Sophoclean Tragedy*. Oxford: Oxford University Press, 1944
- Francus Fergusson, *The Idea of a Theatre*. Princeton: Princeton University Press, 1949
- Richard Sewall, *The Vision of Tragedy*. New Haven: Yale University Press, 1959
- H.D.F. Kitto, *Greek Tragedy: A Literary Study*. London: Routledge, 1966

LOGIC, MATHEMATICS, INDUCTION

- P. Benacerraf and H. Putnam, eds., *Philosophy of Mathematics*. Englewood Cliffs, NJ: Prentice-Hall, 1964.
- I. M. Bochenski, *A History of Formal Logic*. U of Notre Dame Press, 1961.
- G. Boole, *An Investigation of the Laws of Thought, on Which are Founded the Mathematical Theories of Logic and Probabilities*. NY: Dover Publications, 1951.
- John Dewey, *The Logic of Inquiry*
- Yehuda Elkana, ed., *Selected Writings on the History of Science – William Whewell*. Chicago: U of Chicago Press, 1984.

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- J. S. Mill, *A System of Logic*
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#### *Alfred Tarski*

- Richard G. Heck, Jr., "Tarski, Truth, and Semantics," in *The Philosophical Review*, Vol. 106, No. 4, Oct. 1997, pp. 533-554.

## PHILOSOPHY

### *Augustine*

- Peter Brown, *Augustine of Hippo: A Biography* (New Edition, with an Epilogue). University of California Press, 2000, ISBN-10: 0520227573. [Epilogue should be read first. Brown revised some key theses of this 40-year-old work).
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- Paula Fredriksen, *Augustine and the Jews: A Christian Defense of Jews and Judaism*. Doubleday Religion, 2008. ISBN-10: 0385502702 won considerable acclaim. It recreates the Hellenic atmosphere of Augustine's time.
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### *Plato*

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#### *Baruch de Spinoza*

- Rebecca Goldstein, *Betraying Spinoza, The Renegade Jew Who Gave us Modernity*. Schoken, 2005.
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- R. P. McKeon, *The Philosophy of Spinoza*. Woodbridge, CT: Ox Bow Press, 1987.
- S. Nadler, *Spinoza – A Life*. Cambridge: Cambridge U Press, 1989.
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#### RELIGION

- The Gospel according to St. John
- James Como, *Branches to heaven: The Geniuses of C. S. Lewis*

#### RHETORIC

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- Edward P. J. Corbett, *Elements of Reasoning*. Longman, 2000.
- Frederick Douglass, [any of his three autobiographies]
- James Como, a three-volume, spring bound, customized set of everything anyone needs to know about rhetoric. It has no name as a whole, though parts of it have been published.
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- R. S. Crane, ed., *Critics and Criticism*. Chicago: U of Chicago Press, 1952.
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- Martin Luther King, Jr.
- Malcolm X, "Message to the Grass Roots," "The Ballot of the Bullet" (two very famous speeches)
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#### *Richard McKeon*

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- Z. McKeon, ed., *Freedom and History and Other Essays*. Chicago: U of Chicago Press, 1990. Introduction by H. Rutenberg.
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## SCIENCE

### *Galileo Galilei*

- Galileo Galilei, *The Starry Messenger; Discourses and Mathematical Demonstrations Concerning Two New Sciences; Dialogue Concerning the Two Chief World Systems*
- "Galileo Galilei" in the 1913 *Catholic Encyclopedia*, by John Gerard.
- Charles Singer, *A Short History of Science to the Nineteenth Century*. Clarendon Press, 1941
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- Manfred Weidhorn, *The Person of the Millennium: The Unique Impact of Galileo on World History*, 2005
- Stephen Hawking, *Galileo and the Birth of Modern Science*. American Heritage's Invention & Technology, Spring 2009, Vol. 24, No. 1, p. 36

### *Sir Isaac Newton*

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- James Gleick, *Isaac Newton*. New York: Pantheon Books, 2003



## **AIV.I. General Education**

**Course Number:** KESL 205

**Title:** Keystone in Scientific Inquiry

**Hours:** 2 hrs. lecture; 2 hrs. lab

**Credits:** 3.0

**Prerequisites or Co-requisite:** ENG 150

Course Description: This course will examine areas of current relevance in the sciences using traditional lectures as well as interactive, inquiry-based lab exercises. The class formats are meant to foster discussion and encourage active participation. While the emphasis will be on subject matter, we will also be concerned with developing communication skills as well as fundamental skills necessary for success in the sciences, including reading and analysis of primary literature, writing about science, communicating scientific concepts, data presentation and analysis, and hypothesis construction and testing. The course objectives will be to introduce students to scientific methodologies through experimentation, data collection, analysis and interpretation. This is a Scientific Inquiry special topics course and a variety of special topics may be offered. Topics of courses may include: Energy, Resources and the Environment, Introductory Astronomy: Observations of the Sky, Principles of Inheritance and Human Reproduction, and Chemistry in our Time.

Rationale: The Keystone in Scientific Inquiry is designed to provide an interactive, inquiry-based approach to science that will develop primarily quantitative reasoning, critical thinking and communication skills. Students will be engaged through an interdisciplinary approach to current scientific issues that provide a context for building a relevant, general foundation of content knowledge and fundamental skills.

This course enacts General Education Reform faculty recommendations, aligns York College with many other CUNY senior colleges, and is consistent with national best practice. All Scientific Literacy Keystone courses share the same course description and learning objectives.

## SAMPLE SYLLABUS

### YORK COLLEGE CITY UNIVERSITY OF NEW YORK

#### **KEYSTONE KESL 205 – KEYSTONE IN SCIENTIFIC INQUIRY**

This interdisciplinary course examines areas of current relevance in the sciences using traditional lectures as well as interactive, inquiry-based exercises, and laboratories. The class formats foster discussion and encourage active participation. While the context is science-related subject matter and techniques, the goal is to develop students' competency in oral expression, written communication, quantitative reasoning, critical thinking, and technology use for research. Students will build fundamental skills necessary for success in the sciences, including reading and analyzing primary literature, writing about science, communicating scientific concepts, data presentation and analysis, and hypothesis construction and testing. Topics of sections may include: Energy, Resources and the Environment, Principles of Inheritance and Human Reproduction, and Chemistry in our Time.

#### **Energy, Resources and the Environment**

This course provides a broad overview of the physics of energy including the processes to generate energy, and the various types of energy (e.g., mechanical, electrical, chemical, biological, and nuclear) and their natural sources (e.g., petroleum, gravity, the Sun, organisms). Numerous in-class exercises allow students to convert, transfer and generate energy, and explore the potential of alternatives to fossil fuels. Students also analyze society's energy usage and environmental impact, as well as the cultural, political, economic, and historical importance of energy.

4 hrs.: 2 hrs. lecture; 2 hrs. lab; 3 crs.  
Prereq/Coreq: ENG 150

Instructor Phone: TBA  
Instructor Email: TBA  
Instructor Office Hours: TBA

#### Learning objectives

The course objectives will be to introduce students to scientific methodologies through experimentation, data collection, analysis and interpretation. After completing any of the science keystone courses, we expect that students will be able to:

1. Design and conduct experiments using the scientific method to gather, analyze, represent, and interpret data
2. Access current information from a range of scientific sources and evaluate their merit
3. Communicate scientific concepts orally and in writing
4. Apply scientific principles to evaluate global issues and discuss the ethical implications of possible actions
5. Identify how science impacts thinking about a culture

## Competencies

As a result of taking this course, students will develop competencies in the following areas:

1. Reading
2. Written Communication
3. Quantitative Reasoning
4. Critical Thinking
5. Technology

THIS COURSE IS WRITING ENHANCED BUT COULD BE TAUGHT AS WRITING INTENSIVE.

Text: *Energy in Nature and Society*, Smil, V.

## Grading

In-class exercises	Lowest dropped	50%
Team seminars	Two pair- or trio-led discussions	20%
Test 1	Physical energy, mechanics & electricity	10%
Test 2	Geological & chemical energy, petroleum	10%
Test 3	Biological energy, cells	10%

There is no “curve” and no extra credit.

## Exercises

We will engage in numerous in-class exercises during the term. These will take several forms: formal labs that take the entire meeting time, computer experiments or simulations, question sets for small group discussion, and other hands-on activities so students may discover and analyze the science underlying energy-related processes and issues.

## Seminars

Students will be given the opportunity to team-lead two topical seminars.

## Tests and Final Exam

There will be 3 in-class tests on major course topics. They are open everything (notes, exercises, text, study guide, calculator, dictionary for translating), fill-in-the-blank and short answer. The final exam (Test 3) will be the *same exact format* as the others and will only cover the last topics reviewed. If you must miss a test, please inform me ahead of time to reschedule. I will provide you with a study guide for each test.

## Schedule

Week	Topics
1	Kinetic & potential energy, definitions, units, examples
2	Electrical energy, Faraday's Law
3	Heat, energy transfer, liquid/vapor transitions
4	Nuclear energy, photoelectric effect

5	Fuel energy densities, efficiency, conservation
6	<i>Review &amp; Test 1</i>
7	Geothermal energy
8	Oil, coal, natural gas
9	Natural resources, environmental impact, climate change
10	Combustion, batteries, fuel cells
11	<i>Review &amp; Test 2</i>
12	Cell metabolism, photosynthesis
13	Agriculture
14	Energy and global society
15	<i>Test 3</i>

Rubrics for in-class exercises will be developed.

Rubrics for seminars will be developed.

Instructor's Bibliography:

*Earth: The Sequel*, Krupp, F & Horn, M.

*Energy: A Beginner's Guide*, Smil, V.

*Energy at the Crossroads*, Smil, V.

*Energy in Nature and Society*, Smil, V.

*Energy: Science, Policy, and the Pursuit of Sustainability*, eds. Orr, Bent, Baker

*Environmental Geology*, Montgomery, C.

*Fundamental Physics*, Halladay, D. & Resnick, R.

"Iconic Image Gallery," <http://www.wunderground.com/climate/> and links therein

Chem textbook(s)

Bio textbook(s)



## Section A1V: New Courses

### A1V.1 General Education

**Course Number:** KEWH 205

**Title:** *Keystone in World and U.S. History, Culture & Politics*

**Hours:** 3.0

**Credits:** 3.0

**Prerequisites or Co-requisites:** English 151

Course Description: This course will examine diverse themes and topics in World and United States history that will analyze connections between past and present societies within a global context. As an interdisciplinary course the focus will include power and governance, social structure, culture, ethnic diversity and gender, and major political ideologies. Students will develop competency in reading, written communication, critical thinking and technology with the goal of understanding commonality and interdependence of peoples of the nation and the world. This is a special topics course and a variety of specific course titles will be offered.

Rationale: These proposed new courses are designed to provide a background and context so that students may better understand major social, economic and political issues of today's society, and to prepare students for active U.S. and global citizenship. An interdisciplinary approach will enable students to recognize the connections that exist between various fields of knowledge. These courses hope to cultivate a spirit of inquiry among students by developing their appreciation of the arts and sciences. Students more fully engaged in learning will develop a better understanding of how knowledge is created in the various disciplines, as they participate in this process. Focusing on common themes and learning objectives will help to develop a learning cohort among students. Thus in many ways, these courses will provide a transformative educational experience for students.

This course enacts General Education Reform faculty recommendations, aligns York College with many other CUNY senior colleges, and is consistent with national best practice.

## SAMPLE SYLLABUS

YORK COLLEGE  
CITY UNIVERSITY OF NEW YORK

### **KEYSTONE KEWH 205 – WORLD AND UNITED STATES HISTORY, CULTURE & POLITICS**

This course will examine diverse themes and topics in World and United States history that will analyze connections between past and present societies within a global context. As an interdisciplinary course the focus will include power and governance, social structure, ethnic diversity and gender, and major political and economic ideologies. Students will develop competency in reading, written communication, critical thinking and technology with the goal of understanding commonality and interdependence of peoples of the nation and the world. This is a special topics course and a variety of specific course titles will be offered.

#### **From Subjects to Citizens: Governance and the World's People**

This course will discuss the meaning and definition of citizenship and its role as an organizing concept in diverse societies, past and present. Students will analyze the economic, cultural and political factors that have contributed, and continue to contribute to either the limitation or expansion of citizenship. The course will examine the transition from kingdoms and empires (as the major organizing/governing concept) to representative democracy in diverse human communities and across historical periods. Topics will include definitions of citizenship in classical Athens, absolutism in European monarchies; empires across the Americas, Africa, and Asia; religion as a source of power; the Enlightenment and the push for popular representation in Europe and Asia; issues of leadership succession; revolutions in the Americas and Europe; Western and African democratic societies; dissent, elections, and transparency. This course will also consider citizenship controversies in today's world, including, but not limited to the United States. Issues for study will include birthright citizenship, dual nationality, naturalization policies, rights and obligations of citizens and non-citizens, and the impact of race, sex, and age on access to citizenship.

3 hrs.; 3 cr. Prereq/Coreq: English 151

Dr. L. Fishman

Office Hours, Fall 2011: Tuesday 2:00-2:50 PM  
Wednesday 3:30-4:30 PM  
Thursday 2:00-2:50 and 4:00-4:50 PM

Office: 3D08-A, 262-2645

History Office: 3D08, 262-2635

E-mail: [fishman@york.cuny.edu](mailto:fishman@york.cuny.edu)

This course will appear on your transcript as “KEYSTONE WHC 230 WI.” All students who entered York College in Fall 2001 or later must take three writing intensive courses in order to fulfill graduation requirement. Two Writing Intensive courses are at the 100 and/or 200 level, and

another Writing Intensive course must be at the upper level (300 or 400) in the student's major discipline. (Transfer students who have fulfilled the General Education Requirement only need to take one upper level Writing Intensive course in their major discipline.) History 205 has been designed to meet the standards of a Writing Intensive course. Increased attention to the process of writing will enable students to develop important skills of written communication and critical thinking, and will also contribute to better understanding and retention of the subject matter of this course.

### THIS IS A WRITING INTENSIVE COURSE.

#### Learning Objectives

1. Analyze similarities and differences between diverse world societies, cultures and political structures.
2. Relate the effects of geography, economics, politics, and religion on the history of a culture
3. Apply skills of written and oral communication in order to clearly convey information and express ideas.
4. Develop spatial and quantitative literacy through analysis of maps, data, tables and graphs.
5. Describe the diverse cultural groups that make up our region of the world.

#### Competencies

As a result of taking this course, students will develop competencies in the following areas:

1. Reading
2. Written Communication
3. Critical Thinking
4. Technology

#### Required Reading

Alexander Aleinikoff, *Semblances of Sovereignty: The Constitution, the State, and American Citizenship*. 2002.

Mary Dudziak, *Exporting American Dreams: Thurgood Marshall's African Journey* (chapters 5 and 6).

Cynthia Fleming, *Soon We Will Not Cry: The Liberation of Ruby Doris Smith Robinson*

Evelyn Nakano Glenn. *Unequal Freedom: How Race and Gender Shaped American Citizenship and Labor*. Harvard University Press, 2004.

Gershon Shafir, *Citizenship Debates: A Reader*. University of Minnesota Press, 1998.

Niklaus Steiner. *International Migration and Citizenship Today*. Routledge, 2009.

Takaki, Ronald, ed. *From Different Shores: Perspectives on Race and Ethnicity in America* (chapters 1 and 2). New York: Oxford University Press, 1994.

Additional photocopied material and websites at the discretion of the instructor.

#### Course Requirements

The instructor reserves the right to modify course requirements based on specific classroom needs with the understanding that the course conforms to the overall guidelines of the Keystone.

College policy requires that the grade of "Absent" or "Incomplete" can only be given if there is written documentation of emergency situations. Students must confer with the instructor to arrange a specific date by which the assignments and/or exams will be completed, which must be at least one week in advance of the deadline set by the Office of the Registrar.

Short Essay Assignments throughout the semester	25%
Midterm Exam or Project	20%
Term Project	20%
Final Exam	25%
Cultural activity, such as film, theater or museum visit and written report	10%
Class participation and attendance will contribute to your final grade	

### Course Outline

The instructor reserves the right to modify course content based on specific classroom needs with the understanding that the course conforms to the overall guidelines of the Keystone.

- |   |                      |
|---|----------------------|
| <b>I. Introduction</b>                                    | <b>Week 1</b>        |
| Who is a citizen?   |                      |
| How is citizenship defined?                               |                      |
| Who defines citizenship?                                  |                      |
| Gradations of citizenship                                 |                      |
| <b>II. Conflicting traditions in the West</b>             | <b>Week 2</b>        |
| Citizenship in classical Athens                           |                      |
| Absolutism in European monarchies                         |                      |
| <b>III. Empires across the Americas, Africa, and Asia</b> | <b>Week 3</b>        |
| <b>IV. The Enlightenment and the growth of democracy</b>  | <b>Weeks 4 and 5</b> |
| From subjects to citizens                                 |                      |
| Popular representation                                    |                      |
| Revolutions in the Americas and Europe                    |                      |
| <b>V. Expanding definitions of citizenship</b>            | <b>Weeks 6- 8</b>    |
| From slaves to citizens                                   |                      |
| Struggle for female suffrage: gender and nationhood       |                      |
| Twentieth-century U.S. civil rights movement              |                      |
| <b>VI. Restrictions on Citizenship</b>                    | <b>Week 9</b>        |
| Indigenous Americans and the Dawes Act                    |                      |
| Jews and the Nuremberg Laws in Nazi Germany               |                      |
| Disabilities and civil rights                             |                      |
| <b>VII. Principles of national self-determination</b>     | <b>Weeks 10-11</b>   |
| Decolonization and issues of race                         |                      |
| Democratic societies in Africa                            |                      |
| <b>VII. Citizenship controversies in today's world</b>    | <b>Weeks 12-14</b>   |
| Birthright citizenship                                    |                      |
| Dual nationality  |                      |
| Naturalization policies                                   |                      |
| Rights and obligations of citizens and non-citizens       |                      |
| Impact of race, sex and age on access to citizenship      |                      |

### Instructor's Bibliography

- Aleinihoff, Alexander, and Douglas Klusmeyer, et al. *From Migrants to Citizens: Membership in a Changing World*. 2000.
- Anderson, Carol. *Eyes Off the Prize: The United Nations and the African American Struggle for Human Rights, 1944-1955*.
- Berkin, Carol. *A Brilliant Solution: Inventing the American Constitution*. 2005.
- Brubaker, Roger. *Citizenship and Nationhood in France and Germany*. Cambridge MA: Harvard University Press, 1998.
- Carey, Allison C. *Intellectual Disability and Civil Rights in Twentieth-Century America*. Philadelphia: Temple University Press, 2009.
- Correa, Michael Jones. *Between Two Nations: The Political Predicament of Latinos in New York*. Ithaca: Cornell University Press, 1998.
- Countryman, Edward. *The American Revolution*. 2002.
- Diamond, Larry J. and Marc F. Planter. *Democratization in Africa*. Baltimore: Johns University Press,
- Dudziak, Mary. *Cold War Civil Rights: Race and the Image of American Democracy*. 2000.
- Isaac, Benjamin. *The Creation of Racism in Classical Antiquity*. 2004.
- Katz, Michael. *The Price of Citizenship: Redefining the American Welfare State*. 2001
- Kerber, Linda. *No Constitutional Right to Be Ladies: Women and the Obligations of Citizenship*. Hill and Wang, 1999.
- Maddox, Lucy. *Citizen Indians: Native American Intellectuals, Race, and Reform*. 2005.
- Motomura, Hiroshi. *Americans in Waiting: the Lost Story of Immigration and Citizenship in the United States*. New York: Oxford University Press, 2007.
- Ngai, Mae. *Impossible Subjects: Illegal Aliens and the Making of Modern America*. 2004.
- Palmer, Robert. *The Age of the Democratic Revolution*
- Pomeroy, Sarah. *Goddesses, Whores, Wives and Slaves: Women in Classical Antiquity*. 1995 .
- Sadiq, Kamal. *Paper Citizens: How Illegal Immigrants Acquire Citizenship in Developing Countries*. New York: Oxford University Press, 2008.
- Sanchez, George. *Becoming Mexican American: Ethnicity, Culture, and Identity in Chicano Los Angeles, 1900-1945*. 1995.
- Schama, Simon. *Citizens: A Chronicle of the French Revolution*. 1989.
- Sherwin-White, A.N. *Roman Citizenship*. 1980.
- Swain, Carol M., ed. *Debating Immigration*. Cambridge: Cambridge University Press, 2007.



Section AV: Changes in Existing Courses

AV.1.1. WRIT 303 Research and Writing for Professional Programs

<b>FROM:</b>		<b>To:</b>	
<b>Title</b>	Research and Writing for the Professional Programs	<b>Title</b>	Academic Research and Writing
<b>Description</b>	3crs. 4hrs. Research, reading, and writing for upper-division courses; <del>drafting, revising, editing, and formatting documents. Readings are drawn primarily from areas pertinent to professional concerns. Assignments will encourage students to explore the research resources, patterns of discourse, and conventions of their own major disciplines.</del> 2 hours lecture, 2 hours laboratory. Course sections may be offered as hybrid online courses.	<b>Description</b>	3crs. 4hrs. Research, reading, and writing for upper-division courses. <u>Students explore the research resources, patterns of discourse, and conventions of their major disciplines. Readings are organized around an interdisciplinary theme. Assignments include writing synthesis papers; drafting, revising, editing, and formatting a formal research paper; and presenting research findings orally.</u> 2 hours lecture, 2 hours laboratory. Course sections may be offered as hybrid online courses <u>or as fully asynchronous online courses.</u>
<b>Prerequisites</b>	Junior status and completion of ENG 125; AC-101	<b>Prerequisites</b>	Junior status and completion of <u>ENG 151 (or ENG 125 during transition to new general education curriculum)</u>

**Rationale:**

Currently at York, advanced research, writing, and critical thinking skills are taught through three separate courses, Writing 301, Research and Writing for the Major (humanities focus); Writing 302, Research and Writing for Science and Technology (math and science focus); and Writing 303, Research and Writing for the Professional Programs (professional focus). Consolidating the three courses into one Writing 303 course aligns with the interdisciplinary focus of the proposed General Education Reform. Students will continue to develop a research report that meets the disciplinary standards of their own disciplines; however, in the new course, the research assignment will be linked to an interdisciplinary theme chosen by the instructor and supported by course readings (e.g., Science, Medicine, and Society, The Environment, Food and Nutrition).

The change from three separate courses to one course will also resolve scheduling difficulties. Although the current three-course structure was intended to help students specialize in skills related to their majors, the reality is that students often find it impractical to take the course most closely related to their majors because of scheduling conflicts.

To conform to the new general education requirements, ENG 151 will replace ENG 125 as a pre-requisite. AC-101 will no longer be a pre-requisite for the course for two reasons: (1) AC-101 will no longer be a general education requirement; and (2) upper-division students already possess the basic computer application skills needed for the course.

**Section AVI: Courses Withdrawn**

WRIT 301      Research and Writing for the Major  
WRIT 302      Research and Writing for the Sciences, Mathematics, and Technology

## WRIT 303 Academic Research and Writing

**Semester**  
**Section Code**  
**Time/Room**

### ***Contact Information***

Instructor:  
E-mail:  
Mailbox:  
Office:  
Office Phone:  
Website: Blackboard (access through CUNY portal)

### ***Course Description and Prerequisites***

*Writing 303 Academic Research and Writing. 4 hrs, 3 cr.* Research, reading, and writing for upper-division courses. Students explore the research resources, patterns of discourse, and conventions of their major disciplines. Readings are organized around an interdisciplinary theme. Assignments include writing synthesis papers; drafting, revising, editing, and formatting a formal research paper; and presenting research findings orally. 2 hours lecture, 2 hours laboratory. Course sections may be offered as hybrid online courses or as fully asynchronous online courses.

### ***Theme of This Section***

Science, Medicine, and Society

### ***Learning Objectives***

Students will be able to:

- identify, define, and develop a focused research topic
- conduct library, academic database, and Internet research and evaluate sources
- demonstrate the ability to summarize, paraphrase, and quote, as appropriate
- synthesize material from multiple sources
- document using APA or MLA format, both in-text and in a References or Works Cited list
- demonstrate an ability to revise written work through drafting and staged assignments leading to a full research report

### ***Required Texts***

- Graff, Gerald, and Cathy Birkenstein. *They Say I Say: The Moves That Matter in Academic Writing*, 2<sup>nd</sup> ed. New York: WW. Norton, 2009.
- Hacker, Diana. *The Bedford Handbook*. 8<sup>th</sup> ed. Boston: Bedford St. Martin's, 2009.
- Additional readings on Blackboard

### ***Course Requirements and Grade Percentages***

- Regular Attendance, Participation, In-class writing 10%
- Objective Synthesis Paper, 15%
- Multiple Source Paper (Focused Synthesis Paper), 15%
- Research Paper, with abstract (where appropriate) and list of references/works cited, 50% total including:
  - Research Proposal, 5%
  - Annotated Bibliography, 5%
  - Other research steps and drafts 5%
  - Final Version 35%
- Final Exam 10%

### ***Attendance Policy***

Attending class is vital. If you are more than fifteen (15) minutes late, it will count as one (1) absence. Three (3) unexcused absences will result in the lowering of the final grade by one full grade. Inform me by phone or email if you need to be excused because of illness or emergency. Four (4) or more absences automatically result in an F for the course. If you are absent from class four (4) times, regardless of the reason(s), you have missed so much it is not possible to pass the course.

### ***Classroom Courtesy***

You should arrive on time and stay in the room throughout the entire class period, except for emergencies. All cell phones must be turned off.

### ***Academic Integrity***

Since using sources correctly and responsibly is central to the course, using even a short passage from another writer without attribution is a serious violation of the trust that members of an academic community have a right to expect: that their words and their contributions will be acknowledged and protected. Do your own thinking and your own writing, and be explicit about your debts to others: let the reader know when you are building on someone else's work. Deliberate plagiarism on any assignment, major or minor, may result in a grade of F for this course. Extensive materials about proper and improper uses of sources may be found on the Blackboard site. York's Academic Integrity Policy can be found on the York College website.

## **SCHEDULE OF CLASS ACTIVITIES, READING ASSIGNMENTS, & WRITING ASSIGNMENTS**

<b>Date</b>	<b>Class Activities</b>	<b>Readings</b> <i>G="Gravity" folder, Blackboard "Course Documents</i> <i>DNA="Noncoding DNA" folder, Blackboard, Course Documents</i> <i>EOL="End of Life Issues" folder, Blackboard, Course Documents</i> <i>TSIS=They Say, I Say</i>	<b>Writing Due</b>
<i>Th 8/26</i>	Introduction to Course Writing from Sources		<i>In class: Literacy Narrative</i>
<i>T 8/31</i>	Orientation to course (cont.) Writing from Sources	G1: Dennis Overbye, "A Scientist Takes on Gravity" TSIS, Ch. 11 "I Take Your Point": Entering Class Discussions	<i>Writing from Sources exercise</i>
<i>Th 9/2</i>	Computer lab: Introduction to Library Resources Using Databases to construct possible research topics		<i>Writing Sample #1</i>
<i>T 9/7</i>	General audiences and specialized academic audiences Active Reading -- Annotation exercise	G2: Erik Verlinde, "On the Origin of Gravity and the Laws of Newton" + blog comments TSIS, Preface/ Introduction	<i>Annotation exercise</i>

<b>Date</b>	<b>Class Activities</b>	<b>Readings</b> G="Gravity" folder, Blackboard "Course Documents" DNA="Noncoding DNA" folder, Blackboard, Course Documents EOL="End of Life Issues" folder, Blackboard, Course Documents TSIS=They Say, I Say	<b>Writing Due</b>
Th 9/9	NO CLASS		
T 9/14	FRIDAY SCHEDULE-- No class		
Th 9/16	Computer lab: Using keywords - Search strategies Research topic generation & evaluation		
T 9/21	Objective Synthesis Assignment Paraphrasing exercise Active Reading (cont.)	DNA 1 :Carl Zimmer, "Now: The Rest of the Genome" TSIS Ch 1 "They Say": Starting with What Others Are Saying	<i>In class: Paraphrasing</i>
Th 9/23	Share topic ideas in groups Theme table workshop Brainstorming topics	DNA 2: "Junk" DNA Has Important Role" ; DNA 3: Ewan Callaway, "Junk' DNA Gets Credit for Making Us Who We Are" TSIS, Ch. 2 "Her Point Is": The Art of Summarizing	<i>Research Step #1: Topic Ideas</i> <i>In class: Brainstorming</i>
T 9/28	Research Memo Body paragraphs-Unity Writing the Objective Synthesis workshop	DNA4: Gina Kolata, "Reanimated 'Junk DNA' found to cause disease" TSIS Ch. 3 "As He Himself Puts It": The Art of Quoting	
Th 9/30	Annotated Bibliographies Workshop on Objective synthesis draft	EOL1: David Rieff, "Illness as More Than Metaphor" TSIS, Ch. 12 "What's Motivating this Writer": Reading for the Conversation	<b>OBJECTIVE SYNTHESIS, Complete Draft</b>
T 10/5	Research Proposal Focused Synthesis Body Paragraphs--coherence & transitions workshop	EOL2: James Ridgeway, "Meet the Real Death Panels Should geezers like me give up life-prolonging treatments to cut health care costs?"	<b>OBJECTIVE SYNTHESIS, Revised Draft</b>
Th 10/7	Research Memo	EOL3: "Obamacare to be 1 big 'death panel': Just as in U.K., government system will lead to early demise of seniors" EOL 4:Ian Yarett, "Beyond 'Death Panels'". TSIS, Ch.4"Yes/No/Okay, But": Three Ways to Respond	<i>Research Step #3: Research Memo</i>
T 10/12	Computer Lab: Annotated Bibliography		Bring preliminary list of possible sources

<b>Date</b>	<b>Class Activities</b>	<b>Readings</b> G="Gravity" folder, Blackboard "Course Documents" DNA="Noncoding DNA" folder, Blackboard, Course Documents EOL="End of Life Issues" folder, Blackboard, Course Documents TSIS=They Say, I Say	<b>Writing Due</b>
Th 10/14		Workshop on annotated bibliography	Research Step #4: Annotated Bibliography--Draft
T 10/19	Focused Synthesis Body Paragraphs-- coherence & transitions workshop	EOL5: Atul Gawande, "Letting Go: What should medicine do when it can't save your life?"	Research Step #4: ANNOTATED BIBLIOGRAPHY
Th 10/21	Moving from Research Memo to Research Proposal	EOL6 Donald G. McNeil Jr. "Palliative Care Extends Life, Study Finds" EOL7: Denise Mann, "Cancer Patients Live Longer With Palliative Care" TSIS, Ch. 5 "And Yet": Distinguishing What You Say from What They Say	
T 10/26	Computer lab: Workshop on Research Proposal		Research Step #5: Research Proposal--Draft
Th 10/28	Taking notes / Outlining	EOL8: Amy S. Kelley and Diane E. Meier, "Palliative Care — A Shifting Paradigm" TSIS, Ch. 6 "Skeptics May Object": Planting a Naysayer in Your Text	Research Step #5: Research Proposal--Revised
T 11/2		EOL9: Jennifer S. Temel et. al. "Early Palliative Care for Patients with Metastatic Non–Small-Cell Lung Cancer" TSIS, Ch. 7 "So What? Who Cares?": Saying Why It Matters	
Th 11/4	Focused synthesis assignment Writing in the Sciences	TSIS, Ch. 13, The Data Suggest": Writing in the Sciences	
T 11/9	Computer lab: Workshop on Focused Synthesis draft		FOCUSED SYNTHESIS PAPER, Draft
Th 11/11	Abstract Writing Introducing and Concluding the Research Paper	Example of student paper from <i>The York Scholar</i> TSIS Ch. 8 "As a Result": Connecting the Parts	FOCUSED SYNTHESIS PAPER, Revised
T 11/16	Workshop on abstract draft The Research Paper: Language and Tone	Example of student paper from <i>The York Scholar</i> TSIS Ch. 9 "Ain't So/ Is Not": Academic Writing Doesn't...	Abstract draft

<b>Date</b>	<b>Class Activities</b>	<b>Readings</b> G="Gravity" folder, Blackboard "Course Documents" DNA="Noncoding DNA" folder, Blackboard, Course Documents EOL="End of Life Issues" folder, Blackboard, Course Documents TSIS=They Say, I Say	<b>Writing Due</b>
Th 11/18	The Research Paper: Organization and Format	Example of student paper from <i>The York Scholar</i> TSIS, Ch. 10 "But Don't Get Me Wrong": The Art of Metacommentary	
T 11/23	In-class workshop Present research papers in groups		<i>Draft 1 of Research Paper</i>
Th 11/23	Thanksgiving break: no class		
T 11/30	Conferences		
Th 12/2	Computer lab: workshop on Research Paper		
T 12/7	Conferences		<i>Draft 2 of Research Paper</i>
Th 12/9	Survey and debriefing		<b>FINAL RESEARCH PAPER</b>
Final Exam TBA			<b>FINAL EXAM</b>

### Sample Bibliography: Student Readings

- Callaway, Ewen. "Junk' DNA Gets Credit for Making Us Who We Are." *New Scientist* March 2010. Web.
- Gawande, Atul. "Letting Go: What should medicine do when it can't save your life?" *The New Yorker* August 10, 2010. Web.
- Graff, Gerald, and Cathy Birkenstein, *They Say I Say: The Moves That Matter in Academic Writing*, 2<sup>nd</sup> ed. New York: WW. Norton, 2009. Print.
- Hacker, Diana. *The Bedford Handbook*. 8<sup>th</sup> ed. Boston: Bedford St. Martin's, 2009. Print.
- Overbye, Dennis. "A Scientist Takes on Gravity." *The New York Times*. July 12, 2010. Web.
- Kelley, Amy S. and Diane E. Meier. "Palliative Care — A Shifting Paradigm." Editorial. *New England Journal of Medicine*. August 19, 2010. Web.
- Kolata, Gina. "Reanimated "Junk DNA" found to cause disease." *The New York Times* August 19, 2010. Web.
- Mann, Denise. "Cancer Patients Live Longer With Palliative Care: Study Also Shows Palliative Care Improves Quality of Life for Advanced Lung Cancer Patients." *WebMD Health News* Reviewed by Laura J. Martin, MD . Web.
- McNeil, Donald G., Jr.. "Palliative Care Extends Life, Study Finds." *The New York Times*. August 18, 2010. Web.
- Poe, Richard. "Obamacare to be 1 big 'death panel' Just as in U.K., government system will lead to early demise of seniors." *WorldNetDaily*. WorldNetDaily.com Posted: August 20, 2009. Web.
- Princeton University. 'Junk' DNA Has Important Role, Researchers Find. *ScienceDaily*, May 21, 2009. Web.
- Ridgeway, James. "Meet the Real Death Panels: Should geezers like me give up life-prolonging treatments to cut health care costs?" *Mother Jones*. July/August 2010. Web.
- Rieff, David. "Illness as More Than Metaphor." *The New York Times*. December 4, 2005. Web.
- Temel, Jennifer S. et. al. "Early Palliative Care for Patients with Metastatic Non-Small-Cell Lung Cancer." *The New England Journal of Medicine*. August 19, 2010. Web.
- Verlinde, Erik. "On the Origin of Gravity and the Laws of Newton." arxiv.org/0785v1 [hep-th] 6 Jan 2010.
- Yarett, Ian. "Beyond 'Death Panels.': The Right Way To Die." *Newsweek*. August 19, 2009. Web.
- Zimmer, Carl. "Now: The Rest of the Genome." *The New York Times*. November 11, 2008 .

### Sample Bibliography: Design of Course

- Chapman, David W. "WAC and the First-Year Writing Course: Selling Ourselves Short." *Language and Learning Across the Disciplines* 2.3(1998): 54-60. <http://wac.colostate.edu/llad/v2n3/chapman.pdf>
- Linton, Patricia, Robert Madigan, and Susan Johnson. "Introducing Students to Disciplinary Genres: The Role of the General Composition Course." *Language and Learning Across the Disciplines*: 1.2 (1994). <http://wac.colostate.edu/llad/v1n2/linton.pdf>
- MacDonald, Susan Peck. *Professional Academic Writing in the Humanities and Social Sciences*. Carbondale: Southern Illinois UP, 1994..

- Monroe, Jonathan. "Writing and the Disciplines." *Peer Review*. Fall 2003:4.  
[www.aacu-edu.org/peerreview/pr-fa03/PRFall03Feature1.pdf](http://www.aacu-edu.org/peerreview/pr-fa03/PRFall03Feature1.pdf)
- Sidler, Michelle. "Claiming Research: Students as 'Citizen-Experts' in WAC-Oriented Composition." *The WAC Journal* 16(2005): 49-60.  
<http://wac.colostate.edu/journal/vol16/sidler.pdf>
- Sutton, Brian. "Writing in the Disciplines, First-Year Composition, and the Research Paper." *Language and Learning Across the Disciplines*. 2.1(1997): 46-57.  
<http://wac.colostate.edu/llad/vv2n1/sutton.pdf>
- Swales, John M. *Genre Analysis: English in Academic and Research Settings*. New York: Cambridge UP, 1990.



## **Section A1V: New Courses**

### **A1V.1 General Education**

**Course Number:** upper division course in the major

**Title:** Capstone Experience

**Hours:** 3.0 - 4.0 hours

**Credits:** 3.0 – 4.0 credits

**Prerequisites or Co-requisite:** WRIT 303; completion of 90 credits; additional requirements to be specified by the major

#### Course Description:

The capstone experience requires students to analyze and synthesize different areas of knowledge and experiences, draw connections across domains of knowledge, and serve as a link between academic learning and practical experience. Students will develop competencies in oral expression and written communication, critical thinking, and technology. Students will integrate their accumulated knowledge and technical and social skills in order to identify issues encountered by professionals in their chosen discipline and to communicate the results of their efforts. Capstone experiences could include a research project, internship, community service, practicum, meta study, bench research, design project, thesis, or performance. The Capstone Experience is not intended to add any more courses or credits to a student's program; rather, it is meant to be a course in the upper division, already in the major, that is given capstone designation. It is envisioned that many disciplines and programs will designate their writing intensive course as the capstone as well.

#### Rationale:

A capstone experience will serve as a link between academic learning and practical experience, requiring students to integrate knowledge and skills and draw connections across domains of knowledge. The capstone experience course will prepare graduates for professional or advanced academic level work. All majors will be required to implement a capstone experience. The capstone experience will vary from discipline to discipline, and capstone courses will be conceived, designed, and assessed within academic departments. Currently, all graduates are required to take a Writing Intensive course in the major. The capstone experience course will supplement the development of writing skills with development of the highest levels of the competencies in oral expression, written communication, critical thinking, and technology. This course will be instrumental in assessing whether graduates are able to integrate and apply concepts, theories, and techniques of the discipline to a significant subject, problem, or activity encountered by professionals in the discipline. To assess knowledge and skills in the capstone experience, students might be asked to complete a research project, internship, community service, practicum, meta study, bench research, design project, thesis, or performance.

## SAMPLE SYLLABUS

YORK COLLEGE  
CITY UNIVERSITY OF NEW YORK

### **CAPSTONE EXPERIENCE**

The capstone experience requires students to analyze and synthesize different areas of knowledge and experiences, draw connections across domains of knowledge, and serve as a link between academic learning and practical experience. Students will develop competencies in oral expression and written communication, critical thinking, and technology. Students will integrate their accumulated knowledge and technical and social skills in order to identify and solve a problem relevant to issues encountered by professionals in their chosen discipline, and to communicate the results of their efforts to their peers. Capstone experiences, to be implemented within each major, could include a research project, internship, community service, practicum, meta study, bench research, design project, thesis, or performance.

3 hours; 3 credits

pre-reqs/co-reqs: WRIT 303; completion of 90 credits; additional requirements to be specified by the major

#### Common Expectations for Capstone Experiences:

1. Each capstone must be at the senior level and synthesize the knowledge, approaches, and results from the major discipline with the foundation established in the general education program.
2. Capstone courses will be conceived, designed, and assessed within academic departments. The capstone experience will vary from discipline to discipline.
3. The capstone experience will provide evidence of student achievement at the highest levels of the competencies of oral expression, written communication, critical thinking, and technology.
4. Different assessment methods will be utilized depending on the type of capstone.

#### General Criteria:

The following criteria will be used to evaluate the development of capstone experience courses:

1. Course content that is appropriate for majors within the department;
2. Emphasis on application and student personal growth;
3. Promotion of career transition, including experiences that would enhance students' movement from student to professional life; and
4. Opportunities to make learning visible (via presentation, portfolio, or virtual display)

#### Model:

1. Each major will create a new upper-division course or designate an existing upper-division course within the major to satisfy this new graduation requirement, and will decide whether or not the capstone experience course will also satisfy the Writing Intensive Course in the Major requirement.

2. Each department will decide how to implement the capstone experience for their major(s), determining whether the capstone experience involves a research project, internship, community service, practicum, meta study, bench research, design project, thesis, or performance.
3. The role of the general education administration will be to encourage and support the development of those courses and to assure that those courses meet the objectives described

Learning Objectives:

1. Apply concepts, theories, and techniques of the discipline to a significant subject, problem, or activity encountered by professionals in the discipline
2. Demonstrate the attainment of discipline-specific levels of knowledge and skills
3. Demonstrate accumulated knowledge and technical and social skills appropriate to entering a profession related to the discipline
4. Demonstrate effective oral expression and written communication skills

Course Example  
**RESEARCH IN PSYCHOLOGY (PSY 330)**

Course Description:

An introduction to the theoretical and methodological foundations of research in psychology. As part of this inquiry, students will explore the professional literature of the discipline by learning to access, read, summarize, and interpret published psychological research. Through course projects, students will gain familiarity with APA style and data-base resources such as PsychInfo.

This course is designed to help you gain skills in comprehending and evaluating psychological studies and the research designs they use. You will learn how to formulate research ideas, ask empirical questions, recognize research designs, identify statistical tools, interpret findings, and consider ethical issues. You will draft and revise a paper describing a study that could be conducted. This is a writing intensive course.

3 hours; 3 credits

pre-reqs/co-reqs: WRIT 303; senior standing; additional requirements to be specified by the major

Instructor: Prof. Debra Swoboda

Office: 4D06

Office Hours: Mondays and Wednesdays 2-3

Email: dswoboda@york.cuny.edu

Telephone: 262-2686

Meeting Time/Day(s): Wednesdays 3:00-5:50

Location: AC 3H14

Learning Objectives:

1. Apply concepts, theories, and techniques of the discipline to a significant subject, problem, or activity encountered by professionals in the discipline
2. Demonstrate the attainment of discipline-specific levels of knowledge and skills
3. Demonstrate accumulated knowledge and technical and social skills appropriate to entering a profession related to the discipline
4. Demonstrate effective oral expression and written communication skills

Required Textbook(s) and Materials:

Goodwin, J.C. (2008). *Research in psychology* (6th Ed). New York: Wiley.

This book explains research design methodology and scientific thinking. It provides comprehensive information on research idea generation, selection of research design, ethical considerations, and statistical methods.

American Psychological Association (2010). *Publication manual of the APA* (6th Ed.). APA: Washington, DC. This is the official manual for use of APA style.

Articles on the course Blackboard site:

Antonio, A., et al (2004). Effects of racial diversity on complex thinking in college students. *Psychological Science*, 15, 507-510.

Federico, C. (2005). Racial perceptions and evaluative responses to welfare: Does education attenuate race-of-target effects? *Political Psychology*, 26, 683-697.

Houde, L., Dumas, C., & Leroux, T. (2003). Animal ethical evaluation: An observational study of Canadian IACUCs. *Ethics & Behavior*, 13, 333-350.

### Class Format:

The format of the class will include lecture, group discussion of application problems, and peer review of written work. You are expected to read the assigned textbook material before coming to class, and to access copies of articles placed on Blackboard in order to complete assignments in a timely manner. You are expected to arrive to class on time in order to complete activities and assignments that will occur at the beginning of the class period. If you miss a lecture, you are responsible for obtaining lecture notes from one of your classmates, and to find out if there are any changes in assignments or deadlines. If you do not have a York email address, please obtain one for use in all electronic correspondence with me and to ensure receipt of messages I may send to students in the course via Blackboard.

### Course Outline:

<b>WEEK</b>	<b>TOPICS</b>	<b>READINGS/ ASSIGNMENTS</b>
Feb 3	Introduction to Course	
Feb 10	Conducting Scientific Research	
Feb 17	Developing Ideas/Identifying Resources	READ: Goodwin chpts. 1 & 3
Feb 24	Writing Literature Reviews Conducting a Literature Search	<b>DUE: <i>Research Proposal Hypothesis</i></b> READ: Goodwin Appendix A
Mar 3	Measurement, Sampling & Data Analysis Communicating Research Findings	<b>DUE: <i>Summaries of 4 Journal Articles</i></b> READ: Goodwin chpt. 4 & Appendix A
Mar 10	Experimental Research Design	READ: Goodwin chpts. 5 & 6
Mar 17	Experimental Research Design	READ: Goodwin chpt. 7 & 8 & Appendix C & D <b>DUE: <i>Research Proposal Paper 1st Draft</i></b>
Mar 24	<b>EXAM # 1</b>	
Mar 31	NO CLASS: Spring Recess	
Apr 7	Correlational Research Design	READ: Goodwin chpt. 9 <b>DUE: <i>Antonio et al Review</i></b>
Apr 14	Correlational Research Design, cont. Descriptive Research Design	<b>DUE: <i>Federico Review</i></b>
Apr 21	Descriptive Research Design	READ: Goodwin chpt. 12 & Appendix B <b>DUE: <i>Research Proposal Paper 2nd Draft</i></b>
Apr 28	<b>EXAM # 2</b>	
May 5	Ethics	READ: Goodwin chpts. 2 & 11 & Appendix B <b>DUE: <i>Houde, Dumas &amp; Leroux Review</i></b>
May 12	Small N & Applied Research Design	READ: Goodwin chpts. 10 & 11 <b>DUE: <i>Final Research Proposal Paper</i></b>
May 19	<b>EXAM # 3 (4-6pm)</b>	

### Exams:

There will be three examinations. Exams will consist of application problems similar to those discussed in class and multiple-choice questions. The final exam is not cumulative in nature. Exams are designed to assess your application of course concepts and writing skills. There will be in-class reviews for all exams.

### Research Proposal:

The Research Proposal paper is not a standard research or term paper. Completing the paper will require reviewing the findings of a set of psychological studies related to a particular hypothesis, describing a research plan for further study of the topic, and explaining expected (imagined) findings. You will *not* be conducting the study you describe; instead, you will be writing a proposal that describes research you *could* conduct. The purpose of this paper is to demonstrate sufficient knowledge of the research skills necessary to design a meaningful research project and communicate this knowledge using APA style. In the paper, you must cite a minimum of 10 recent articles (no older than 2000) describing studies selected from peer-reviewed academic journals. Before you begin the paper, you must submit your hypothesis and the database summaries of four (of the ten) journal articles for my review (see course schedule for deadlines).

The completed paper must be an 8-10 page word-processed paper (exclusive of title page and references page) following APA style guidelines (i.e., 12 point font, double-spaced, 1" margins, appropriate citations and section headings). The final paper should include the following sections of a standard APA research report: Title Page, Abstract, Introduction, Method, Results, and References (everything except the Discussion section). The content of each of these sections should include the following information:

Title Page: Follow APA style guidelines used for research reports.

Abstract: Summarize the study problem, method, and expected findings. Write this section in the present tense.

Introduction (4-5 pages): Explain why you believe the research question is an important one. Explain the 3-4 key findings found in 10 recent (2000+) studies from peer-reviewed academic journals and how these findings impact further research on the topic. Explain why further study of your hypothesis will advance understanding. Write this section in the present tense.

Method (3-4 pages): Describe the research design of the proposed study, including the participants, procedures, and instruments. Describe the type of data you plan to collect and the statistics you will use to evaluate this data. Write this section in the future tense.

Results (1 page): Describe results you expect to find. Discuss ethical issues that might arise in conducting the study. Write this section in the future tense.

References: All 10+ sources listed as references must be cited, following APA style guidelines.

You should consult the *Publication Manual of the American Psychological Association* (6th Ed.), as well as your textbook (appendix A), regarding any APA formatting questions that arise. An *APA Style Paper Template* is posted on the course Blackboard site as an additional reference.

You will be working on this project from the beginning of the semester, and will submit written portions of the research proposal paper IN THREE STEPS:

March 10: 1st Draft (Title Page, Introduction section, and References)

April 21: 2nd Draft (all of the above - revised, plus Abstract, Method and Results sections)

May 12: Final Paper (all of the above - revised)

In addition, on EACH of the above dates, submit all 1) previously completed drafts and 2) database article summaries. Failure to do so at each point of paper submissions carries final grade reduction penalties.

The final Research Proposal paper grade will be based on the selection and analysis of materials, adherence to APA guidelines, grammar and spelling, organization and flow of ideas, and timeliness of submission of all assignment components. First and second drafts of the paper will be given 'working grades' - evaluations of the quality and completeness of the paper at these junctures. Evaluations of the first and second drafts, and steps taken to improve the final product, will be used to assign a paper final grade.

#### Research Reviews:

You will be required to complete two forms of reviews:

##### 1. Peer-review of Research Proposal Papers

On those three days when the research proposal paper is due in draft or final form, you will be asked to pair with another student, exchange papers, and complete an *APA Format Evaluation Form* to summarize how well a peer's paper meets APA guidelines. This activity will take place at the beginning of class: if you are late, or your paper is not submitted on time, you will not be able to earn these points. Completed evaluation forms will be collected with submitted papers, and points earned will be tabulated in the calculation of final grades. The purpose of this assignment is to enhance your understanding and application of APA style.

##### 2. Article Reviews

On three different dates (see course schedule), you must download and read an assigned article from a peer-reviewed psychology journal (located on Blackboard) and complete a *Psychology Article Review Form* (located on Blackboard) to summarize the study's research design. Completed evaluation forms will be collected at the beginning of class (late submissions will not be accepted), and will be tabulated in the calculation of final grades. We will discuss the research design used in each study during the class period, so you should also bring a copy of the article to class. The purpose of this assignment is to enhance your ability to identify different research designs used in psychological research and to understand their description in journal articles.

Evaluation:

Examinations:

Exam # 1	=	100 points	or	20%
Exam # 2	=	100 points	or	20%
Exam # 3	=	55 points	or	11%

Reviews:

In-class peer-review of papers	=	15 points (5 points x 3)	or	3%
Article reviews	=	30 points (10 points x 3)	or	6%

Research Proposal Paper:	=	200 points	or	40%
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<i>Total Evaluation</i>	=	<i>500 points</i>	<i>or</i>	<i>100%</i>
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*Exam and final course grades will be based on total points accumulated, using absolute thresholds.*

Point Range	Percentage of Total	Final Grade
465>	93%& >	A
450 - 464	90-92.9%	A-
435 - 449	87-89.9%	B+
415 - 434	83-86.9%	B
400 - 414	80-82.9%	B-
385 - 399	77-79.9%	C+
365 - 384	73-76.9%	C
350 - 364	70-72.9%	C-
335 - 349	67-69.9%	D+
300 - 334	60-66.9%	D
<299	<59.9	F

“INC” grades will be given at the discretion of the instructor. The final day to withdraw from this course with a “W” grade is April 13.

Course Policies:

- 1) *Syllabus Changes.* I reserve the right to change any of the information in this syllabus based on the perceived needs of the class.
- 2) *Late/Make-up Policy.* If a true emergency occurs, contact me as soon as possible to discuss it. Special consideration for late work or missed exams will only be given, however, when the problem is a true emergency and only when valid documentation (i.e., emergency room documentation, court notice) is provided. Problems that arise such as car/bus/train problems, babysitter problems, having a cold, doctor or social service agency appointments -- will not be excused. If you miss an exam because of a documented emergency, the instructor will determine the make-up policy.
- 3) *Classroom Etiquette.* Cellular phones should be turned OFF during class. No personal listening devices are permitted during lectures or exams. Please do not bring your children to class. Light snacking during class is permitted, as long as it is not distracting.

- 4) *Standards of Academic Integrity*. The College expects and requires academic honesty from all members of the College community. Academic dishonesty includes, but is not limited to, unauthorized collaboration or use of external information during exams; plagiarizing or representing another's ideas as one's own; falsely obtaining, distributing, using, or receiving test materials. Academic dishonesty will result in automatic failure for the entire course and may result in further disciplinary action by the College.
- 5) *Disability-Related Needs*. If you are a student with a documented disability who needs reasonable academic accommodations, please speak with me at the beginning of the semester and contact the Counseling Office in 1G02 for assistance.

Instructor's Bibliography:

- Clear, T., Goldweber, M., Young, F., Leidig, P., & Scott, K. (2001). Resources for instructors of capstone courses in computing, *ACM SIGCSE Bulletin*, 33(4). doi>10.1145/572139.572179
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- Hauhart, R., & Grahe, J. (2010). The undergraduate capstone course in the social sciences: Results from a regional survey. *Teaching Sociology*, 38, 4-17.
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- Hurtig, A., & Estell, J. (2009). A common framework for diverse capstone experiences. *39th ASEE/IEEE Frontiers in Education Conference, October 18-21*. 6 pages. San Antonio, TX. Retrieved from <http://fie-conference.org/fie2009/papers/1385.pdf>
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- Kerka, S. (2001). *Capstone experiences in career and technical education*. Retrieved from <http://ericacve.org/docgen.asp?tbl=pab&ID=106>.
- Rowles, C., Koch, D., Hundley, S., & Hamilton, S. (2004). Toward a model for capstone experiences: Mountaintops, magnets, and mandates. *Assessment Update*, 16(1), 5 pages. Retrieved from [www.eric.ed.gov/ERICWebPortal/recordDetail?accno=EJ790714](http://www.eric.ed.gov/ERICWebPortal/recordDetail?accno=EJ790714)
- Sill, D., Hayward, B., & Cooper, I. (2009). The disorienting dilemma: The senior capstone as a transformative experience. *Liberal Education, Summer*, 50-55.
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- Toner, C. (1993). Teaching students to be historians: Suggestions for an undergraduate research seminar. *The History Teacher*, 27(1), 37-51.



## **THE NEW GENERAL EDUCATION CURRICULUM: A BLUEPRINT FOR IMPLEMENTATION**

As we enter the end of the third year of the General Education Reform process, we are now in a crucial phase as the proposal moves through the governance structure of the College. In anticipation of its approval we offer the following blueprint for implementation. At its heart, this signature curriculum is interdisciplinary; it is built on a series of foundation courses and bridging into the major. It is a smaller General Education Curriculum than the current one in terms of credits, but a more integrated one in terms of the competencies and learning objectives situated in the curriculum, and a richer one in terms of the experiences and pedagogies provided.

The Curriculum must pass the College Curriculum Committee, The College Senate and then the Board of Trustees. Therefore, this implementation blueprint is designed on the premise that the full General Education Curriculum will be rolled out in Fall 2012 and be required at that point for incoming students.

### **Coordination**

Most of the Cornerstone component of the curriculum will be directly under the supervision and coordination of the individual departments, just as they are at present. Therefore, there is no change needed in this area. In the same way, the Capstone experience, much like the upper division WI courses at present, will be a departmental responsibility.

Since the Freshman Seminar and Keystones do not sit within departments, a coordinating structure will need to be put in place. The model for this can be found on campus, in the successful WAC program. A faculty member with release time will serve as coordinator of General Education, assisted by the General Education Coordinating committee comprised of full-time faculty members. The coordinator will schedule sufficient numbers of sections of Freshman Seminar and Keystones, each semester. The General Education Coordinator and the Coordinating Committee will develop an approval process and set parameters for new Keystone themes as they are developed **to ensure their uniform quality and academic rigor, along the lines of the WI course approval process.** The coordinator will also work with the Director of CETL to plan and implement faculty development activities.

### **Delivery**

Parallel General Education programs: Since students legally have the right to follow the Bulletin in effect in the year that they entered the college (or returned to it after an extended leave), both General Education programs will need to be offered for about a 3 year period.

The phase-out of the current General Education will have to be very well-publicized so that students are aware of the need to finish their courses on time. This information will need to be publicized in all advisement, orientation, and registration materials, in mailings and emails, on the college homepage and on Plasma screens, etc.

Class size and staff: While the General Education Freshman Seminar and the Keystone courses will be interdisciplinary in nature they will be taught by a single faculty member.

- The Freshman Seminar is designed for a maximum class size of 25 students.
- Keystones will vary in size. The WI seminars will be capped at 25. In other seminars, larger groups of students can be served.

- The Keystone in Scientific Inquiry has a lab component so the lecture/recitation portion could be delivered to larger groups, but lab sections must be capped at 20 due to laboratory classroom size.
- As the new General Education curriculum is put into place, on-line and hybrid offerings of the keystones will be developed. As the curriculum moves forward this will give students more flexibility, alleviate space issues, etc.

### **Scheduling**

Year I: In this year the number of New GE courses will be at the lowest number, and the Old GE will be very similar to the current offerings. The College should offer the courses needed for the New Gen Ed that first time freshman students must take, and which can also be used by continuing students such as Math, and Foreign Languages. We might also consider substitutions which would allow continuing students to choose HE 110 instead of PE 150 since it is a liberal arts course and for the English sequence. Since the current FL requirement is 0-8 credits, continuing students can take the new 3 credit courses without any penalty. Some Old Gen Ed courses that are primarily taken by freshman will be the first to be reduced in number, since continuing students will for the most part, have completed these. This will streamline some offerings. In the second semester, there will be further reductions. For the New Gen Ed, the Cornerstone courses and Freshman seminar along with 1 or 2 Keystones could be offered. In the first year there is no need for WI Keystones since students will be in the English composition sequence.

Year II: The number of courses in Old Gen Ed will be reduced further, with reductions increasing from semester to semester, and the number of courses in the New Gen Ed will increase. In addition to the courses offered in Year I, at least one of the WI Keystones should be integrated into the offerings.

Year III: Students following the Old Gen Ed should now be well aware that many of those courses will not be offered after this year. (Some will always be offered since they fulfill major or minor designs, or are liberal arts electives). There will be many fewer sections of courses required for the Old Gen Ed. Some courses will be eliminated from the course schedule by this point.

Year IV: Delivery of the New Gen Ed courses will fully replace delivery of the Old Gen Ed courses. If there are “stragglers” who need to fulfill some requirements of the Old Gen Ed to graduate, substitutions will be granted.

### **Faculty Development**

The success of the New General Education is directly related to the success of a robust Faculty Development program. Such an initiative need not be overly costly. Much of the work can be done in house, through peer programs for faculty. A small group of faculty interested in and committed to General Education faculty development will oversee many of the activities, coordinated by the director of CETL.

Beginning in mid Spring 2011 (pending Senate passage of the proposal) Faculty development activities can begin. As evidenced by the substantial bibliography developed over the past 2 years, there are many excellent resources available. Faculty, through CETL, will be invited to participate in book discussion groups on interdisciplinary teaching and learning and implementation of active learning pedagogy. These discussions will be led by GERTF members. Also during the latter part of the Spring semester a Keystone Faculty Fair can be held. Members of the FIGs which developed

the Keystones will be asked to develop some materials to display in the Faculty Dining Room and faculty will be invited to come and see where they might fit into the new opportunities for teaching. Lists will be developed of interested faculty members for future activities.

Fall 2011: Groups of faculty preparing to teach Keystones or Freshman Seminars in the new Gen Ed will be formed. They will meet regularly to support each other in curriculum development and in developing expertise in areas that might be outside their discipline, using the CLDV 210 staff development model. Recommendation: The College should dedicate the Club Hours on the First Thursday of each month exclusively for this activity (this is the time slot that the GERFT has been using to meet for 2 years). Departments and Administration should not schedule meetings in conflict with this time.

Spring 2012: Course development continues as above.

Costs: In the 2011-2012 academic year faculty who are working in the course development groups could be compensated using the model of the Honors Program course development incentive. Faculty could choose to be released from 1 credit hour of teaching in one semester or receive \$1,200. Faculty working on online or hybrid course development could apply for the college's existing support program.

Ongoing:

- Mentoring: Faculty teaching for the first time in the GE program will have a mentor from their Keystone or Freshman Seminar area to guide them.
- Course development: As faculty develop new offerings for Freshman Seminar or Keystones, CETL will provide materials and in-house consultants to support course development. The courses will go through an approval process that is similar to the WAC Writing Intensive course model, overseen by the General Education Coordinator and a General Education Committee.
- Peer Observations: Although clarification will be needed from PSC, members of the faculty developing each Keystone could observe one another in the classroom both to offer suggestions and to learn by observing. These would be very informal activities, not written down and only by consent of the "observee."

**Assessment**

The General Education curriculum now in proposal form was designed with assessment in mind. The curriculum lays out the learning objectives and competencies for the entire program, and each course proposal clearly states specific learning objectives and competencies, **making it possible to assess student knowledge and skill development longitudinally and across the curriculum.** These objectives and competencies can be assessed in courses and in the majors using formative assessment or they can be assessed across the curriculum using summative assessment via in-house or external assessment tools.

**A definitive assessment plan for the new General Education curriculum cannot be designed until the new General Education curriculum is adopted, since a clear vision of the curriculum is needed**

before it comes to issues such as assessment. During the run-up to implementation in the 2012 academic year, the College Outcomes Assessment Committee and the General Education Coordinating Committee will develop a specific assessment plan.

To facilitate implementation of the new General Education Curriculum, the Task Force has engaged the College Office of Institutional Research in the study with the following goals:

1. To determine how students over the past 8 years have made their way through the current general education program requirements.
2. To use the findings in 1 to predict how students might work their way through the newly proposed general education program.
3. To model the transition between the current and proposed general education programs and predict as much as possible how the phasing out of the current general education program and the phasing in of the new program might affect course offerings (number of sections, specific courses, disciplines, etc).
4. To develop a timetable of unfolding the proposed general education program that includes determining the number of sections needed, which disciplines might feed into keystones as instructors and the comparative distribution of student load during the transition period.
5. To determine the proposed general education program's impact on projected graduation rate, projected course sequence and the design of the course sequence.

### **Transfer and Articulation**

Ensuring intra-CUNY transfer equivalency of general education courses requires mapping York's General Education Curriculum against other CUNY colleges' and non-CUNY feeder schools' curricula. Review of the current foundation courses required by other CUNYs indicates that there is broad and specific overlap in the foundation courses typically required for General Education, especially since the proposed General Education Curriculum revises the English Composition requirement to be a two-course sequence and the Foreign Language 101 and 102 courses are revised to be 4 hours/3 credits, similar to most other CUNYs.

Regarding the transfer equivalency of Keystone courses, some CUNYs currently have general education core courses (i.e., Queens, Brooklyn) that could be designated as equivalent to specific Keystone courses through articulation agreements. Transfer equivalency for Keystone courses among students transferring without an Associate's Degree or with less than 45 liberal arts credits from other institutions (including other CUNYs) where students have taken distributed courses to meet general education requirements would be waived from up to two (2) keystone areas of knowledge. For waiver of each keystone area of knowledge, students must have completed two (2) courses from two (2) different disciplines included in the set of disciplines for study in that keystone (see page 20). This policy would create a mechanism for accepting academic courses for Keystone equivalency even when York does not have a match for the course. Courses used for a waiver of a keystone area of knowledge could not be used to meet another General Education requirement or requirement in the major or professional program.

York College students who fulfill the Keystone requirements specified by a professional program but who do not remain in that program for graduation may have their keystone requirement evaluated in a similar fashion. As "internal transfer" students, specific courses that were prerequisites in their professional programs may be given keystone equivalency.

The Freshman Seminar and Keystone courses, for students who transfer out of York College, will in all likelihood transfer the same way that Cultural Diversity, Honors, and certain Humanities courses do, depending on the articulation agreements which will be re-negotiated. During the academic year 2011-2012 the Deans of each of the three schools of the College would be charged with revising all articulation agreements effected by the new General Education Curriculum. Chairs and Program directors should be consulted during the process.

General education requirements across CUNY should also be standardized in terms of number of credits and division into broad curricular areas, as outlined in *Improving Student Transfer at CUNY* by the CUNY Working Group on Transfer and Articulation, and this can be implemented with the proposed General Education Curriculum. Goals for improving CUNY student transfer in the report include: courses in general education would be divided probably into three broad categories which coalesce around "learning outcomes" (i.e., what would a student in social science classes be expected to know?); students in all CUNY community colleges would take about 36 credits in those "silos" and ALL would be automatically accepted in the senior colleges as fulfilling general education; and senior colleges would be allowed to add about 6 more credits of general education requirements. The report outlines that the central administration would appoint a committee of senior faculty to decide on these silos, the outcomes, the disciplines which fall into each grouping, etc. If and when these recommendations come to pass, transfer equivalencies of the proposed new General Education Curriculum requirements would be designated to meet these criteria.

### **P&B Issues**

The New General Education Curriculum is designed to be taught primarily by full-time faculty of the College, but we also realize that many adjuncts will remain involved in the delivery of General Education. If a full-time member of the faculty opts to teach the Freshman Seminar and/or one of the five Keystone courses these courses could count as part of the individual faculty member's regular teaching load, and would require the support of the department chair. Faculty members in concert with their chairs will decide which course in a given semester will serve as the course to be observed for the official classroom observation. Therefore, no one will have to have an official observation in a Freshman Seminar or a Keystone course.

Full-time faculty members from all departments will be encouraged to teach the Freshman Seminar and/or Keystone courses. The "Special Topics" nature of the courses should be attractive to many faculty. The Freshman Seminar is especially suited to being taught by faculty from such areas as Cultural Diversity, Counseling, and professional programs, as well as the traditional liberal arts and sciences. Therefore, there should be no negative impact on the size of the full-time faculty.

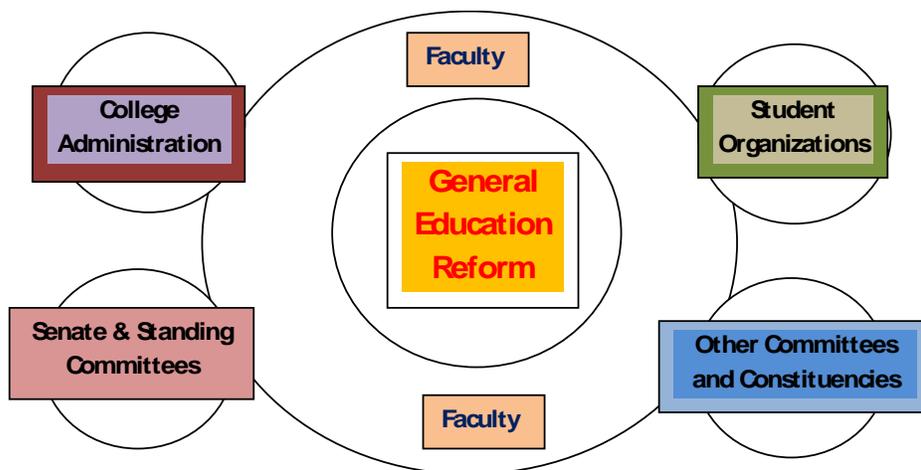
A large portion of the General Education curriculum could be taught by full-time faculty. However, no one will be forced to teach the Freshman Seminar or a Keystone, but all will be encouraged and welcomed so that the goal of having is to have students be taught by as many full-time faculty as possible early in their career may be met.

The streamlined nature of the General Education offerings will allow for the mentoring and support of adjuncts teaching in the program. Since adjuncts in the Keystone areas and Freshman Seminar will be teaching in only 6 courses guidance, teaching suggestions, test norming, etc., can be offered more effectively.

**Preview: Academic Year 2011-2012**

Since the proposed General Education program would become required in Fall 2012 for all incoming students, 2011-2012 will be an important time of course development. Some courses will be rolled out in preview of the full implementation so that courses can be refined and assessment can begin. Students would receive elective credit, or could apply for General Education waivers based on the Freshman seminar and/or Keystones that they take. In addition, the new pedagogical approach for Foreign Languages which changes the 101 and 102 courses to 4 hrs/3 credits could begin in Spring 2012.

The General Education Curriculum is a streamlined program. In the run-up year of 2011-2012 the careful planning and energetic participation of the faculty, supported by the administration, will lay the groundwork for a smooth implementation. The greatest costs will occur during the transitional years, while the current General Education program is phased out and the new General Education is phased in. However, once that phase out is complete the new General Education is likely to be more cost effective since it relies on fewer course requirements. The reform is ultimately all-inclusive and not College constituency will remain unaffected by it. The next few semesters will give even more meaning to our motto, “York is on the move!”



Submitted by:  
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