

Executive Summary May 2016 Curriculum Items

1. New Courses

- 1.1 Performing & Fine Arts (pp. 1-8)
 - 1.1.1 SPCH 330, “Sports Communication”

- 1.2 Teacher Education (pp. 9-59)
 - 1.2.1 EDUC 285, “Introduction to Special Education”
 - 1.2.2 EDUC 398, “Curriculum and Methods in the Secondary Education Classroom II”
 - 1.2.3 EDUC 405, “Capstone Clinical Experience and Seminar for Secondary Education, Grades 6-9”
 - 1.2.4 EDUC 406, “Capstone Clinical Experience and Seminar for Secondary Education, Grades 10-12”

- 1.3 Foreign Languages, ESL, and Humanities (pp. 60-115)
 - 1.3.1 BENG 106, “Bengali for Heritage Speakers”
 - 1.3.2 BENG 200, “Modern Bengali Literature”
 - 1.3.3 HUM 307, “Latin American Film”
 - 1.3.4 SPAN 307, “Latin American Film”
 - 1.3.5 WLIT 330, “Literature of Diasporas”

- 1.4 Behavioral Sciences (pp. 116-125)
 - 1.4.1 SOC 288, “Understanding Youth in the Urban Context”

- 1.5 English (pp. 126-136)
 - 1.5.1 ENG 312, “Advanced Topics in Critical Theory”
 - 1.5.2 ENG 394, “Literature of Diasporas”

2. Course Changes

- 2.1 Earth & Physical Sciences (pp. 137-151)
 - 2.1.1 GEOL 110, “The Earth”
Adds hybrid option
 - 2.1.2 GEOL 115, “Energy, Resources, and the Environment”
Adds hybrid option

- 2.2 Behavioral Sciences (pp. 152-178)
 - 2.2.1 SOC 236, “Sociology of Aging”
Updates course description; adds asynchronous online option
 - 2.2.2 SOC 338, “Sociology of Gender and Sexuality”
Adds asynchronous online option

- 2.3 Business & Economics (pp. 179-180)
 - 2.3.1 BUS 481, “Strategic Management”
Adds asynchronous online option

- 2.4 Occupational Therapy (pp. 181-193)
 2.4.1 OT 513
 Adds hybrid option
- 2.5 History & Philosophy (pp. 194-222)
 2.5.1 ANTH 243
 Adds hybrid option
 2.5.2 ANTH 289
 Additionally cross-lists with SOC 288
 2.5.3 HIST 281
 Adds asynchronous online option
- 3. Program Changes**
- 3.1 Health Professions (pp. 223-224)
 3.1.1 Clinical Laboratory Sciences
 Updates admission and retention requirements
- 3.2 Teacher Education (pp. 225-255)
 The following six program changes clarify recommended selections in the Pathways Core Curriculum for TE students. Where applicable, they also update program requirements to reflect updates to corresponding major programs.
 3.2.1 Spanish Childhood
 3.2.2 Spanish Bilingual Education
 3.2.3 History Childhood
 3.2.4 History Middle School Extension
 3.2.5 English childhood
 3.2.6 English middle school extension
- 3.3 Occupational Therapy (pp. 256-257)
 3.3.1 Occupational Therapy program
 Updates pre-requisite course requirements
- 3.4 Biology (pp. 258-261)
 3.4.1 Biology major (BA)
 Revises option for foundational CHEM course requirements (see footnote b)
- 4. Course Withdrawals**
- 4.1 Teacher Education (pp. 262-264)
 4.1.1 EDUC 269, “Theories of Bilingualism and Bilingual Education in the Urban School”
 4.1.2 EDUC 281, “Fieldwork in Educational Environments”
 4.1.3 EDUC 284, “Field Experience in Teaching & Learning”
 4.1.4 EDUC 301, “Education of the Mildly Handicapped”
 4.1.5 EDUC 302, “Education of the Physically Handicapped”
 4.1.6 EDUC 303, “Nature and Educational Needs of the Mentally Retarded”
 4.1.7 EDUC 306, “Education of the Emotionally Handicapped”

- 4.1.8 EDUC 312, “Literacy Instruction and Children's Literature in the Early and Primary Years”
- 4.1.9 EDUC 314, “Content Area Literacy Instruction and Children's Literature for Beginning and Independent Readers”
- 4.1.10 EDUC 317, “Curriculum and Methods in Elementary Education: Science”
- 4.1.11 EDUC 318, “Curriculum and Methods in Health and Physical Education for the Elementary School”
- 4.1.12 EDUC 333 “Constructing Social Studies Relationships Through the Expressive Arts”
- 4.1.13 EDUC 452, “Supervised Teaching of Secondary Schools”
- 4.1.14 EDUC 453, “Supervised Teaching of Secondary Schools”
- 4.1.15 EDUC 454, “Supervised Teaching of Secondary Schools”
- 4.1.16 EDUC 455, “Supervised Teaching of Secondary Schools”
- 4.1.17 EDUC 456, “Supervised Teaching of Secondary Schools”
- 4.1.18 EDUC 457, “Supervised Teaching of Secondary Schools”
- 4.1.19 EDUC 570, “Advanced Methods in High School Science Instruction”
- 4.1.20 EDUC 571, “Field Activities in Science Education”
- 4.1.21 EDUC 572, “Advanced Methods in High School Math Instruction”
- 4.1.22 EDUC 573, “Field Activities in Math Education”

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

Department/Discipline Performing and Fine Arts/Speech and Communication
Contact Person Carly Gieseler

Please indicate items submitted for Committee approval

	New Major Design	_____
	Revised Major Design	_____
	New Minor Design	_____
	Revised Minor Design	_____
	New Program	_____
	Revised Program	_____
X	New Course Proposal	<u>SPCH 330</u>
	Course Change Proposal	_____
	Course Deletion	_____

Please provide an executive summary of your proposal

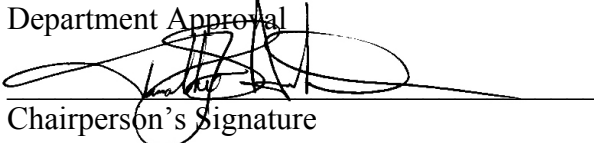
This new course, SPCH 330 (Sports Communication) is a three credit class addressing the communicative relationships between sports participants, industries, fans and media.

1. Department Curriculum Committee Approval



 Signature 09 March, 2016
Date

2. Department Approval

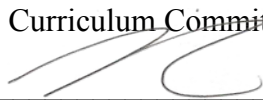


 Chairperson's Signature 09 March, 2016
Date

3. Other Departments Affected:

Department	Signature	Date
Department	Signature	Date

4. College Curriculum Committee Approval



 Chairperson's Signature 5/4/2016
Date

5. College Senate Approval

 Signature _____
Date

Section AIV: New Courses

AIV.1

Department(s)	Performing and Fine Arts
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech
Course Number	330
Course Title	Sports Communication
Catalogue Description	This course introduces students to sports communication and current issues within this growing field. Students will explore theories and concepts within sports communication research and apply these theories to diverse topics and studies. This course will assess the history of sports communication research, case studies of major sporting events, current issues within sports communication, and the cultural impact of sports on communication.
Pre/ Co Requisites	Preq:ENG 125
Credits	3
Contact Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute	Writing Intensive
General Education Component	__X_ Not Applicable

Rationale: This course explores the growing field of sports communication, not yet part of the curriculum in the Speech and Theatre Arts discipline.

Program: 02923

SPCH 330 – Sports Communication – Sample Syllabus
York College – City University of New York

Course Information:

Professor: Dr. Carly Gieseler
Department: Performing and Fine Arts
Office: 1B09; Th 12-2 or by appt.

Course Description:

- This course introduces students to sports communication and current issues within this growing field. Students will explore theories and concepts within sports communication research and apply these theories to diverse topics and studies. This course will assess the history of sports communication research, case studies of major sporting events, current issues within sports communication, and the cultural impact of sports on communication.
- Course Prerequisites: English 125
- Textbook Information: *Communication and Sport: Surveying the Field* (2012). Billings, A., Butterworth, M., Turman, P. Thousand Oaks, CA: Sage Publications. ISBN#: 978-1412972932
 - *Instructor will supply additional readings via Blackboard.*

Course Outcomes:

- Students will identify key concepts, theories, and applications of sports communication research for communicators, participants, media, fans/audiences, and culture.
- Students must research, organize, and present material to establish credibility as producers and consumers of sports communication; Students will prepare and present written essays and oral presentations based on thorough research, clear organization, and logical arguments.
- Students will also gather and interpret diverse forms of sports communication, assessing the events, media, audiences, and messages representing various perspectives in this growing field.
- Students will be assessed in identifying and applying theories of communication, sociology, journalism, and cultural studies to further understanding of how sports impact our individual and social lives.
- Students will explore the strategies in sports consumption and production as a reflection of individual choice, experience, and value in society.
- Students will be assessed not only for creating logical and critical research and arguments but also for the recognition of ethical practices and challenges in sports.
- Students will demonstrate understandings of historical trends and ideologies in the construction, maintenance, and transformation of sports communication at local, national, and international levels; students will use this knowledge to grasp the pervasive influence of sports and communication on our cultural, political, economic, and ethical lives.

Course Requirements:

- **Major Assignments (for detailed information, see Assignment Descriptions):**
 - **Quizzes:** Three Multiple-Choice Quizzes will cover the readings and lecture material.
 - **Presentations:** Students will present material gathered from text and outside sources to teach part of the assigned chapter to the rest of the class. The presentation should be 8-10 minutes and may incorporate multimedia to illustrate the prevalence of sports communication and its significance in our world.
 - **Reflective Writing Assignments:** Four Reflective Writing Assignments will take place at the end of classes to assess the discussion and reading materials. This will help students to think about the overall course content while engaging in discourse surrounding the major historical and cultural shifts in sports communication.
 - **Sports Blog:** Students will create and contribute to a sports blog throughout the course of the semester. This blog will cover sports stories while using foundational course concepts.
 - **Formal Essays:** Two Formal Essays of 6-7 pages each will follow the development of major mass media trends and developments. In these essays, students will select communication theories and discuss how these theories apply to sports communication research. Students will offer various examples using sporting events from the athlete, media, and fan perspectives. These essays will also explore how these theories help us understand the ways in which sports communicate about social issues such as ethnicity, gender, sexuality, spirituality, politics, and many, many more. As this is a writing intensive course, there are continued expectations regarding the revision process to strengthen the papers. After your topic has been approved you must submit rough drafts at specified due dates; the professor will propose revisions to the rough draft and a classroom writing workshop will allow students to engage with the material and learn from each other in improving elements of style, organization, content, and editing. Thus, both instructor comments and peer review in the writing workshop will guide individual students as they work on these essays. Following this scaffolding process ensures an ongoing dialogue that continuously improves final drafts.
*****First Prospectus/Proposal (2-3 pages) Due Week Two; Rough Draft (4-5 pages) Due Week Five; First Final Essay (6-7 pages) Due Week Seven*****
*****Second Prospectus/Proposal (2-3 pages) Due Week Nine; Rough Draft (4-5 pages) Due Week Twelve; Second Final Essay (6-7 pages) Due Week Fifteen*****

GRADING, ASSIGNMENTS, AND CLASS EXPECTATIONS:

- Participation, Reflective Writing Assignments.....10%
 - Presentations.....10%
 - Sports Blog.....10%
 - Quizzes (10% Each).....30%
 - First Formal Essay.....20%
 - Second Formal Essay.....20%
- This course has been designated as writing intensive (WI). It qualifies as one of three required writing intensive courses on the higher division of the curriculum (at the 300 or 400 level). In Writing Intensive courses a significant portion of the final grade is based on written work. In this course, your combined written work from the reflective writing assignments, sports blog, and the two formal essays will total 55% of the overall grade. You will be required to revise all drafts of work before turning in the final, graded written assignment. The goal of WI courses is to improve your writing skills while enhancing the

learning experience and comprehension of course material. For further information regarding these requirements please consult the York College Bulletin for the year you declared your major and visit the website: www.york.cuny.edu/wac/york-wac-program-information.

- Grading Criteria and Classroom Expectations: As participation constitutes a large percentage of your grade, it is advised you be here and on time for class. Three absences will negatively affect your grade. There are NO “make-up” quizzes or assignments; missed work receives automatic zeroes. Documented illnesses/emergencies are the only exceptions to this policy.
 - Respect for your fellow students is one of the most significant aspects of this class. During class discussions and in group work especially, please be attentive and respectful of your classmates. Everyone should be on time, with *cell phones off*. Anyone who disrupts or disrespects the classroom and teaching environment will be asked to leave. As this is a college course, it is expected that you do the reading in a timely manner in preparation for each class. Active participation during class regarding the readings is necessary for your participation grade. You are expected to engage with the topics at hand as evidenced by participation – asking questions, offering thoughts, and challenging ideas are welcome in this class. In addition, quizzes are based on textbook readings so it is imperative for you to read and review this information for your grade.
- **Tentative Course Schedule:**
 - Week One: Course Intro.; Introduction to Communication and Sport: *Surveying the Field*, 1-20.
 - Week Two: Community in Sport; Perspectives of Participants, Organizations, Media, Fans. *Surveying*, 21-40; Sports Fan Cultures; Types, Live vs. Mediated Fandom, Rituals, Motives, Identification. *Surveying*, 41-60
 - Week Three: Sports and Mythology; Myth, Ritual, Heroes, Religion. *Surveying*, 61-80. **Reflective Writing Assignment #1**
 - Week Four: Gender in Sport; History of Women’s Participation *Surveying*, 81-87; BB article “Separating the Men from the Girls: The Gendered Language of Televised Sports” Messner, Duncan, and Jensen.
 - Week Five: Gender in Sport; Hegemonic Masculinity, Coverage, Language, Opportunities, *Surveying*, 88-104. BB Article “Masculinities and Athletic Careers” Michael A. Messner;
 - Week Six: **Quiz #1**
 - Week Seven: **First Formal Essay Due**
 - Week Eight: Race and Ethnicity in Sport; History of Ethnicity, Participation, Media Exposure/Dialogues, *Surveying*, 105-124; BB article “Race, Quarterbacks, and the Media” by David Niven. **Reflective Writing Assignment #2**
 - Week Nine: Politics/Nationality and Sports; Political Resource of Sports, Language of Politics and War, National Identity, Globalization, Resistance, *Surveying*, 125-146;
 - Week Ten: **Quiz #2**
 - Week Eleven: Performing Identity in Sports; Gender and Sexuality; Race and Ethnicity; Disability; *Surveying*, 147-164; BB article “Race, Cultural Capital, and the Educational Effects of Participation in Sports” by McNulty Eitle and Eitle.
 - Week Twelve: Communication and Sport in Parent-Child Interactions, *Surveying*, 165-185; Player-Coach Relationships; Small Groups/Team Sports; *Surveying*, 185-206; 207-228. **Reflective Writing Assignment #3**
 - Week Thirteen: Commodification of Sport, *Surveying*, 251-270; Fantasy Sports, *Surveying*, 271-289; **Reflective Writing Assignment #4**

- Week Fourteen: Communication and Sport in the Future, *Surveying*, 291-308; **Quiz #3**
- Final Exam Period: **Second Formal Essay Due**.

Additional Information

- **Academic Integrity and Plagiarism**: Any form of cheating or plagiarism constitutes academic dishonesty. York College has a strong policy against plagiarism; it is advised that students review policies regarding source material and proper citation. All sources used in a speech or written assignment should be cited and referenced.
- **York Writing Center**: The York College Writing Center (<http://www.york.cuny.edu/student/writing-center/for-students>) is an excellent source for students seeking assistance to develop and improve their writing skills. It is highly recommended that students seek support from the writing center to help generate topic ideas, conduct research, write drafts, work through revisions, document sources appropriately, and engage with the English language in ways beneficial to the writing and communicating processes.
- **Disability Assistance**: In conjunction with Office of Services for Students with Disabilities (718-262-2191), I will make any accommodations necessary to ensure each student's success.

Bibliography

- Andrews, D. L., & S. J. Jackson. (Eds.). (2001). *Sports stars: The cultural politics of sparking celebrity*. London: Routledge.
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York College of the City University of New York Curriculum Proposal Cover Sheet

Department/Discipline

Teacher Education

Contact Person

Linda Gerena

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	X
Course Change Proposal	
Course Deletion	

Please provide an executive summary of your proposal

Four new courses to be added to TE:

- EDUC 285 Introduction to Special Education
- EDUC 398 Secondary Science Methods,
- EDUC 405 Secondary Student Teaching I-Capstone Clinical Experience & Seminar for Secondary Education, Grades 6-9
- EDUC 406 Secondary Student Teaching II- Capstone Clinical Experience & Seminar for Secondary Education, Grades 10-12

1. Department Curriculum Committee Approval

Signature

3/29/16
Date

2. Department Approval

Chairperson's Signature

4/4/16
Date

3. Other Departments Affected:

Department

Signature

Date

Department

Signature

Date

4. College Curriculum Committee Approval

Chairperson's Signature

5/4/2016

Date

5. College Senate Approval

Section AIV: New Courses
AIV.1

Department(s)	Teacher Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Teacher Education
Course Number	EDUC 285
Course Title	Introduction to Special Education
Catalogue Description	This course introduces students to the philosophical and historical foundations of special education, as well as contemporary issues and trends in the field. Students will review educational laws and policies and understand the rights and responsibilities of all involved. In addition, students will examine various areas of exceptionality including multiple disabilities, visually and hearing impaired, speech or language impairments, autism spectrum disorders, emotional disturbance, learning disabilities, gifted and talented, and other health impairments. The referral process, the individual evaluation process, Individualized Education Program (IEP), multi-disciplinary team responsibilities, annual review/revaluation, placement procedures, and parental collaboration will also be examined. The course takes a particular interest in practices that are culturally and developmentally responsive.
Pre/ Co Requisites	Preq: ENG 125
Credits	3
Contact Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute	
General Education Component	___X_ Not Applicable

Rationale: This is a new course being designed to fill a gap in the current teacher education offerings and replace outdated courses in the area of special education.

YORK COLLEGE OF THE CITY UNIVERSITY OF NEW YORK

School of Health and Behavioral Sciences
Department of Teacher Education

Introduction to Special Education, EDUC 285
3 Credits

Instructor:
Office hours:
Email:

Office #:
Office Phone:

Teacher Education Unit Vision and Mission

The vision of the teacher education unit is to develop a cadre of professional educators who, having been taught by models of good teaching, are prepared with an array of theories, tools and skills necessary to create rich learning environments in which urban children and youth can strive for and reach success. Teachers prepared by the York College Teacher Education Unit demonstrate caring and ethical professional behavior in order to build teaching and learning environments that draw on the strengths of students' diverse cultures, languages, and learning styles, providing their students with learning experiences that develop deep and broad content knowledge and life skills.

*York College Teacher Education Students **Enact** deep and broad content knowledge, **Empower** learners to achieve at the highest levels, **Embody** effective pedagogical strategies, and **Exemplify** professionalism*

Course Description:

This course introduces students to the philosophical and historical foundations of special education, as well as contemporary issues and trends in the field. Students will review educational laws and policies and understand the rights and responsibilities of all involved. In addition, students will examine various areas of exceptionality including multiple disabilities, visually and hearing impaired, speech or language impairments, autism spectrum disorders, emotional disturbance, learning disabilities, gifted and talented, and other health impairments. The referral process, the individual evaluation process, Individualized Education Program (IEP), multi-disciplinary team responsibilities, annual review/revaluation, placement procedures, and parental collaboration will also be examined. The course takes a particular interest in practices that are culturally and developmentally responsive.

Required Text:

Heward, E.L., (2009). *Exceptional children: An introduction to special education* (9th ed). Upper Saddle River, NJ: Pearson Higher Education.

Course Objectives: By the end of the course students will demonstrate knowledge and understanding of:

1. The historical and philosophical developments of the field of special education, laws and policies, and rights and responsibilities
2. Characteristics, causes, and prevalence of the major categories of exceptionalities
3. Issues of disproportionality
4. Individualized Education Programs (IEP), and articulate the referral process, annual review/revaluation, and placement procedures
5. The role of the teacher in inclusive classrooms as instructor and advocate
6. The importance of collaborating with families and School-Based Support Teams (SBST)
7. Resources and supports available at local and national levels

York College Disability Statement

Under Section 504 of the 1973 Rehabilitation Act and Title II of the Americans with Disabilities Act of 1990, York College provides reasonable accommodations for students with documented disabilities through the STAR (Specialized Testing and Academic Resources) program. For more information on the STAR program please go to Room AC-1G02 or email star@york.cuny.edu.

CLASS POLICIES

Class attendance and participation

- You will be processing a large amount of new information, as well as analyzing, interpreting and critiquing what you learn. Active participation through discussions, group activities and sharing of experiences will be an integral part of the instructional approach in this class. Therefore, attendance is critical for success in this course. No more than two excused absences can be permitted and chronic lateness will not be accepted. Students are expected to arrive to class on time. On time arrival will be considered a professional disposition and tardiness will negatively impact this.
- Class participation also involves completing the readings before as well as after the class session and the timeliness in completing and submitting assignments.
- It is also expected that you come to class with the required texts. Many in-class activities require the text for successful completion.
- Texting and accessing social media during class is expressly forbidden. While technology may be used in the class for academic purposes, personal or social use is not allowed.
- Responsibility in case of absence: If you miss a class, you are responsible for knowing what was conveyed during that class including written materials distributed. It is suggested that each student selects one “partner” and exchange phone numbers for the purpose of keeping up-to-date with the class or to receive handouts.

Policy on submitting late assignments: It is the instructor’s responsibility to provide due dates on the syllabus. This enables students to do advanced planning. Therefore, late assignments,

without accompanying explanation and/or documentation, is not recommended and may result in a lower grade in the course. Students should always check with their instructor as to the consequences of a late assignment.

Blackboard and York email accounts: All students are required to have a Blackboard account and a York email account. All assignments and ancillary class materials will be posted electronically. Candidates are required to check announcements and email on Blackboard at least twice a week. York College provides training sessions on Blackboard. It is the student's responsibility to attend those training sessions if he/she is not familiar with Blackboard. All assignments will be submitted electronically through Blackboard. If you need help signing on or you do not have a CUNY portal account, please speak to someone at the Help Desk in Room 2E03E (Academic Core), Classroom Building 201.

Policy on grammar, spelling and writing style: Writing that demonstrates competencies in the conventions of standard written English should be the goal for every student. Remember to proofread and correct all papers for grammatical, spelling and typing errors. The college has tutors who are available to help you with your writing.

Ethical conduct and academic integrity: Students are expected to adhere to all CUNY and York College standards of ethical conduct and academic integrity and honesty <http://web.cuny.edu/academics/info-central/policies/academic-integrity.pdf>. Successful teaching and learning depend on trust in the integrity of all involved. Included in Ethical Code and Academic Integrity is the reporting of Field hours. It is therefore explicitly stated that field hours must be independently completed for each course. There can be no "double dipping" of hours. That means that field hours completed for this class may in no way be used or reported for any other class. *Any forging of field documents or school time records will be dealt with as a breach of this code and can lead to dismissal from Teacher Education.* It is also expressly stated that all individual assignments must be the original work of the author. You may not use any other's work or ideas.

Computer Requirements: Students will need to have an up-to-date browser, operating system, and additional software on their computer to take this class. Some of the documents in this course will be available to you in PDF form. If you do not have Adobe Acrobat Reader software on your computer, you can download it by going to <http://get.adobe.com/reader/>.

College Resources

A variety of support services are available to students, including:

Academic Achievement Center	Scholarship Center
College Writing Center	Student Support Services
Counseling Center	Testing Center
Library	Office of Student Activities
Office of Career Services	SEEK

(For additional information please refer to the York College Bulletin)

ASSIGNMENTS

The course grade includes the following assignments: Midterm Exam (25%), a Final Exam (25%), a Term Paper (35%), and a Poster Presentation (15%).

Exams and Make-up Policy: Exams will consist of multiple-choice questions and short answers. Each exam will cover materials presented in the lecture, textbook, videos, articles, and other in class activities. A make-up exam will only be given if valid documentation (e.g. doctor's note) is provided. In addition, the make-up exam will be different from the original exam so, it's within your interest to take your exam at the regularly scheduled time.

Term Paper: Choose a disability among those covered in the course. Write a paper on that disability including its characteristics, identification criteria, etiology, and how it impacts daily life both in and outside of the classroom, include the prevalence of the disability and disproportionality. Include at least one chart or graph to represent data. Write a reflection on how you believe you might support student social and academic learning in the classroom. The paper should include:

- 6-8 pages (**double spaced, typewritten**)
- Minimum of five references (**prior approval required**)
- Your paper should be prepared according to the rules outlined in the Publication Manual of the American Psychological Association (APA).
- proofread and edit your paper before submitting

All term papers must be submitted to the “**Safe Assign**” folder on Blackboard by _____. Failure to complete this assignment will result in a reduction of your final grade. Also, any papers submitted after the due date will be lowered by one grade level.

Poster Presentation: Create a poster including the main themes from your term paper. Make sure to include your graph. Further guidelines for posters will be provided.

Grading Values

A+	97.0-100	B+	87.0-89.9	C+	77.0-79.9	D+	67.0-69.9
A	93.0-96.9	B	83.0-86.9	C	73.0-76.9	D	60.0-66.9
A-	90.0-92.9	B-	80.0-82.9	C-	70.0-72.9	F	0.00 0-59

SAMPLE WEEKLY CLASS OUTLINE

WEEK	DATE	TOPIC(S)
1		Prologue: A Personal View of Special Education and Foundations for Understanding Special Education
2		Special Education: History

3	Special Education: Philosophical and Medical Ontology
4	Special Education in a Culturally Diverse Society
5	Laws and Working with Parents and Families
6	Educational Needs for Exceptional Students and Early Childhood Special Education
7	Mental Retardation
8	Learning Disabilities
9	Emotional and Behavioral Disorders
10	Communication Disorders
11	Hearing and Vision
12	Physical Disabilities, Health Impairments, and Traumatic Brain Injury
13	Autism and Severe Disabilities
14	Gifted and Talented
15	Final Exam

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AIV.2

Department(s)	Teacher Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Teacher Education
Course Number	EDUC 398
Course Title	Curriculum and Methods in the Secondary Education Classroom II
Catalogue Description	Teacher candidates will build upon their deep and broad academic content knowledge to create learning experiences and environments that will maximize student learning within their science discipline. They will explore subject-specific and interdisciplinary approaches to instruction and develop lesson plans to complete a unit, incorporating research-based best practices within the discipline. In their planning, candidates will incorporate their understanding of adolescent development and urban diversity and plan for inclusion of students with special needs and English Language Learners. The course will require 30 hours of fieldwork in a secondary science classroom under the guidance of discipline-specific expert.
Pre/ Co Requisites	Department permission required
Credits	3
Contact Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute	
General Education Component	___X_ Not Applicable

Rationale: This course will address curriculum and instruction methods in the secondary school across science disciplines.

YORK COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
Education 398 Curriculum and Methods in the Secondary Education Classroom II:
Science Instruction and Classroom Environments (3 cr.)

Instructor
 Office #
 Office hours
 Phone
 Email

Teacher Education Unit Vision and Mission

The vision of the teacher education unit is to develop a cadre of professional educators who, having been taught by models of good teaching, are prepared with an array of theories, tools and skills necessary to create rich learning environments in which urban children and youth can strive for and reach success. Teachers prepared by the York College Teacher Education Unit demonstrate caring and ethical professional behavior in order to build teaching and learning environments that draw on the strengths of students' diverse cultures, languages, and learning styles, providing their students with learning experiences that develop deep and broad content knowledge and life skills.

*York College Teacher Education Students **Enact** deep and broad content knowledge, **Empower** learners to achieve at the highest levels, **Embody** effective pedagogical strategies, and **Exemplify** professionalism*

Course Description: Teacher candidates will build upon their deep and broad academic content knowledge to create learning experiences and environments that will maximize student learning within their science discipline. They will explore subject-specific and interdisciplinary approaches to instruction and develop lesson plans to complete a unit, incorporating research-based best practices within the discipline. In their planning, candidates will incorporate their understanding of adolescent development and urban diversity and plan for inclusion of students with special needs and English Language Learners. The course will require 30 hours of fieldwork in a secondary science classroom under the guidance of discipline-specific expert.

Required Texts/ Readings:

Trowbridge, L.W., Bybee, R.W., & Carlson-Powell, J. (2007). *Teaching secondary school science: Strategies for developing scientific literacy*. Upper Saddle, NJ: Prentice Hall.

Wiggins, G. & McTighe, J. (2005). *Understanding by Design*. New Jersey: ASCD/Merrill/Prentice Hall.

Membership in a discipline-specific national science teachers organization

Class Structure Each class session will be divided into two major sections. In the first section, you will learn the process of curriculum development and instruction called "Backwards Design." This process involves three phases: 1) establishing goals and objectives for student learning, 2) assessing of student learning, and 3) facilitating student learning. In the second portion of each class, you will engage in inquiry-based laboratory experiences and learn how to implement such experiences in your discipline-specific classes.

CLASS POLICIES

Fieldwork

This course requires 30 hours of fieldwork in a partner school setting. You should begin to contact partner schools as soon as possible to arrange for a contract of hours. The signed and agreed upon *Field Letter* is due in class the second week of the semester; keep a copy of the letter for your own records. Field hours should be spread out over the course of the semester; you should not complete more than 1-3 hours per visit. Please act courteously and professionally with your cooperating school and teacher. If you cannot go to the school for an agreed upon time, or you need to reschedule an observation time, you should contact the school and the teacher with as much anticipation time as possible. Dress and act professionally at all times. Remember that we are guests in the schools and that the teachers and administrators are our partners in providing you with state mandated teacher education field experiences.

Class attendance and participation

- You will be processing a large amount of new information, as well as analyzing, interpreting and critiquing what you learn. Active participation through discussions, group activities and sharing of experiences will be an integral part of the instructional approach in this class. Therefore, attendance is critical for success in this course. No more than two excused absences can be permitted and chronic lateness will not be accepted. Students are expected to arrive to class on time. On time arrival will be considered a professional disposition and tardiness will negatively impact this.
- Class participation also involves completing the readings before as well as after the class session and the timeliness in completing and submitting assignments.
- It is also expected that you come to class with the required texts. Many in-class activities require the text for successful completion.
- Texting and accessing social media during class is expressly forbidden. While technology may be used in the class for academic purposes, personal or social use is not allowed.
- Responsibility in case of absence: If you miss a class, you are responsible for knowing what was conveyed during that class including written materials distributed. It is suggested that each student selects one “partner” and exchange phone numbers for the purpose of keeping up-to-date with the class or to receive handouts.

Policy on submitting late assignments: It is the instructor’s responsibility to provide due dates on the syllabus. This enables students to do advanced planning. Therefore, late assignments, without accompanying explanation and/or documentation, is not recommended and may result in a lower grade in the course. Students should always check with their instructor as to the consequences of a late assignment.

Blackboard and York email accounts: All students are required to have a Blackboard account and a York email account. All assignments and class materials will be posted electronically. Candidates are required to check announcements and email on Blackboard at least twice a week. York College provides training sessions on Blackboard. It is the student’s responsibility to attend those training sessions if he/she is not familiar with Blackboard. All assignments will be submitted electronically through Blackboard or through email, depending on instructor preference.

Policy on grammar, spelling and writing style: Writing that demonstrates competencies in the conventions of standard written English should be the goal for every student. Remember to proofread and correct all papers for grammatical, spelling and typing errors. The college has tutors who are available to help you with your writing.

Ethical conduct and academic integrity: Students are expected to adhere to all CUNY and York College standards of ethical conduct and academic integrity and honesty {<http://web.cuny.edu/academics/info-central/policies/academic-integrity.pdf>}. Successful teaching and learning depend on trust in the integrity of all involved. Included in Ethical Code and Academic Integrity is the reporting of field hours. Field hours must be independently completed for each course. There can be no “double dipping” of hours. That means that field hours completed for this class may in no way be used or reported for any other class. **Any forging of field documents or school time records will be dealt with as a breach of this code and may lead to dismissal from Teacher Education.**

York College Disability Statement

Under Section 504 of the 1973 Rehabilitation Act and Title II of the Americans with Disabilities Act of 1990, York College provides reasonable accommodations for students with documented disabilities through the STAR (Specialized Testing and Academic Resources) program. For more information on the STAR program please go to Room AC-1G02 or email star@york.cuny.edu.

Alignment of course objectives, standards, assignments and assessments

Course objectives	Standards	Class activities and assignments that help reach the objective	Assessments that will measure the objectives and competencies
Utilize content knowledge to organize, plan, and implement lessons and units	NSTA 1	Lesson planning	Unit Plan Lesson Plans Exams
Create instructional goals and objectives aligned with NYS Learning standards	NSTA 3	Standards document review	Unit Plan Exams
Design lessons to help all students learn through the use of a variety of instructional strategies which support and enhance the curriculum,	NSTA 2 & 3	Lesson planning	Lesson Plans Exams

including inquiry-based learning			
Demonstrate instructional strategies that challenge learners to higher levels of engagement, performance, thinking and conceptualization	NSTA 2 & 3	Lesson planning Inquiry lab practice	Lesson Plans Final Exam
Create a safe learning environment for all	NSTA 4	Inquiry lab practice	Fieldwork Analysis Lesson Plans
use assessment rubric and data to evaluate students' learning	NSTA 5	Review of student work samples	Impact on Student Learning
Analyze the ways in which scientific understandings develop, the impacts that the community has on these processes, and the effects of science teaching on student attitudes and performance	NSTA 1	Fieldwork discussions	Unit Plan
Create a community of diverse learners who construct meaning from their science experiences	NSTA 3	Fieldwork discussions	Fieldwork Analysis
Plan learning experiences that challenges students to see the impacts of science and how they can be involved in affecting those outcomes	NSTA 2 & 3	Lesson planning	Lesson Plans
Identify, evaluate and implement web-based resources to support learning	NSTA 2 & 3	Lesson planning	Lesson Plans
Utilize technology to enhance student learning of science	NSTA 2 & 3	Lesson planning	Lesson Plans
Develop effective	NSTA 2 & 3	Lesson planning	Lesson Plans

learning experiences that connect to the community			
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National Science Teachers Association Standards

- NSTA 1. Teachers of science understand and can articulate the knowledge and practices of contemporary science. They can interrelate and interpret important concepts, ideas, and applications in their fields of licensure; and can conduct scientific investigations;
- NSTA 2. Teachers of science engage students effectively in studies of the history, philosophy, and practice of science. They enable students to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science;
- NSTA 3. Teachers of science engage students both in studies of various methods of scientific inquiry and in active learning through scientific inquiry. They encourage students, individually and collaboratively, to observe, ask questions, design inquiries, and collect and interpret data in order to develop concepts and relationships from empirical experiences;
- NSTA 4. Teachers of science recognize that informed citizens must be prepared to make decisions and take action on contemporary science- and technology-related issues of interest to the general society. They require students to conduct inquiries into the factual basis of such issues and to assess possible actions and outcomes based upon their goals and values;
- NSTA 5. Teachers of science create a community of diverse learners who construct meaning from their science experiences and possess a disposition for further exploration and learning. They use, and can justify, a variety of classroom arrangements, groupings, actions, strategies, and methodologies;
- NSTA 6 Teachers of science plan and implement an active, coherent, and effective curriculum that is consistent with the goals and recommendations of the National Science Education Standards. They begin with the end in mind and effectively incorporate contemporary practices and resources into their planning and teaching;
- NSTA 7 Teachers of science relate their discipline to their local and regional communities, involving stakeholders and using the individual, institutional, and natural resources of the community in their teaching. They actively engage students in science-related studies or activities related to locally important issues.
- NSTA 8 Teachers of science construct and use effective assessment strategies to determine the backgrounds and achievements of learners and facilitate their intellectual, social, and personal development. They assess students fairly and equitably, and require that students engage in ongoing self-assessment.
- NSTA 9 Teachers of science organize safe and effective learning environments that promote the success of students and the welfare of all living things. They require and promote knowledge and respect for safety, and oversee the welfare of all living things used in the classroom or found in the field.
- NSTA 10 Teachers of science strive continuously to grow and change, personally and professionally, to meet the diverse needs of their students, school, community, and profession. They have a desire and disposition for growth and betterment.

Course Requirements- These assignments have been designed to support candidates' development as science teachers, comply with state and national standards for science teachers, and reflect the York College Department of Teacher Education mission. Detailed assignment sheets and rubrics will be provided. You are encouraged to ask questions about the assignments early and often, as well as to get feedback from the instructor and peers about drafts.

The **midterm** and **final exams** will assess your mastery of the course objectives and ability to apply the course material to various teaching situations. You will be assigned a set of discipline-specific Standards (different from those of the Unit Plan) and will be required to design instructional components within a limited amount of time. The open book/note **midterm** will be held in class on **Week 9** and the open book/note **final** will be during **finals week**. You will be assigned a topic at the time of each exam. The tasks for both the mid-term and the final are posted on Blackboard. Thus, it is possible for candidates to prepare all possible responses in advance of the exams.

Unit Plan – In three major steps, you will create a plan for instruction and assessment of a discipline-specific science topic. In doing this you will be following a planning process called Backwards Design developed by Grant Wiggins and Jay McTighe. We will spend time in class working on these components and providing feedback throughout. Your unit plan and lesson plans will be evaluated using the department rubrics. You should consult with your field experience mentor teacher to select a topic that you can teach toward the end of the course. The three planning stages are as follows:

Stage 1 of Unit Plan- This first part of your unit plan involves establishing goals for student learning and thinking about the needs of the learners in your classroom. You must include all of the following:

- Contextual Information- who are the students in your class and how will you target their individual strengths and needs? Base this on your fieldwork site and draw on your prior education courses as you think about the students there.
- Content analysis- outline the content students will learn in the unit, analyze the history of the issue, and critique the relationship of the issue to the community,
- Standards- what standards will students meet in this unit?
- Enduring Understandings- what will your students understand about this topic?
- Essential Questions- what questions will drive this unit?
- Skills- what skills will the students learn and what abilities will they develop in this unit?
- Pre/misconceptions- what prior conceptions might affect student learning?
- Prerequisites- what do students need to know and be able to do before the unit begins?
- Objective(s): what will students know and be able to do at the end of the unit as a result of exploring the Essential Questions, developing the Enduring Understandings, and mastering the Standards?
- Research- what do journal articles say about how to teach your unit?
- Application of Contextual Factors to Instructional Decision-making- how will what you know about your students affect your instructional plans?
- Differentiation of Assessment and Instruction- how will you differentiate instruction for students with diverse learning needs?

- References- cite all references used in preparation of this work.

Stage 2 of Unit Plan- This second part of your plan involves creating the assessments that will tell you whether your students learned what you wanted them to learn. For this stage you will submit:

- A chart listing all the enduring understanding and matching them to the assessments
- All the assessments you will use in this unit

You must include all of the following: daily formative assessments, a laboratory assessment, a quiz, a writing assessment, and a performance-assessment. These assessments may be combined. Cite all references used in preparation of this work.

Stage 3 Unit Plan- This stage consists of all the lesson plans (10) for your unit. You must clearly demonstrate the connections between your lessons and your students' community. Every lesson must follow the lesson plan model for this course and must include all written materials provided to the students. Cite all references used in preparation of this work.

Discipline Specific Fieldwork Analysis

During your discipline specific field experience, you will progress from observation, to assisting with instruction by working with small groups or individual students, to teaching pieces of lessons, culminating in teaching a complete lesson. You must take detailed notes about your experiences each week and create at least 5 formal lesson analyses in which you:

- 1) summarize the main events in the lesson, attaching a copy of the lesson plan if possible. You should focus on issues related to the content being taught and differentiation of instruction. Make your contributions to the lesson clear.
- 2) analyze your observations including reference to at least one reading. The reading may be one assigned for class or a student-selected article, website, etc.
- 3) analyze a discussion about the teaching of the lesson with your mentor teacher.

Additionally, as part of your fieldwork analysis, you will analyze the safety of your field placement classroom and the other science classrooms in the school. You will construct a plan for maximizing safety, teaching students about safety, and continuously assessing safety. Additionally, you will examine the legal and ethical issues of your field placement site. Professional resources used in developing the module must be cited and referenced.

Impact on Student Learning

For one of the lessons that you plan and teach this semester, you will document and analyze the impact that you have on your students' learning and mastery of your identified learning goals. You will do this at the whole class level and for three selected individual students. In order to determine this impact, you must implement a pre-assessment either before or at the beginning of the lesson and a closing assessment at the end of the lesson. You will compare the students' performance on the pre- and post- assessments, analyzing changes in performance that resulted from your instruction. You will provide feedback to students about their work on the post-assessment. Finally, you will make recommendations about future instruction based upon the documented results and analysis.

Grading Evaluation Criteria:

The course grade will be determined approximately as follows:

Midterm	10%
Final Exam	20%
Unit Plan	30%
Fieldwork Analysis:	20%
Impact on Student Learning	20%

Grading Values

A+	97.0-100	B+	87.0-89.9	C+	77.0-79.9	D+	67.0-69.9
A	93.0-96.9	B	83.0-86.9	C	73.0-76.9	D	60.0-66.9
A-	90.0-92.9	B-	80.0-82.9	C-	70.0-72.9	F	0.00 0-59

Borderline grades will be determined at the discretion of the instructor, factoring in attendance, class participation, professionalism, etc.

Class Schedule for Semester: Changes may be made based upon the instructor's decisions about student learning and assessment needs.

In addition to textbook chapters, relevant articles will be posted on Blackboard or placed on reserve by topic.

UbD = *Understanding by Design*

TSSS = *Teaching secondary school science: Strategies for developing scientific literacy.*

Wk	Date	Topics	Reading	Assignment Due
Stage 1: Setting Discipline-based Goals				
1		Nature of Science	Blackboard links	
2		Understanding by Design – Using Standards for Setting Goals for Understanding Nature of Science	New York State Standards UbD Ch 2 & 3 TSSS- Ch 3 & 4	
3		Essential Questions, Enduring Understandings, Objectives	UbD Ch 5 TSSS- Ch 5 & 6	
4		Prerequisites, Misconceptions, and Constructivism Differentiation	UbD Ch 6 TSSS- Ch 19	
Stage 2: Assessing Discipline Specific Content Understanding				
5		Purposes of Assessment- Formative and Summative Assessment of Understanding	UbD Ch 7 & 8 TSSS- Ch17	Unit Plan Stage 1: Learning Outcomes
6		Traditional Tests	UbD Ch 7 & 8 TSSS- Ch 17	
7		Alternative Assessments and Rubrics	UbD Ch 7 & 8 TSSS- Ch 17	
8		Midterm- Goals and Assessments Lesson Structure: Beginning & Ending Class		Unit Plan Stage 2: Assessment Plan
Stage 3: Discipline Specific Instruction				
9		Lab Safety	Blackboard links	
10		Inquiry & the Learning Cycle	UbD Ch 9 & 10 TSSS- Ch 11 &13	
11		Inquiry & the Learning Cycle	UbD Ch 9 & 10 TSSS- Ch 11 &13	
12		Cooperative Learning	TSSS- Ch 12	
13		Direct Instruction & Questioning	TSSS- Ch 15	Fieldwork Analysis
14		Content-based Whole Class Discussion, Debates, Role Plays & Simulations	TSSS- Ch 12	Impact on Student Learning
		No class- Reading Day		Unit Plan Stage 3:

				Lesson Plans
		Final		

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AIV.3

Department(s)	Teacher Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Teacher Education
Course Number	405
Course Title	Capstone Clinical Experience & Seminar for Secondary Education, Grades 6-9
Catalogue Description	The Capstone Clinical Experience in grades 6-9 consists of guided observation and supervised teaching in school settings. Teacher candidates are supported through collaboration with college clinical supervisors, who will provide high-quality feedback at regular intervals. Student teachers are assigned cooperating teachers at York College Partner Schools, who have proven to be both highly effective teachers and strong mentors capable of meeting the high expectations of York College. In addition, teacher candidates attend a Senior Seminar that provides extensive practice creating instructional plans and assessments that reflect deep knowledge of both content and pedagogy, applying educational research and theory to instructional planning, understanding the specific needs of a variety of diverse learners including struggling readers, analyzing assessment data, as well as helping teacher candidates articulate their thinking in planning and reflection. Student teachers spend five full school days (Monday through Friday, 8:00 am – 3:00 pm) or a minimum of 200 hours in their first placement school for the first seven weeks of the semester and attend the seminar on campus weekly.
Pre/Requisites	Department permission required
Credits	4
Contact Hours	2
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute	
General Education Component	<input checked="" type="checkbox"/> Not Applicable

Rationale: The revised student teaching seminar and clinical requirements are required to prepare students for the rigorous demands of being a licensed teacher in New York State. The increase in the number of credits from 3 to 4 represents the increase in the course workload.

YORK COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
School of Health Sciences and Professional Programs
Department of Teacher Education

EDUC 405, Capstone Clinical Experience & Seminar for Secondary Education, Grades 6-9

Instructor:
Office #:
Office hours:
Phone:
Email:

Teacher Education Unit Vision and Mission

All professional educators who, having been taught by models of good teaching, are prepared with an array of theories, tools and skills necessary to create rich learning environments in which urban children and youth can strive for and reach success. Teachers prepared by the York College Teacher Education Unit demonstrate caring and ethical professional behavior in order to build teaching and learning environments that draw on the strengths of students' diverse cultures, languages, and learning styles, providing their students with learning experiences that develop deep and broad content knowledge and life skills.

*York College Teacher Education Students **Enact** deep and broad content knowledge, **Empower** learners to achieve at the highest levels, **Embody** effective pedagogical strategies, and **Exemplify** professionalism*

Course Description:

The Capstone Clinical Experience in grades 6-9 consists of guided observation and supervised teaching in school settings. Teacher candidates are supported through collaboration with college clinical supervisors, who will provide high-quality feedback at regular intervals. Student teachers are assigned cooperating teachers at York College Partner Schools, who have proven to be both highly effective teachers and strong mentors capable of meeting the high expectations of York College. In addition, teacher candidates attend a Senior Seminar that provides extensive practice creating instructional plans and assessments that reflect deep knowledge of both content and pedagogy, applying educational research and theory to instructional planning, understanding the specific needs of a variety of diverse learners including struggling readers, analyzing assessment data, as well as helping teacher candidates articulate their thinking in planning and reflection. Student teachers spend five full school days (Monday through Friday, 8:00 am – 3:00 pm) or a minimum of 200 hours in their first placement school for the first seven weeks of the semester and attend the seminar on campus weekly.

4 credits; 2 hours seminar; 200 hours onsite clinical experience; first 7 weeks.

Required Texts:

edTPA Handbook relevant content area

York College's Teacher Education Department Student Teaching Handbook

COURSE POLICIES

Teacher candidates must clock in and out at the beginning and end of each school day. All clocked hours count toward the completion of required hours; a minimum of 200 hours must be clocked by the end of the placement.

Hours are recorded in terms of time "Observing," "Assisting," and "Teaching" by the teacher candidate, and reviewed by the Clinical Professor.

Attendance at 1 professional conference is required. Time is recorded as "Observing." Proof of attendance must be obtained and submitted to the Clinical Professor.

Attendance at 1-2 school related duties (e.g. parent-teacher night, Superintendent's Conference Day, faculty meeting) is also required. Time is recorded as "Observing."

Any hours that cannot be verified by school faculty, staff, administration or by "proof of attendance" may not be counted towards placement hours. For example, hours spent grading papers at home do not count toward completion of placement hours.

Time assisting the Cooperating Teacher (CT) when students are not present (e.g. grading student work, putting up a bulletin board, curriculum development) is recorded as "Assisting."

Completion of duties assigned to the CT (e.g. lunch duty, bus duty) will be recorded as "Assisting."

Although the minimum hours for the student teaching placement might not take the full semester, five full school days for 7 weeks is required. This ensures consistency for the students and the cooperating teacher, and it helps to maintain positive relationships between the teacher candidate and the host school and between York College and the host school.

Policy on submitting late assignments: It is the instructor's responsibility to provide due dates on the syllabus. This enables teacher candidates to do advanced planning. Therefore, late assignments, without accompanying explanation and/or documentation, are not recommended and may result in a lower grade in the course. Teacher candidates should always check with their instructor as to the consequences of a late assignment.

Blackboard, Wiki-space, and York email accounts: All teacher candidates are required to have a Blackboard, a Wiki-space account, and a York email account. All assignments and ancillary class materials will be posted electronically. Candidates are required to check announcements and email on the class Wiki-space at least twice a week. E-mail should be checked daily.

Policy on grammar, spelling and writing style: Writing that demonstrates competencies in the conventions of standard written English should be the goal for every student. Remember to proofread and correct all papers for grammatical, spelling and typing errors. The college has tutors who are available to help you with your writing.

Ethical conduct and academic integrity: Teacher candidates are expected to adhere to all CUNY and York College standards of ethical conduct and academic integrity and honesty {<http://web.cuny.edu/academics/info-central/policies/academic-integrity.pdf>}. Successful teaching and learning depend on trust in the integrity of all involved. Included in Ethical Code and Academic Integrity is the reporting of Field hours. It is therefore explicitly stated that field hours must be independently completed for each course. There can be no “double dipping” of hours. That means that field hours completed for this class may in no way be used or reported for any other class. *Any forging of field documents or school time records will be dealt with as a breach of this code and can lead to dismissal from Teacher Education.* It is also expressly stated that all individual assignments must be the original work of the author. You may not use any other’s work or ideas.

York College Disability Statement

Under Section 504 of the 1973 Rehabilitation Act and Title II of the Americans with Disabilities Act of 1990, York College provides reasonable accommodations for students with documented disabilities through the STAR (Specialized Testing and Academic Resources) program. For more information on the STAR program please go to Room AC-1G02 or email star@york.cuny.edu.

ASSIGNMENTS:

edTPA Handbook Quiz	2.5% of grade
Getting to Know Your School, Placement 1	2.5% of grade
Attending a Professional Conference	2.5% of grade
Teaching Log Weeks 1 -17	2.5% of grade
Reflective Journals for weeks 1-7	10% of grade
Clinical Supervisor Evaluation 1	10% of grade
Clinical Supervisor Evaluation 2	
Clinical Supervisor Evaluation 3	
Cooperating Teacher Final Evaluation	10% of grade
Clinical Supervisor Final Evaluation	10% of grade

Teacher Work Sample Part 1	10% of grade
Teacher Work Sample Part 2	10 % of grade
Teacher Work Sample Part 3	10 % of grade
Teacher Work Sample Part 4	10% of grade
Teacher Work Sample Part 5	10% of grade

Course Requirements (See Blackboard for the rubric for each assessment and for exemplar models.):

edTPA Handbook Quiz (2.5% of grade):

Teacher candidates will be expected to read their edTPA Handbooks closely. They will be quizzed on major test procedures and terms.

Getting to Know Your School, Placement 1 (2.5% of grade):

Teacher candidates will complete a comprehensive survey describing the departments, resources, and key personnel in their school placement.

Professional Conference Attendance (2.5% of grade):

Teacher candidates will be excused from one day of student teaching and a selected seminar date for attendance at a conference for growth within their curricula or in a more general area in education (e.g. common core standards, special education, curriculum mapping, classroom management, etc.).

Teacher candidates are responsible for finding an appropriate conference to attend through internet searches and discussions with the college supervisor and cooperating teacher. After considering conference topics, location, date and time, fee, etc., student teachers will select a conference and submit the conference request for approval by the Clinical Professor.

Teacher candidates must attend the conference as agreed upon with the Clinical Professor. The student teacher is responsible for all fees associated with conference attendance. After attending the conference, the student teacher will complete a reflective journal regarding the conference including information about what informational sessions he/she attended and the impact of the conference on his/her teaching.

Failure to attend a professional conference will cause a teacher candidate to be credited with an absence and lose credit for the work associated with attending the conference.

Teaching Log, Weeks 1-7 (2.5% of grade):

Teacher candidates must submit a weekly teaching log that details their hours in the field and categorizes them as observing, assisting, or teaching.

Reflective Journals, Weeks 1-7 (10% of grade):

Teacher candidates maintain reflective journals chronicling their student teaching experiences. Journals entries are reflective in nature, not personal, and are graded by the student teacher's clinical supervisor based on a grading rubric. Short daily journals are completed for all 14 weeks. The journals help the student teacher grow in the profession and practice their analytical skills. Additionally, they help the Clinical Supervisor gain a better understanding of the student teacher's experiences and interests.

Clinical Supervisor Evaluations (3) (10% of grade):

The clinical supervisor will observe and evaluate the candidate three times during the placement. Teacher candidates must submit a lesson plan prior to each observation. The clinical supervisor

will assess the candidate according to the following criteria: The candidate's performance in the classroom, the prepared lesson plan, content knowledge, observed behaviors with colleagues, and classroom management. The clinical supervisor's ratings will be guided by the rubric designed for these observations (posted on Blackboard).

Cooperating Teacher Final Evaluation (10% of grade):

The cooperating teacher will complete the final evaluation during the last week of the placement. The cooperating teacher will assess the candidate's performance in the classroom, prepared lesson plans, content knowledge, observed behaviors with colleagues, and classroom management. The cooperating teacher will assess the candidate in the following categories: Content knowledge, instructional planning, assessment of students, learning environment, and professionalism. The cooperating teacher's ratings will be guided by the rubric designed for these observations (posted on Blackboard).

Clinical Supervisor Final Evaluation (10% of grade):

The clinical supervisor will complete the final evaluation during the last week of the placement. The clinical supervisor will assess the candidate's performance in the classroom, prepared lesson plans, content knowledge, observed behaviors with colleagues, and classroom management. The clinical supervisor will assess the candidate in the following categories: Content knowledge, instructional planning, assessment of students, learning environment, and professionalism. The clinical supervisor's ratings will be guided by the rubric designed for these observations (posted on Blackboard).

Teacher Work Sample Part 1-Your Teaching Context (10% of grade):

In a 2-3 page essay, discuss relevant factors and how they will affect the teaching-learning process. Include any supports and challenges that will affect instruction and student learning. In your discussion, include the following:

1. Community, district and school factors. Address geographic location, community and school population socio-economic profile and race/ethnicity. You might also address such things as stability of community, political climate, community support for education, and other environmental factors.
2. Classroom factors. Address physical features, availability of technology equipment and resources and the extent of parental involvement. You might also discuss other relevant factors such as classroom rules and routines, grouping patterns, scheduling and classroom arrangement.
3. Student characteristics. Address student characteristics you must consider as you design instruction and assess learning. Include factors such as age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, language, interests, learning styles/modalities or students' skill levels.
4. In your narrative, make sure you address students' skills and prior learning that may influence the development of your learning goals, instruction and assessment.

5. Instructional implications: Address how contextual characteristics of the community, classroom and students have implications for instructional planning and assessment. Include specific instructional implications for at least two characteristics and any other factors that will influence how you plan to implement your lesson segment.

The rubric for this assignment and for the exemplar models is posted on Blackboard.

Teacher Work Sample Part 2 - Designing a Lesson Segment (10% of grade):

For this assignment you will describe the *central focus* and the related *learning targets* that will guide the planning, delivery and assessment of your *lesson segment*. Your learning targets must address specific NYS learning standards as well as the Standards that are listed in your edTPA Handbook. The objectives should be significant and challenging. Also, based on your knowledge of your students, you must address the question: What misunderstandings or misconceptions might your students have about your central focus?

The rubric for this assignment and for the exemplar models is posted on Blackboard.

Teacher Work Sample Part 3 - Designing Lesson Plans (10% of grade):

Design a detailed instructional plan that accomplishes the following:

1. Provide an overview of your lesson segment. Use a visual organizer such as an outline to make your lesson segment plan clear. Include the topics and activities you are planning for each day/period, including a list of any assessments you will include. You will describe these assessments in Step 4.
2. Use the recommended lesson plan format and the checklist to create your lesson plans for the lesson segment. The lesson plans must be aligned and connected to your central focus and the learning standards you have identified. The activities should lead to mastery of your learning goals.
3. In addition, it is crucial that your lesson plans describe the modifications you will include in order to accommodate the range of students in your target class.

The rubric for this assignment and for the exemplar models is posted on Blackboard.

Teacher Work Sample Part 4 - Planning for Assessment (10% of grade):

Design an assessment plan that you will use to both monitor and determine student progress toward each learning goal established. This assignment has three parts:

1. Using the provided chart/table, provide an overview of the assessment plan in which you will depict, for each learning goal.
2. Write a paragraph in which you address the following: How and when you will determine students' *prior knowledge* and skills related to the learning goal? How and when you will monitor student progress related to the learning goal? How and when you will determine the extent to which students mastered the learning goal? What adaptations will need to be made, if any, for specific students with special needs? Identify three students in the class whose learning

progress you will specifically track. Explain why you chose to focus on these three students (be sure to fully disguise their identities in your discussion of these students).

3. Create a written version of each assessment, along with the evaluation criteria for each assessment. If an assessment is scored, include a scoring guide (i.e. guidelines or a rubric for how you will determine the numerical or grade value for student performance), as well as either an answer sheet or some guidance for what you would expect as a reasonable answer content-wise to an essay or constructed response question. If you choose to conduct oral assessments, you must still provide a detailed plan for the questions and techniques you used to solicit answers that gave you a reasonably understanding of each student's level of knowledge.

The rubric for this assignment and for the exemplar models is posted on Blackboard.

Teacher Works Sample Part 5 - Analyzing Assessments to make Instructional Decisions (10% of grade):

This assignment asks you to analyze some assessments in order to make instructional decisions. There are two parts:

1. Describe the results of your pre-assessment. Did the results suggest that your learning goals are on target, or did the range of results suggest that you need to modify one or more of those goals upward or downward, and/or adapt instruction for some students? If modification or adaptation was indicated, explain modifications made and why they were made. If no modifications were made, defend that decision.

2. Provide two additional examples of instructional decisions you made based on students' performances on formative assessments during the course of the unit. Think of a time during your lesson segment when a particular response or reaction from some students or even one student (e.g. student inability to grasp the concept being taught, student misunderstanding or lack of knowledge of a prior concept, or other "signals" such as boredom, inattentiveness, or frustration) caused you to change the current or subsequent lesson plans. Be specific about the circumstance and your response in both examples.

The rubric for this assignment and for the exemplar models is posted on Blackboard.

Grading Values

A+	97.0-100	B+	87.0-89.9	C+	77.0-79.9	D+	67.0-69.9
A	93.0-96.9	B	83.0-86.9	C	73.0-76.9	D	60.0-66.9
A-	90.0-92.9	B-	80.0-82.9	C-	70.0-72.9	F	0.00 0-59

Alignment of course objectives, standards, assignments and assessments

Course objectives:	Competencies and/or standards that the objectives align with:	Class activities and assignments that help reach the objective:	Assessments that will measure the objectives and competencies:
The teacher candidate will respond to the diversity of learners in the classroom when designing and implementing instruction.	[edTPA Tasks 1&2; EAS: Competencies 1,2,3]	Teacher candidates will develop lesson plans to present in their student teaching placement.	Clinical Supervisor's Observations 1,2 & 3 Final Student Teaching Evaluations
The teacher candidate will demonstrate awareness of diversity in student ability, language background, culture, family and, can adjust literacy learning strategies as need to meet diverse needs within the classroom.	[edTPA Task 1; EAS: Competencies 1,2,3]	Teacher Work Sample Parts 1, 2, 3, & 4	Teacher Work Sample Rubrics for Parts 1, 2, 3, & 4 edTPA Task 1
The teacher candidate will assess students using a diversity of measures, analyze the results, and make instructional decisions to optimize teaching and maximize student performance.	[edTPA Tasks 1, 2, 3]	Teacher Work Sample Parts 4 & 5	Teacher Work Sample Rubrics for Parts 4 & 5 edTPA Task 3
The teacher candidate will act as reflective practitioners with a strong conviction that learning is a lifelong process achievable by all.	[edTPA Tasks 1, 2, 3, 4]	Teacher candidates will submit weekly reflective journal entries.	Rubric for Assessing Reflective Journals
The teacher candidate will be a reflective practitioner who	[INTASC Standard 9]	Teacher candidates will submit weekly reflective journal	Rubric for Assessing Journals

Course objectives:	Competencies and/or standards that the objectives align with:	Class activities and assignments that help reach the objective:	Assessments that will measure the objectives and competencies:
continually evaluates the effects of her/his choices and actions on others (Candidates, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.		entries.	
The teacher candidate will demonstrate a broad and deep knowledge of academic content.	[CST; CC Math & Literacy; ALST; edTPA: Task 1]	Teacher Work Sample Parts 1-5	Teacher Work Sample Rubrics for Parts 1-5 edTPA Task 1 and 4
The teacher candidate will demonstrate that he/she knows, understand, and use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills.	[edTPA Task 1, ACEI: Standard 2b:]	Teacher Work Sample Parts 1-5	Teacher Work Sample Rubrics for Parts 1-5 edTPA Task 1, 2 & 3
The teacher candidate will design and implement curriculum and instruction that represents broad and deep knowledge of pedagogy.	[edTPA Tasks 1&2]	Teacher candidates will develop lesson plans to present in their student teaching placement. Teacher Work Sample Parts 1, 2, 3, & 4	Clinical Supervisor's Observations 1,2 & 3 Bi-weekly feedback forms Final Student Teaching Evaluations Teacher Work Sample Rubrics for Parts 1, 2, 3, & 4 edTPA Task 1
The teacher candidate will use knowledge of effective verbal, nonverbal, and media	[INTASC Standard 6]	Teacher candidates will develop lesson plans to present in their student teaching	Clinical Supervisor's Observations 1,2 & 3 Final Student

Course objectives:	Competencies and/or standards that the objectives align with:	Class activities and assignments that help reach the objective:	Assessments that will measure the objectives and competencies:
communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.		placement.	Teaching Evaluations
The teacher candidate will exhibit strong written, verbal, and non-verbal communication skills.	[ALST; CC Literacy; edTPA Tasks1, 2, 3]	Teacher candidates will submit lesson plans. Teacher candidates will submit weekly reflective journal entries.	Clinical Supervisor's Observations 1,2 & 3 Bi-weekly feedback forms Final Student Teaching Evaluations Rubric for Assessing Journals

Week	Activity	Work Due	Clinical Hours
1	<p><u>Clinical Focus:</u> Observe and assist CT, learn student names, learn curriculum details.</p> <p><u>Seminar Focus:</u> “Identifying and Reporting Child Abuse” Workshop; Working with assessment data</p>	<p>Reflective Journal 1</p> <p>Workshop Prep.</p> <p>Teaching Log 1</p> <p>“Getting to Know Your School”</p>	35
2	<p><u>Clinical Focus:</u> Assist CT; begin teaching lessons. Teacher candidate receives bi-weekly feedback from Cooperating Teacher.</p> <p><u>Seminar Focus:</u> Reflecting on TWS and collected artifacts; Planning for Instruction and Assessment: edTPA Task 1</p>	<p>Reflective Journal 2</p> <p>Teaching Log 2</p> <p>Teacher Work Sample Part 6</p>	35
3	<p><u>Clinical Focus:</u> Teach 2 full classes daily; assist in all.</p> <p><u>Seminar Focus:</u> “DASA” Workshop; Planning for Instruction and Assessment: edTPA Task 1</p>	<p>Reflective Journal 3</p> <p>DASA Prep.</p> <p>Teaching Log 3</p> <p>edTPA Task 1</p>	35
4	<p><u>Clinical Focus:</u> Teach 3 full classes daily; assist in all. Teacher candidate receives bi-weekly feedback from Cooperating Teacher.</p> <p><u>Seminar Focus:</u> Instructing and Engaging Students: edTPA Task 2</p>	<p>Reflective Journal 4</p> <p>Teaching Log 4</p> <p>Teacher Work Sample Part 7</p>	35
5	<p><u>Clinical Focus:</u> Teach 4 full classes daily; assist in all. Teach full unit and videotape all lessons.</p> <p><u>Seminar Focus:</u> “SAVE” Workshop; Instructing and Engaging Students: edTPA Task 2</p>	<p>Reflective Journal 5</p> <p>Teaching Log 5</p> <p>edTPA Task 2</p>	35
6	<p><u>Clinical Focus:</u> Teach 5 full classes daily; assist in all. Teacher candidate receives bi-weekly feedback from Cooperating Teacher.</p>	<p>Reflective Journal 6</p>	35

	<u>Seminar Focus:</u> Assessing Students' Learning: edTPA Task 3	Teaching Log 6 edTPA Task 3	
7	<u>Clinical Focus:</u> Teach the entire schedule this week. Teacher candidate receives Final Student Teaching Evaluations from Cooperating Teacher and Clinical Supervisor (Placement 1) <u>Seminar Focus:</u> Assessing Students' Mathematics Learning: edTPA Task 4	Reflective Journal 7 Teaching Log 7 edTPA Task 4	35

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AIV.4

Department(s)	Teacher Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Teacher Education
Course Number	406
Course Title	Capstone Clinical Experience & Seminar for Secondary Education, Grades 10-12
Catalogue Description	The Capstone Clinical Experience in grades 10-12 consists of guided observation and supervised teaching in school settings. Teacher candidates are supported through collaboration with college clinical supervisors who will provide high-quality feedback at regular intervals. Teacher candidates are assigned cooperating teachers at York College Partner Schools, who have proven to be both highly effective teachers and strong mentors capable of meeting the high expectations of York College. In addition, teacher candidates attend a Senior Seminar that provides extensive practice creating instructional plans and assessments that reflect deep knowledge of both content and pedagogy, applying educational research and theory to instructional planning, understanding the specific needs of a variety of diverse learners including struggling readers, analyzing assessment data, as well as helping teacher candidates articulate their thinking in planning and reflection. Teacher candidates spend five full school days (Monday through Friday, 8:00 am – 3:00 pm) or a minimum of 200 hours in their second placement school for the second seven weeks of the semester and attend the seminar on campus weekly.
Pre/ Co Requisites	Department permission required
Credits	4
Contact Hours	2
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute	
General Education Component	___X_ Not Applicable

Rationale: The revised student teaching seminar and clinical requirements are required to prepare students for the rigorous demands of being a licensed teacher in New York State. The increase in the number of credits from 3 to 4 represents the increase in the course workload.

YORK COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
School of Health Sciences and Professional Programs
Department of Teacher Education

EDUC 406, Capstone Clinical Experience & Seminar for Secondary Education, Grades 10-12

Instructor:
Office #:
Office hours:
Phone:
Email:

Teacher Education Unit Vision and Mission

The vision of the teacher education unit is to develop a cadre of professional educators who, having been taught by models of good teaching, are prepared with an array of theories, tools and skills necessary to create rich learning environments in which urban children and youth can strive for and reach success. Teachers prepared by the York College Teacher Education Unit demonstrate caring and ethical professional behavior in order to build teaching and learning environments that draw on the strengths of students' diverse cultures, languages, and learning styles, providing their students with learning experiences that develop deep and broad content knowledge and life skills.

*York College Teacher Education Students **Enact** deep and broad content knowledge, **Empower** learners to achieve at the highest levels, **Embody** effective pedagogical strategies, and **Exemplify** professionalism*

Course Description:

The Capstone Clinical Experience in grades 10-12 consists of guided observation and supervised teaching in school settings. Teacher candidates are supported through collaboration with college clinical supervisors who will provide high-quality feedback at regular intervals. Teacher candidates are assigned cooperating teachers at York College Partner Schools, who have proven to be both highly effective teachers and strong mentors capable of meeting the high expectations of York College. In addition, teacher candidates attend a Senior Seminar that provides extensive practice creating instructional plans and assessments that reflect deep knowledge of both content and pedagogy, applying educational research and theory to instructional planning, understanding the specific needs of a variety of diverse learners including struggling readers, analyzing assessment data, as well as helping teacher candidates articulate their thinking in planning and reflection. Teacher candidates spend five full school days (Monday through Friday, 8:00 am – 3:00 pm) or a minimum of 200 hours in their second placement school for the second seven weeks of the semester and attend the seminar on campus weekly.

4 credits; 2 hours seminar; 200 hours onsite clinical experience; second 7 weeks.

Required Texts:

edTPA Handbook for relevant content area

York College's Teacher Education Department Student Teaching Handbook

COURSE POLICIES

Teacher candidates must clock in and out at the beginning and end of each school day. All clocked hours count toward the completion of required hours; a minimum of 200 hours must be clocked by the end of the placement.

Hours are recorded in terms of time "Observing," "Assisting," and "Teaching" by the teacher candidate, and reviewed by the Clinical Professor.

Attendance at 1 professional conference is required. Time is recorded as "Observing." Proof of attendance must be obtained and submitted to the Clinical Professor.

Attendance at 1-2 school related duties (e.g. parent-teacher night, Superintendent's Conference Day, faculty meeting) is also required. Time is recorded as "Observing."

Any hours that cannot be verified by school faculty, staff, administration or by "proof of attendance" may not be counted towards placement hours. For example, hours spent grading papers at home do not count toward completion of placement hours.

Time assisting the Cooperating Teacher (CT) when students are not present (e.g. grading student work, putting up a bulletin board, curriculum development) is recorded as "Assisting."

Completion of duties assigned to the CT (e.g. lunch duty, bus duty) will be recorded as "Assisting."

Although the minimum hours for the student teaching placement might not take the full semester, five full school days for 7 weeks is required. This ensures consistency for the students and the cooperating teacher, and it helps to maintain positive relationships between the teacher candidate and the host school and between York College and the host school.

Policy on submitting late assignments: It is the instructor's responsibility to provide due dates on the syllabus. This enables the teacher candidate to do advanced planning. Therefore, late assignments, without accompanying explanation and/or documentation, are not recommended and may result in a lower grade in the course. Teacher candidates should always check with their instructor as to the consequences of a late assignment.

Blackboard, Wiki-space, and York email accounts: All teacher candidates are required to have a Blackboard, a Wiki-space account, and a York email account. All assignments and ancillary class materials will be posted electronically. Candidates are required to check announcements and email on the class Wiki-space at least twice a week. E-mail should be checked daily.

Policy on grammar, spelling and writing style: Writing that demonstrates competencies in the conventions of standard written English should be the goal for every student. Remember to proofread and correct all papers for grammatical, spelling and typing errors. The college has tutors who are available to help you with your writing.

Ethical conduct and academic integrity: Teacher candidates are expected to adhere to all CUNY and York College standards of ethical conduct and academic integrity and honesty {<http://web.cuny.edu/academics/info-central/policies/academic-integrity.pdf>}. Successful teaching and learning depend on trust in the integrity of all involved. Included in Ethical Code and Academic Integrity is the reporting of Field hours. It is therefore explicitly stated that field hours must be independently completed for each course. There can be no “double dipping” of hours. That means that field hours completed for this class may in no way be used or reported for any other class. *Any forging of field documents or school time records will be dealt with as a breach of this code and can lead to dismissal from Teacher Education.* It is also expressly stated that all individual assignments must be the original work of the author. You may not use any other’s work or ideas.

York College Disability Statement

Under Section 504 of the 1973 Rehabilitation Act and Title II of the Americans with Disabilities Act of 1990, York College provides reasonable accommodations for students with documented disabilities through the STAR (Specialized Testing and Academic Resources) program. For more information on the STAR program please go to Room AC-1G02 or email star@york.cuny.edu.

ASSIGNMENTS:

Getting to Know Your School, Placement 2	2.5% of grade
Teaching Log Weeks 1 -7	2.5% of grade
Reflective Journals for weeks 1-7	10% of grade
Clinical Supervisor Evaluation 1 Clinical Supervisor Evaluation 2 Clinical Supervisor Evaluation 3	10% of grade
Cooperating Teacher Final Evaluation	10% of grade
Clinical Supervisor Final Evaluation	10% of grade

Workshop Preparation	2.5% of grade
Workshop Quizzes	2.5% of grade
Teacher Work Sample Part 6	10% of grade
Teacher Work Sample Part 7	10 % of grade

edTPA Tasks 1 - 4	30 % of grade
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Course Requirements (See Blackboard for the rubric for each assessment and for exemplar models.):

Getting to Know Your School, Placement 2 (2.5% of grade):

Teacher candidates will complete a comprehensive survey describing the departments, resources, and key personnel in their school placement.

Teaching Log, Weeks 1-7 (2.5% of grade):

Teacher candidates must submit a weekly teaching log that details their hours in the field and categorizes them as observing, assisting, or teaching.

Reflective Journals, Weeks 1-7 (10% of grade):

Teacher candidates maintain reflective journals chronicling their student teaching experiences. Journals entries are reflective in nature, not personal, and are graded by the student teacher's clinical supervisor based on a grading rubric. Short daily journals are completed for all 14 weeks. The journals help the student teacher grow in the profession and practice their analytical skills. Additionally, they help the Clinical Supervisor gain a better understanding of the student teacher's experiences and interests.

Clinical Supervisor Evaluations (3) (10% of grade):

The clinical supervisor will observe and evaluate the candidate three times during the placement. Teacher candidates must submit a lesson plan prior to each observation. The clinical supervisor will assess the candidate according to the following criteria: The teacher candidate's performance in the classroom, the prepared lesson plan, content knowledge, observed behaviors with colleagues, and classroom management. The clinical supervisor's ratings will be guided by the rubric designed for these observations (posted on Blackboard).

Cooperating Teacher Final Evaluation (10% of grade):

The cooperating teacher will complete the final evaluation during the last week of the placement. The cooperating teacher will assess the candidate's performance in the classroom, prepared lesson plans, content knowledge, observed behaviors with colleagues, and classroom management. The cooperating teacher will assess the candidate in the following categories: Content knowledge, instructional planning, assessment of students, learning environment, and professionalism. The cooperating teacher's ratings will be guided by the rubric designed for these observations (posted on Blackboard).

Clinical Supervisor Final Evaluation (10% of grade):

The clinical supervisor will complete the final evaluation during the last week of the placement. The clinical supervisor will assess the candidate's performance in the classroom, prepared lesson plans, content knowledge, observed behaviors with colleagues, and classroom management. The clinical supervisor will assess the candidate in the following categories: Content knowledge, instructional planning, assessment of students, learning environment, and professionalism. The

clinical supervisor's ratings will be guided by the rubric designed for these observations (posted on Blackboard).

Workshop Preparation (2.5% of grade):

To meet NYS Workshop Requirements, teacher candidates will be required to complete an at-home portion of each workshop before attending the in-class portion of the workshop. Student teachers will complete 2 hours of prep work before the "SAVE" Workshop and the "Identification and Reporting of Child Abuse" Workshop, and they will complete 3 hours of prep work before the "DASA" Workshop.

Workshop Quizzes (2.5% of grade):

Teacher candidates will be quizzed on the major concepts and terms introduced in their "SAVE," "Identification and Reporting of Child Abuse" and "DASA" Workshops.

Teacher Work Sample Part 6-Analysis of Student Learning (10% of grade):

For this assignment you will provide and analyze data that reflects the progress made in achieving the learning goals you established in your instructional plans.

1. Tabulate your pre- and post assessment data in such a way that shows the assessment results for every student on every stated learning goal. The data you collect will depend in large part on the format of your assessment and evaluation of the assessment. However, you should have a set of pre and post data that relates *specifically* to *each* of your learning goals.
2. Create a graphic representation of your "pre and post" data for *each* of your learning goals. Highlight the scores for three focus students.
3. Describe assessment modifications you made for any student. Include a rationale for making these modifications.
4. Write a narrative summary of your data and the conclusions you draw from your data as it relates to each learning goal. Support your conclusions with specific data drawn from whole-class data results. The rubric for this assignment and for the exemplar models is posted on Blackboard.

Teacher Work Sample Part 7 – Reflection and Self-Evaluation (10% of grade):

Reflect on your performance as a teacher and link your performance to student learning results. Evaluate your performance and identify future actions for improved practice and professional growth. Your essay should cover the following topics:

1. Write about the learning goal for which your students (as a group) were most successful. Provide two or more possible reasons for this success. Consider the characteristics of the learning goal itself, your instructional strategies, assessment choices, along with student characteristics and other contextual factors.
2. Write about the learning goal on which your students were least successful. Provide two or more possible reasons for the comparative lack of success. Again, consider the characteristics of the learning goal itself, instruction, and assessment along with student characteristics and other

contextual factors.

3. Write about each of the three students you identified in your assessment analyses. Did their performance surprise you? If you were going to continue as their classroom teacher, what actions would you take to help those students achieve their learning potential? What might you have done differently, if anything, to teach those students during your unit? What research/theory would support these changes in your instruction or assessment?

4. Reflect on possibilities for professional development. Describe at least two professional learning goals that emerged from your insights and experiences with the TWS. Identify two specific steps you will take to improve your performance in the critical area(s) you identified.

The rubric for this assignment and for the exemplar models is posted on Blackboard.

edTPA Tasks 1-4 (30% of grade):

In preparation for test submission, teacher candidates will analyze the edTPA guidelines, test questions, rubric progression guides and exemplar models. Teacher candidates will submit early drafts of each of the first four tasks for review.

Exams will not be graded by the professor. Teacher candidates will earn credit for preparing their exams and submitting the edTPA for scoring.

Grading Values

A+	97.0-100	B+	87.0-89.9	C+	77.0-79.9	D+	67.0-69.9
A	93.0-96.9	B	83.0-86.9	C	73.0-76.9	D	60.0-66.9
A-	90.0-92.9	B-	80.0-82.9	C-	70.0-72.9	F	0.00 0-59

Alignment of course objectives, standards, assignments and assessments

Course objectives:	Competencies and/or standards that the objectives align with:	Class activities and assignments that help reach the objective:	Assessments that will measure the objectives and competencies:
The teacher candidate will respond to the diversity of learners in the classroom when designing and implementing instruction.	[edTPA Tasks 1&2; EAS: Competencies 1,2,3]	Teacher candidates will develop lesson plans to present in their student teaching placement.	Clinical Supervisor's Observations 1,2 & 3 Final Student Teaching Evaluations
The teacher candidate will demonstrate awareness of diversity in student ability,	[edTPA Task 1; EAS: Competencies 1,2,3]	Teacher Work Sample Parts 1, 2, 3, & 4	Teacher Work Sample Rubrics for Parts 1, 2, 3, & 4 edTPA Task 1

language background, culture, family and, can adjust literacy learning strategies as need to meet diverse needs within the classroom.			
The teacher candidate will assess students using a diversity of measures, analyze the results, and make instructional decisions to optimize teaching and maximize student performance.	[edTPA Tasks 1, 2, 3]	Teacher Work Sample Parts 4 & 5	Teacher Work Sample Rubrics for Parts 4 & 5 edTPA Task 3
The teacher candidate will act as reflective practitioners with a strong conviction that learning is a lifelong process achievable by all.	[edTPA Tasks 1, 2, 3, 4]	Teacher candidates will submit weekly reflective journal entries.	Rubric for Assessing Reflective Journals
The teacher candidate will be a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (Candidates, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	[INTASC Standard 9]	Teacher candidates will submit weekly reflective journal entries.	Rubric for Assessing Journals
The teacher candidate will demonstrate a broad and deep knowledge of academic content.	[CST; CC Math & Literacy; ALST; edTPA: Task 1]	Teacher Work Sample Parts 1-5	Teacher Work Sample Rubrics for Parts 1-5 edTPA Task 1 and 4

<p>The teacher candidate will demonstrate that he/she knows, understand, and use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills.</p>	<p>[edTPA Task 1, ACEI: Standard 2b:]</p>	<p>Teacher Work Sample Parts 1-5</p>	<p>Teacher Work Sample Rubrics for Parts 1-5 edTPA Task 1, 2 & 3</p>
<p>The teacher candidate will design and implement curriculum and instruction that represents broad and deep knowledge of pedagogy.</p>	<p>[edTPA Tasks 1&2]</p>	<p>Teacher candidates will develop lesson plans to present in their student teaching placement. Teacher Work Sample Parts 1, 2, 3, & 4</p>	<p>Clinical Supervisor's Observations 1,2 & 3 Bi-weekly feedback forms Final Student Teaching Evaluations Teacher Work Sample Rubrics for Parts 1, 2, 3, & 4 edTPA Task 1</p>
<p>The teacher candidate will use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	<p>[INTASC Standard 6]</p>	<p>Teacher candidates will develop lesson plans to present in their student teaching placement.</p>	<p>Clinical Supervisor's Observations 1,2 & 3 Final Student Teaching Evaluations</p>
<p>The teacher candidate will exhibit strong written, verbal, and non-verbal communication skills.</p>	<p>[ALST; CC Literacy; edTPA Tasks 1, 2, 3]</p>	<p>Teacher candidates will submit lesson plans. Students will submit weekly reflective journal entries.</p>	<p>Clinical Supervisor's Observations 1,2 & 3 Bi-weekly feedback forms Final Student Teaching Evaluations Rubric for Assessing Journals</p>

Week	Activity	Work Due	Clinical Hours
1	<p><u>Clinical Focus:</u> Observe and assist CT, learn student names, learn curriculum details.</p> <p><u>Seminar Focus:</u> “Identifying and Reporting Child Abuse” Workshop; Working with assessment data</p>	<p>Reflective Journal 1</p> <p>Workshop Prep.</p> <p>Teaching Log 1</p> <p>“Getting to Know Your School”</p>	35
2	<p><u>Clinical Focus:</u> Assist CT; begin teaching lessons. Teacher candidate receives bi-weekly feedback from Cooperating Teacher.</p> <p><u>Seminar Focus:</u> Reflecting on TWS and collected artifacts; Planning for Instruction and Assessment: edTPA Task 1</p>	<p>Reflective Journal 2</p> <p>Teaching Log 2</p> <p>Teacher Work Sample Part 6</p>	35
3	<p><u>Clinical Focus:</u> Teach 2 full classes daily; assist in all.</p> <p><u>Seminar Focus:</u> “DASA” Workshop; Planning for Instruction and Assessment: edTPA Task 1</p>	<p>Reflective Journal 3</p> <p>DASA Prep.</p> <p>Teaching Log 3</p> <p>edTPA Task 1</p>	35
4	<p><u>Clinical Focus:</u> Teach 3 full classes daily; assist in all. Teacher candidate receives bi-weekly feedback from Cooperating Teacher.</p> <p><u>Seminar Focus:</u> Instructing and Engaging Students: edTPA Task 2</p>	<p>Reflective Journal 4</p> <p>Teaching Log 4</p> <p>Teacher Work Sample Part 7</p>	35
5	<p><u>Clinical Focus:</u> Teach 4 full classes daily; assist in all. Teach full unit and videotape all lessons.</p> <p><u>Seminar Focus:</u> “SAVE” Workshop; Instructing and Engaging Students: edTPA Task 2</p>	<p>Reflective Journal 5</p> <p>Teaching Log 5</p> <p>edTPA Task 2</p>	35
6	<p><u>Clinical Focus:</u> Teach 5 full classes daily; assist in all. Teacher candidate</p>	<p>Reflective Journal 6</p>	35

	receives bi-weekly feedback from Cooperating Teacher. <u>Seminar Focus:</u> Assessing Students' Learning: edTPA Task 3	Teaching Log 6 edTPA Task 3	
7	<u>Clinical Focus:</u> Teach the entire schedule this week. Teacher candidate receives Final Student Teaching Evaluations from Cooperating Teacher and Clinical Supervisor (Placement 1) <u>Seminar Focus:</u> Assessing Students' Mathematics Learning: edTPA Task 4	Reflective Journal 7 Teaching Log 7 edTPA Task 4	35

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

Department/Discipline

Foreign Languages

Contact Person

Samuel Ghelli

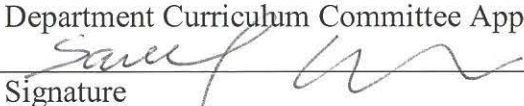
Please indicate items submitted for Committee approval

New Major Design	_____
Revised Major Design	_____
New Minor Design	_____
Revised Minor Design	_____
New Program	_____
Revised Program	_____
New Course Proposal	_____ X _____
Course Change Proposal	_____
Course Deletion	_____

Please provide an executive summary of your proposals

The Department proposes new courses: BENG 106, BENG 200, HUM 307, SPAN 307, WLIT 215, WLIT 330

1. Department Curriculum Committee Approval




 Signature

Date

04/19/2016

2. Department Approval



 Chairperson's Signature

Date

04/19/16

3. Other Departments Affected:

 Department

 Signature


 Date

 Department

 Signature

 Date

4. College Curriculum Committee Approval



 Chairperson's Signature

Date

5/4/2016

5. College Senate Approval

AIV.1

Department(s)	Foreign Languages, ESL, and Humanities
Career	<input checked="" type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Bengali
Course Number	BENG106
Course Title	Bengali for Heritage Speakers
Catalogue Description	Department permission required
Pre/ Co Requisites	Permission of Department
Credits	3
Contact Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
General Education Component	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> College Option

Rationale: The Foreign Languages, ESL, and Humanities Department is endeavoring to establish a Bengali heritage language program in order to respond to the requests of our large Bangladeshi student body and meet their needs to strengthen their links to their language, culture and traditions. This course is specifically designed to enhance the academic skills of Bengali heritage speakers so as to help them succeed in their college studies.

Sample Syllabus

**BENG 106 (3hrs. 3crs.)
Bengali for Heritage Speakers**

Department of Foreign Languages, ESL, and Humanities

Instructor:

Office:

Phone:

Email:

Office Hours:

Course Description:

This course is designed to develop the reading and writing skills of heritage Bengali speakers who have some competency in the language but want to improve their competency. The course will be focused on improving, speaking, reading and writing skills using a variety of texts and films excerpts and selected literary texts. Open to speakers of Bengali with some proficiency, with department's permission. Not for speakers educated in Bengali.

Prerequisite: Permission of Department

Course Objectives/Student Learning Outcomes:

Upon completion of this course, the students will be able to:

- Develop their speaking skills through in-class discussion, oral presentations on familiar topics and readings
- Read and understand short literary or cultural passages
- Summarize orally or in writing readings in Bengali poetry, essays, short stories and articles
- Appreciate Bengali culture through films and video clips
- Develop writing skills through revising and editing
- Write compositions that observe correct grammar and usage

Textbook and Other material: No purchase required: all the necessary material for this course is available on Blackboard.

Attendance: Because this course is designed to develop students' linguistic skills in speaking, reading and writing, attendance and participation are essential and required. Absences in excess of one week's worth of classes will result in the lowering of your grade by ten (10) points.

Grades:

- | | |
|--------------------------------|-----|
| • Attendance and Participation | 10% |
| • Quizzes (3) | 15% |
| • Midterm | 20% |

- Final Exam 30%
- Oral Presentation 10%
- Cultural Event 15%

Course Activities:

Activities will include script writing, sentence development, paragraph development; homework exercises; short stories and literary texts from the classical and contemporary periods; films and video clips showcasing Bengali culture and cinema. Assignments will be handed out in class and for homework. They will focus but will not be limited to text-based activities. Students will be responsible for presenting a cultural event related to their national culture or their family traditions. For example, a traditional dish a recipe written in Bengali can be presented to the class. A recitation of a poem is equally valid for an oral presentation. Quizzes (3) will focus on elements of grammar or style studied in class.

Academic Integrity

Plagiarism is the presentation of someone else's ideas, words, or artistic/scientific/technical work as one's own creation. A student who copies or paraphrases published or on-line material, or another person's research, without properly identifying the source(s) is committing plagiarism.

Plagiarism violates the ethical and academic standards of our college. Students will be held responsible for such violations, even when unintentional. To avoid unintended plagiarism, students should consult with their instructors about when and how to document their sources. The library also has both print and digital guides designed to help students cite sources correctly.

Plagiarism carries a range of penalties commensurate with severity of the infraction. The instructor may, for example, require the work to be redone, reduce the course grade, fail the student in the course, or refer the case to the Faculty-Student Disciplinary Committee (see Article 15.4 of the Bylaws of the Board of Trustees). Cases referred to that committee could result in suspension or expulsion from the college.

Tentative Course Outline

Week 1:

Review of Bengali scripts: Places of articulation and manner of articulation Bengali Alphabets: spirited and un-spirited, Borgio Bornos and Ontostho Bornos

Weeks 2:

Sentence variety (affirmative, interrogative, negative)

Parts of speech

Short readings- identifying parts of speech and comprehension

Homework: write six sentences using the three patterns discussed in class and identify at least one example of each part of speech learned.

Quiz#1: Sentence variety and parts of speech identification

Weeks 3:

Verbs and tenses

Nouns and Pronouns

Adjectives and adverbs

Prepositions

Homework: find an article and underline different verbs and tenses.

Write a descriptive paragraph which includes nouns, adjectives and adverbs.

Week 4:

Reading for comprehension-

Writing paragraphs in Bengali

Phrases and idioms

Homework: reading with literary or cultural content for comprehension and reaction.

Identify and explain idiomatic and fixed expressions.

Quiz# 2: Comprehension questions and idioms

Week 5:

Reading for comprehension

Reading in Bengali prose

Reading in Bengali poetry

Homework: Find and explain a contemporary Bengali poem, focusing on sentence variety, idiomatic expressions and imagery.

Weeks 6:

Spelling exercises- some guiding principles

Vocabulary development: word formation

Word formation in Bengali: Shandie and Shomas

Affixes

Homework: Literary text for identifying the two systems of word formation studied in class.

Quiz #3: Spelling and vocabulary

Week 7: Bengali Culture theme

Eid Festivals- studies in Bengali prose

Exercise: Compare and contrast Eid in Bangladesh and one other Muslim country

Bengali Language Day Celebrations

Composition writing

Midterm Exam: Reading with comprehension questions, grammar and paragraph writing

Weeks 8:

Reading Bengali short stories for concepts and comprehension

Bengali movies- listening and comprehension

Reading Bengali poetry

Students' poetry recitation or Bengali storytelling due

Week 9:

Picture-based story telling: Composition exercise to stimulate idea generation and interpretive skills

Descriptive writing: Describing something familiar

Narrative writing

Homework: Write a narrative about your story.

Students' poetry recitation or oral presentations

Week 10:

Readings in Bengali prose for comprehension and responses

Writing letters

Writing stories based on given pictures

Explaining and developing ideas

Homework: Write a letter to a friend in Bangladesh explaining to him or her the challenges of living in the United States

Week 11:

Reading a short play in Bengali for comprehension

Continuing play reading and play-acting

Watching Bengali drama for comprehension

Students role play scenes from a film or video clip

Week 12:

Composition writing-topics to be determined

Poetry studies (classical)

Poetry studies (contemporary)

Stories from movies

Homework: compare and contrast a classical poem and a contemporary one

Cultural event due: oral or written reports

Week 13:

Review of Bengali scripts

Tenses

Word formation

Parts of speech

Sentence variety

Fixed expressions and idioms

Week 14:

Review of paragraph writing and composition writing

Final exam will encompass reading, comprehension and writing, including some grammar

Final exam TBA

General

Please always feel free to contact the instructor to discuss assignments, your grades, or anything you don't understand. He or she is always available by email and will happy to help.

Department of Foreign Languages, ESL, and Humanities
York College of The City University of New York
Classroom Procedures, Policies and Regulations

Welcome to the Department of Foreign Languages, ESL, and Humanities. We aim to enrich the education of all students through the study of languages, literatures and cultures. In addition to helping students attain functional proficiency in oral and written language and an appreciation of the culture of a particular language; we provide students with the skills that will improve communication in their own first language and English. The rules and procedures below are meant to help create the kind of atmosphere of mutual respect and cooperation that will allow you to have a very positive experience in your foreign language course. These rules are designed to maximize your learning experience, clarify expectations and avoid conflicts. Have a wonderful semester!

1. It is your responsibility to attend every class and arrive on time and prepared for the class. Please note:
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 - c. Participation: When you are in class you must be involved in that class. This means you should not be doing work for another class, surfing the net, sleeping, etc.
2. NO CELL PHONES, NO IPODS, NO TEXTING, NO LAPTOPS, in short, NO TECHNOLOGY is/are permitted in the Classroom, *unless it is by permission of the instructor*. In that case, everyone will stay on the same website or program as the whole class. All individual electronic devices must be turned off and kept out of sight. Students should give family members and others the phone number for YC Security (718-262-2222) or during weekday hours, the department office (718-262-2430) so that they can be contacted in an emergency.
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 - b. If the situation is not resolved, then go to the discipline coordinator
 - c. If you are still not satisfied, see the Chair of the department
 - d. You must make appointments to see the Coordinator or Chair. No complaints by telephone, by email or made anonymously will be entertained.

The teacher reserves the right to modify the syllabus in order to best serve the needs of individual students and/or classes.

Course syllabus adapted from Prof. Md Abul Kalam Azad at City College/CUNY – Classical and Modern Languages and Literatures.

Whenever there exist at least two pairs of words based on the same formal difference, categorical affiliation and semantic relatedness, a particular (morphological) strategy becomes part of the morphological module of the speaker-hearer. This book, for instance, presents a morphological profile of Bengali constituted of the different aspects of its word-formation on the basis of a list of around 1200 strategies and in consequence shows that WWM |

AIV.2

Department(s)	Foreign Languages, ESL, and Humanities
Career	<input checked="" type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Bengali
Course Number	BENG 200
Course Title	Modern Bengali Literature
Catalogue Description	This course is designed to acquaint students with contemporary Bengali literature through the close reading of selected literary texts from a variety of genres. This course is taught in Bengali.
Pre/ Co Requisites	Department's permission
Credits	3
Contact Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute	
General Education Component	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> College Option

Rationale: BENG 200 is part of the endeavor to establish a Bengali heritage language program in order to respond to the requests of our large Bangladeshi student body and meet their needs to reinforce their links to their language, culture and traditions.

*Sample Syllabus***BENG 200: Modern Bengali Literature (3hrs. 3crs.)**

Department of Foreign Languages, ESL, and Humanities

Instructor:

Office:

Phone:

Email:

Office Hours:

Course Description:

This course is designed to acquaint students with contemporary Bengali literature through the close reading of selected literary texts from a variety of genres. This course is taught in Bengali.

Prerequisite: Department's permission

Course Objectives/Student Learning Outcomes:

Upon completion of this course, the students will be able to:

- Identify major traditions of modern Bengali literature and explain them within a socio-cultural context.
- Identify and illustrate major genres of modern Bengali literature.
- Identify and describe characteristics of literary texts from the late 19th century through the present.
- Analyze various literary texts to highlight their major stylistic and thematic characteristics.
- Demonstrate a critical understanding of and appreciation for literature when analyzing stories, poems and plays.
- Develop a reasonable interpretation of a literary text and support that interpretation with evidence.
- Compare and contrast with major stylistic and thematic similarities and differences among various periods of modern Bengali literary expressions.

Required Textbooks:

1. Goswami, J. (1999). *Mā nishāda*. Kalakata: Ānanda Pabalisarsa.
2. Bandyopadhyay, A. (1999). *Pancasati Galpo*. Kalakata: Ānanda Pabalisarsa.
3. Hossain, S. (1997). *Nirbachito Golpo*. Dhaka: Aphasara Bradarsa.]

Grades

- Midterm – 25%
- Final Exam – 30%
- Quizzes: 15% (3 quizzes, each is 5%);

- Two Papers* 20 % (each paper is 10%)
- Oral Presentation**– 10%

*These papers will be interpretive essays using analytical methods discussed in the first week of class or a full report on a novel covered in class. Possible paper topics will be discussed in class. Students will be asked to provide a hard copy (paper copy) as well as an electronic copy sent to the instructor's e-mail address. At least 5 different sources must be cited.

**Students will be expected to make cogent arguments on selected topics of the Bengali literature in the oral presentation at the end of the semester. Students will also be required to cite appropriate textual evidence to support their conclusions. A more specific hand-out will be given to students in class.

Course Activities:

The class exercises and activities focus on the development of student's analytical skills which will enable them to analyze and critique the literary texts of representative Bengali writers from West Bengal and Bangladesh. Through lecture, pair work, group discussions, in-class exercises, videos, and homework exercises, students will investigate how Bengali writers explore issues of social justice, linguistic rights, social norms, and inequities in gender roles and socioeconomic status.

We will watch several videos. If you miss the classes in which these videos are screened, you are responsible for viewing them on your own. They will be on reserve in the Foreign Languages, ESL, and Humanities Department (3C08).

Academic Integrity

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General

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Tentative Course Outline

All readings assignments to be completed *before* each class meeting

Week 1:

Introduction and overview of Bengali literature; the beginnings of Modern Bengali Literature

Weeks 2-4: Quiz #1(week 3)

Introduction to the Bengali Novel

Representative novelists: Humayun Kabir Dhali - Mon Shudu, Mon Chuyesay Atin

Bandyopadhyay - Pancasati Galpo Sanjeev Chattopadhyay – Svetapatharera Tebila Sirshendu

Mukhopadhyay - Bhalobasa

Weeks 5-6: Paper #1 (due on week 6)

Introduction to Bengali short stories

Representative Short Story Writers: Humayun Ahmed – Galpo Samgra Suchita Bhattacharya –

Bukera Katha Mahasveta Devi – Mahasveta Debira Pancasati Buddadeb Guha – Rbhu vol.13

Week 7: Midterm Exam**Week 8:** Introduction to Bengali poetry

Representative Poets: Shamsur Rahman - Samasur Rahmanera Sreshhtha Kabita Joy Goswami -

Mā nishāda Subhas Mukhopadhyay - Subhasa Mukhopadhyayera Sreshhtha Kabita Nirmalendu

Goon – Nirbachita Sankha Ghosh - Jarnala

Weeks 9-10: Quiz #2 (week 9), Paper # 2 (due on week 10)

Introduction to Bengali plays and films

Representative Playwrights and Film Directors: Roy Manmatha - Lan Fokir Munir Chowdhury –

Kabar Humayun Ahmed – Agunera Parasamani Satyajit Ray – Pather Panchali

Weeks 11-12: Quiz #3 (week 11)

Introduction to contemporary female writers

Representative Women Authors: Selina Hossain - Nirbachito Golpo Banu Bosu – Sera Baro

Nabaneeta Dev Sen- Nati Nabanita

Week 13: Student oral presentations**Week 14:** Student oral presentations and a review for the final exam**Week 15:** Final Exam: TBA

Department of Foreign Languages, ESL, and Humanities

York College of The City University of New York

Classroom Procedures, Policies and Regulations

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- b. If the situation is not resolved, then go to the discipline coordinator
- c. If you are still not satisfied, see the Chair of the department
- d. You must make appointments to see the Coordinator or Chair. No complaints by telephone, by email or made anonymously will be entertained.

Course syllabus adapted from Ruhma Choudhury at LaGuardia CC – Edu. & Lang. Acquisition Department.

AIV.3

Department(s)	Foreign Languages, ESL, and Humanities
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Humanities
Course Number	307
Course Title	Latin American Film
Catalogue Description	This course is a historical survey of artistic, technological, and industrial developments of cinema in Latin America. The films screened are representative of major developments in Latin American film history: technological, aesthetic, industrial and socio-cultural. Through readings and screenings, the student considers such topics as: major genres and their relation to Latin American attitudes and values, the work of the great Latin American film directors, and the historical role of films. This course may be offered in a face-to-face, hybrid or asynchronous online format. This course is cross-listed with SPAN 307. Not open to students with credit in SPAN 307.
Pre/ Co Requisites	Preq: ENG 125
Credits	3
Contact Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute	H-WEB WEB
General Education Component	__X__ Not Applicable

Rationale: This course expands the offerings in film studies within the Humanities. Film studies lends itself especially well to hybrid and online learning platforms.

Department of Foreign Languages, ESL, and Humanities
 York College of The City University of New York
Sample Syllabus

HUM 307: Latin American Film (3 hrs., 3 crs.)

Professor: Dr. Fabiola Salek

Email: fsalek@york.cuny.edu

Phone: (718) 262-2443

Room: AC 3C11

Office Hours: TBA

Description:

This course is a historical survey of artistic, technological, and industrial developments of cinema in Latin America. The films screened are representative of major developments in Latin American film history: technological, aesthetic, industrial and socio-cultural. Through readings and screenings, the student considers such topics as: major genres and their relation to Latin American attitudes and values, the work of the great Latin American film directors, and the historical role of films. This course may be offered as a face-to-face course, a hybrid course, or as a fully online asynchronous course. This course is cross-listed with SPAN 307. Not open to students with credit in SPAN 307.

Prerequisite: English 125

Required Texts:

Gutiérrez Alea, Tomás. *The Viewers Dialectic*. Havana: Editorial José Martí, 1988.

MacKenzie, Scott, Ed. *Film Manifestos and Global Cinema Cultures: A Critical Anthology*. Los Angeles: University of California P, 2014. 211-17.

The following texts in *Film Manifestos and Global Cinema Cultures: A Critical Anthology* are required reading:

García Espinoza, Julio. "For an Imperfect Cinema" MacKenzie, Scott, Ed. *Film Manifestos and Global Cinema Cultures: A Critical Anthology*. Los Angeles: University of California P, 2014. 220-230.

Birri, Fernando. "Cinema and Underdevelopment" MacKenzie, Scott, Ed. *Film Manifestos and Global Cinema Cultures: A Critical Anthology*. Los Angeles: University of California P, 2014. 211-17.

Glauber, Rocha. "The Aesthetics of Hunger." MacKenzie, Scott, Ed. *Film Manifestos and Global Cinema Cultures: A Critical Anthology*. Los Angeles: University of California P, 2014. 218-20.

Solanas, Fernando and Octavio Getino. "Towards a Third Cinema: Notes and Experiences for the Development of a Cinema of Liberation in the Third World." MacKenzie, Scott, Ed. *Film*

Manifestos and Global Cinema Cultures: A Critical Anthology. Los Angeles: University of California P, 2014. 230-50.

Sanjinés, Jorge. *Theory and Practice of a Cinema with the People*. New York: Curbstone Press, 1989. 95.

Shaw, Deborah. *Contemporary Latin American Cinema*. New York: Rowman & Littlefield Publisher, 2007.

Additional Texts (on Blackboard):

Mulvey, Laura. "Visual Pleasure and Narrative Cinema." *Film Theory and Criticism: Introductory Readings*. Eds. Leo Braudy and Marshall Cohen. New York: Oxford UP, 1999. 833-44.

Other recommended materials:

A Biligual Dictionary (The Oxford Spanish Dictionary/Collins Spanish Dictionary/ Larousse)

A Spanish Dictionary (Real Academia Española Diccionario de la lengua española/ María Moliner Diccionario del uso del español)

Course Objectives:

By the end of the semester, each student should be able:

1. to isolate and historically trace themes and technological, artistic, and industrial development in Latin American cinema;
2. to develop a critical awareness of the relation of Latin American film to social/cultural values and patterns;
3. to display knowledge of, and facility with technical and artistic cinematic language;
4. to analyze a cross-section of historically representative Latin American films, including the work of some of Latin America's great film directors.

Summary of Procedures: In addition to discussion of the readings and films specified in the syllabus, the instructor may teach other films and works. The semester schedule also allows for time to be used in a variety of ways including examinations, discussion of readings, student presentations, essays, and film screenings. Students are encouraged to attend out-of-class events related to Film studies (e.g. lectures, film/videotape screenings, plays, and exhibits).

Course Requirements and Policies:

1. Class attendance is mandatory.
2. Attendance will be taken daily. Students are expected to arrive on time for class. Fifteen minutes late for class will be considered an absence. Two tardy arrivals (more than 15 minutes) or early dismissal without consent of the instructor will be considered an absence.
3. Students need to contact the instructor for any absence, which involves an acceptable excuse such as illness, job interview or training, jury duty, etc. Proof of absence required.

4. It is the student's responsibility to drop a class before the final date for dropping classes for excessive absences or any other reason.

5. Students missing any class session will be held responsible for the material covered during the session.

6. Disruptive behavior will not be tolerated: disrespectful confrontation with the faculty or other students, talking, sleeping, playing music, uninvited guests, etc. Cellular phones and other electronic devices should be turned off while the class is in session.

Grading Criteria

Evaluation: This course will be conducted as a seminar; therefore, students are required to complete all the assigned readings before attending the class. **For a detailed description of the evaluation criteria please refer to the GRADING RUBRICS on BB.**

Attendance: Attendance is mandatory. Attendance will be taken daily. Students are expected to arrive on time for class. Fifteen minutes late for class will be considered an absence. Two tardy arrivals (more than 15 minutes) or early dismissal without consent of the instructor will be considered an absence. Students need to contact the instructor for any absence, which involves an acceptable excuse such as illness, job interview or training, jury duty, etc. Proof of absence required.

Participation: Students will be expected to actively participate in class discussion.

Make-up Exams and Assignments: There will be two partial exams. This includes explaining of terminology, film theories and critical analysis of the different texts discussed in class. There will be no make-up exams. Students are expected to complete all written assignments and to submit them on time. Late assignments will not be accepted.

Essays: Students will write three papers (3-5 pages) on the topics discussed in class or on a topic decided upon in consultation with the professor. Students will formulate a topic, research relevant materials, and write a paper using MLA style (mla.org). Topics might include any of the films discussed in class or additional films.

Final Project (Paper and its presentation): The student will present a final paper about any topic and film school or directors discussed in class based on a Latin American film not discussed in class. Select a Latin American film or Latin American films and develop a thesis (which you can state in two sentences or less) and add at least three topic ideas that support your thesis. Conduct research with at least five additional sources of discourse about your film: political, aesthetic, and critical judgments found in film reviews and journal articles. The student will present her/his research for the final paper to the class at the end of the semester. The final Paper must follow MLA guidelines style (mla.org) and use at least 5 related critical film essays. The final paper should be at least 10 pages long at double-space (twelve points). During the 8th week of class the student has to present an outline of the final project (short one-two page description). The final project must reflect knowledge and abilities acquired during the semester.

Oral Presentation: The student will give an oral presentation about a film not discussed in class. Since this is a film we have not seen in class, first fill the class in on the narrative, film-historical,

and socio-cultural contexts of your film. This project must reflect knowledge and abilities acquired during the semester. The presentation must use additional sources. The presentation must be a Power Point or Keynote presentation and will be 15 minutes long with a follow-up Q&A; selecting a clip or clips from a Latin American film (s) to support your analysis.

"Incomplete" Grade Policy: An "INC" grade is given only to students who have completed most of the class work, but due to situations beyond their control --illness, family emergency, job situation, etc.--, are unable to finish the course on schedule. Students must be passing the course at the time of requesting an Incomplete Grade, and it is up to the discretion of the instructor to give the "INC" grade

Academic Misconduct (Cheating): Cheating-i.e. Receipt or transmission of unauthorized aid on assignments or examinations, plagiarism, unauthorized use of examination materials, etc. - will result in an "F" Grade for the assignment, examination or report.

Grading:

Attendance, assignments & participation	10 %
3 Essays	30 %
1 Oral Presentation	10%
2 Exams	30 %
1 Final Project	<u>20% points</u>
Total	100%

A+	97-100	C+	77-79	F	0-59
A	94-96	C	74-76		
A-	90-93	C-	70-73		
B+	87-89	D+	67-69		
B	84-86	D	64-66		
B-	80-83	D-	60-63		

Tentative Calendar

Screening Schedule, Topics, Reading and Writing Assignments, and Exam Information

Week	Material
1	Course framework – Introduction – <i>Y tu mamá también</i> (Cuarón, 2001) “So What’s Mexico Really Like?”: Framing the Local, Negotiating the Global in Alfonso Cuarón’s <i>Y tu mamá también</i> – p. 29-50.
2	<i>Los diarios de motocicleta</i> (Salles, 2004) <i>Los diarios de motocicleta</i> as Pan-American Travelogue – p. 11-27.
3	<i>La otra conquista</i> (Carrasco, 1998) The Power of Looking: Politics and the Gaze in Salvador Carrasco’s <i>La otra conquista</i> – p. 153-72. Visual Pleasure and Narrative Cinema (Laura Mulvey)
4	<i>La hora de los hornos</i> (Solanas y Getino, 1970) y/o <i>La batalla de Chile</i> (Guzmán, 1977-80)

	Hacia un tercer cine (Fernando Solanas y Octavio Getino) Cinema and Underdevelopment (Birri) – 211-17. Essay # 1
5	<i>Nueve Reinas</i> (Bielinski, 2000) – Ensayo 1 Playing Hollywood at Its Own Game? Bielinski’s <i>Nueve Reinas</i> – p. 67-85.
6	<i>Cidade de Deus</i> (Meirelle, 2003) The Aesthetics of Hunger (Glauber Rocha) – 218-20. <i>Cidade de Deus: Challenges to Hollywood, Steps to The Constant Gardener</i> – p. 51- 66.
7	Exam # 1
8	<i>Bolívar soy yo</i> (Alí Triana, 2002) Soapsuds and Histrionics: Media, History, and Nation in <i>Bolívar soy yo</i> – p. 117-33. Outline of the Final Project
9	<i>Guantánamera</i> (Gutiérrez Alea y Tabío, 1995) <i>The Viewers Dialectic</i> (Gutiérrez Alea). Essay # 2
10	<i>Lista de espera</i> (Tabío, 2000) Killing Time in Cuba: Juan Carlos Tabío’s <i>Lista de espera</i> – p. 135-51. For an Imperfect Cinema (Julio García Espinoza) – 220-30.
11	<i>El destino no tiene favoritos</i> (Velarde, 2003) Peruvian Cinema and the Struggle for International Recognition: Case Study on <i>El destino no tiene favoritos</i> – p. 173-89.
12	<i>La nación clandestina</i> (Sanjinés, 1990) or <i>Dependencia sexual</i> (Bellott, 2003) <i>Theory and Practice of a Cinema with the People</i> (Sanjinés). Essay # 3
13	Oral Presentation
14	Exam # 2 Final Review
15	Final Project

- This schedule is subject to change. Additional readings or films might be assigned during the semester.
- Some of the films contain scenes of violence and/or sex.

Department of Foreign Languages, ESL, and Humanities
 York College of The City University of New York
Sample Syllabus

HUM 307: Latin American Film (3 hrs., 3 crs.) H-WEB

Professor: Dr. Fabiola Salek

Email: fsalek@york.cuny.edu

Phone: (718) 262-2443

Room: AC 3C11

Office Hours: TBA

N.B. The best way to contact me is through email, which I check throughout the day. Please use only your College account and always write you first and last name.

Description:

This course is a historical survey of artistic, technological, and industrial developments of cinema in Latin America. The films screened are representative of major developments in Latin American film history: technological, aesthetic, industrial and socio-cultural. Through readings and screenings, the student considers such topics as: major genres and their relation to Latin American attitudes and values, the work of the great Latin American film directors, and the historical role of films. This course may be offered as a face-to-face course, a hybrid course, or as a fully online asynchronous course. This course is cross-listed with SPAN 307. Not open to students with credit in SPAN 307.

Prerequisite: English 125

Required Texts:

Gutiérrez Alea, Tomás. *The Viewers Dialectic*. Havana: Editorial José Martí, 1988.

MacKenzie, Scott, Ed. *Film Manifestos and Global Cinema Cultures: A Critical Anthology*. Los Angeles: University of California P, 2014. 211-17.

The following texts in *Film Manifestos and Global Cinema Cultures: A Critical Anthology* are required reading:

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Birri, Fernando. "Cinema and Underdevelopment" MacKenzie, Scott, Ed. *Film Manifestos and Global Cinema Cultures: A Critical Anthology*. Los Angeles: University of California P, 2014. 211-17.

Glauber, Rocha. "The Aesthetics of Hunger." MacKenzie, Scott, Ed. *Film Manifestos and Global Cinema Cultures: A Critical Anthology*. Los Angeles: University of California P, 2014. 218-20.

Solanas, Fernando and Octavio Getino. "Towards a Third Cinema: Notes and Experiences for the Development of a Cinema of Liberation in the Third World." MacKenzie, Scott, Ed. *Film Manifestos and Global Cinema Cultures: A Critical Anthology*. Los Angeles: University of California P, 2014. 230-50.

Sanjinés, Jorge. *Theory and Practice of a Cinema with the People*. New York: Curbstone Press, 1989. 95.

Shaw, Deborah. *Contemporary Latin American Cinema*. New York: Rowman & Littlefield Publisher, 2007.

Additional Texts (on Blackboard):

Mulvey, Laura. "Visual Pleasure and Narrative Cinema." *Film Theory and Criticism: Introductory Readings*. Eds. Leo Braudy and Marshall Cohen. New York: Oxford UP, 1999. 833-44.

Other recommended materials:

A Biligual Dictionary (The Oxford Spanish Dictionary/Collins Spanish Dictionary/ Larousse)

A Spanish Dictionary (Real Academia Española Diccionario de la lengua española/ María Moliner Diccionario del uso del español)

Course Objectives:

By the end of the semester, each student should be able:

1. to isolate and historically trace themes and technological, artistic, and industrial development in Latin American cinema;
2. to develop a critical awareness of the relation of Latin American film to social/cultural values and patterns;
3. to display knowledge of, and facility with technical and artistic cinematic language;
4. to analyze a cross-section of historically representative Latin American films, including the work of some of Latin America's great film directors.

How does the hybrid course work?

This course is a hybrid course that combines classroom learning (50%) with online learning (50%). Students will not be working on the material provided online completely on their own, but rather they will be able to collaborate with peers and their instructor in posting, reading and replying on forums. It is important to practice good time management and organizational skills to be a successful hybrid students.

The course instructor will log in every day and check the Q&A forum for questions about the course as well as will interact with the students in the ongoing discussions. Questions that are not likely to be relevant to the rest of the class participants can be directed via personal email to the instructor who will respond within 24 hours.

Technology and Skills Needed to be a Successful Hybrid Student:

This course requires a computer, Internet access, and Word Processing Program. Students should be proficient in the following: a) using a web browser and search engines; b) sending and receiving email with attachments; c) using Microsoft Word processing program (WORD), Power Point and/or Keynote program; d) downloading and uploading files in different format (doc, pdf, mp3, mp4, jpg).

For more information, visit:

<http://www.york.cuny.edu/it/acet/online-hybrid-course-support/technological-skills-needed-to-take-online-hybrid-courses>

Summary of Procedures: In addition to discussion of the readings and films specified in the syllabus, the instructor may teach other films and works. The semester schedule also allows for time to be used in a variety of ways including examinations, discussion of readings, student presentations, essays, and film screenings. Students are encouraged to attend out-of-class events related to Film studies (e.g. lectures, film/videotape screenings, plays, and exhibits).

Course Requirements and Policies:

1. **Face to Face class attendance** is mandatory.
2. Attendance will be taken daily. Students are expected to arrive on time for class. Fifteen minutes late for class will be considered an absence. Two tardy arrivals (more than 15 minutes) or early dismissal without consent of the instructor will be considered an absence.
3. Students need to contact the instructor for any absence, which involves an acceptable excuse such as illness, job interview or training, jury duty, etc. Proof of absence required.
4. It is the student's responsibility to drop a class before the final date for dropping classes for excessive absences or any other reason.
5. Students missing any F2F class session will be held responsible for the material covered during the session.
6. Disruptive behavior will not be tolerated: disrespectful confrontation with the faculty or other students, talking, sleeping, playing music, uninvited guests, etc. Cellular phones and other electronic devices should be turned off while the class is in session.
7. **Online attendance** is also mandatory. The online portion of this course will have, at a minimum, a weekly activity with a deadline requirement that indicates active participation in the course. A student who successfully completes the online assignment by the established deadline will be recorded as "in attendance" for the week. A student who fails to complete the required assignment or who fails to meet the established deadline will be recorded as absent for the week.

Grading Criteria

Evaluation: For a detailed description of the evaluation criteria please refer to the GRADING RUBRICS on BB.

Attendance: Students will be expected to actively participate in class and online discussion. (see Course Requirements and Policies).

Make-up Exams and Assignments: There will be two partial exams. This includes explaining of terminology, film theories and critical analysis of the different texts discussed in class. There will be no make-up exams. Students are expected to complete all written assignments and to submit them on time. Late assignments will not be accepted.

Forums: Students will participate in a weekly Discussion Forum. Students are expected to discuss with their peers reading and films they have watched. **Two or more postings are required in two different days.** Postings should be a minimum of one short paragraph and a maximum of two paragraphs (word totals for each post should be in the 100-150 words range). Participation in discussion activities can only be measured by **the date on the discussion posting.** For example, **participating 2 times during the week is measured by postings on 2 different days.**

Final Term Paper: The student will post on Blackboard a final paper about any topic and film school or directors discussed in class based on a Latin American film not discussed in class. Select a Latin American film and develop a thesis (which you can state in two sentences or less) and add at least three topic ideas that support your thesis. Conduct research with at least five additional sources of discourse about your film: political, aesthetic, and critical judgments found in film reviews and journal articles. The final Paper must follow MLA guidelines style (mla.org) and use at least 5 related critical film essays. The final paper should be at least 10 pages long at double-space (twelve points). During the 8th week of the semester the student has to post an outline of the Term paper (short one-two page description). The Final Term Paper must reflect knowledge and abilities acquired during the semester.

Presentation: The student will prepare a 15 minutes long Power Point or Keynote presentation about a Latin American film not part of the program, selecting a clip or clips to support the analysis. Since this is a film the class have not seen, remember to provide some basic information: synopsis, film-historical, and socio-cultural contexts, etc... The presentation must be and will be with clips from a Latin American film (s) to support your analysis. This project must reflect knowledge and abilities acquired during the semester. The presentation must be a Power Point or Keynote presentation and will be 15 minutes long.

"Incomplete" Grade Policy: An "INC" grade is given only to students who have completed most of the class work, but due to situations beyond their control --illness, family emergency, job situation, etc.--, are unable to finish the course on schedule. Students must be passing the course at the time of requesting an Incomplete Grade, and it is up to the discretion of the instructor to give the "INC" grade

Academic Misconduct (Cheating): Cheating-i.e. Receipt or transmission of unauthorized aid on assignments or examinations, plagiarism, unauthorized use of examination materials, etc. - will result in an "F" Grade for the assignment, examination or report.

Grading:

F2F and online Class attendance and participation	10 %
10 Forums (online)	30 %
1 Presentation (online)	10%

2 Exams (in class)	30 %
1 Paper	<u>20% points</u>
Total	100%

A+	97-100	C+	77-79	F	0-59
A	94-96	C	74-76		
A-	90-93	C-	70-73		
B+	87-89	D+	67-69		
B	84-86	D	64-66		
B-	80-83	D-	60-63		

Tentative Calendar

Screening Schedule, Topics, Reading and Writing Assignments, and Exam Information

Week	Material
1	Course framework – Introduction – <i>Y tu mamá también</i> (Cuarón, 2001) “So What’s Mexico Really Like?”: Framing the Local, Negotiating the Global in Alfonso Cuarón’s <i>Y tu mamá también</i> – p. 29-50. Forum # 1 (to be completed by _____)
2	<i>Los diarios de motocicleta</i> (Salles, 2004) <i>Los diarios de motocicleta</i> as Pan-American Travelogue – p. 11-27. Forum # 2 (to be completed by _____)
3	<i>La otra conquista</i> (Carrasco, 1998) The Power of Looking: Politics and the Gaze in Salvador Carrasco’s <i>La otra conquista</i> – p. 153-72. Visual Pleasure and Narrative Cinema (Laura Mulvey) Forum # 3 (to be completed by _____)
4	<i>La hora de los hornos</i> (Solanas y Getino, 1970) y/o <i>La batalla de Chile</i> (Guzmán, 1977-80) Hacia un tercer cine (Fernando Solanas y Octavio Getino) Cinema and Underdevelopment (Birri) – 211-17. Forum # 4 (to be completed by _____)
5	<i>Nueve Reinas</i> (Bielinski, 2000) – Ensayo 1 Playing Hollywood at Its Own Game? Bielinski’s <i>Nueve Reinas</i> – p. 67-85. Forum # 5 (to be completed by _____)
6	<i>Cidade de Deus</i> (Meirelle, 2003) The Aesthetics of Hunger (Glauber Rocha) – 218-20. <i>Cidade de Deus</i> : Challenges to Hollywood, Steps to <i>The Constant Gardener</i> – p. 51- 66. Forum # 6 (to be completed by _____)
7	Exam # 1 (in class)
8	<i>Bolívar soy yo</i> (Alí Triana, 2002) Soapsuds and Histrionics: Media, History, and Nation in <i>Bolívar soy</i>

	<i>yo</i> – p. 117-33.
9	<i>Guantánamera</i> (Gutiérrez Alea y Tabío, 1995) <i>The Viewers Dialectic</i> (Gutiérrez Alea). Forum # 7 (to be completed by _____)
10	<i>Lista de espera</i> (Tabío, 2000) Killing Time in Cuba: Juan Carlos Tabío's <i>Lista de espera</i> – p. 135-51. For an Imperfect Cinema (Julio García Espinoza) – 220-30. Forum # 8 (to be completed by _____)
11	<i>El destino no tiene favoritos</i> (Velarde, 2003) Peruvian Cinema and the Struggle for International Recognition: Case Study on <i>El destino no tiene favoritos</i> – p. 173-89. Forum # 9 (to be completed by _____)
12	<i>La nación clandestina</i> (Sanjinés, 1990) or <i>Dependencia sexual</i> (Bellott, 2003) <i>Theory and Practice of a Cinema with the People</i> (Sanjinés). Forum # 10 (to be completed by _____)
13	Presentation (to be completed by _____)
14	Exam # 2 Final Review
15	Paper (to be completed by _____)

- This schedule is subject to change. Additional readings or films might be assigned during the semester.
- Some of the films contain scenes of violence and/or sex.

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Prerequisite: English 125

Required Texts:

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By the end of the semester, each student should be able:

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3. to display knowledge of, and facility with technical and artistic cinematic language;
4. to analyze a cross-section of historically representative Latin American films, including the work of some of Latin America's great film directors.

How does the online course work?

This course is an online course. Students will not be working on the material provided online completely on their own, but rather they will be able to collaborate with peers and their instructor in posting, reading and replying on forums. It is important to practice good time management and organizational skills to be a successful online students.

The course instructor will log in every day and check the Q&A forum for questions about the course as well as will interact with the students in the ongoing discussio..s Questions that are not likely to be relevant to the rest of the class participants can be directed via personal email to the instructor who will respond within 24 hours.

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For more information, visit:

<http://www.york.cuny.edu/it/acet/online-hybrid-course-support/technological-skills-needed-to-take-online-hybrid-courses>

Get Started: Students will need a York email account and a CUNY Portal account to login to Blackboard. Once students have done the login, they must choose the HUM 307 WEB and click **Get Started** on the toolbar for a Video Tutorial. Instructions in this video will show how the course is organized. Students will be told step by step what they are expected to do during the semester.

Course Requirement (Assessment Methods): Each student must participate in 5 discussion forums, take 2 exams, prepare a Power Point or Keynote presentation, and complete a research paper.

Grading Criteria

Evaluation: Students are required to complete all the assigned readings and assignments before the deadline. Lateness will not be tolerated. **For a detailed description of the evaluation criteria please refer to the GRADING RUBRICS on BB.**

Attendance: This course will have, at a minimum, a weekly activity with a deadline requirement that indicates active participation in the course. Students will be expected to actively participate in forums at least twice a week. Students who successfully complete the online assignment by the established deadline will be recorded as “in attendance” for the week. Students who fail to complete the required assignment or who fail to meet the established deadline will be recorded as absent for the week.

Make-up Exams and Assignments: There will be two partial exams. This includes explaining of terminology, film theories and critical analysis of the different texts discussed in class. There will be no make-up exams. Students are expected to complete all written assignments and to submit them on time. Late assignments will not be accepted.

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The instructor will serve as a “guide.” They will post in the following situations: a) to assist each student when it comes to making connections between discussion, lectures, and reading material; b) to fill in important things that may have been missed; c) to re-direct discussion when it gets “out of hand”; d) to point out key points or to identify important posts.

Paper: The student will post on Blackboard a final paper about any topic and film school or directors discussed in class based on a Latin American film not discussed in class. Select a Latin American film and develop a thesis (which you can state in two sentences or less) and add at least three topic ideas that support your thesis. Conduct research with at least five additional sources of discourse about your film: political, aesthetic, and critical judgments found in film reviews and journal articles. The final Paper must follow MLA guidelines style (mla.org) and use at least 5 related critical film essays. The final paper should be at least 10 pages long at double-space (twelve points). During the 8th week of the semester the student has to post an outline of the Term paper (short one-two page description). The Final Term Paper must reflect knowledge and abilities acquired during the semester.

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Grading:

Attendance and Participation	10 %
10 Forums	30 %
1 Presentation	10%
2 Exams	30 %
1 Paper	<u>20% points</u>
Total	100%

A+	97-100	C+	77-79	F	0-59
A	94-96	C	74-76		
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Tentative Calendar

Screening Schedule, Topics, Reading and Writing Assignments, and Exam Information

Week	Material
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12	<i>La nación clandestina</i> (Sanjinés, 1990) or <i>Dependencia sexual</i> (Bellott, 2003) <i>Theory and Practice of a Cinema with the People</i> (Sanjinés). Forum # 10 (to be completed by _____)
13	Presentation (to be completed by _____)
14	Exam # 2 (to be completed by _____) Final Review
15	Paper (to be completed by _____)

- This schedule is subject to change. Additional readings or films might be assigned during the semester.
- Some of the films contain scenes of violence and/or sex.

AIV.5

Department(s)	Foreign Languages, ESL, and Humanities
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Spanish
Course Number	307
Course Title	Latin American Film
Catalogue Description	This course is a historical survey of artistic, technological, and industrial developments of cinema in Latin America. The films screened are representative of major developments in Latin American film history: technological, aesthetic, industrial and socio-cultural. Through readings and screenings, the student considers such topics as: major genres and their relation to Latin American attitudes and values, the work of the great Latin American film directors, and the historical role of films. This course may be offered in a face-to-face, hybrid or asynchronous online format. This course is cross-listed with HUM 307. Not open to students with credit in HUM 307.
Pre/ Co Requisites	Preq: ENG 125
Credits	3
Contact Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute	H-WEB WEB
General Education Component	__X__ Not Applicable

Rationale: This course expands the offerings in film studies within the Humanities. Film studies lends itself especially well to hybrid and online learning platforms.

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Sample Syllabus

SPAN 307: Latin American Film (3 hrs., 3 crs.)

Professor: Dr. Fabiola Salek

Email: fsalek@york.cuny.edu

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Room: AC 3C11

Office Hours: TBA

Description:

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Prerequisite: SPAN 200 or placement by the Department

Required Texts:

Gutiérrez Alea, Tomás. *The Viewers Dialectic*. Havana: Editorial José Martí, 1988.

MacKenzie, Scott, Ed. *Film Manifestos and Global Cinema Cultures: A Critical Anthology*. Los Angeles: University of California P, 2014. 211-17.

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Manifestos and Global Cinema Cultures: A Critical Anthology. Los Angeles: University of California P, 2014. 230-50.

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Additional Texts (on Blackboard):

Mulvey, Laura. "Visual Pleasure and Narrative Cinema." *Film Theory and Criticism: Introductory Readings*. Eds. Leo Braudy and Marshall Cohen. New York: Oxford UP, 1999. 833-44.

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1. to isolate and historically trace themes and technological, artistic, and industrial development in Latin American cinema;
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3. to display knowledge of, and facility with technical and artistic cinematic language;
4. to analyze a cross-section of historically representative Latin American films, including the work of some of Latin America's great film directors.

Summary of Procedures: In addition to discussion of the readings and films specified in the syllabus, the instructor may teach other films and works. The semester schedule also allows for time to be used in a variety of ways including examinations, discussion of readings, student presentations, essays, and film screenings. Students are encouraged to attend out-of-class events related to Film studies (e.g. lectures, film/videotape screenings, plays, and exhibits).

Course Requirements and Policies:

1. Class attendance is mandatory.
2. Attendance will be taken daily. Students are expected to arrive on time for class. Fifteen minutes late for class will be considered an absence. Two tardy arrivals (more than 15 minutes) or early dismissal without consent of the instructor will be considered an absence.
3. Students need to contact the instructor for any absence, which involves an acceptable excuse such as illness, job interview or training, jury duty, etc. Proof of absence required.

4. It is the student's responsibility to drop a class before the final date for dropping classes for excessive absences or any other reason.

5. Students missing any class session will be held responsible for the material covered during the session.

6. Disruptive behavior will not be tolerated: disrespectful confrontation with the faculty or other students, talking, sleeping, playing music, uninvited guests, etc. Cellular phones and other electronic devices should be turned off while the class is in session.

Grading Criteria

Evaluation: This course will be conducted as a seminar; therefore, students are required to complete all the assigned readings before attending the class. **For a detailed description of the evaluation criteria please refer to the GRADING RUBRICS on BB.**

Attendance: Attendance is mandatory. Attendance will be taken daily. Students are expected to arrive on time for class. Fifteen minutes late for class will be considered an absence. Two tardy arrivals (more than 15 minutes) or early dismissal without consent of the instructor will be considered an absence. Students need to contact the instructor for any absence, which involves an acceptable excuse such as illness, job interview or training, jury duty, etc. Proof of absence required.

Participation: Students will be expected to actively participate in class discussion.

Make-up Exams and Assignments: There will be two partial exams. This includes explaining of terminology, film theories and critical analysis of the different texts discussed in class. There will be no make-up exams. Students are expected to complete all written assignments and to submit them on time. Late assignments will not be accepted.

Essays: Students will write three papers (3-5 pages) on the topics discussed in class or on a topic decided upon in consultation with the professor. Students will formulate a topic, research relevant materials, and write a paper using MLA style (mla.org). Topics might include any of the films discussed in class or additional films.

Final Project (Paper and its presentation): The student will present a final paper about any topic and film school or directors discussed in class based on a Latin American film not discussed in class. Select a Latin American film or Latin American films and develop a thesis (which you can state in two sentences or less) and add at least three topic ideas that support your thesis. Conduct research with at least five additional sources of discourse about your film: political, aesthetic, and critical judgments found in film reviews and journal articles. The student will present her/his research for the final paper to the class at the end of the semester. The final Paper must follow MLA guidelines style (mla.org) and use at least 5 related critical film essays. The final paper should be at least 10 pages long at double-space (twelve points). During the 8th week of class the student has to present an outline of the final project (short one-two page description). The final project must reflect knowledge and abilities acquired during the semester.

Oral Presentation: The student will give an oral presentation about a film not discussed in class. Since this is a film we have not seen in class, first fill the class in on the narrative, film-historical,

and socio-cultural contexts of your film. This project must reflect knowledge and abilities acquired during the semester. The presentation must use additional sources. The presentation must be a Power Point or Keynote presentation and will be 15 minutes long with a follow-up Q&A; selecting a clip or clips from a Latin American film (s) to support your analysis.

"Incomplete" Grade Policy: An "INC" grade is given only to students who have completed most of the class work, but due to situations beyond their control --illness, family emergency, job situation, etc.--, are unable to finish the course on schedule. Students must be passing the course at the time of requesting an Incomplete Grade, and it is up to the discretion of the instructor to give the "INC" grade

Academic Misconduct (Cheating): Cheating-i.e. Receipt or transmission of unauthorized aid on assignments or examinations, plagiarism, unauthorized use of examination materials, etc. - will result in an "F" Grade for the assignment, examination or report.

Grading:

Attendance, assignments & participation	10 %
3 Essays	30 %
1 Oral Presentation	10%
2 Exams	30 %
1 Final Project	<u>20% points</u>
Total	100%

A+	97-100	C+	77-79	F	0-59
A	94-96	C	74-76		
A-	90-93	C-	70-73		
B+	87-89	D+	67-69		
B	84-86	D	64-66		
B-	80-83	D-	60-63		

Tentative Calendar

Screening Schedule, Topics, Reading and Writing Assignments, and Exam Information

Week	Material
1	Course framework – Introduction – <i>Y tu mamá también</i> (Cuarón, 2001) “So What’s Mexico Really Like?”: Framing the Local, Negotiating the Global in Alfonso Cuarón’s <i>Y tu mamá también</i> – p. 29-50.
2	<i>Los diarios de motocicleta</i> (Salles, 2004) <i>Los diarios de motocicleta</i> as Pan-American Travelogue – p. 11-27.
3	<i>La otra conquista</i> (Carrasco, 1998) The Power of Looking: Politics and the Gaze in Salvador Carrasco’s <i>La otra conquista</i> – p. 153-72. Visual Pleasure and Narrative Cinema (Laura Mulvey)
4	<i>La hora de los hornos</i> (Solanas y Getino, 1970) y/o <i>La batalla de Chile</i> (Guzmán, 1977-80)

	Hacia un tercer cine (Fernando Solanas y Octavio Getino) Cinema and Underdevelopment (Birri) – 211-17. Essay # 1
5	<i>Nueve Reinas</i> (Bielinski, 2000) – Ensayo 1 Playing Hollywood at Its Own Game? Bielinski’s <i>Nueve Reinas</i> – p. 67-85.
6	<i>Cidade de Deus</i> (Meirelle, 2003) The Aesthetics of Hunger (Glauber Rocha) – 218-20. <i>Cidade de Deus: Challenges to Hollywood, Steps to The Constant Gardener</i> – p. 51- 66.
7	Exam # 1
8	<i>Bolívar soy yo</i> (Alí Triana, 2002) Soapsuds and Histrionics: Media, History, and Nation in <i>Bolívar soy yo</i> – p. 117-33. Outline of the Final Project
9	<i>Guantánamera</i> (Gutiérrez Alea y Tabío, 1995) <i>The Viewers Dialectic</i> (Gutiérrez Alea). Essay # 2
10	<i>Lista de espera</i> (Tabío, 2000) Killing Time in Cuba: Juan Carlos Tabío’s <i>Lista de espera</i> – p. 135-51. For an Imperfect Cinema (Julio García Espinoza) – 220-30.
11	<i>El destino no tiene favoritos</i> (Velarde, 2003) Peruvian Cinema and the Struggle for International Recognition: Case Study on <i>El destino no tiene favoritos</i> – p. 173-89.
12	<i>La nación clandestina</i> (Sanjinés, 1990) or <i>Dependencia sexual</i> (Bellott, 2003) <i>Theory and Practice of a Cinema with the People</i> (Sanjinés). Essay # 3
13	Oral Presentation
14	Exam # 2 Final Review
15	Final Project

- This schedule is subject to change. Additional readings or films might be assigned during the semester.
- Some of the films contain scenes of violence and/or sex.

Department of Foreign Languages, ESL, and Humanities
 York College of The City University of New York
Sample Syllabus

SPAN 307: Latin American Film (3 hrs., 3 crs.) H-WEB

Professor: Dr. Fabiola Salek

Email: fsalek@york.cuny.edu

Phone: (718) 262-2443

Room: AC 3C11

Office Hours: TBA

N.B. The best way to contact me is through email, which I check throughout the day. Please use only your College account and always write you first and last name.

Description:

This course is a historical survey of artistic, technological, and industrial developments of cinema in Latin America. The films screened are representative of major developments in Latin American film history: technological, aesthetic, industrial and socio-cultural. Through readings and screenings, the student considers such topics as: major genres and their relation to Latin American attitudes and values, the work of the great Latin American film directors, and the historical role of films. This course may be offered as a face-to-face course, a hybrid course, or as a fully online asynchronous course. This course is cross-listed with HU 307. Not open to students with credit in HUM 307.

Prerequisite: SPAN 200 or placement by the Department.

Required Texts:

Gutiérrez Alea, Tomás. *The Viewers Dialectic*. Havana: Editorial José Martí, 1988.

MacKenzie, Scott, Ed. *Film Manifestos and Global Cinema Cultures: A Critical Anthology*. Los Angeles: University of California P, 2014. 211-17.

The following texts in *Film Manifestos and Global Cinema Cultures: A Critical Anthology* are required reading:

García Espinoza, Julio. "For an Imperfect Cinema" MacKenzie, Scott, Ed. *Film Manifestos and Global Cinema Cultures: A Critical Anthology*. Los Angeles: University of California P, 2014. 220-230.

Birri, Fernando. "Cinema and Underdevelopment" MacKenzie, Scott, Ed. *Film Manifestos and Global Cinema Cultures: A Critical Anthology*. Los Angeles: University of California P, 2014. 211-17.

Glauber, Rocha. "The Aesthetics of Hunger." MacKenzie, Scott, Ed. *Film Manifestos and Global Cinema Cultures: A Critical Anthology*. Los Angeles: University of California P, 2014. 218-20.

Solanas, Fernando and Octavio Getino. "Towards a Third Cinema: Notes and Experiences for the Development of a Cinema of Liberation in the Third World." MacKenzie, Scott, Ed. *Film Manifestos and Global Cinema Cultures: A Critical Anthology*. Los Angeles: University of California P, 2014. 230-50.

Sanjinés, Jorge. *Theory and Practice of a Cinema with the People*. New York: Curbstone Press, 1989. 95.

Shaw, Deborah. *Contemporary Latin American Cinema*. New York: Rowman & Littlefield Publisher, 2007.

Additional Texts (on Blackboard):

Mulvey, Laura. "Visual Pleasure and Narrative Cinema." *Film Theory and Criticism: Introductory Readings*. Eds. Leo Braudy and Marshall Cohen. New York: Oxford UP, 1999. 833-44.

Other recommended materials:

A Biligual Dictionary (The Oxford Spanish Dictionary/Collins Spanish Dictionary/ Larousse)

A Spanish Dictionary (Real Academia Española Diccionario de la lengua española/ María Moliner Diccionario del uso del español)

Course Objectives:

By the end of the semester, each student should be able:

1. to isolate and historically trace themes and technological, artistic, and industrial development in Latin American cinema;
2. to develop a critical awareness of the relation of Latin American film to social/cultural values and patterns;
3. to display knowledge of, and facility with technical and artistic cinematic language;
4. to analyze a cross-section of historically representative Latin American films, including the work of some of Latin America's great film directors.

How does the hybrid course work?

This course is a hybrid course that combines classroom learning (50%) with online learning (50%). Students will not be working on the material provided online completely on their own, but rather they will be able to collaborate with peers and their instructor in posting, reading and replying on forums. It is important to practice good time management and organizational skills to be a successful hybrid students.

The course instructor will log in every day and check the Q&A forum for questions about the course as well as will interact with the students in the ongoing discussions. Questions that are not likely to be relevant to the rest of the class participants can be directed via personal email to the instructor who will respond within 24 hours.

Technology and Skills Needed to be a Successful Hybrid Student:

This course requires a computer, Internet access, and Word Processing Program. Students should be proficient in the following: a) using a web browser and search engines; b) sending and receiving email with attachments; c) using Microsoft Word processing program (WORD), Power Point and/or Keynote program; d) downloading and uploading files in different format (doc, pdf, mp3, mp4, jpg).

For more information, visit:

<http://www.york.cuny.edu/it/acet/online-hybrid-course-support/technological-skills-needed-to-take-online-hybrid-courses>

Summary of Procedures: In addition to discussion of the readings and films specified in the syllabus, the instructor may teach other films and works. The semester schedule also allows for time to be used in a variety of ways including examinations, discussion of readings, student presentations, essays, and film screenings. Students are encouraged to attend out-of-class events related to Film studies (e.g. lectures, film/videotape screenings, plays, and exhibits).

Course Requirements and Policies:

1. **Face to Face class attendance** is mandatory.
2. Attendance will be taken daily. Students are expected to arrive on time for class. Fifteen minutes late for class will be considered an absence. Two tardy arrivals (more than 15 minutes) or early dismissal without consent of the instructor will be considered an absence.
3. Students need to contact the instructor for any absence, which involves an acceptable excuse such as illness, job interview or training, jury duty, etc. Proof of absence required.
4. It is the student's responsibility to drop a class before the final date for dropping classes for excessive absences or any other reason.
5. Students missing any F2F class session will be held responsible for the material covered during the session.
6. Disruptive behavior will not be tolerated: disrespectful confrontation with the faculty or other students, talking, sleeping, playing music, uninvited guests, etc. Cellular phones and other electronic devices should be turned off while the class is in session.
7. **Online attendance** is also mandatory. The online portion of this course will have, at a minimum, a weekly activity with a deadline requirement that indicates active participation in the course. A student who successfully completes the online assignment by the established deadline will be recorded as "in attendance" for the week. A student who fails to complete the required assignment or who fails to meet the established deadline will be recorded as absent for the week.

Grading Criteria

Evaluation: For a detailed description of the evaluation criteria please refer to the GRADING RUBRICS on BB.

Attendance: Students will be expected to actively participate in class and online discussion. (see Course Requirements and Policies).

Make-up Exams and Assignments: There will be two partial exams. This includes explaining of terminology, film theories and critical analysis of the different texts discussed in class. There will be no make-up exams. Students are expected to complete all written assignments and to submit them on time. Late assignments will not be accepted.

Forums: Students will participate in a weekly Discussion Forum. Students are expected to discuss with their peers reading and films they have watched. **Two or more postings are required in two different days.** Postings should be a minimum of one short paragraph and a maximum of two paragraphs (word totals for each post should be in the 100-150 words range). Participation in discussion activities can only be measured by **the date on the discussion posting.** For example, **participating 2 times during the week is measured by postings on 2 different days.**

Final Term Paper: The student will post on Blackboard a final paper about any topic and film school or directors discussed in class based on a Latin American film not discussed in class. Select a Latin American film and develop a thesis (which you can state in two sentences or less) and add at least three topic ideas that support your thesis. Conduct research with at least five additional sources of discourse about your film: political, aesthetic, and critical judgments found in film reviews and journal articles. The final Paper must follow MLA guidelines style (mla.org) and use at least 5 related critical film essays. The final paper should be at least 10 pages long at double-space (twelve points). During the 8th week of the semester the student has to post an outline of the Term paper (short one-two page description). The Final Term Paper must reflect knowledge and abilities acquired during the semester.

Presentation: The student will prepare a 15 minutes long Power Point or Keynote presentation about a Latin American film not part of the program, selecting a clip or clips to support the analysis. Since this is a film the class have not seen, remember to provide some basic information: synopsis, film-historical, and socio-cultural contexts, etc... The presentation must be and will be with clips from a Latin American film (s) to support your analysis. This project must reflect knowledge and abilities acquired during the semester. The presentation must be a Power Point or Keynote presentation and will be 15 minutes long.

"Incomplete" Grade Policy: An "INC" grade is given only to students who have completed most of the class work, but due to situations beyond their control --illness, family emergency, job situation, etc.--, are unable to finish the course on schedule. Students must be passing the course at the time of requesting an Incomplete Grade, and it is up to the discretion of the instructor to give the "INC" grade

Academic Misconduct (Cheating): Cheating-i.e. Receipt or transmission of unauthorized aid on assignments or examinations, plagiarism, unauthorized use of examination materials, etc. - will result in an "F" Grade for the assignment, examination or report.

Grading:

F2F and online Class attendance and participation	10 %
10 Forums (online)	30 %
1 Presentation (online)	10%

2 Exams (in class)	30 %
1 Paper	<u>20% points</u>
Total	100%
A+ 97-100	C+ 77-79
A 94-96	C 74-76
A- 90-93	C- 70-73
B+ 87-89	D+ 67-69
B 84-86	D 64-66
B- 80-83	D- 60-63
	F 0-59

Tentative Calendar

Screening Schedule, Topics, Reading and Writing Assignments, and Exam Information

Week	Material
1	Course framework – Introduction – <i>Y tu mamá también</i> (Cuarón, 2001) “So What’s Mexico Really Like?”: Framing the Local, Negotiating the Global in Alfonso Cuarón’s <i>Y tu mamá también</i> – p. 29-50. Forum # 1 (to be completed by _____)
2	<i>Los diarios de motocicleta</i> (Salles, 2004) <i>Los diarios de motocicleta</i> as Pan-American Travelogue – p. 11-27. Forum # 2 (to be completed by _____)
3	<i>La otra conquista</i> (Carrasco, 1998) The Power of Looking: Politics and the Gaze in Salvador Carrasco’s <i>La otra conquista</i> – p. 153-72. Visual Pleasure and Narrative Cinema (Laura Mulvey) Forum # 3 (to be completed by _____)
4	<i>La hora de los hornos</i> (Solanas y Getino, 1970) y/o <i>La batalla de Chile</i> (Guzmán, 1977-80) Hacia un tercer cine (Fernando Solanas y Octavio Getino) Cinema and Underdevelopment (Birri) – 211-17. Forum # 4 (to be completed by _____)
5	<i>Nueve Reinas</i> (Bielinski, 2000) – Ensayo 1 Playing Hollywood at Its Own Game? Bielinski’s <i>Nueve Reinas</i> – p. 67-85. Forum # 5 (to be completed by _____)
6	<i>Cidade de Deus</i> (Meirelle, 2003) The Aesthetics of Hunger (Glauber Rocha) – 218-20. <i>Cidade de Deus</i> : Challenges to Hollywood, Steps to <i>The Constant Gardener</i> – p. 51- 66. Forum # 6 (to be completed by _____)
7	Exam # 1 (in class)
8	<i>Bolívar soy yo</i> (Alí Triana, 2002) Soapsuds and Histrionics: Media, History, and Nation in <i>Bolívar soy</i>

	<i>yo</i> – p. 117-33.
9	<i>Guantánamera</i> (Gutiérrez Alea y Tabío, 1995) <i>The Viewers Dialectic</i> (Gutiérrez Alea). Forum # 7 (to be completed by _____)
10	<i>Lista de espera</i> (Tabío, 2000) Killing Time in Cuba: Juan Carlos Tabío's <i>Lista de espera</i> – p. 135-51. For an Imperfect Cinema (Julio García Espinoza) – 220-30. Forum # 8 (to be completed by _____)
11	<i>El destino no tiene favoritos</i> (Velarde, 2003) Peruvian Cinema and the Struggle for International Recognition: Case Study on <i>El destino no tiene favoritos</i> – p. 173-89. Forum # 9 (to be completed by _____)
12	<i>La nación clandestina</i> (Sanjinés, 1990) or <i>Dependencia sexual</i> (Bellott, 2003) <i>Theory and Practice of a Cinema with the People</i> (Sanjinés). Forum # 10 (to be completed by _____)
13	Presentation (to be completed by _____)
14	Exam # 2 Final Review
15	Paper (to be completed by _____)

- This schedule is subject to change. Additional readings or films might be assigned during the semester.
- Some of the films contain scenes of violence and/or sex.

Department of Foreign Languages, ESL, and Humanities
 York College of The City University of New York
Sample Syllabus

SPAN 307: Latin American Film (3 hrs., 3 crs.) WEB

Professor: Dr. Fabiola Salek

Email: fsalek@york.cuny.edu

Phone: (718) 262-2443

Room: AC 3C11

Office Hours: TBA

N.B. The best way to contact me is through email, which I check throughout the day. Please use only your College account and always write you first and last name.

Description:

This course is a historical survey of artistic, technological, and industrial developments of cinema in Latin America. The films screened are representative of major developments in Latin American film history: technological, aesthetic, industrial and socio-cultural. Through readings and screenings, the student considers such topics as: major genres and their relation to Latin American attitudes and values, the work of the great Latin American film directors, and the historical role of films. This course may be offered as a face-to-face course, a hybrid course, or as a fully online asynchronous course. This course is cross-listed with HUM 307. Not open to students with credit in HUM 307.

Prerequisite: SPAN 200 or placement by the Department.

Required Texts:

Gutiérrez Alea, Tomás. *The Viewers Dialectic*. Havana: Editorial José Martí, 1988.

MacKenzie, Scott, Ed. *Film Manifestos and Global Cinema Cultures: A Critical Anthology*. Los Angeles: University of California P, 2014. 211-17.

The following texts in *Film Manifestos and Global Cinema Cultures: A Critical Anthology* are required reading:

García Espinoza, Julio. "For an Imperfect Cinema" MacKenzie, Scott, Ed. *Film Manifestos and Global Cinema Cultures: A Critical Anthology*. Los Angeles: University of California P, 2014. 220-230.

Birri, Fernando. "Cinema and Underdevelopment" MacKenzie, Scott, Ed. *Film Manifestos and Global Cinema Cultures: A Critical Anthology*. Los Angeles: University of California P, 2014. 211-17.

Glauber, Rocha. "The Aesthetics of Hunger." MacKenzie, Scott, Ed. *Film Manifestos and Global Cinema Cultures: A Critical Anthology*. Los Angeles: University of California P, 2014. 218-20.

Solanas, Fernando and Octavio Getino. "Towards a Third Cinema: Notes and Experiences for the Development of a Cinema of Liberation in the Third World." MacKenzie, Scott, Ed. *Film Manifestos and Global Cinema Cultures: A Critical Anthology*. Los Angeles: University of California P, 2014. 230-50.

Sanjinés, Jorge. *Theory and Practice of a Cinema with the People*. New York: Curbstone Press, 1989. 95.

Shaw, Deborah. *Contemporary Latin American Cinema*. New York: Rowman & Littlefield Publisher, 2007.

Additional Texts (on Blackboard):

Mulvey, Laura. "Visual Pleasure and Narrative Cinema." *Film Theory and Criticism: Introductory Readings*. Eds. Leo Braudy and Marshall Cohen. New York: Oxford UP, 1999. 833-44.

Other recommended materials:

A Biligual Dictionary (The Oxford Spanish Dictionary/Collins Spanish Dictionary/ Larousse)

A Spanish Dictionary (Real Academia Española Diccionario de la lengua española/ María Moliner Diccionario del uso del español)

Course Objectives:

By the end of the semester, each student should be able:

1. to isolate and historically trace themes and technological, artistic, and industrial development in Latin American cinema;
2. to develop a critical awareness of the relation of Latin American film to social/cultural values and patterns;
3. to display knowledge of, and facility with technical and artistic cinematic language;
4. to analyze a cross-section of historically representative Latin American films, including the work of some of Latin America's great film directors.

How does the online course work?

This course is an online course. Students will not be working on the material provided online completely on their own, but rather they will be able to collaborate with peers and their instructor in posting, reading and replying on forums. It is important to practice good time management and organizational skills to be a successful online students.

The course instructor will log in every day and check the Q&A forum for questions about the course as well as will interact with the students in the ongoing discussio..s Questions that are not likely to be relevant to the rest of the class participants can be directed via personal email to the instructor who will respond within 24 hours.

Technology and Skills Needed to be a Successful Online Student:

This course requires a computer, Internet access, and Word Processing Program. Students should be proficient in the following: a) using a web browser and search engines; b) sending and receiving email with attachments; c) using Microsoft Word processing program (WORD), Power Point and/or Keynote program; d) downloading and uploading files in different format (doc, pdf, mp3, mp4, jpg).

For more information, visit:

<http://www.york.cuny.edu/it/acet/online-hybrid-course-support/technological-skills-needed-to-take-online-hybrid-courses>

Get Started: Students will need a York email account and a CUNY Portal account to login to Blackboard. Once students have done the login, they must choose the HUM 307 WEB and click **Get Started** on the toolbar for a Video Tutorial. Instructions in this video will show how the course is organized. Students will be told step by step what they are expected to do during the semester.

Course Requirement (Assessment Methods): Each student must participate in 5 discussion forums, take 2 exams, prepare a Power Point or Keynote presentation, and complete a research paper.

Grading Criteria

Evaluation: Students are required to complete all the assigned readings and assignments before the deadline. Lateness will not be tolerated. **For a detailed description of the evaluation criteria please refer to the GRADING RUBRICS on BB.**

Attendance: This course will have, at a minimum, a weekly activity with a deadline requirement that indicates active participation in the course. Students will be expected to actively participate in forums at least twice a week. Students who successfully complete the online assignment by the established deadline will be recorded as “in attendance” for the week. Students who fail to complete the required assignment or who fail to meet the established deadline will be recorded as absent for the week.

Make-up Exams and Assignments: There will be two partial exams. This includes explaining of terminology, film theories and critical analysis of the different texts discussed in class. There will be no make-up exams. Students are expected to complete all written assignments and to submit them on time. Late assignments will not be accepted.

Forums: Students will participate in a weekly Discussion Forum. Students are expected to discuss with their peers reading and films they have watched. **Two or more postings are required in two different days.** Postings should be a minimum of one short paragraph and a maximum of two paragraphs (word totals for each post should be in the 100-150 words range). Participation in discussion activities can only be measured by **the date on the discussion posting.** For example, **participating 2 times during the week is measured by postings on 2 different days.**

The instructor will serve as a “guide.” They will post in the following situations: a) to assist each student when it comes to making connections between discussion, lectures, and reading material; b) to fill in important things that may have been missed; c) to re-direct discussion when it gets “out of hand”; d) to point out key points or to identify important posts.

Paper: The student will post on Blackboard a final paper about any topic and film school or directors discussed in class based on a Latin American film not discussed in class. Select a Latin American film and develop a thesis (which you can state in two sentences or less) and add at least three topic ideas that support your thesis. Conduct research with at least five additional sources of discourse about your film: political, aesthetic, and critical judgments found in film reviews and journal articles. The final Paper must follow MLA guidelines style (mla.org) and use at least 5 related critical film essays. The final paper should be at least 10 pages long at double-space (twelve points). During the 8th week of the semester the student has to post an outline of the Term paper (short one-two page description). The Final Term Paper must reflect knowledge and abilities acquired during the semester.

Presentation: The student will prepare a 15 minutes long Power Point or Keynote presentation about a Latin American film not part of the program, selecting a clip or clips to support the analysis. The presentation must be recorded, uploaded on youtube, and then embedded on BB. Since this is a film the class have not seen, remember to provide some basic information: synopsis, film-historical, and socio-cultural contexts, etc. The presentation must be and will be with clips from a Latin American film (s) to support your analysis. This project must reflect knowledge and abilities acquired during the semester. The presentation must be a Power Point or Keynote presentation and will be 15 minutes long.

"Incomplete" Grade Policy: An "INC" grade is given only to students who have completed most of the class work, but due to situations beyond their control --illness, family emergency, job situation, etc.--, are unable to finish the course on schedule. Students must be passing the course at the time of requesting an Incomplete Grade, and it is up to the discretion of the instructor to give the "INC" grade

Academic Misconduct (Cheating): Cheating-i.e. Receipt or transmission of unauthorized aid on assignments or examinations, plagiarism, unauthorized use of examination materials, etc. - will result in an "F" Grade for the assignment, examination or report.

Grading:

Attendance and Participation	10 %
10 Forums	30 %
1 Presentation	10%
2 Exams	30 %
1 Paper	<u>20% points</u>
Total	100%

A+	97-100	C+	77-79	F	0-59
A	94-96	C	74-76		
A-	90-93	C-	70-73		
B+	87-89	D+	67-69		
B	84-86	D	64-66		
B-	80-83	D-	60-63		

Tentative Calendar

Screening Schedule, Topics, Reading and Writing Assignments, and Exam Information

Week	Material
1	Course framework – Introduction – <i>Y tu mamá también</i> (Cuarón, 2001) “So What’s Mexico Really Like?”: Framing the Local, Negotiating the Global in Alfonso Cuarón’s <i>Y tu mamá también</i> – p. 29-50. Forum # 1 (to be completed by _____)
2	<i>Los diarios de motocicleta</i> (Salles, 2004) <i>Los diarios de motocicleta</i> as Pan-American Travelogue – p. 11-27. Forum # 2 (to be completed by _____)
3	<i>La otra conquista</i> (Carrasco, 1998) The Power of Looking: Politics and the Gaze in Salvador Carrasco’s <i>La otra conquista</i> – p. 153-72. Visual Pleasure and Narrative Cinema (Laura Mulvey) Forum # 3 (to be completed by _____)
4	<i>La hora de los hornos</i> (Solanas y Getino, 1970) y/o <i>La batalla de Chile</i> (Guzmán, 1977-80) Hacia un tercer cine (Fernando Solanas y Octavio Getino) Cinema and Underdevelopment (Birri) – 211-17. Forum # 4 (to be completed by _____)
5	<i>Nueve Reinas</i> (Bielinski, 2000) – Ensayo 1 Playing Hollywood at Its Own Game? Bielinski’s <i>Nueve Reinas</i> – p. 67-85. Forum # 5 (to be completed by _____)
6	<i>Cidade de Deus</i> (Meirelle, 2003) The Aesthetics of Hunger (Glauber Rocha) – 218-20. <i>Cidade de Deus</i> : Challenges to Hollywood, Steps to <i>The Constant Gardener</i> – p. 51- 66. Forum # 6 (to be completed by _____)
7	Exam # 1 to be completed by _____)
8	<i>Bolívar soy yo</i> (Alí Triana, 2002) Soapsuds and Histrionics: Media, History, and Nation in <i>Bolívar soy yo</i> – p. 117-33. Forum # 7 (to be completed by _____)
9	<i>Guantánamera</i> (Gutiérrez Alea y Tabío, 1995)

	<i>The Viewers Dialectic</i> (Gutiérrez Alea). Forum # 8 (to be completed by _____)
10	<i>Lista de espera</i> (Tabío, 2000) Killing Time in Cuba: Juan Carlos Tabío's <i>Lista de espera</i> – p. 135-51. For an Imperfect Cinema (Julio García Espinoza) – 220-30. Forum # 9 (to be completed by _____)
11	<i>El destino no tiene favoritos</i> (Velarde, 2003) Peruvian Cinema and the Struggle for International Recognition: Case Study on <i>El destino no tiene favoritos</i> – p. 173-89.
12	<i>La nación clandestina</i> (Sanjinés, 1990) or <i>Dependencia sexual</i> (Bellott, 2003) <i>Theory and Practice of a Cinema with the People</i> (Sanjinés). Forum # 10 (to be completed by _____)
13	Presentation (to be completed by _____)
14	Exam # 2 (to be completed by _____) Final Review
15	Paper (to be completed by _____)

- This schedule is subject to change. Additional readings or films might be assigned during the semester.
- Some of the films contain scenes of violence and/or sex.

Department(s)	Foreign Languages, ESL, and Humanities
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	World Literature
Course Number	330
Course Title	Literature of Diasporas
Catalogue Description	This course explores literary and critical texts written by authors in Diasporic settings. The assigned readings and films examine intersections between Diasporic identities and issues related to post-colonialism, imperialism, migration, globalization, nationalism, citizenship, and assimilation. This course is cross-listed with ENG 394. Not open to students with credit in ENG 394.
Pre/ Co Requisites	Preq: ENG 202 or ENG 200
Credits	3
Contact Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute	
General Education Component	<u> X </u> Not Applicable

Rationale: This course equips students to draw connections between the specificities of Diasporic narratives and immigration/transnational movement in a broader context. Students will reflect critically upon the migratory histories that may have shaped their own lives or local milieus.

Sample Syllabus
WLIT 330: Literature of Diasporas (3hrs. 3crs.)
 Department of Foreign Languages, ESL, and Humanities

Instructor:

Office:

Phone:

Email:

Office Hours:

Course Description

This course explores literary and critical texts written by authors in Diasporic settings. The assigned readings and films examine intersections between Diasporic identities and issues related to post-colonialism, imperialism, migration, globalization, nationalism, citizenship, and assimilation. This course is cross-listed with ENG 394. Not open to students with credit in ENG 394.

Prerequisites: ENG 202 or ENG 200.

Learning Objectives

Students in this course will:

- Analyze the social contexts in which Diasporic narratives take shape
- Produce critical analyses of assigned texts through class discussion and written work
- Use response papers to close read key terms and identify themes, tropes, and motifs
- Draw connections between assigned texts and/or use one text as a critical lens through which to read another
- Identify and apply critical theories specific to Diasporas in a final project

Required Texts and Materials

Ali, Monica. *Brick Lane*. New York: Scribner, 2003. Print.

Lahiri, Jhumpa. *Unaccustomed Earth*. New York: Vintage Books, 2008. Print.

Rushdie, Salman. *Midnight's Children*. New York: Random House, 1981. Print.

***The following required texts are available on Blackboard under "Texts"** (you are responsible for printing/bringing these texts to class meetings):

Selected chapters from *Asian American Studies Reader*

Selected poems from Michael Ondaatje's *The Cinnamon Peeler*

Alok-Vaid Menon spoken word videos

Films to be viewed in class: *Nina's Heavenly Delights* (Dir. Pratibha Parmar 2006); *The Namesake* (Dir. Mira Nair 2006)

Please ensure you also have:

- Daily access to your York College email account, Blackboard, and Internet
- Access to current, up-to-date citation guidelines (see Purdue Online Writing Lab)

- Access to a computer and printer, and a way to save all assignments for ongoing use

Course Policies

<u>Grading</u>	
Attendance, Participation, Reading Responses, and Quizzes	10%
Student-led Discussion and Panel Presentations	10%
Essay #1 (900 words) and Essay #2 (1500 words)	40%
Final Project (2000 words revised from initial drafts)	30%
Final Examination (Reflective Essay)	10%

Attendance, Participation, and Reading Responses (10%)

Success in this class depends on regular and punctual attendance:

This class meets twice a week and **students may miss no more than five (5) sessions**. Six (6) absences are grounds for failure. Missing 10 minutes of class (arriving late, departing early, or leaving during class) counts as half an absence.

Participation:

Participation grades will be determined by your attentiveness, preparedness, contributions to discussions, and respect for classmates' ideas. You will be required to meet with a peer group and your instructor throughout the term for conferences during which we will discuss your writing. **Missing a conference will count as one absence.** Detailed instructions will follow.

***Cell phones, laptops, tablets, etc.**

Cell phones and other electronics are NOT permitted in class or conferences for any use beyond reading required texts.

Reading Responses (RR) and Quizzes:

You will compose 250 word responses to assigned readings (please see RR guidelines on Blackboard under "Assignments" and refer to Course Outline for due dates). Occasional quizzes will ask plot-based questions about assigned texts. **Late RRs will not be accepted.**

Student-led Discussions (SLD) and Panel Presentations (10%)

This is an opportunity to facilitate productive conversations, share your work with your classmates, and exchange feedback. Details and sign ups will follow.

Essays #1 (15%) and #2 (25%)

Essay #1 (900 words) and #2 (1500 words) involve drafting, revising, and submitting a detailed, textual analysis of course readings with a Works Cited page. Essay drafts and revision due dates are listed in the Course Outline. These deadlines are non-negotiable. Details will follow.

Final Project (30%)

You will draft, revise, and submit a traditional essay or a creative narrative at the end of the

semester. It must be 2000 words and include a Works Cited page. Projects are **due on Monday, December 15, 2015 at 10 am**. This deadline is non-negotiable. Details will follow.

***NO LATE PAPERS WILL BE ACCEPTED.** If you cannot complete assignments because of illness or emergency, **you must let me know**. We will discuss alternative arrangements.

Final Examination (10%)

For the final exam, you will compose a reflective essay, which analyzes your research and writing throughout the semester. It will take place during the scheduled exam period.

Academic Honesty

Plagiarism, which is deliberately submitting some one else's work as your own, is a serious offense that will result in an F for the course. We will discuss this more throughout the semester. For more information, see the Academic Integrity Policy on the York College website at <http://www.york.cuny.edu/academics/academic-affairs/academic-integrity-officer> and Purdue OWL's "Avoiding Plagiarism": <https://owl.english.purdue.edu/owl/resource/589/01/>.

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

The Writing Center (Academic Core 1C18) offers scheduled tutoring, drop-in tutoring and workshops. For more information stop by or call (718) 262-2494.

Course Outline

*Please note this outline is subject to change and I will notify you of any revisions made.

UNIT 1: Introduction – Migration through South Asian Diaspora

- M Aug 31: Introduction to course
- W Sep 2: "Hell-Heaven" (60-83) in Lahiri's *Unaccustomed Earth*
Quiz on today's assigned reading and class discussion
- M Sep 7: College is Closed (LABOR DAY)
- W Sep 9: "Only Goodness" (128-173); "Nobody's Business" (174-219) in *Unaccustomed Earth*
Reading Response (RR) #1 is due (on Blackboard)
Student-led Discussion (SLD) #1
- Th Sep 10: Classes follow Monday schedule
SLD #1 continues
- M Sep 14: No Classes Scheduled
- W Sep 16: Part Two: "Hema and Kaushik" (221-333) in *Unaccustomed Earth*
RR #2 is due
SLD #2
- M Sep 21: SLD #2 continues
Draft for Essay #1 is due (bring hard copies to class for peer review)
- W Sep 23: No Classes Scheduled
- M Sep 28: **Essay #1 is due**
Watch required film (in class)
- W Sep 30: Discuss film
Begin Book One (1-35) of Rushdie's *Midnight's Children*

UNIT 2: Imperialism, Nationalism, and Citizenship

- M Oct 5: Book One (1-133) of *Midnight's Children*

- RR #3** is due
SLD #3
- W Oct 7: Class discussion of emerging course themes
Begin Book Two (135-169) of *Midnight's Children*
- M Oct 12: No Classes (College is closed)
- W Oct 14: First half of Book Two (135-271) of *Midnight's Children*
RR #4 is due
SLD #4
- M Oct 19: Second half of Book Two (272-393) of *Midnight's Children*
RR #5 is due
SLD #5
- W Oct 21: Begin Book Three (395-413) of *Midnight's Children*
- M Oct 26: Book Three (395-533) of *Midnight's Children*
Quiz on today's assigned reading (instead of RR)
SLD #6
- W Oct 28: Watch Alok-Vaid Menon spoken word video links (on Blackboard)
RR # 6 is due (respond to videos)
Discuss Essay #2 topics and crafting a strong thesis
- M Nov 2: **Draft of Essay #2** is due (bring hard copies to class for peer review)
Discuss essay structure and revision strategies
- W Nov 4: Group Conferences for Essay #2
- M Nov 9: **Essay #2 is due**
Watch required film (in class)
- W Nov 11: Discuss film
Read selected poems from Ondaatje's *The Cinnamon Peeler* (on Blackboard)

UNIT 3: Assimilation and Politics of Globalization

- M Nov 16: Read selections from *Asian American Studies Reader*
Quiz and in class writing on today's assigned texts (instead of RR)
- W Nov 18: Read selections from *Asian American Studies Reader*
Quiz and in class writing on today's assigned texts (instead of RR)
- M Nov 23: Chapters 1-8 (1-160) *Brick Lane*
RR #7 is due
SLD #7
- W Nov 25: Chapters 9-12 (161-227) in *Brick Lane*
Quiz on today's assigned chapters (instead of RR)
- M Nov 30: Chapters 13-19 (228-366) *Brick Lane*
RR #8
SLD #8
- W Dec 2: Chapters 20 & 21 (367-415) in *Brick Lane*
Quiz on today's assigned reading (instead of RR)
Discuss guidelines for Final Project

UNIT 4: Final Project – Synthesis, Craft, and Revision

- M Dec 7: **Draft of Final Project** is due (bring hard copies for peer review)
- W Dec 9: Group Conferences for Final Project
- M Dec 14: Last day of class
FINAL PROJECT IS DUE
- *Dec 16 – 23: Final Examination Period (exam date TBA)

Bibliography

- Alexander, Jacqui M., and Chandra Talpade Mohanty, eds. *Feminist Genealogies, Colonial Legacies, Democratic Futures*. New York: Routledge, 1997. Print.
- Appadurai, Arjun, ed. *Globalization*. Durham: Duke U Press, 2001. Print.
- Braziel, Jana Evans, and Anita Mannur, eds. *Theorizing Diaspora: A Reader*. Malden: Blackwell Publishing, 2003. Print.
- Knott, Kim, and Seán McLoughlin, eds. *Diasporas: Concepts, Intersections, Identities*. London: Zed Books, 2010. Print.

Mohanty, Chandra Talpade, Ann Russo, and Lourdes Torres, eds. *Third World Women and the Politi*

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

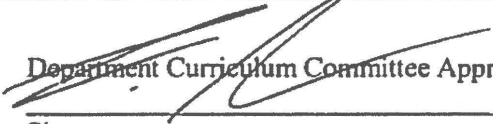
Department/Discipline Behavioral Sciences/Psychology
 Contact Person Deborah Majerovitz

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	X
Course Change Proposal	
Course Deletion	

Please provide an executive summary of your proposal

This course covers an area in the Sociology major that is not previously addressed. It is cross-listed with YD 289 in Teacher Education and Anth289 in History and Philosophy, which has already been accepted

1.  Department Curriculum Committee Approval
 Signature _____ Date 3/24/16

2.  Department Approval
 Chairperson's Signature _____ Date 3/24/16
3/29/16

3. Other Departments Affected:

Department	Signature	Date
Department	Signature	Date

4.  College Curriculum Committee Approval
 Chairperson's Signature _____ Date 5/4/2016

5. College Senate Approval
 President's Signature _____ Date _____

AIV.1

Department(s)	Behavioral Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Sociology
Course Number	SOC 288
Course Title	Understanding Youth in the Urban Context
Catalogue Description	In this course, students will delve into original texts to examine critical perspectives on urban youth, youthhood, and constructions of youth identity(ies) both in the U.S. and cross-culturally. It begins with an understanding of young people: how they are seen, where they are seen, when they are seen. The spaces where 'youth' and 'youthhood' are constructed in relation to culture, social class, ethnicity, language, race, gender, sexual orientation are examined and the implications for policy and practice discussed. Contact the Teacher Education Department when declaring your intent to take this course. The course is cross-listed with YD 289 and ANTH 289. Not open to students with credit in YD 289 or ANTH 289.
Pre/ Co Requisites	ENG125
Credits	3
Contact Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute	
General Education Component	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input checked="" type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

Rationale: This course covers an area in the Sociology major that is not previously addressed. In addition to being an elective for the major, this course will also be part of the Youth Studies Minor in Teacher Education.

YD289/ANTH289/SOC288 Understanding Youth in the Urban Context

Instructor: TBD
Office hours: TBD

Email address: TBD
Office Phone: 718-262-2605

Course Syllabus

Course Description:

In this course, students will delve into original texts to examine critical perspectives on urban youth, youthhood, and constructions of youth identity(ies) both in the U.S. and cross-culturally. It begins with an understanding of young people: how they are seen, where they are seen, when they are seen. The spaces where ‘youth’ and ‘youthhood’ are constructed in relation to culture, social class, ethnicity, language, race, gender, sexual orientation are examined and the implications for policy and practice discussed. Contact the Teacher Education Department when declaring your intent to take this course. Preq: English 125. Coreq: English 125. The course is cross-listed with YD 289 and ANTH 289. Not open to students with credit in YD 289 or ANTH 289.

Pre co requisites: None

Required Readings:

Margaret Mead. *Coming of Age in Samoa*.

Mercer Sullivan. “*Getting Paid*”: *Youth Crime and Work in the Inner City* (The Anthropology of Contemporary Issues).

Norma Mendoza-Denton. *Home girls: Language and Cultural Practice Among Latina Youth Gangs*.

Colette Harris. *Muslim Youth: Tensions and Transitions in Tajikistan* (Westview Case Studies in Anthropology).

Course Objectives:

- Students will gather and interpret information on youth culture from films, weekly articles, and from fieldwork from which they will write weekly article summaries and reports.
- Students will write critical and analytical summaries of articles and have class discussions of these readings.
- In class discussions, weekly summaries, and in movie critiques students will be expected to produce well-reasoned written and oral arguments.
- Through class readings and the community mapping project students will identify and apply basic concepts of anthropology and sociology to the study of youth culture in an urban setting as well as cross-culturally.

- Through weekly readings, article analysis, and field projects, students will study the effect of culture, class, ethnicity and race and its influences on youth culture in the U.S. and in other cultures.
- Through weekly readings, class discussions on Blackboard, and the community mapping project students will identify and engage with local and global trends and ideologies about youth culture, considering everything from child labor to street children.

In addition students who successfully complete this course will also have:

- A more complex and nuanced understanding of ‘youth’ and urban youth and their portrayal.
- A deeper understanding of youth and youthhood anthropologically, socioculturally, linguistically, and critically.
- A scholarly language for describing young people, youth, youthwork.
- A beginning ability to apply such understandings to their praxis with young people.
- A beginning ability to apply research methodologies to the study of young people.

Course Requirements

Movie critique: (15% of grade):

You may pick any movie you like that represents adolescents, youth and peer culture. Provide a detailed description, analysis and critique of the movie that answers the following questions: How are the adolescents portrayed in the movie? What does the movie say about any of the following: race, gender, identity, youth culture, socialization, etc. How do you understand the impact of the movie on young people and society’s general understanding of young people? The critique should be no more than five pages double-spaced typed.

Article Summaries (35% of grade):

Each week that an article was assigned for homework, bring to class the following week a one-three page summary of the article. Provide the citation, the author’s purpose, and a summary of the main points. Then include at least one paragraph on your reaction to the article. There are seven article summaries in total (5 points each).

Community Mapping Project (40% of grade):

The community mapping project will require you to map ‘youth space’ within a geographic area. You will choose the location for the map and then research the demographics of the youth residents, the ‘spaces’ where they ‘hang out’, the safe spaces where they can go to be engaged, eg clubs, gyms, recreation facilities, youth programs, churches, etc. In order to complete your research, you will need to use the Internet, as well as conduct some ethnographic observations of the space(s), and talk with community members who have access to the information you are seeking e.g., youth workers, teachers, pastors, police officers, shop owners, etc. Pictures are encouraged.

Contribution to Our Learning (10% of grade):

Attending class on time and prepared puts you in the best position to maximize learning and do well in the course. When you are late and/or absent, you miss critical information that impacts your own chance for success. You remain responsible for all class materials, assignments, and

any announcements made in class. Most importantly, the group dynamic of the class is created both by the instructor's inputs as well as the participation of all students. Each of you brings to the class unique and interesting information, knowledge, and experiences that can be valuable to our discussions. The nature of the course and subject matter require a great deal of conversation so you are strongly encouraged not only to ask questions, but to add your own experiences and views to the class. Students must be present and active in order to maximize the value of the course. This makes up your "contribution to our learning" portion of the grade.

Other Information

Electronic Devices:

Ringers on cellular phones, pagers, and all other electronic devices must be turned off during class. In case of an emergency, you may be contacted through the Public Safety and Security Department at 718-262-2222.

Grading: (See College Bulletin for further policies)

Your final grade will be calculated as follows:

A+	97.0 - 100	B+	87.0 - 89.9	C+	77.0 - 79.9	D+	67.0 - 69.9
A	93.0 - 96.9	B	83.0 - 86.9	C	73.0 - 76.9	D	60.0 - 66.9
A-	90.0 - 92.9	B-	80.0 - 82.9	C-	70.0 - 72.9	F	0.00 - 59.9

Course Outline

- Week 1 Introduction to Course and Course Requirements
HW: Write a two-page narrative describing how you define young people and what it means to be young. Who are youth? What does it mean to be young? How is it different from being a child, from being an adult?
- Week 2 Exploration of the Construct 'Youth' through our Lived Experiences
HW: Read Magnuson, D., Baldwin C., Baizerman, M., & Stringer, A. (2003). Adolescent or youth? Youthwork practice and human development ideology. *The Journal of Child and Youth Care Work*, 18, 60-70
- Week 3 Exploration of the Construct 'Youth' through Theoretical Ideology
HW: Read Jeffs, T. & Smith, M.K. (1999) 'The problem of "youth" for youth work', *Youth and Policy* 62, 45 - 66.
- Week 4 Who are the 'youth' of 'youth work'?
HW: Write up a set of ten questions for interviewing young people about their experiences. What do you want to know about being a young person today?
- Week 5 Exploration of 'Youth' from the 'mouths of babes' (Youth Visit)

HW: Read Dworkin, J.B., Larson, R., & Hansen, D. (2003). Adolescents' accounts of growth experiences in youth activities. *Journal of Youth and Adolescence*, 32, 17-26.

- Week 6 Youth Perspectives
HW: Watch the movie of your selection this week and be prepared to discuss it in class. Movie Critique Due.
- Week 7 Exploration of Youth in the Media
HW: Read Baizerman, M. (1995). Kids, place, and action(less). *Child & Youth Care Forum*, 24, 339-340.
- Week 8 Youth Spaces
HW: Pick a geographic region for your community mapping project. Research the youth demographics of the area and bring your data to class.
- Week 9 Youth Engagement
HW: Read Blyth, D., & Leffert, N. (1995). Communities as contexts for adolescent development: An empirical analysis. *Journal of Adolescent Research*, 10, 64-87.
- Week 10 Youth Development
HW: Research the youth spaces, programs, activities within your chosen community. Come to class with the data.
- Week 11 Youth Citizenship
HW: Read De St Croix, T. (2009). 'Forgotten corners': A reflection on radical youth work in Britain, 1940-1990. In R. Gilchrist, T., Jeffs, J., Spence, & J. Walker (Eds.), *Essays in the history of youth and community work: Discovering the past* (pp. 302-315). Dorset: Russell House Publishing.
- Week 12 Youth-as-Community
HW: Read Parker, B. (2006). Constructing community through maps? Power and praxis in community mapping. *Professional geographer*, 58, 470-484.
- Week 13 Role of Community Mapping
HW: Write up an analysis of your findings.
- Week 14 Student Presentations
- Week 15 Final

Portal Help Desk:

Library: First desk on your left as you enter
 Hours: Monday – Thursday 9:00 AM – 10:00 PM
 Friday & Saturday 9:00 AM – 5:00 PM
 E-mail: portalhelp@york.cuny.edu
 718-262-5300

Blackboard:

·Blackboard makes it possible to have a web-based virtual classroom. You must log on to our Blackboard course site at least once a week to complete your discussion assignment, check for announcements, documents and other enrichment materials/links/media/tools. Through this user-friendly site, students can also view grades. Blackboard can be accessed from any computer with an Internet connection.

·Students must have a CUNY Portal account in order to access Blackboard. Please log in and test it during the first week of classes. If you do not have a CUNY Portal account, please register for one by following the instructions at: <http://york.cuny.edu/it/acet/blackboard/assets/portal.pdf>.

·If you already have a CUNY portal account but you have forgotten your username and/or password, go to http://york.cuny.edu/it/acet/blackboard/faq/forget_uid_pw.shtml for instructions on how to retrieve your username and obtain a new password.

·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

Instructor-Student Email Communication:

· Use only the email address that you have in the Blackboard system. I only send my mass emails via Blackboard so you must use that address to receive my announcements, etc.

·When you email me, please include your name, course number and section in the subject line or text of the email. I teach more than one class and have a large number of students, so this information is necessary to help me answer you more quickly. I reply to emails within 24 hrs. If you don't receive a reply after a few days, please check that you have the correct email info and re-send the message.

Accommodations:

Faculty members at York College are committed to the inclusion of all students. We strive to make reasonable accommodations for persons with documented disabilities. As your instructor, I am happy to discuss specific needs with you.

Anthropology Program Policy on Plagiarism or Cheating:

Plagiarism is copying someone else's writing and using it as your own. A more detailed explanation is given at the Wikipedia web site:

“Plagiarism is the use or close imitation of the language and thoughts of another author and the representation of them as one's own original work. Within [academia](#), plagiarism by students, professors, or researchers is considered [academic dishonesty](#) or academic fraud and offenders are subject to academic censure. In [journalism](#), plagiarism is considered a breach of [journalistic ethics](#), and reporters caught plagiarizing typically face disciplinary measures ranging from suspension to termination. Some individuals caught plagiarizing in academic or journalistic contexts claim that they plagiarized unintentionally, by failing to include [quotations](#) or give the appropriate [citation](#). While plagiarism in scholarship and journalism has a centuries-old history, the development of the [Internet](#), where articles appear as electronic text, has made the physical act of copying the work of others much easier, simply by [copying and pasting](#) text from one web page to another”. <http://owl.english.purdue.edu/owl/resource/589/01/>

For further information about plagiarism see this website at Purdue University:

<http://owl.english.purdue.edu/owl/resource/589/01/>

Any student who is caught plagiarizing will receive negative points for the assignment equal to the value of the assignment. For example, if the assignment is worth 20 points and evidence of plagiarism is found, then the student will receive minus twenty (-20) for the assignment. With the introduction of Blackboard 9.0 (Fall 2012) it will be possible to check your work for plagiarism using the Safe-Assign function. Any document that shows via Safe-Assign to have more than 15-20% plagiarism is considered a failing document. The figure of 15-20% is allowed because cited references to bibliographic works used will fall under copied text when it is not.

Instructor's Bibliography

- Amit-talai, V. and Wulff, H. (Eds.) (1995). *Youth cultures: A crosscultural perspective*. New York: Routledge.
- Anderson, L.M. (2009). The playground of today is the republic of tomorrow: Social reform and organised recreation, 1890-1930s (pp. 24-38). In R. Gilchrist, T. Jeffs, J. Spence, & J. Walker (Eds.), *Essays in the history of youth and community work*. Dorset: Russell House Publishing.
- Austin, J. and Nevin Willard, M. (Eds.) (1998). *Generations of youth: Youth cultures and history in twentieth-century America*. New York: New York University Press.
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York College of the City University of New York Curriculum Proposal Cover Sheet

Department/Discipline	English
Contact Person	Heather Robinson

Please indicate items submitted for Committee approval

New Major Design	
Revised Major Design	
New Minor Design	English
Revised Minor Design	
New Program	
Revised Program	
New Course Proposal	ENG 312, ENG 394
Course Change Proposal	
Course Deletion	

Please provide an executive summary of your proposal

The English Department is proposing two new courses to be offered as electives for the English major, English minor and Creative Writing minor. ENG 394 will be cross-listed with WLIT 330, which is being proposed concurrently by the Foreign Languages, ESL and Humanities Department.

1. Department Curriculum Committee Approval

 <hr style="border: 0; border-top: 1px solid black;"/> Signature	April 15, 2016 <hr style="border: 0; border-top: 1px solid black;"/> Date
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2. Department Approval

<hr style="border: 0; border-top: 1px solid black;"/> Chairperson's Signature	<hr style="border: 0; border-top: 1px solid black;"/> Date
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3. Other Departments Affected:

Foreign Languages, ESL and Humanities <hr style="border: 0; border-top: 1px solid black;"/> Department	<hr style="border: 0; border-top: 1px solid black;"/> Signature	<hr style="border: 0; border-top: 1px solid black;"/> Date
<hr style="border: 0; border-top: 1px solid black;"/> Department	<hr style="border: 0; border-top: 1px solid black;"/> Signature	<hr style="border: 0; border-top: 1px solid black;"/> Date

4. College Curriculum Committee Approval

 <hr style="border: 0; border-top: 1px solid black;"/> Chairperson's Signature	5/4/2016 <hr style="border: 0; border-top: 1px solid black;"/> Date
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5. College Senate Approval

<hr style="border: 0; border-top: 1px solid black;"/>	<hr style="border: 0; border-top: 1px solid black;"/>
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Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Number	312
Course Title	Advanced Topics in Critical Theory
Catalogue Description	This course explores the discourse and debates central to a specific area of critical theory with the goal of enriching the ways in which students analyze texts. The critical readings offer a lens through which to interpret literary texts, films, and culture.
Pre/ Co Requisites	Preq: ENG 202; ENG 311
Credits	3
Contact Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute	
General Education Component	<input checked="" type="checkbox"/> Not Applicable

Rationale: This course gives students the opportunity to engage more closely with a particular area of critical theory. In recent years, students have requested in-depth exposure to topics such as Feminist, Marxist, and Queer Theory. This course enables a focused exploration and application of theory to texts.

ENG 312: Advanced Topics in Critical Theory York College Department of English

Professor Inayatulla

Email: sinayatulla@york.cuny.edu

Office: 2A14 / Phone: (718) 262-5187

Office Hours:

Course Description

ENG 312 (Liberal Arts) Advanced Topics in Critical Theory 3 hrs. 3 crs. This course explores the discourse and debates central to a specific area of critical theory with the goal of enriching the ways in which students analyze texts. The critical readings offer a lens through which to interpret literary texts, films, and culture. Preq: ENG 202 and ENG 311.

Course Objectives

This course provides an introduction to queer theory as a lens through which to examine South Asian (Diasporic) narratives.

Students will:

- Explore intersectionalities between postcolonial South Asian identities and sexuality/gender
- Define and apply key terms such as imperialism, migration, globalization, nationalism, citizenship, and assimilation in written analyses of texts
- Draw critical connections between the assigned texts and apply queer theories to South Asian (Diasporic) works of literature.
- Demonstrate a proficiency in queer discourses and critiques specific to transnational South Asian scholarship

Required Texts

Selected chapters from:

Gopinath, Gayatri. *Impossible Desires: Queer Diasporas and South Asian Public Cultures*

Habib, Samar. *Arabo-Islamic Texts on Female Homosexuality*

Jain, Anupama. *How to be South Asian in America*

Katrak, Ketu H. *Politics of the Female Body: Postcolonial Women Writers of the Third World*

Puar, Jasbir K. *Terrorist Assemblages: Homonationalism in Queer Times*

Reddy, Gayatri. *With Respect to Sex: Negotiating Hijra Identity in South India*

Vanita, Ruth. *Queering India: Same-Sex Love and Eroticism in Indian Culture and Society*

Films: *Fire* (Dir. Deepa Mehta, 1996) and *Nina's Heavenly Delights* (Dir. Pratibha Parmar 2006)

*Other texts will be posted on Blackboard

Please ensure you also have:

- Daily access to your York College email account, Blackboard, and Internet
- Access to current, up-to-date MLA citation guidelines (see Purdue Online Writing Lab)

Course Policies

<u>Grading</u>	
Attendance and Participation	10%
Reading Responses (x 4; each response is 3-4 pages)	30%
Annotated Bibliography and Paper Abstract	20%
Final Research Paper (8-10 pages revised from a draft)	40%

Attendance and Participation (10%)

Success in this class depends on regular and punctual attendance:

This class meets twice a week and **students may miss no more than five (5) sessions**. Six (6) absences are grounds for failure. Missing 10 minutes of class (arriving late, departing early, or leaving during class) counts as half an absence.

Participation:

Participation grades will be determined by your attentiveness, preparedness, contributions to discussions, and respect for classmates' ideas. You will be required to meet with a peer group and your instructor throughout the term for conferences during which we will discuss your writing. **Missing a conference will count as one absence.** Detailed instructions will follow.

***Cell phones, laptops, tablets, etc.**

Cell phones and other electronics are NOT permitted in class or conferences for any use beyond reading required texts.

Reading Responses (30%)

You are required to compose 4 formal reading responses throughout the semester. Each response should be 3-4 pages (double-spaced in 12 point Times New Roman font) and include a Works Cited page. The response is an opportunity to draw connections between course texts, articulate critiques, examine key terms, and engage overall concepts presented in the readings. Your responses should go beyond textual summary, making critical interventions and commentary.

Annotated Bibliography and Paper Abstract (20%)

The annotated bibliography lists 10 secondary sources that will be included in the final research paper. Search for the most appropriate sources via library databases. Each entry should be accompanied by a 4-sentence abstract, and the bibliography must follow MLA conventions.

The paper abstract articulates the central argument(s) you expect to make in the final research paper.

***Final Research Paper (40%)**

You are required to draft, revise, and submit an original research paper at the end of the semester. Analyze one South Asian (Diasporic) literary text (upon advisement) through a critical lens anchored in queer theory. This paper is 8-10 pages and should include a Works Cited page. The deadline is TBA. Detailed guidelines will follow.

***NO LATE ASSIGNMENTS WILL BE ACCEPTED.** If you face illness/emergency, **please contact me** ASAP and we will discuss alternative arrangements at that time.

Academic Honesty

Plagiarism, which is deliberately submitting some one else's work as your own, is a serious offense that will result in an F for the course. We will discuss this more throughout the semester. For more information, see the Academic Integrity Policy on the York College website at <http://www.york.cuny.edu/academics/academic-affairs/academic-integrity-officer> and Purdue OWL's "Avoiding Plagiarism": <https://owl.english.purdue.edu/owl/resource/589/01/>.

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

The Writing Center (Academic Core 1C18) offers scheduled tutoring, drop-in tutoring and workshops. For more information stop by or call (718) 262-2494.

Course Schedule

*Please note this outline is subject to change and I will notify you of any revisions made.

- Week of 8/27: *Queering India* (Introduction: 1-11)
 - Week of 9/2: *Queering India* (Chapters 1-5: 15-84)
 - Week of 9/8: *Queering India* (Chapters 6 & 9: 87-99; 127-148)
 - Week of 9/15: *Impossible Desires* (Chapters 1-4: 1-130)
 - Week of 9/22: *Impossible Desires* (Chapter 6: 161-186)
*READING RESPONSE #1 due
 - Week of 9/29: *With Respect to Sex* (Chapters 1, 2, 9: 1-43; 211-222)
Politics of the Female Body (Chapters 3-5: 92-243)
 - Week of 10/6: *Arabo-Islamic Texts on Female Homosexuality* (9-45)
*READING RESPONSE #2 due
 - Week of 10/14: Two Films: Watch *Fire* and *Nina's Heavenly Delights*
Queering India (Chapters 15 & 16: 222-243)
 - Week of 10/20: *Impossible Desires* (Chapter 5: 131-160)
*READING RESPONSE #3 due
 - Week of 10/27: *Terrorist Assemblages* (Intro, Chapters 1 & 4: 1-78; 166-202)
 - Week of 11/3: *How to be South Asian in America* (Chapter 1: 30-78)
*READING RESPONSE #4 due
 - Week of 11/10: Discuss texts, responses and upcoming research assignments
 - Week of 11/17: *ANNOTATED BIB due
 - Week of 11/24: *ABSTRACT due
 - Week of 12/1: Work on drafting final research paper
 - Week of 12/8: Conference to discuss rough draft of final research paper
 - Week of 12/15: Revise final research paper
- *FINAL RESEARCH PAPER is due on scheduled exam date (TBA)

Department(s)	English
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	English
Course Number	394
Course Title	Literature of Diasporas
Catalogue Description	This course explores literary and critical texts written by authors in Diasporic settings. The assigned readings and films examine intersections between Diasporic identities and issues related to post-colonialism, imperialism, migration, globalization, nationalism, citizenship, and assimilation. This course is cross-listed with WLIT 330. Not open to students with credit in WLIT 330.
Pre/ Co Requisites	Preq: ENG 202 or ENG 200
Credits	3
Contact Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute	
General Education Component	<input checked="" type="checkbox"/> Not Applicable

Rationale: When this was taught as a 200-level Special Topics course, students commented that it would be an enriching addition to the English major electives in rotation. The coursework equips students to draw connections between the specificities of Diasporic narratives and immigration/transnational movement in a broader context. Assignments in this course encourage students to reflect critically upon the migratory histories that may have shaped their own lives or local milieus.

ENG 394: Literature of Diasporas York College Department of English

Professor Inayatulla

Email: sinayatulla@york.cuny.edu

Office: 2A14 / Phone: (718) 262-5187

Office Hours:

Course Description

ENG 394 (Liberal Arts) Literature of Diasporas 3 hrs. 3 crs. This course explores literary and critical texts written by authors in Diasporic settings. The assigned readings and films examine intersections between Diasporic identities and issues related to post-colonialism, imperialism, migration, globalization, nationalism, citizenship, and assimilation. Preq: ENG 202 or ENG 200.

Learning Objectives

Students in this course will:

- Analyze the social contexts in which Diasporic narratives take shape
- Produce critical analyses of assigned texts through class discussion and written work
- Use response papers to close read key terms and identify themes, tropes, and motifs
- Draw connections between assigned texts and/or use one text as a critical lens through which to read another
- Identify and apply critical theories specific to Diasporas in a final project

Required Texts and Materials

Ali, Monica. *Brick Lane*. New York: Scribner, 2003. Print.

Lahiri, Jhumpa. *Unaccustomed Earth*. New York: Vintage Books, 2008. Print.

Rushdie, Salman. *Midnight's Children*. New York: Random House, 1981. Print.

***The following required texts are available on Blackboard under "Texts"** (you are responsible for printing/bringing these texts to class meetings):

Selected chapters from *Asian American Studies Reader*

Selected poems from Michael Ondaatje's *The Cinnamon Peeler*

Alok-Vaid Menon spoken word videos

Films to be viewed in class: *Nina's Heavenly Delights* (Dir. Pratibha Parmar 2006); *The Namesake* (Dir. Mira Nair 2006)

Please ensure you also have:

- Daily access to your York College email account, Blackboard, and Internet
- Access to current, up-to-date citation guidelines (see Purdue Online Writing Lab)
- Access to a computer and printer, and a way to save all assignments for ongoing use

Course Policies

Grading	
Attendance, Participation, Reading Responses, and Quizzes	10%
Student-led Discussion and Panel Presentations	10%
Essay #1 (900 words) and Essay #2 (1500 words)	40%
Final Project (2000 words revised from initial drafts)	30%
Final Examination (Reflective Essay)	10%

Attendance, Participation, and Reading Responses (10%)

Success in this class depends on regular and punctual attendance:

This class meets twice a week and **students may miss no more than five (5) sessions**. Six (6) absences are grounds for failure. Missing 10 minutes of class (arriving late, departing early, or leaving during class) counts as half an absence.

Participation:

Participation grades will be determined by your attentiveness, preparedness, contributions to discussions, and respect for classmates' ideas. You will be required to meet with a peer group and your instructor throughout the term for conferences during which we will discuss your writing. **Missing a conference will count as one absence.** Detailed instructions will follow.

***Cell phones, laptops, tablets, etc.**

Cell phones and other electronics are NOT permitted in class or conferences for any use beyond reading required texts.

Reading Responses (RR) and Quizzes:

You will compose 250 word responses to assigned readings (please see RR guidelines on Blackboard under "Assignments" and refer to Course Outline for due dates). Occasional quizzes will ask plot-based questions about assigned texts. **Late RRs will not be accepted.**

Student-led Discussions (SLD) and Panel Presentations (10%)

This is an opportunity to facilitate productive conversations, share your work with your classmates, and exchange feedback. Details and sign ups will follow.

Essays #1 (15%) and #2 (25%)

Essay #1 (900 words) and #2 (1500 words) involve drafting, revising, and submitting a detailed, textual analysis of course readings with a Works Cited page. Essay drafts and revision due dates are listed in the Course Outline. These deadlines are non-negotiable. Details will follow.

Final Project (30%)

You will draft, revise, and submit a traditional essay or a creative narrative at the end of the semester. It must be 2000 words and include a Works Cited page. Projects are **due on Monday, December 15, 2015 at 10 am**. This deadline is non-negotiable. Details will follow.

***NO LATE PAPERS WILL BE ACCEPTED.** If you cannot complete assignments because of illness or emergency, **you must let me know.** We will discuss alternative arrangements.

Final Examination (10%)

For the final exam, you will compose a reflective essay, which analyzes your research and writing throughout the semester. It will take place during the scheduled exam period.

Academic Honesty

Plagiarism, which is deliberately submitting some one else's work as your own, is a serious offense that will result in an F for the course. We will discuss this more throughout the semester. For more information, see the Academic Integrity Policy on the York College website at <http://www.york.cuny.edu/academics/academic-affairs/academic-integrity-officer> and Purdue OWL's "Avoiding Plagiarism": <https://owl.english.purdue.edu/owl/resource/589/01/>.

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

The Writing Center (Academic Core 1C18) offers scheduled tutoring, drop-in tutoring and workshops. For more information stop by or call (718) 262-2494.

Course Outline

*Please note this outline is subject to change and I will notify you of any revisions made.

UNIT 1: Introduction – Migration through South Asian Diaspora

- M Aug 31: Introduction to course
 W Sep 2: "Hell-Heaven" (60-83) in Lahiri's *Unaccustomed Earth*
Quiz on today's assigned reading and class discussion
 M Sep 7: College is Closed (LABOR DAY)
 W Sep 9: "Only Goodness" (128-173); "Nobody's Business" (174-219) in *Unaccustomed Earth*
Reading Response (RR) #1 is due (on Blackboard)
 Student-led Discussion (SLD) #1
 Th Sep 10: Classes follow Monday schedule
 SLD #1 continues
 M Sep 14: No Classes Scheduled
 W Sep 16: Part Two: "Hema and Kaushik" (221-333) in *Unaccustomed Earth*
RR #2 is due
 SLD #2
 M Sep 21: SLD #2 continues
 Draft for Essay #1 is due (bring hard copies to class for peer review)
 W Sep 23: No Classes Scheduled
 M Sep 28: **Essay #1 is due**
 Watch required film (in class)
 W Sep 30: Discuss film
 Begin Book One (1-35) of Rushdie's *Midnight's Children*

UNIT 2: Imperialism, Nationalism, and Citizenship

- M Oct 5: Book One (1-133) of *Midnight's Children*
RR #3 is due
 SLD #3

- W Oct 7: Class discussion of emerging course themes
Begin Book Two (135-169) of *Midnight's Children*
- M Oct 12: No Classes (College is closed)
- W Oct 14: First half of Book Two (135-271) of *Midnight's Children*
RR #4 is due
SLD #4
- M Oct 19: Second half of Book Two (272-393) of *Midnight's Children*
RR #5 is due
SLD #5
- W Oct 21: Begin Book Three (395-413) of *Midnight's Children*
- M Oct 26: Book Three (395-533) of *Midnight's Children*
Quiz on today's assigned reading (instead of RR)
SLD #6
- W Oct 28: Watch Alok-Vaid Menon spoken word video links (on Blackboard)
RR # 6 is due (respond to videos)
Discuss Essay #2 topics and crafting a strong thesis
- M Nov 2: **Draft of Essay #2** is due (bring hard copies to class for peer review)
Discuss essay structure and revision strategies
- W Nov 4: Group Conferences for Essay #2
- M Nov 9: **Essay #2 is due**
Watch required film (in class)
- W Nov 11: Discuss film
Read selected poems from Ondaatje's *The Cinnamon Peeler* (on Blackboard)

UNIT 3: Assimilation and Politics of Globalization

- M Nov 16: Read selections from *Asian American Studies Reader*
Quiz and in class writing on today's assigned texts (instead of RR)
- W Nov 18: Read selections from *Asian American Studies Reader*
Quiz and in class writing on today's assigned texts (instead of RR)
- M Nov 23: Chapters 1-8 (1-160) *Brick Lane*
RR #7 is due
SLD #7
- W Nov 25: Chapters 9-12 (161-227) in *Brick Lane*
Quiz on today's assigned chapters (instead of RR)
- M Nov 30: Chapters 13-19 (228-366) *Brick Lane*
RR #8
SLD #8
- W Dec 2: Chapters 20 & 21 (367-415) in *Brick Lane*
Quiz on today's assigned reading (instead of RR)
Discuss guidelines for Final Project

UNIT 4: Final Project – Synthesis, Craft, and Revision

- M Dec 7: **Draft of Final Project** is due (bring hard copies for peer review)
- W Dec 9: Group Conferences for Final Project
- M Dec 14: Last day of class
FINAL PROJECT IS DUE
- *Dec 16 – 23: Final Examination Period (exam date TBA)

Instructor's Bibliography for ENG 312 (Advanced Topics in Critical Theory)

Jagose, Annamarie. *Queer Theory: An Introduction*. New York: New York U Press, 1996. Print.

Patton, Cindy, and Benigno Sánchez-Eppler, eds. *Queer Diasporas*. Durham: Duke U Press, 2000. Print.

Sedgwick, Eve Kosofsky. *Epistemology of the Closet*. Berkeley: U of California Press, 1990. Print.

Turner, William B. *A Genealogy of Queer Theory*. Philadelphia: Temple U Press, 2000. Print.

Wilchins, Riki. *Queer Theory, Gender Theory*. Los Angeles: Alyson Books, 2004. Print.

Instructor's Bibliography for ENG 394 (Literature of Diasporas)

Alexander, Jacqui M., and Chandra Talpade Mohanty, eds. *Feminist Genealogies, Colonial Legacies, Democratic Futures*. New York: Routledge, 1997. Print.

Appadurai, Arjun, ed. *Globalization*. Durham: Duke U Press, 2001. Print.

Braziel, Jana Evans, and Anita Mannur, eds. *Theorizing Diaspora: A Reader*. Malden: Blackwell Publishing, 2003. Print.

Knott, Kim, and Seán McLoughlin, eds. *Diasporas: Concepts, Intersections, Identities*. London: Zed Books, 2010. Print.

Mohanty, Chandra Talpade, Ann Russo, and Lourdes Torres, eds. *Third World Women and the Politics of Feminism*. Bloomington: Indiana U Press, 1991. Print.

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

Department/Discipline

Earth and Physical Sciences

Contact Person

Ratan Dhar, x2889


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	
Course Deletion	

Please provide an executive summary of your proposal

We propose hybrid offerings of GEOL 110 and GEOL 115 to make efficient use of the established technological capabilities and resources of the college, while providing more flexible scheduling to accommodate General Education students' needs. We are also modernizing the course name for Geo 110.

1. Department Curriculum Committee Approval

	03/09/2016
Signature	Date


2. Department Approval

	3/14/16
Chairperson's Signature	Date

3. Other Departments Affected:

Department	Signature	Date
Department	Signature	Date

4. College Curriculum Committee Approval

	5/4/2016
Chairperson's Signature	Date

5. College Senate Approval

AV: 1 Changes to be offered in the Earth and Physical Sciences Department

FROM		TO	
Departments	Earth and Physical Sciences	Departments	Earth and Physical Sciences
Course	Geo 110: [Man and the] Earth	Course	Earth
Pre or co requisite	None	Prerequisite	N/C
Hours	3	Hours	N/C
Credits	3	Credits	N/C
Description	An introduction to the earth environment and its relationship to human affairs; earth quakes, volcanic activity, land use and abuse, geologic time, rocks and minerals. Not open to students with credit in GEOL 140. A one day field trip is required. This course, when combined with [Geology] 207 counts as a lecture-laboratory course of 4 credits.	Description	An introduction to the earth environment and its relationship to human affairs; earth quakes, volcanic activity, land use and abuse, geologic time, rocks and minerals. Not open to students with credit in GEOL 140. A one day field trip is required. This course, when combined with <u>GEOL 207</u> , counts as a lecture-laboratory course of 4 credits. <u>This course may be offered in a face-to-face or hybrid format.</u>
Liberal Arts	[<input checked="" type="checkbox"/>] Yes [<input type="checkbox"/>] No	Liberal Arts	[<input checked="" type="checkbox"/>] Yes [<input type="checkbox"/>] No
Course Attribute		Course Attribute	<u>H-WEB</u>
General Education Component	<input checked="" type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input checked="" type="checkbox"/> Scientific World	General Education Component	<input checked="" type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input checked="" type="checkbox"/> Scientific World
Effective		Effective	Fall 2016

Rationale: This geology Gen Ed course lends itself well to the hybrid format by allowing students to proceed at their own pace through the content. The instructor coaches the student through the material by working through a concept with diagrams, videos,

news reports, and photographs. At the same time, the instructor is able to utilize the face-to-face meetings to examine rock samples and other artifacts with students and discuss more directed analysis techniques and deeper context.

**YORK COLLEGE
THE CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF EARTH & PHYSICAL SCIENCES
GEOLOGY 110 H-WEB (The Earth)
3 credits 3 hours**

GEO 110: SECTION S: Class Number 63225.

Mondays: 1800 to 2050

Class room AC/4M05

Office room: AC-2F09

Instructor: Mr. Barry Bowman, MS

Office Hours: One hour before and after class.

Email: bbowman@york.cuny.edu

The best way to contact me is through email, which I check throughout the day. Please use only your College account and always write you first and last name.

Phone: 718.262.2597 (please leave a message with your contact information)

TEXT BOOK

Essentials of Geology by Stephen Marshak 5th Edition

Publisher: W.W. Norton & Company, 2016.

ISBN: 9780393919394

Course Requirements:

Include the following components:

1. Lecture; the topics are mostly but not limited to the text book.
2. Discussion Forum
3. Geotours® using Google Earth®
4. Quizzes and Final Examination

Course Description

An introduction to the earth environment and its relationship to human affairs; earth quakes, volcanic activity, land use and abuse, geologic time, rocks and minerals. Not open to students with credit in GEOL 140. A one day field trip is required. This course, when combined with Geology 207 counts as a lecture-laboratory course of 4 credits. This course may be offered in a face-to-face or hybrid online format.

Learning Objective: Geology 110 is designed to develop an appreciation of Earth processes. The course theme is “Seeing the Earth as a heat driven machine”. The theme’s objective is achieved by exploring the Rock Cycle, Volcanism, Tectonics, the Importance of Water, and Geologic Hazards. After completing this course, students will be able to:

- Describe Earth processes and cycles
- Explain Earth processes that cause cyclic phenomena
- Demonstrate the interrelationships of Earth processes and cycles
Identify the engineering techniques that attenuate Earth hazards.
- Apply adaptive solutions to Earth processes that can affect home ownership and urban infrastructure.
- Analyze scenarios as they apply to the concepts brought forth in the text.

Geol 110 is a hybrid course that combines classroom learning (33%) with online learning (66%). Students will not be working with the instructor during the powerpoint presentation. The student will be able to collaborate with peers and their instructor by posting to the online forum. The reading assignments are given before the online presentation. Online assignments using Google Earth use the virtual maps to show and work with measurements and simple calculations as they pertain to the text. Weekly quizzes indicate the student progress.

The course instructor will log in every day and check the Q&A forum for questions about the course as well as will interact with the students in the ongoing discussion. Questions that are not likely to be relevant to the rest of the class participants can be directed via personal email to the instructor who will respond within 24 hours.

Readings, online Assignments, and Online Black Board Class Discussions

Class discussions are not social networking opportunities in this course. It is an imitation of a professional networking communication meant to stimulate your analytical abilities and academic confidence. The student will use the forums to analyze and collaborate information in the chapters and lecture with others in the class. There will be discussion topics for each chapter. The student will find the weekly forums under the “Class Discussions” tab on BB.

The readings are from the textbook. Each week the course studies two chapters from the text. Discussion questions are developed by the instructor from the chapter material and applicable current and recent geologic events.

The weekly assignment is a virtual field trip using Google Earth® and Geotours®. Full instructions and the assignments are located on Blackboard in the “Assignment tab.” Geotours® is an interactive exercise using Google Earth®. The student can use the desktop version or the portable version installed on a USB. The USB version is the same as the desktop version except that the student can use it on any computer other than their own. The following is the schedule for Geotours. Students should collaborate with others on the Geotours® discussion forum to complete this assignment. The student has three (3) attempts at each assignment to achieve a maximum grade. Students have 7 days to complete each assignment.

Technology and Skills Needed to be a Successful Hybrid Student: This course requires a computer, Internet access, and Word Processing Program. Students should be proficient in the following: a) using a web browser and search engines; b) sending and receiving email with attachments; c) using Microsoft Word processing program (WORD); d) downloading and uploading files in different format (.doc, .pdf, .mp3, .mp4, .jpeg).

For more information visit:

<http://www.york.cuny.edu/it/acet/online-hybrid-course-support/technological-skills-needed-to-take-online-hybrid-courses>. Further computer requirements are found in the course tab “Start Here.” It is up to the student to ensure that the instructor has a working email for course communications.

Grades: The bases for the course grades are as follows:

There are small online quizzes after each chapter of 5 questions. Each question is 20 points. The student has 15 minutes to complete the quiz. This portion of the quiz grade is **15 %**.

The weekly quizzes of 25 questions each are on that week’s two chapters: **15% of your grade**. There is an “A” and “B” version available concurrently that are on the same weekly chapters. The quiz cycle is from Tuesday to Tuesday which gives a week to take a quiz. The Student has

quiz series).

- **Discussion forum participation: 20%**
- Geotours on BB: **20%** of your grade.
- Comprehensive Final Examination: **30%** of your grade.

TOTAL 100%

York College grading policies can be found on pages 43-46 of the 2015-2016 Bulletin

Exam Policies:

Exams will be designed by following four fundamental Objectives: **General Knowledge, Application, Understanding, Analytical** (beyond the text book) – follow the class explanations.

- The 25 question Quizzes will be given online. A student will have **two opportunities** (both “A” and “B” versions) from midnight Tuesday to midnight Tuesday, one week. Quiz versions are available concurrently. The higher of the two quizzes will be recorded for quiz calculations.
- A student gets only two chances at a quiz. **NO MAKE UPS**. A student must take the quiz during the date a time range given.
- Each of the two quizzes are different but on the same chapters!
- You can use this opportunity to raise your final grade.

Discussion Forum Participation Rubric

Posting should be a minimum of one short paragraph and a maximum of two paragraphs. Word totals for each post should be in the 100-200 words range

Criteria	0 Points	1 point	2 points	3 points
Timeliness	Participates not at all.	Participates 1-2 times on the same day.	Participates 3-4 times but postings not distributed throughout week.	Participates 4-5 times throughout the week.
Initial Posting	Posts no assignment.	Posts adequate assignment with superficial thought and preparation; doesn't address all aspects of the task.	Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts.	Posts well developed assignment that fully addresses and develops all aspects of the task
response	Posts no follow-up responses to others.	Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion.	Elaborates on an existing posting with further comment or observation.	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts.
Content	Posts information that is off-topic, incorrect or	Repeats but does not add substantive	Posts information that is factually correct; lacks full	Posts factually correct, reflective and substantive

	irrelevant to discussion.	information to the discussion.	development of concept or thought.	contribution; advances discussion.
Grammar	Posts unorganized; poor grammar/structure, inappropriate slang/abbreviations.	Communicates in friendly manner; may include several errors in grammar/structure.	Posts are reasonably appropriate; may contain a few errors.	Posts are clear and concise, formatted in an easy to read style that is free of grammatical or spelling errors.

How to study

Here are a few websites that have study techniques that you may find helpful.

<http://www.wikihow.com/Study>

<http://www.studygs.net/>

<http://www.samford.edu/how-to-study/>

How to minimize Stress & test anxiety

Learn about relaxation techniques to help you effectively manage stress and anxiety associated with test taking. Call Student Counselling at (718) 262-2272 for dates and times of the seminars. Students with disabilities can go to AC-1G02 Monday to Thursday 9:00 am to 6:00 pm and Friday from 9:00 am to 5:00 pm or call 718.262.2191 (E: csd@york.cuny.edu)

Course Schedule

Week 1: In Class room: Overview of the hybrid course. Introduction to class project.

Course overview. At this time the course requirements are laid out and the student is introduced to the course materials on Bb. **Begin Geotours assignments. Geotours:** “Getting Started with Google Earth”. **Always open.** Sign on to Bb and introduce yourself to your classmates on the Discussion Forum (DF).

Week 2: Lecture On Bb: Chapter 1 – The Earth In Context. Chapter 2 – The Way the Earth Works & Interlude D – The Earth’s Interior Revisited (pg. 252). **Quiz 1A and Quiz 1B: on Chapters 1, 2, and Interlude D. Closes in 7 days. : Geotours:** “(A1) Earth and Sky”. **Closes in 7 days. Comment on DF topic after reading chapters 1 and 2, closes in 7 days.**

Week 3: In Class room: Lecture: Chapter 5 – The Wrath of Vulcan (Volcanic Eruptions). Chapter 6 – Pages of Earth’s Past. Interlude B – A Surface Veneer (pg. 148).). **Quiz 2A and Quiz 2B: on Chapters 5, 6, and Interlude B. Closes in 7 days. Geotours:** “(A2) Plate Tectonics”. **Closes in 7 days. Comment on DF topic after reading chapters 5 and 6, closes in 7 days.**

Week 4: Lecture On Bb: Chapter 4 – Up from the Inferno (Magma and Igneous Rocks). Chapter 7 – Metamorphism (A Process of Change). **Quiz 3A and Quiz 3B: on Chapters 4 and 7. Closes in 7 days. Geotours:** “(A3) Igneous Rocks”. **Closes in 7 days. Comment on DF topic after reading chapters 4 and 7, closes in 7 days.**

Week 5: In Class room: Lecture: Chapter 3 – Patterns of Nature (Minerals). Chapter 12 – Riches in Rock; Interlude A – Rock Groups (pg. 85), and Interlude C – The Rock Cycle (pg. 210). Check up on Geotours. **Quiz 4A and Quiz 4B: on Chapters 3, 12, and Interlude C. Closes in 7 days. Geotours:** “(A4) Volcanoes”. **Closes in 7 days. Comment on DF topic after reading chapters 3 and 12, closes in 7 days.**

Week 6: Lecture On Bb: Chapter 8 – A Violent Past (Earthquakes). Chapter 9 – Craggs, Cracks, and Crumples (Crustal Deformation and Mountain Building. **Quiz 5A and Quiz 5B: on Chapters 8 and 9. Closes in 7 days. Geotours:** “(A5) Sedimentary rocks”. **Closes in 7 days. Comment on DF topic after reading chapters 8 and 9, closes in 7 days.**

Week 7: In Class room: **Lecture:** Chapter 10 – Deep Time (How Old Is Old?). Chapter 11 – A Biography of Earth. **Quiz 6A and Quiz 6B: on Chapters 10 and 11. Closes in 7 days. Geotours:** “(A6) Metamorphic Rocks”. **Closes in 7 days. Comment on DF topic after reading chapters 10 and 11, closes in 7 days.**

Week 8 :Lecture On Bb: Chapter 13 – Unsafe Ground (Landscapes and Other Mass Movements). Chapter 14 – Running Water (The Geology of Streams and Floods). **Quiz 7A and Quiz 7B: on Chapters 13 and 14. Closes in 7 days. Geotours:** “(A7) Earthquakes.” **Closes in 7 days. Comment on DF topic after reading chapters 13 and 14, closes in 7 days.**

Week 9: In Class room: **Lecture:** Chapter 15 – Restless Realm (Oceans and Coasts). Chapter 16 – A Hidden Reserve, and Interlude F – An Introduction to Landscapes and the Hydrologic Cycle (pg. 386). Check up on Geotours. **Quiz 8A and Quiz 8B: on Chapters 15, 16, and Interlude F. Closes in 7 days. Geotours:** “(A8) Crustal Deformation & Mountain Building.” **Closes in 7 days. Comment on DF topic after reading chapters 15 and 16, closes in 7 days.**

Week 10: Lecture On Bb: Chapter 17 – Dry Regions (The Geology of Deserts). Chapter 18 – Amazing Ice (Glaciers and Ice Ages). **Quiz 9A and Quiz 9B on Chapters 17, 18. Closes in 7 days. Geotours:** “(A9) Mass Movement.” **Closes in 7 days. Comment on DF topic after reading chapters 17 and 18, closes in 7 days.**

Week 11: On Bb: **Lecture:** Chapter 19 - Global Changes in the Earth System. **Quiz 10A and Quiz 10B: on Chapters 17, 18. Closes in 7 days. Geotours:** “(A10) Ocean and Coastlines.” **Closes in 7 days. Comment on DF topic after reading chapter 19 and 2, closes in 7 days.**

Week 12:In Class room: **Interrelationships of Earth Systems Part 1.** DVD documentary. **Interrelationships of Earth Systems Part 1.** DVD documentary. Assignment: Using what you have learned during the course write a two page single space report on the documentary. Be sure to use the nomenclature found in the textbook. Turn in the report next week.

Week 13: In Class room: **Interrelationships of Earth Systems Part 2.** DVD documentary. Assignment: Using what you have learned during the course write a two page single space report on the documentary. Be sure to use the nomenclature found in the textbook. Assignment: Using what you have learned during the course write a two page single space report on the documentary. Be sure to use the nomenclature found in the textbook. Turn in report next week.

Week 14: In Class room: Last day of class. **Review for final exam. Interrelationships of Earth Systems Part 3.** DVD documentary. Assignment: Using what you have learned during the course write a two page single space report on the documentary. Be sure to use the nomenclature found in the textbook. Turn in report final day of class. **Review for final exam.**

Week 15: Final Exam is in Class: TBA. Final Exam is in Class: TBA.

AV: 1 Changes to be offered in the Earth and Physical Sciences Department

FROM		TO	
Departments	Earth and Physical Sciences	Departments	Earth and Physical Sciences
Course	Geo 115: Energy, Resources and the Environment	Course	N/C
Pre or co requisite		Prerequisite	
Hours	3	Hours	N/C
Credits	3	Credits	N/C
Description	An introduction to the availability, distribution, recovery and significance of the earth's natural resources. alternates to our dwindling supply of these resources, with emphasis on the fossil fuels. Environmental impact of the use and disposal of these resources will be analyzed. The interaction of the various disciplines of natural science will be stressed. Not credited toward fulfillment of Geology major requirements.	Description	An introduction to the availability, distribution, recovery and significance of the <u>Earth's</u> natural resources. <u>Alternates</u> to our dwindling supply of these resources, with emphasis on the fossil fuels. Environmental impact of the use and disposal of these resources will be analyzed. The interaction of the various disciplines of natural science will be stressed. Not credited toward fulfillment of Geology major requirements. <u>This course may be offered in a face-to-face or hybrid format.</u>
Liberal Arts	[x] Yes [] No	Liberal Arts	[x] Yes [] No
Course Attribute		Course Attribute	<u>H-WEB</u>
General Education Component	<u>X</u> Flexible ___ World Cultures ___ US Experience in its Diversity ___ Creative Expression ___ Individual and Society <u>X</u> Scientific World	General Education Component	<u>X</u> Flexible ___ World Cultures ___ US Experience in its Diversity ___ Creative Expression ___ Individual and Society <u>X</u> Scientific World
Effective		Effective	Fall 2016

Rationale: This geology Gen Ed course lends itself well to the hybrid format by allowing students to proceed at their own pace through the content. The instructor coaches the student through the material by working through a concept with diagrams, videos, news reports, and photographs. At the same time, the instructor is able to utilize the face-to-face meetings to examine Federal, State, and City databases of contaminated sites and using the text to suggest solutions to environmental issues.

YORK COLLEGE
THE CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF EARTH & PHYSICAL SCIENCES
GEOLOGY 115 H-WEB (Energy, Resources and the Environment)
3 credits 3 hours

GEO 115

Class room xxx

Office room: AC-2F09

Instructor: Mr. Barry Bowman, MS

Office Hours: One hour before and after class.

Email: bbowman@york.cuny.edu

The best way to contact me is through email, which is checked throughout the day. Please use only your College account and always write you first and last name.

Phone: 718.262.2597 (please leave a message with your contact information)

Course Description:An introduction to the availability, distribution, recovery and significance of the earth's natural resources. alternates to our dwindling supply of these resources, with emphasis on the fossil fuels. Environmental impact of the use and disposal of these resources will be analyzed. The interaction of the various disciplines of natural science will be stressed. Not credited toward fulfillment of Geology major requirements. This course may be offered in a face-to-face or hybrid online format.

Learning Objectives:

The student is to develop practical awareness of how Humans interact with the Geologic Environment. Through the textbook readings, case studies, articles, and online exercises the student develops an informed view of how the urban infrastructure uses and misuses the Geologic Environment. The student will achieve an understanding in **a scientific, systematic, and quantitative** manner by:

- Defining the Earth's cycles and processes
- Demonstrate how anthropogenic activities are affecting their own survivability
Analyze how environmental engineering mitigates anthropogenic environmental issues and causes environmental issues
- Apply solutions to environmental issues in their neighborhood or the City of New York through their understanding of Earth cycles and processes.

Upon completion of this course, the student will have an introductory level of knowledge for discussing and evaluating specific environmental issues.

Required text:

Environmental Geology, 10th Edition, by Carla W. Montgomery

ISBN: 978-0-0-07-352411-5

Copyright year: 2014

Many course materials and study aids are found on BlackBoard in the “Course Materials Folder. Please take a look.

Course Requirements:

Include the following components:

1. Lecture; the topics are mostly but not limited to the text book.
2. Reading Assignments are two chapters per week
3. Black Board Quizzes.
4. Class Project.

The bases for your grade are the following:

- 10 quizzes. Each quiz covers two chapters of the previous week. The quiz has 25 questions with a 60 minute time limit. The student has two chances to get the best quiz grade. In other words a student can take the quiz twice and the best grade is recorded for final quiz grade calculations. Each quiz is different. **15% of your grade.**
- During online presentations there are 5 question quizzes after each chapter. Each question is 20 points so pay close attention to the online lecture. **15% of your grade.**
- Class project is **30% of your grade.**
- Attendance is **10% of your grade.**
- Final examination **30% of your grade.** There will be a voluntary bonus 20 questions the day of the final. However many questions the student gets right will be added to the final grade before the final grade calculation. These questions will be based on the videos.
- **TOTAL POINTS 100%**

Exam Policies:

Exams will be designed by following four fundamental Objectives: **General Knowledge, Application, Understanding, Analytical** (beyond the text book) – follow the class explanations.

- Quizzes will be given online. The lowest quiz score will **not be dropped.** The student can take the quiz twice and the highest score counts.
- Each quiz will be available online for seven days (midnight to midnight). The quiz will have an “A” and “B” section. This means that the student has two chances to do well on the quiz. Both “A” and “B” are on the same material that was in the previous weeks lecture. Both “A” and “B” quizzes are available concurrently.
- Quizzes must be done on the date and time interval allotted. **NO MAKE UPS.** If you don’t take the quiz you get a zero.
- Your computer issues are your problem to solve. Your personal issues other than ambulatory and serious family issues are none of my business.
- **It is up to the student to practice self-discipline.**

Course Format: H-WEB

Geol 115 is a hybrid course that combines classroom learning (2/3%) with online learning (1/3%). Students will not be working on the material provided online completely on their own, but rather they will be able to collaborate with peers and their instructor in posting, reading, online assignments and quizzes. It is important to practice good time management and organizational skills to be a successful hybrid student.

The course instructor will log in every day and check the Q&A forum for questions about the course as well as will interact with the students in the ongoing discussion. Questions that are not likely to be relevant to the rest of the class participants can be directed via personal email to the instructor who will respond within 24 hours.

Readings, online Assignments, and Online Black Board Class Discussions

Class discussions are not social networking opportunities in this course. It is a mimic of a professional networking communication meant to stimulate your analytical abilities and academic confidence. The student will use the forums to analyze and collaborate information in the chapters and lecture with others in the class. There will be discussion topics for each chapter. The student will find the weekly forums under the “Class Discussions” tab on BB.

The readings are from the textbook. Each week the course studies two chapters from the text. Discussion questions are developed by the instructor from the chapter material and applicable current and recent geologic events.

Class project

The class is an environmental field trip of your neighborhood using Google Earth and some foot work. This is a project that will take most of the semester to complete. The class project is not something you can do in a day. Google Earth will have to be installed on your computer or use the portable version on a flash drive. Here you will learn about the point sources of groundwater and air pollution in your neighborhood. The Class Project instructions are on Bb.

Technology and Skills Needed to be a Successful Hybrid Student: This course requires a computer, Internet access, and Word Processing Program. Students should be proficient in the following: a) using a web browser and search engines; b) sending and receiving email with attachments; c) using Microsoft Word processing program (WORD); d) downloading and uploading files in different format (.doc, .pdf, .mp3, .mp4, .jpeg).

For more information visit:

<http://www.york.cuny.edu/it/acet/online-hybrid-course-support/technological-skills-needed-to-take-online-hybrid-courses>. Further computer requirements are found in the course tab “Start Here.” It is up to the student to ensure that the instructor has a working email for course communications.

How to study

Here are a few websites that have study techniques that you may find helpful.

<http://www.wikihow.com/Study>

<http://www.studygs.net/>

<http://www.samford.edu/how-to-study/>

How to minimize Stress & test anxiety

Learn about relaxation techniques to help you effectively manage stress and anxiety associated with test taking. Call Student Counselling at (718) 262-2272 for dates and times of the seminars. Students with disabilities can go to AC-1G02 Monday to Thursday 9:00 am to 6:00 pm and Friday from 9:00 am to 5:00 pm or call 718.262.2191 (E: csd@york.cuny.edu)

IT IS UP TO THE STUDENT TO PROVIDE A WORKING EMAIL. Bb has further computer information on what add-on programs to install on your computer in order to use BB in the “Start Here” tab.

COURSE SCHEDULE

Week 1: In Class room: Overview of the hybrid course. Introduction to class project. Course overview. At this time the course requirements are laid out and the student is introduced to the course materials on Bb. **Introduction to class project.**

Week 2: on Bb: Chapter 1: An Overview of Our Planetary Environment. Chapter 2: Rocks and Minerals a First Look. **Quiz 1A and 1B:** On Chapters 1 and 2. **Closes in 7 days.**

Week 3: In Class room: Lecture: Chapter 3: Plate Tectonics. Chapter 4: Earthquakes. **Quiz 2A and 2B:** On Chapters 3 and 4. **Closes in 7 days.** Bring in part one of the class project (maps).

Week 4: on Bb: Lecture – Chapter 5 Lecture – Volcanoes. Chapter 8: Mass Movement **Quiz 3A and 3B:** On Chapters 5 and 8. **Closes in 7 days.**

Week 5: In Class room: Lecture - Chapter 6: Streams and Flooding. Chapter 7: Coastal Zones and Process. **Quiz 4A and 4B:** On Chapters 6 and 7. **Closes in 7 days.** Bring in part two of the class project (annotated zone map of point sources).

Week 6: on Bb: Lecture: Chapter 9: Ice and Glaciers, Wind and Deserts. Chapter 10: Climate: Past, Present, and Future. **Quiz 5A and 5B:** On Chapters 9 and 10. **Closes in 7 days.**

Week 7: In Class room: Lecture – Chapter 11: Water as a Resource. Chapter 12: Soil as a Resource. **Quiz 6A and 6B:** On Chapters 11 and 12. **Closes in 7 days.** Bring in part two again of class project (annotated zone map of point sources).

Week 8: on Bb: Lecture – Chapter 13: Mineral and Rock Resources. Chapter 14: Energy Resources: Fossil Fuels. **Quiz 7A and 7B:** On Chapters 13 and 14. **Closes in 7 days.**

Week 9: In Class room: Lecture – Chapter 15: Energy Resources: Alternative Sources. **Lecture** – Chapter 16: Waste Disposal. **Quiz 8A and 8B**: On Chapters 15 and 16. **Closes in 7 days**. Bring in part three of the class project (data base of petroleum and chemical spills).

Week 10: on Bb: Lecture – Chapter 17: Water Pollution. Chapter 18: Air Pollution. **Quiz 9A and 9B**: On Chapters 17 and 18. **Closes in 7 days**.

Week 11: In Class room: Lecture - Chapter 19: Environmental Law and Policy. Chapter 20: Land Use Planning and Engineering Geology. **Quiz 10A and 10B**: On Chapter 19. **Closes in 7 days**. Bring in part four of class project (petroleum and chemical bulk storage data base).

Week 12: In Class room: Environmental documentary. Assignment: Using what you have learned during the course write a two page single space report on the documentary. Be sure to use the nomenclature found in the textbook. Turn in report final day of class. Bring in annotated zone map with petroleum and chemical bulk storage.

Week 13: In Class room: Environmental documentary. Assignment: Using what you have learned during the course write a two page single space report on the documentary. Be sure to use the nomenclature found in the textbook. Turn in report final day of class. Bring in annotated map of previous weeks and determine groundwater direction.

Week 14: on Bb: Case Studies of environmental concerns.

Week 15: In Class room: Review for Final Exam. Turn in Class Project. Turn in documentary reports.

AV: 1 Changes to be offered in the Behavioral Sciences Department

FROM		TO	
Departments	Behavioral Sciences	Departments	N/C
Course	SOC236 Sociology of Aging	Course	N/C
Pre or corequisite	ENG125	Pre or corequisite	N/C
Hours	3	Hours	N/C
Credits	3	Credits	N/C
Description	A study of the trends in the roles and status relationships of the aged in the family structures and in the other institutional arrangements of Western Societies, including the economic, political, leisure, medical, and other spheres.	Description	A study of the trends in the roles and status relationships of the aged, who as a group within the population are increasing rapidly. In addition to biological and psychological changes, the emphasis of the course lies on the social factors that play a role in the aging process: how the experience of older age is shaped by our gender, race, social class, historical context, public policies, and our own resources in earlier life and how the growing group of elderly are shaping our society. This course may be offered in a face-to-face or asynchronous online format.
Liberal Arts	[x] Yes [] No	Liberal Arts	[x] Yes [] No
Course Attribute		Course Attribute	<u>WEB</u>
General Education Component	<u> X </u> Not Applicable	General Education Component	<u> X </u> Not Applicable
Effective		Effective	Fall 2016

Rationale: There is a growing interest and need for more online courses in Sociology and this will be the first 200-level elective course fully online. The course description is also updated to indicate a clearer sociological perspective of aging for students.

**York College / The City University of New York
Department of Behavioral Sciences**

Sociology of Aging (3 credits)

Spring 2016 / SOC 236 / Code/Section WEB (68735)

Course Prerequisite: SOC 101

Professor Contact

Instructor: Esther Verhalle

E-mail: ekreiderverhalle@york.cuny.edu

I always strive to answer your emails within two days.

Office Hours: Thursdays 1:00-2:00PM and by appointment, Room AC-3D02

We can also meet online by setting up a meeting through Blackboard Collaborate.

Department of Behavioral Sciences, Room AC-4D06, (718) 262 2680

After reading the syllabus, if you have any questions or concerns about the content of the course, the requirements, the policies, or need any help navigating the demands of this course, please do not hesitate to contact me, my colleagues in the Department, fellow students or any of the services that are offered at York!

Content of the syllabus

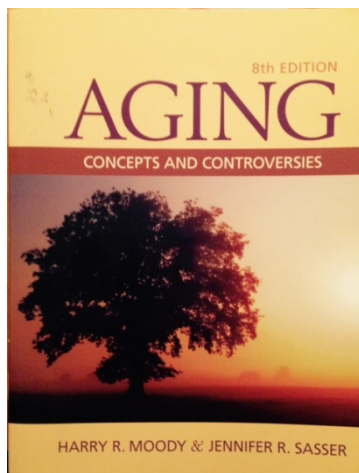
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Course Description:

A study of the trends in the roles and status relationships of the aged, who as a group within the population are increasing rapidly. In addition to biological and psychological changes, the emphasis of the course lies on the social factors that play a role in the aging process: how the experience of older age is shaped by our gender, race, social class, historical context, public policies, and our own resources in earlier life and how the growing group of elderly are shaping our society. This course may be offered in a face-to-face or online format.

Required Text:

Aging: Concepts and Controversies, Authors: Harry R. Moody, J.R. Sasser, Publisher: Sage Publications (CA), **Edition: 8**, Year Published: 2015, Price: 50.00 USD
ISBN 9781452275888



Students can decide to buy the book (used or new) or choose the cheaper option of renting. Students can rent or buy from the York College Bookstore AC-1G01, (718) 262 2882, or from online bookstores. You can compare prices at for example <http://www.dealoz.com/>

Please make sure you have the latest, (2014/2015) / **8th edition.**

All additional required texts and/or materials will be placed on Blackboard.

About the text book:

The book offers online learning resources for students that are freely accessible at <http://www.sagepub.com/moody8e/study/default.htm>

You can find flashcards, quizzes, video-and audio links and other web resources.

Learning Objectives:

- Be able to define and apply fundamental concepts, theories and practices on the

- topic of sociology of aging;
- Be able to explain that in addition to biological and psychological processes, social contexts and processes influence the aging experience;
 - Be able to identify issues concerning older adults in society in general and in your own surroundings by using and applying sociological methods;
 - Be able to form a point of view and express it to others.

Organization of the Course

The course is divided into three main themes:

- I. A Life Course Perspective on Aging (Modules 1-5);
- II. Aging, Health Care, and Society (Modules 6-9);
- III. Social and Economic Outlook for an Aging Society (Modules 10-14).

You can find all the Weekly Modules in the index panel on Blackboard. Every week you can see what topic we will be studying, what text you need to read, what video or audio material you need to watch or listen to, and what kind of assignments, that are related to the week's material, will be due and when.

There are four different types of assessments and we have a weekly Webinar in this online course.

In the weekly Discussions you have critical conversations with each other about the material.

The three online Quizzes are designed to test your knowledge and understanding of the core concepts.

The Glossary Wiki is a space where you will work in small groups to define and describe concepts and definitions.

In the individual Writing Assignments you will write in longer form about (often controversial) issues concerning older adults in society.

And the Webinar is our weekly online meeting. I will explain material through short lectures and I will be able to answer questions.

Requirements

Course Assignments: Overall assessment - Grading Policies

General workload

This is a 200-level 3 credit course. If this class would be a traditional on site-class, you would have to come to class once or twice a week for a total of 2 hours and 40 minutes of instruction per week. For every one hour of classroom instruction students need to add a minimum of two hours of out of class student work each week, for 15 weeks. Since this is a fully online class, you will not spend the 2 hours and 40 minutes in a classroom, but you can expect to spend the same total amount of a minimum of 8 hours per week on this course.

Calculation of your final grade for this course is based on the following assessments:

	Assessment	Percentage towards final grade	Extra Credit
A	Attendance / Participation	10%	NO
B	Quizzes	10%	NO
C	Glossary Wiki	10%	NO
D	Discussions	35%	YES
E	Writing Assignments	35%	YES

For each different assignment and within the 5 (A-E) different rubrics you can earn points, including points for extra credit. For the calculation of your final course grade, I take the percentage of your total points for each rubric and add the results of all rubrics together. This results in your total score, which translates to a letter grade based on York's reference scale. See the random example below on how the grade is calculated.

	Assessment	Earned points by Student	Percentage towards final grade	Result
A	Attendance / Participation	40+40= 80 pts.	10% of 80 pts.	8
B	Quizzes	25+25+30= 80 pts.	10% of 80 pts.	8
C	Glossary Wiki	50+35= 85 pts.	10% of 85 pts.	8.5
D	Discussions	10x2=20 pts. 2x3=6 pts. 1x1=1 pts. 1x0=0 pts. Total 27 pts. (times 3.57) = 96.39 pts.	35% of 96.39 pts.	33.7
E	Writing Assignments	4x20=80 1x12=12 Total 80+12= 92 pts.	35% of 92 pts.	32.2
	Final Course Grade		100%	90.4 = A-

Specification of Assessments:

A) Participation / Attendance at Webinars (10%)

It is important to read/listen to/watch all the assigned materials. It is also very important that you keep up with the readings, with the assignments and the general pace of the course. Make sure you understand the materials and are able to apply your knowledge during online discussions, your contributions to the Wiki Glossary, and the writing assignments. Always try to think of thoughtful questions or comments on the new material of the week.

As an instructor of the course, it is not only my role to provide and explain new learning material, but also to function as someone who facilitates the learning process. One way to offer this opportunity is by having you engage with each other, respond to each others' posts and questions. These forms of engagement indicate the level of participation.

Once a week we will have a Webinar that lasts up to 45 minutes. If you are not able to attend the webinar live, you need to listen to the recorded version and submit answers to the embedded questions in the Webinar within 2 days after the Webinar took place. It will count as an absence if you do not submit the answers in a timely manner.

You can earn a total of 100 points for participation. The participation is based on your attendance of the Webinars and your general participation in our online tools such as the Discussion Board, and the Wiki Glossary. Ten percent of your total points go toward your final course grade.

Attendance at Webinars	Points
0-1 absence	50 points
2 absences	40 points
3 absences	30 points
4 absences	20 points
5 absences	10 points
6 or more absences	0 points
Participation in Discussions, Wiki	
Excellent; contributes always, timely, in-depth	50
Good; contributes regularly, on time, not always in-depth	40
Adequate; contributes most of the time, not always on time, not always in-depth	20
Poor; contributes sporadically, late, superficial	0

B) Quizzes (10%)

There will be three quizzes. Each one concerns specific material that is explained in the text book.

Quiz 1 - Basic Concepts I – pages 1-27 in week of February 22 (Module 3)

Quiz 2 - Basic Concepts II – pages 133-166 in week of March 21 (Module 7)

Quiz 3 - Basic Concepts III – pages 301-334 in week of April 18 (Module 11)

Quiz 1 – 15 Multiple Choice Questions, 2 points per correct answer = 30 points

Quiz 2 – 15 Multiple Choice Questions, 2 points per correct answer = 30 points

Quiz 3 – 20 Multiple Choice Questions, 2 points per correct answer = 40 points.

You can score a total of 100 points for all the Quizzes; 10% of your total points goes toward your final course grade.

C) Glossary Wiki (10%)

Starting in Module 3, all students have to start adding contributions to the course's Wiki Glossary. Based on the alphabetical order of your last names, each week three or four students have to give the description of a number of concepts from the textbook. During the week, each student has to describe and explain ONE new concept (a minimum of 100 words) AND has to contribute or edit TWO concepts (change at least 25 words per concept; edit either a concept of the week in which you are contributing or a concept of an earlier week).

During the semester you will be asked to do this twice; 10 % of your total score counts towards your final course grade.

Contributions	New	Edit 1	Edit 2	Total
First	20	15	15	50
Second	20	15	15	50
				100

D) Discussions (35%)

On a weekly basis you need to contribute to the forums on the Discussion Board by writing original posts, asking and answering questions, and commenting on other students' posts.

Every week, in 14 modules, you will receive a grade for your contributions in the form of non-pass, low-pass, pass, and high pass.

High Pass	3 points	<ul style="list-style-type: none"> ✓ Participated with more than the required number of responses; ✓ Organized, clear and well supported arguments; ✓ Encourages further discussion.
Pass	2 points	<ul style="list-style-type: none"> ✓ Participated as required; ✓ Organized, clear arguments; ✓ Doesn't invite more discussion or new ideas.
Low Pass	1 point	<ul style="list-style-type: none"> ✓ Participated but less than the required number of responses; ✓ No supporting arguments.
Non Pass	0 points	<ul style="list-style-type: none"> ✓ Did not participate or participated below expectations; ✓ Unclear, disorganized, unedited, sloppy writing.

Every point is worth a score of 3.57. If you contribute 14 weeks and receive a pass each week, your total score is $2 \times 3.57 \times 14 = 100$.

To calculate your final grade I take 35% of your total score.

E) Writing assignments (35%)

All students need to upload **FIVE** written assignments. See the course schedule for the due dates. I offer a 6th assignment for extra credit.

All assignments are directly related to the topics in class; for example I will ask you to bring in and describe current news articles, to watch and summarize short videos, and to answer specific questions.

Please submit your assignments by uploading them as one file onto SafeAssign on Blackboard. I cannot accept emailed assignments.

The assignments are graded as high pass, pass, low pass, and no pass.

High Pass	23 points	<ul style="list-style-type: none"> ✓ Correct answers; ✓ Sound, clear arguments; ✓ Well written.
Pass	20 points	<ul style="list-style-type: none"> ✓ Mostly correct answers; ✓ Some grammar mistakes.
Low Pass	12 points	<ul style="list-style-type: none"> ✓ Mostly incorrect answers; ✓ Poor English writing.
Non Pass	0 points	<ul style="list-style-type: none"> ✓ Not done, or ✓ Mostly incorrect answers; ✓ Poor writing including plagiarism.

In the end, 35% of the points that you earn in this rubric count towards your final course grade.

The length of the responses should be at least 2 full pages (that is about 23 lines with double line spacing x 2 on US letter size, not including the question) and cannot be longer than 3 full pages.

- Use Times Roman, 12 (or similar);
- Double line spacing;
- Standard margins (1 inch on top and bottom, 1.25 inches on left and right side);

Write clearly and pay close attention to spelling, grammar, punctuation, sentence structure, the structure of your answers (paragraphs), and accuracy in general. If you suspect your writing skills can be improved by a visit to the Writing Center, do not hesitate to make an appointment or to drop by the Center's office, AC-1C18.

The thought behind the assignments is your ability to show an understanding of the course material **IN YOUR OWN WORDS**. You need to write your own assignments, these are not group projects. For all these assignments, make sure that at least 90% of your answers consist of your words and your analysis. Thus, **NO** excessive quoting and **NO** excessive paraphrasing. Also, do not (re)use parts of assignments from other courses or from earlier assignments for this course.

When you think a short citation from a text could strengthen your analysis, it is important to be accurate with the citation. In order to prevent plagiarism, whenever you use a theory, an idea, or data in general (including from graphs and tables) that are not yours, you need to give the correct source of your writings.

An example of a citation in text (APA style):

Thrall (2000) writes that “television news was stuck with showing maps, graphic illustrations, and their own correspondents reporting from various locations far from the battlefield” (p. 106).

Grade Center on Blackboard

All grades for assignments will be posted in the Grade Center on Blackboard. Every grade goes accompanied with my feedback. After reading my comments, you can always ask me about specific grading criteria for the many different assignments. Be aware that your grades are only visible to you and the instructor, not to anyone else in the course. The final course grade will be calculated using the following reference scale:

A+	=	4.00;	97.0-100	C+	=	2.30;	77.0-79.9
A	=	4.00;	93.0-96.9	C	=	2.00;	73.0-76.9
A-	=	3.70;	90.0-92.9	C-	=	1.70;	70.0-72.9
B+	=	3.30;	87.0-89.9	D+	=	1.30;	67.0-69.9
B	=	3.00;	83.0-86.9	D	=	1.00;	60.0-66.9
B-	=	2.70;	80.0-82.9	F	=	0.00;	0-59

Procedures and University Policies

Online Environment

The class is fully online.

If you are new to online courses, the list below shows what you need to take an online or hybrid course. If you do not have access to these technology tools at home or in a place where you can study and that is easily accessible to you, you should not take an online course.

- A computer
- A reliable broadband internet connection
- A web browser such as FireFox [[free download](#)] on your computer
- Your accounts
 - A CUNY Portal/Blackboard account ([What is CUNY Portal/Blackboard account?](#))
 - A York College email also called Live at York email ([What is Live at York email?](#))
 - A York Network ID (This enables you to access the College computing resources such as computers, printers and wireless connection on campus.) Every York student will get a network ID. If you do not know yours, please contact [the help desk](#).
- Word processing software such as [Word](#) or [Open Office \[free\]](#)
- If your professor uses Blackboard Collaborate for webinars, a headset is preferred. If you do not have one, you should have at least a built-in mic and speaker on your computer or a phone.

In addition to the technological requirements, online courses have their own specific demands in comparison to traditional in-class courses. Here you can read if an online course is right for you - <https://www.york.cuny.edu/it/acet/online-hybrid-course-support/are-online-or-hybrid-courses-right-for-me>

Student Technology offers workshops for students, helpful online tutorials and makes itself available through a helpdesk. If you are new to Blackboard or feel that you can use more help in navigating Blackboard and other technological tools, make sure to use their services.

The schedule for workshops you can find here:

<https://www.york.cuny.edu/it/acet/blackboard/student/workshops>

This is the page where you will find many links to tutorials and instruction about the use of Blackboard: <http://www.york.cuny.edu/it/acet/blackboard/student>

The helpdesk for Academic Technology is located in AC - 3G01 entrance to the left.

Phone: 718.262.5300, Email: helpdesk@york.cuny.edu ,

Hours: <http://www.york.cuny.edu/it/service-delivery-unit/service-desk>

In all your communication, please only use your and my York College email accounts for all correspondence. In online courses it is important to communicate with each other frequently and to keep up with the readings and all the work. Remember that it is equally important to engage also with your fellow students, especially during our online discussions.

Make sure to log in to the course frequently, not once or twice a week. Let me know if I can help you facilitating additional tools that you can use to communicate with me or with the other students. And remember, just like in the classroom, during discussions, we are all responsible for creating a pleasant environment in which everyone's comments are equally considered and respected.

In case of sickness or an emergency, please let me know as soon as possible. You can best reach me by email. It is the student's responsibility to catch up with readings, and assignments. For additional College policies on Attendance see <https://www.york.cuny.edu/academics/policies/registration#section-7>

Accommodations for disabled students

York's Center for Students with Disabilities (CSD) offers services to students with disabilities. Students requiring the services should contact a counselor in room AC-1G02. Office Hours are: Mon-Thur 9am-7pm and Fridays 9am-12pm.
Phone: 718-262-2191 Fax: 718-262-2364 Email: star@york.cuny.edu
For specific information go to the Center's website at <http://www.york.cuny.edu/student-development/star>

If you need the type of assistance that is geared towards accommodation of students taking online courses, such as help with typing, reading or hearing while on the computer, Academic Technology offers links to information about resources and policies. <http://www.york.cuny.edu/it/acet/online-hybrid-course-support/accessibility-resources>

Below are the links

[Blackboard Screen Reader Tutorials and Accessibility Resources](#)

[Accessibility Guide for the Participants in Blackboard Collaborate Web Conference](#)

[CUNY Disability Accommodation Procedure](#)

Academic Integrity

Academic dishonesty is prohibited in the City University of New York and can be penalized by sanctions in the form of failing or reduced grades and other disciplinary actions. I take plagiarism seriously and cheating of any kind will not be tolerated. Plagiarism is the unacknowledged use of someone else's work as one's own. You are also not allowed to use part(s) of a writing assignment for another class for the assignments in this class. Please ask me if you have any questions about citing and the avoidance of plagiarism. For more online formation about the understanding and avoiding of plagiarism, you can take a look at the following links:

<http://www.york.cuny.edu/wac/for-students/info-sheets/addendum-plagiarism-infosheet-1-understanding-plagiarism/view>

<http://www.york.cuny.edu/wac/for-students/info-sheets/addendum-plagiarism-infosheet-2-avoiding-plagiarism/view>

For more information on academic dishonesty and its consequences, see <http://www.york.cuny.edu/academics/academic-affairs/academic-integrity-officer>

INC Grades

A student who, because of extenuating circumstances, has not taken the final examination and/or completed the work for the course and has a passing average may be assigned an INCOMPLETE 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. Please refer to York College's grading information. (<https://www.york.cuny.edu/academics/policies/grading-policies>)

Student support resources on campus and The Writing Center

TRIO Student Support Services program helps students to navigate York College's facilities, services, and resources. The program offers services such as One-on-One tutoring, Computer resources, Study skills workshops, and Computer and Internet search skills.

The Program is located in Room AC-3E03; hours are 8:30 am to 6 pm, Monday through Thursday and Friday 8:30 am to 5 pm. Telephone: 718-262-2423. See also <https://www.york.cuny.edu/student-development/support-services>

The York College Writing Center provides writing tutoring for all York College students. Tutors work with students on all aspects of the writing process. The Writing Center is located at AC-1C18 and Spring/Fall Semester Hours are Mon-Thurs 10am - 8pm and Fridays, Saturdays 10am - 3pm. Phone 718-262-2494 Email writingcenter@york.cuny.edu. See also <http://www.york.cuny.edu/student/writing-center/for-students>

Course Schedule

Subject to change. Changes will be announced on Blackboard and by email.

Below is the schedule for the course. Also check the York College's Academic Calendar for Spring 2016 at [ACADEMIC-CALENDAR-FOR-SPRING-2016-rev.pdf](#) where you can find additional information about tasks such as dropping, adding classes, closings, etc.

Date:	Topic:	To do:	Due:
Module 1 Week of February 1	<ul style="list-style-type: none"> • Orientation of Bb Technology • Course Syllabus • What is Sociology of Aging? 	<ul style="list-style-type: none"> • Read about Bb technology • Send me an email • Read the prologue in Moody & Sasser • Post on 2 different forums on the Discussion Board 	February 7 <ul style="list-style-type: none"> ✓ Email ✓ Reading ✓ Read/Post on Discussion Forum, Part I and Part II
Module 2 Week of February 8	<ul style="list-style-type: none"> • What is Sociology of Aging? • Theme I- A life course perspective 	<ul style="list-style-type: none"> • Read Moody & Sasser: Basic Concepts I - pages 1-27 • Read 3 new concepts in the Glossary Wiki • Learn about Wikis • Learn about the Bb Webconference tool • Answer the question on the Discussion Forum and respond to two other students 	February 14 <ul style="list-style-type: none"> ✓ Webinar on February 14 ✓ Readings ✓ Read/Post on Discussion forum
Week of February 15	Catch up week		<ul style="list-style-type: none"> ✓ Sample Quiz
Module 3 Week of February 22	<ul style="list-style-type: none"> • I- A life course perspective 	<ul style="list-style-type: none"> • Study for Quiz 1 • Read Article – “Older Women and 	February 28 <ul style="list-style-type: none"> ✓ Webinar on February 28 ✓ Quiz 1

		<p>Frailty”</p> <ul style="list-style-type: none"> • Four students contribute to Wiki • Answer the question on the Discussion Forum and make 2 additional contributions 	<ul style="list-style-type: none"> ✓ Readings ✓ Read/write Wiki ✓ Read, post on Discussion Forum
<p>Module 4 Week of February 29</p>	<ul style="list-style-type: none"> • I- A life course perspective 	<ul style="list-style-type: none"> • Read Article – “Subjective Experiences” • Four students contribute to Wiki • Read/contribute to Discussion Forum 	<p>March 6</p> <ul style="list-style-type: none"> ✓ Webinar on March 6 ✓ Read article ✓ Read/write Wiki ✓ Writing Assignment #1 ✓ Read, post on Discussion Forum
<p>Module 5 Week of March 7</p>	<ul style="list-style-type: none"> • I – A life course perspective 	<ul style="list-style-type: none"> • Read Article “Longevity” • Watch video • Four students contribute to Wiki • Discussion Forum 	<p>March 13</p> <ul style="list-style-type: none"> ✓ Webinar on March 13 ✓ Writing Assignment #2 ✓ Readings/video ✓ Read/write Wiki ✓ Read, post on Discussion Board
<p>Module 6 Week of March 14</p>	<ul style="list-style-type: none"> • II- Aging, healthcare and society 	<ul style="list-style-type: none"> • Read Moody & Sasser: Basic Concepts II – pages 133-166 • Watch video • Four students contribute to Wiki • Discussion Forum 	<p>March 20</p> <ul style="list-style-type: none"> ✓ Webinar on March 20 ✓ Reading ✓ Read/write Wiki ✓ Read, post on Discussion Board
<p>Module 7 Week of March 21</p>	<ul style="list-style-type: none"> • II- Aging, healthcare and society 	<ul style="list-style-type: none"> • Study for Quiz 2 • Read Article- Faith, aging, dementia 	<p>March 28</p> <ul style="list-style-type: none"> ✓ Webinar on March 28 ✓ Quiz 2

		<ul style="list-style-type: none"> • Four students contribute to Wiki • Discussion Forum 	<ul style="list-style-type: none"> ✓ Reading ✓ Read/write Wiki ✓ Read, post on Discussion Forum
Module 8 Week of March 28	<ul style="list-style-type: none"> • II- Aging, healthcare and society 	<ul style="list-style-type: none"> • Read article on Self-neglect • Watch video • Four students contribute to Wiki • Discussion Forum 	April 3 <ul style="list-style-type: none"> ✓ Webinar on April 3 ✓ Writing Assignment #3 ✓ Reading ✓ Read/write Wiki ✓ Read, post on Discussion Board

Module 9 Week of April 4	<ul style="list-style-type: none"> • II- Aging, healthcare and society 	<ul style="list-style-type: none"> • Read Article on Physican-Assisted Suicide • Watch video • Four students contribute to Wiki • Discussion Forum 	April 10 <ul style="list-style-type: none"> ✓ Webinar on April 10 ✓ Writing Assignment #4 ✓ Readings ✓ Read/write Wiki ✓ Read/post on Discussion Forum
Module 10 Week of April 11	<ul style="list-style-type: none"> • III- Social and Economic outlook 	<ul style="list-style-type: none"> • Read Moody & Sasser: Basic Concepts III – pages 301-334 • Four students contribute to Wiki • Discussion Forum 	April 17 <ul style="list-style-type: none"> ✓ Webinar on April 17 ✓ Reading ✓ Read/write Wiki ✓ Read, post on Discussion Board
Module 11 Week of April 18	<ul style="list-style-type: none"> • III- Social and Economic outlook 	<ul style="list-style-type: none"> • Study for Quiz 3 • Read Article on Gender Relations • Three students contribute to Wiki • Discussion Forum 	May 1 <ul style="list-style-type: none"> ✓ Webinar on May 1 ✓ Quiz 3 ✓ Reading ✓ Read/write Wiki ✓ Read/post on

			Discussion Board
Week of April 25 Spring Recess			
Module 12 Week of May 2	<ul style="list-style-type: none"> • III- Social and Economic outlook 	<ul style="list-style-type: none"> • Read Article - Race, Ethnicity • Three students contribute to Wiki • Discussion Forum 	May 8 <ul style="list-style-type: none"> ✓ Webinar on May 8 ✓ Writing Assignment #5 ✓ Read ✓ Read/write Wiki ✓ Read, post on Discussion Board
Module 13 Week of May 9	<ul style="list-style-type: none"> • III- Social and Economic outlook 	<ul style="list-style-type: none"> • Read Article- Social Security • Three students contribute to Wiki • Discussion Forum 	May 15 <ul style="list-style-type: none"> ✓ Webinar on May 15 ✓ Read ✓ Read/write Wiki ✓ Read, post on Discussion Board
Module 14 Week of May 16	<ul style="list-style-type: none"> • III- Social and Economic outlook • Overview 	<ul style="list-style-type: none"> • Read Article - Retirement • Three students contribute to Wiki • Discussion Forum 	<ul style="list-style-type: none"> ✓ Webinar on May 22 ✓ Writing Assignment #6 ✓ Read ✓ Read, post on Discussion Board

Summary of Course Folders in Blackboard

Bb Folders	What does this folder contain?	What work will you be doing?	Tools to be used.
Getting Started	Information about the technological basics and the general organization of the course.	This is the place where you start exploring the course. You will find instructions on how to proceed from here.	Various
Blackboard Campus Help	Information about available resources and help concerning Blackboard technology at York	Go here when you need more information about specific tools on Blackboard. York also offers workshops on Blackboard and other technologies.	Blackboard
Blackboard Help	Online information and tutorials on Blackboard	Go here when you need more information about specific tools on Blackboard.	Blackboard
Tools	Links to all available tools on Blackboard	Various tasks.	All blackboard tools
Ask any Question	A link to a forum where you can read and ask questions, and respond to conversations	Ask all course-related questions.	Discussion Board
Contact Professor	Contact information of your instructor	Contact your instructor.	Email

Announcements	All important communications from your instructor about the course	Always read the course announcements.	Email
Syllabus	Your crucial resource with information about the organization, requirements, rules of the course	Read the entire syllabus closely and keep this document for future reference. Ask any questions that might come up.	Word document
Weekly Modules	Weekly assignments to fulfill all requirements of the course	Carefully read all weekly assignments and instructions. Ask questions if something is not clear.	Various

Webinar	Our weekly conference tool, used to meet as a whole group online	Go here for our weekly online meetings.	Bb Collaborate
Discussions	All forums on the Discussion Board, with instructions for each forum in every course module.	Read the weekly instructions for the forums, read others' contributions and contribute to all discussions yourself.	Bb Discussion Board
Quizzes	Online tests and a sample test	Go here to take the three online quizzes.	Bb Test
Glossary Wiki	Our class wiki in which we work together to build a glossary of important concepts	Go here to read the contributions of your fellow students and help write and edit when it is your turn.	Bb Wiki tool
Writing Assignments	All individual writing assignments with instructions, that need to be uploaded on SafeAssign	Go here to read the instructions for the writing assignments and submit them on online on Blackboard.	Bb SafeAssign

AV1: Changes to be offered in the Behavioral Science Department

FROM		TO	
Department	Behavioral Sciences	Department	Behavioral Sciences
Course	SOC 338 Sociology of Gender and Sexuality	Course	N/C
Pre or co requisite	Preq: SOC 101	Prerequisite	N/C
Hours	3	Hours	N/C
Credits	3	Credits	N/C
Description	The social, cultural, and historical construction of gender and sexuality; gender and sexual orientation as a mechanism of stratification; the effects of sexism and heterosexism; feminist theory, queer theory, and the intersection of gender, race, class, and nation. [This course may be offered as a face-to-face course or as a hybrid course.]	Description	The social, cultural, and historical construction of gender and sexuality; gender and sexual orientation as a mechanism of stratification; the effects of sexism and heterosexism; feminist theory, queer theory, and the intersection of gender, race, class, and nation. <u>This course may be offered in a face-to-face, hybrid or asynchronous online format.</u>
Liberal Arts	[X] Yes [] No	Liberal Arts	[X] Yes [] No
Course Attribute	H-WEB	Course Attribute	H-WEB <u>WEB</u>
General Education Component	<u> X </u> Not Applicable	General Education Component	<u> X </u> Not Applicable
Effective		Effective	Fall 2016

Rationale: A fully online delivery method can meet the needs of York's non-traditional students by providing flexibility in terms of time and place to study, as well as increased competency in computer and web-based technologies. This new method of delivery also reduces the need for classroom space and meets the University's goal to increase online course offerings.

Sociology of Gender and Sexuality
SOC 338
WEB

Instructor: Dr. Tania Levey
Email: tlevey@york.cuny.edu
Office hours: TBD
Behavioral Science Department: Room AC-4D06, (718) 262-2680

Phone: (718) 262-3779
Office: AC-3A09

Course Description:

The social, cultural, and historical construction of gender and sexuality; gender and sexual orientation as a mechanism of stratification; the effects of sexism and heterosexism; feminist theory, queer theory, and the intersection of gender, race, class, and nation. *Prerequisite: Introduction to Sociology (SOC 101).*

Course Overview:

Social distinctions based on gender are the most basic forms of human differentiation, pervading social life. The assignment of gender has consequences for women and men at every level of society, ranging from intimate relationships, to the experience of institutions of society, to position in the stratification system. Through readings and lectures, we will examine the concepts of biological sex, gender, gender assignment, gender identity, gender roles, sexual behavior, and sexual orientation. We will ask whether there have been other understandings of gender and sexuality in other cultures and other times. We will discuss the debate over biological and social constructionist views of femininity and masculinity and sexual orientation. We will ask how maleness, femaleness, and heterosexuality affect the balance of power and resources in our society through an examination of major institutions and events including family, education, work, economic inequality, religion, health and reproduction, violence, body image, global inequality, and politics. We will explore a variety of theoretical perspectives including feminist theory, queer theory, and intersectionality, i.e., the intersection of gender with class, race, and nationality.

Required Readings and Online Content

- Maxine Baca Zinn, Pierrette Hondagneu-Sotelo, & Michael Messner, eds. (2010). *Gender through the Prism of Difference*, 4th Edition. Oxford (available online and at the York College Bookstore, and indicated in the schedule by “GPD”)
- Additional readings will be posted to Blackboard (indicated by “Bb”)
- Additional online content such as videos and blogs will be posted to Blackboard (indicated by “online”)

Course Objectives:

Upon completion of this course, the student should be able to:

1. Describe how sociology and other disciplines such as biology and psychology understand sex, gender, and sexuality.
2. Explain how gender and sexuality affect identity, social roles, and social inequality.
3. Describe current sociological research and theories on gender and sexuality.
4. Analyze social issues and problems critically using well-grounded assumptions and empirical data.

5. Analyze the diverse experiences of women and men, as a way of understanding the intersections of race, class, and gender.

Course Format:

This course is a fully asynchronous online course. On-line materials include video lectures, short videos, internet blogs, an internet assignment, and discussion boards in Blackboard. Students should view posted video lectures and other online content prior to completing weekly readings, submitting assignments, and posting to ten (10) discussion boards (see “Suggested Weekly Schedule” below). There will be a Q&A forum for questions about the course, which the professor will check daily. Students are also encouraged to email the professor with personal questions. Students must email from their yorkmail account. The professor will respond to personal emails within 48 hours.

Technology and Skills Needed to be a Successful Online Student:

In order to succeed in online courses, all students must have a working Blackboard account and email, and a reliable way to post to the discussion board, submit online content, and take exams in Blackboard. This course requires access to a computer and reliable Internet access. Students should be proficient in the following: a) using a web browser and search engines; b) saving online content in one of the following formats: .doc, .docx, .ppt, .pptx, .odt, .txt, .rtf, .pdf, and .html; and c) downloading and uploading files in different format (.docx, .pdf, .mp3, .mp4, .jpg). It is also important that students exercise good time management and organizational skills such as keeping track of due dates. For more information on succeeding in online courses, please visit:

<http://www.york.cuny.edu/it/acet/online-hybrid-course-support/technological-skills-needed-to-take-online-hybrid-courses>

Getting Started:

Students will need a York email account and a CUNY Portal account to log into Blackboard. Once students log-in, they must choose SOC 338, click “Get Started” on the toolbar, and follow the directions. In Blackboard students will see links to Contact Professor, Announcements, Videos Lectures, Online Content, Discussion Board, Course Documents, Assignments, and Exams.

Course Requirements:

Readings and Online Content: Each week students are expected to view online video lectures, view assigned online content, and read assigned readings. Online content includes Tedx Talks, podcasts, blogs, and social media campaigns.

Discussion Board: Students will participate in ten (10) discussion boards during the semester. For the weeks selected, students will post two kinds of posts: *reactions* to the week’s topics and *responses* to two classmates’ reaction posts. “Discussion Board Reactions” must contain original reactions or questions relating to the week’s readings and online content, but can also include connections to outside readings and current events (5-7 sentences). Make sure you explain your reaction or question thoroughly, and include why you think it is important. Reactions are due on Mondays at 11:59 PM. For full credit students must also post “Discussion Board Responses” to two classmates’ reaction posts by responding directly to their question threads (3-5 sentences). Discussion Board Responses are due by the following Monday at 11:59 PM. No late discussion board posts will be accepted for credit.

Research Paper: Students will write a 6-8-page paper analyzing the literature on a topic of their choice in the area of gender and/or sexuality. Papers will be based on three (3) peer-reviewed research

journal articles. Specific guidelines for conducting literature searches and writing analytical research papers will be provided.

Mid-Term and Final Exam: The mid-term and final will be posted online (see schedule for dates). Exams consist of short essay questions covering material from readings, online content, and video lectures. The final exam will be cumulative. Study questions will be provided.

Suggested Weekly Schedule:

Tuesday – Thursday: View posted video lectures and other online materials.

Friday to Sunday: Complete assigned readings.

Monday: Post to the Discussion Board by Monday at 11:59 PM.

Respond to 2 classmates' Discussion Board posts by the *following* Monday at 11:59 PM.

Grading:

Discussion Board Reactions (10 x 3 points)	30%
Discussion Board Responses (10 x 1 points)	10%
Research Paper	20%
Mid-Term Exam	20%
Final Exam	20%

Final Grade	Index Value	Suggested Numerical Value
A+	4	97.0-100
A	4	93.0-96.9
A-	3.7	90.0-92.9
B+	3.3	87.0-89.9
B	3	83.0-86.9
B-	2.7	80.0-82.9
C+	2.3	77.0-79.9
C	2	73.0-76.9
C-	1.7	70.0-72.9
D+	1.3	67.0-69.9
D	1	60.0-66.9
F	0	0.00 0-59

Course Policies:

Online Environment: As with all of your classes, you should respect the opinions of others. Because this class deals with gender and sexuality, we will confront many different views, some we may find personally offensive or strange, and I hope that we can respect the rights of others to hold different views. Please note that the discussion board is a safe space for all students, which means I will not tolerate derogatory language or unprofessional behavior. I keep any personal information shared on

discussion boards strictly confidential, and I ask that students also protect classmates' confidences by not sharing their information outside of class.

Email Communication: Students should email the professor with questions and concerns. I will respond to student emails within 48 hours. Emails should be sent from York email addresses and include the course name or number.

Assignments and Exams: Students are responsible for keeping track of assignment due dates. Due dates are outlined in the course schedule. Discussion Board Questions must be posted by 11:59 pm on Mondays, and Responses must be posted within the week. I will not accept late discussion board posts for credit. The Research Paper is submitted through assignments on Blackboard, also by 11:59 pm on the due date. Late papers or exams will be marked down in grade. If you experience problems that prevent you from viewing video lectures, participating in the discussion board, taking exams, or submitting assignments on time, it is your responsibility to contact the professor before your grade is negatively affected.

Policy on Incomplete Grades (INC): Failure to complete coursework will not automatically result in a final mark of incomplete. Arrangements must be made prior to the final exam. Students must be passing going into the final, and must have a compelling reason for not completing the course work (instructor will make final decision).

Student Support: For technical support please contact the Help Desk located in Room AC-3G01 or (718) 262-5311 or helpdesk@york.cuny.edu. To improve writing skills, students are strongly encouraged to utilize the York College Writing Center, which is located in Room AC-1C18, (718) 262-2494 or writingcenter@york.cuny.edu.

Policy on Students with Disabilities: Students with a disability are encouraged to contact the professor about accommodations during the first week of class so that you have the necessary tools to succeed in this course.

Plagiarism: In keeping with York College's policy on Academic Integrity, as described in the York College Bulletin, students must assume responsibility for maintaining honesty in all work submitted for credit. Violations to academic integrity include cheating, plagiarism, purchasing or submitting the work of others as your own (even for the Discussion Board), allowing part or all of your assignment to be written by someone else, allowing your work to be used by others, multiple submission of work, and copying directly from the Internet without proper citation. To avoid plagiarism, give credit whenever you use another person's idea; facts, statistics, graphs, drawings that are not common knowledge; quotations of another person's spoken or written words; a paraphrase of another person's spoken or written words. Violations will be addressed in accordance with CUNY policy on academic integrity, and could include loss of all assignment points or failure of the course.

Schedule of Lectures*

Week/ Date	Lecture and Reading Topics	Lecture Video and Reading Assignments	Assignment Due Dates
Week 1	Introduction to the Course	<ul style="list-style-type: none"> Video Lecture Week 1: Introduction to the Course “UN Working Group on the Issue of Discrimination against Women in Law and in Practice” (online) “11 Facts about Gay Rights” (online) 	Week #1 Discussion Board
Week 2	Inequality, Power, & Privilege	<ul style="list-style-type: none"> Video Lecture Week 2: Inequality, Power, & Privilege Peggy McIntosh, “White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women’s Studies” [Bb] Kevin Powell, “Confessions of a Recovering Misogynist” [GPD: pp. 532-536] “25 (More) Examples of Male Privilege as Experienced by a Trans Man” (online) 	Week #2 Discussion Board
Week 3	Sociology of Gender	<ul style="list-style-type: none"> Video Lecture Week 3: The Sociology of Gender I Raewyn Connell, “The Question of Gender” [Bb] Video: Understanding the Complexities of Gender (online) “12 Things Every Gender Nonconforming Child Wants You To Know” (online) 	Week #3 Discussion Board
Week 4	Sociology of Gender (continued)	<ul style="list-style-type: none"> Video Lecture Week 4: The Sociology of Gender II Maxine Baca Zinn & Bonnie Thornton Dill, “Theorizing Difference from Multiracial Feminism” [GPD: pp. 19-25] Audre Lorde, “Age, Race, Class, and Sex: Women Redefining Difference” [GPD: pp. 239-244] “Politicizing Beyoncé: Controversy after University Cancels Black Feminism Class” (online) 	Week #4 Discussion Board
Week 5	Sociology of Sexuality	<ul style="list-style-type: none"> Video Lecture Week 5: The Sociology of Sexuality I Amanda M. Jungels and Stacy Gorman, “Large Scale Sex” [Bb] Steven Seidman, “Theoretical Perspectives” [Bb] “When Did Porn Become Sex Ed?” (online) 	Week #5 Discussion Board
Week 6	Sociology of Sexuality (continued)	<ul style="list-style-type: none"> Video Lecture Week 6: The Sociology of Sexuality II Ned Katz, “Homosexual and Heterosexual: Questioning the Terms” [Bb] J.M. Carrier, “Homosexual Behavior in Cross-Cultural Perspective” [Bb] Chet Meeks, “LGBTQ Politics: An Abbreviated History” [Bb] 	Week #6 Discussion Board
Week 7	Intersectionality: Gender, Nationality, Race, Religion, & Sexuality	<ul style="list-style-type: none"> Video Lecture Week 7: Intersectionality Yen Le Espiritu, “‘Americans Have a Different Attitude’: Family, Sexuality, and Gender in Filipina American Lives” [GPD: pp. 203-211] Joann Nagel & Lindsey Feitz, “Deploying Race, Gender, Class, and Sexuality in the Iraq War” [GPD: pp. 114-124] “Kyriarchy 101: We’re Not Just Fighting the Patriarchy Anymore” (online) 	Week #7 Discussion Board
Week 8		MID-TERM EXAM	
Week 9	Gender and Sexual Identities	<ul style="list-style-type: none"> Video Lecture Week 9: Gender and Sexual Identities Michael Messner, “Becoming 100% Straight” [GPD: pp. 197-202] Nova Gutierrez, “Visions of Community for GLBT Youth” [Bb] “Ten LGBTQ News Stories the Mainstream Media Ignored in 2015” (online) 	Week #9 Discussion Board
Week 10	Sexuality & Sexual Behavior	<ul style="list-style-type: none"> Video Lecture Week 10: Sexuality and Sexual Behavior Peggy Reeves Sanday, “Rape-Prone Versus Rape-Free Campus Cultures” [Bb] 	Week #10 Discussion Board

		<ul style="list-style-type: none"> • Letitia Peplau, Rosemary Veniegas, & Susan Campbell, “Gay and Lesbian Relationships” [Bb] • “Who’s Afraid of Gender-Neutral Bathrooms?” (online) • The Power of #YesAllWomen (online) 	
Week 11	Culture and Socialization	<ul style="list-style-type: none"> • Video Lecture Week 11: Culture and Socialization • Susan Jane Gillman, “Klaus Barbi and Other Dolls I’d Like to See” [GPD: pp. 479-482] • C. J. Pascoe, “‘Dude, You’re a Fag’: Adolescent Masculinity and Fag Discourse” [GPD: pp. 464-475] • Video: “Playing Unfair (online) 	Week #11 Discussion Board
Week 12	Social Structure: The Family	<ul style="list-style-type: none"> • Video Lecture Week 12: Social Structure: The Family • Patricia Hill Collins, “The Meaning of Motherhood in Black Culture and Black Mother-Daughter Relationships” [GPD: pp. 271-281] • Judith Stacey, “Gay and Lesbian Families are Here” [Bb] • “Politicians Push Marriage, but That’s Not What Would Help Children” (online) 	Week #12 Discussion Board
Week 13	Social Structure: The Workplace	<ul style="list-style-type: none"> • Video Lecture Week 13: Social Structure: The Workplace • Adia Harvey Wingfield, “Racializing the Glass Escalator: Reconsidering Men's Experiences with Women's Work” [GPD: pp. 373-385] • Kristen Schilt, “Just One of the Guys” [GPD: pp. 386-402] • “Gay Rights in the Workplace” (online) 	Week #13 Discussion Board Research Papers Due
Week 14	Sociology of the Body	<ul style="list-style-type: none"> • Video Lecture Week 14: Sociology of the Body • Betsy Lucal, “What it Means to be Gendered Me: Life on the Boundaries of a Dichotomous Gender System” [GPD: pp. 72-81] • E.J. Graff, “The M/F Boxes” [Bb] • Anne Fausto-Sterling, “The Five Sexes, Revisited.” [GPD: pp. 13-18] • “Chart of the Day: Over 200 New Anti-Choice State Laws Enacted in The Last 4 Years” (Online) 	Week #14 Discussion Board
Week 15		FINAL EXAM	

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

Department/Discipline Business and Economics
Contact Person Wayne Forrester

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	_____ X _____
Course Deletion	_____

Please provide an executive summary of your proposal

This course change proposal is to change one of the prerequisites for the course.

1. Department Curriculum Committee Approval

 _____
Signature Date 4/7/2016


2. Department Approval

 _____
Chairperson's Signature Date 4/7/16

3. Other Departments Affected:

_____	_____	_____
Department	Signature	Date
_____	_____	_____
Department	Signature	Date

4. College Curriculum Committee Approval

 _____
Chairperson's Signature Date 5/4/2016

5. College Senate Approval

Revised August 2010

FROM		TO	
Departments	Business and Economics	Department	Business and Economics
Course	BUS 481 - Strategic Management	Course	N/C
Pre or co requisite	Prereq or Coreq: BUS 301 BUS 321, BUS 349 and MKT 341	Prerequisite	Prerequisite: BUS 301 BUS 321, BUS <u>348</u> and MKT 341
Hours	3	Hours	N/C
Credits	3	Credits	N/C
Description	Capstone course in Business Administration; case method technique designed to integrate the materials in Business Administration program and to improve the managerial skills of the students. This is a writing intensive course. [This course may be offered as an online course.]	Description	Capstone course in Business Administration; case method technique designed to integrate the materials in Business Administration program and to improve the managerial skills of the students. This is a writing intensive course. <u>This course may be offered in a face-to-face or asynchronous online format.</u>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute	Writing Intensive WEB	Course Attribute	N/C
General Education Component	<u> x </u> Not Applicable	General Education Component	<u> x </u> Not Applicable
Effective		Effective	Fall 2016

Rationale: This corrects the prerequisite listing, which errantly included BUS 349 instead of BUS 348.

Changes proposed in the department of Occupational Therapy.

FROM	Occupational Therapy Department	TO	Occupational Therapy Department
Departments		Departments	
Course	OT 513 Systems Management	Course	N/C
Pre or co requisite	Department Permission Required	Prerequisite	N/C
Hours	3	Hours	N/C
Credits	3	Credits	N/C
Description	This graduate level course provides students with knowledge and understanding of systems theory and its applicability to the delivery of OT services. The course introduces and helps students apply principles of management within systems theory and reviews other major management theories in the provision of OT practice. This includes strategic and financial planning, marketing, reimbursement, and documentation. Students review principles of ethical practice, legal implications, licensure, certification, and continuing professional development and competency.	Description	This graduate level course provides students with knowledge and understanding of systems theory and its applicability to the delivery of OT services. The course introduces and helps students apply principles of management within systems theory and reviews other major management theories in the provision of OT practice. This includes strategic and financial planning, marketing, reimbursement, and documentation. Students review principles of ethical practice, legal implications, licensure, certification, and continuing professional development and competency. <u>This course may be offered in a face-to-face or hybrid format.</u>
Liberal Arts	[] Yes [X] No	Liberal Arts	[] Yes [X] No
Course Attribute		Course Attribute	<u>H-WEB</u>
General Education Component	<u> x </u> Not Applicable	General Education Component	<u> x </u> Not Applicable
Effective		Effective	Fall 2016

Rationale: This course is proposed to be offered in either a hybrid or face-to-face format to provide flexibility for graduate occupational therapy students. This format supports graduate students to become independent learners enhancing their professional development.

**The City University of New York
York College
Department of Occupational Therapy**

OT – 513 Systems Management

Credits/Hours: 3

Instructor: Tamara Avi-Itzhak, D.Sc.

Office: AC Room 1E12F Office Hours: By Appointment

Email: taitzhak@york.cuny.edu will respond within 48 hours

Telephone: (718) 262-3761

Class Start Date and End Date:

Meeting Day: Monday

Meeting Time: 2:00 to 5:00

Location: AC2C02

Course Blackboard Site: OT513

This is an online hybrid course; seven f2f and seven online sessions

* Variations from published class schedule will be announced in advance

Course Description

This graduate level course provides students with knowledge and understanding of systems theory and its applicability to the delivery of OT services. The course introduces and helps students apply principles of management within systems theory and reviews other major management theories in the provision of OT practice. This includes strategic and financial planning, marketing, reimbursement, and documentation. Students review principles of ethical practice, legal implications, licensure, certification, and continuing professional development and competency. This course may be offered in an online hybrid or face-to-face format.

Relationship of this Course to the Curriculum Design

This course includes foundational knowledge and application of occupational therapy management concepts, such as leadership, marketing, supervision, documentation, ethics, cost management, quality management, and productivity outcomes. Students develop foundational knowledge to prepare grant proposals.

Course Outcomes

Upon successful completion of this course, students will have a foundational working knowledge of an Occupational Therapy departmental management functions expected of an entry-level occupational therapist. As well as an understanding of policies and strategies employed by OT departments in order to effectively adapt to the constant changes in the OT and health services delivery demands.

Specific Course Objectives

1. Evaluate current policy issues and the role of the OT practitioner to advocate for changes in service delivery policies pertaining to healthcare, education community, political and social systems as they relate to the practice of OT. B.6.1; B.6.3; B.6.4; B.6.5
2. Demonstrate knowledge of basic management skills and principles in the provision of OT services and understand current policy issues and the social, economic, political, geographic factors that influence the various contexts for OT practice. B.6.2; B.6.5;
3. Demonstrate knowledge and understanding of current perspectives of management theories and apply and analyze their relevancy to occupational therapy service delivery. B.7.1; B.7.2; B.7.3;
4. Demonstrate knowledge and understanding of the ability to comply with various reimbursement mechanisms and documentation and articulate to consumers, potential employers, policy makers and others the unique nature of occupation as viewed by the profession of OT. B.5.32; B.7.4;
5. Demonstrate knowledge of ethical, legislative, and legal issues that effect occupational therapy practice as well as appeal mechanisms that affect the practice of occupational therapy. B.9.1; B.9.1 to B.9.13;
6. Understand how the role of OT is enhanced by knowledge and involvement in international, national, state and local OT and related associations and by educating other professionals/service providers. B.9.2; B.9.3; B.9.4;
7. Understand the role of the manager/supervisor in recruitment, staffing, retention, problem solving and addressing issues related to changes in the delivery policies by identifying and documenting opportunities in roles in emerging practice areas. B.7.1 to B.7.8; B.9.6; B.9.6; B.9.7; B.9.8; B.9.12;
8. Demonstrate knowledge of licensure laws of occupational therapy and how to procure a NY State license to practice occupational therapy as well as certification information and NBCOT regulations. B.7.2; B.7.3; B.9.5;
9. Describe the role of the OT in care coordination, case management, and in transition services in traditional and emerging practice environments and demonstrate knowledge of various roles in the delivery of service including the roles, functions, and supervision in the OTR/COTA relationship. B.7.1; B.1.8;
10. Demonstrate an understanding of the process of locating and securing grants and how grants can serve as a fiscal resource for research and practice. B.8.9;
11. Demonstrate understanding of how to plan, develop, organize and market the delivery of occupational therapy services in a variety of contexts such as professional, social political and economic. B6.1 to B.6.6;
12. Demonstrate the ability to design ongoing processes for quality improvement and develop program changes to ensure quality of service. B.6.4; B.6.5; B.9.9;
12. Demonstrate computer literacy by using electronic platforms to access OT and health delivery resources.

ACOTE Standards Met Through Attainment of Course Objectives:

The course content and assignments will facilitate development of the following performance criteria identified in the Foundational Content Requirements from the Standards for An Accredited Educational Program for the Occupational Therapist. Please refer to the Manual for the Master of Occupational Therapy Student for a description of the Standards.

B.1.5; B.1.8; B.4.2; B.4.5; B.6.1; B.6.2; B.6.3; B.6.4; B.6.5; B.7.1; B.7.2; D.7.3; B.7.4; B.7.5; B.7.6; B.7.7; B.7.8; B.8.1; B.8.2; B.8.3; B.8.4; B.8.5; B.8.9; B.9.1; B.9.2; B.9.3; B.9.4; B.9.5; B.9.7; B.9.8; B.9.9; B.9.10; B.9.11; B.9.12.

Teaching/Learning Experiences

The course employs a combination of online and face-to-face (f2f) teaching sessions. Teaching in both formats is student-centered and based on experiential learning, which employs in-class and online learning activities listed in the textbook. Online collaborative research activities lead to two research assignments and group BB discussions. This course will use the Blackboard course management system. Students must have an email account, access to the Internet, and use word processing software.

The f2f format is used to teach and discuss management theories related to the administrative need to assume broader leadership roles to advance the OT profession in the context of the current health delivery system and at the government and regulatory levels. Students use the Wiki to critically evaluate relevant information to supplement learning activities.

Online teaching and learning activities add to and reinforce f2f discussions by identifying, selecting and employing appropriate electronic platforms (e.g. AOTA, ACOTE) to identify, understand and evaluate the role of OT management, know how to become leaders, maintain strict evidence-based interventions, understand public policy and apply and analyze relevant management theories to present and future trends in OT legal, ethical and management situations.

Required Course Assignments and Evaluation Methods

Evaluation methods include three examinations, one research assignment and selected BB discussion posts, as well as in-class and homework assignments that are not assigned a letter grade, but must be completed and turned in on time and at an "accepted level of quality" in order for the student to pass the course. Non-graded assignments are given to facilitate learning and to enable feedback on student progress in online sessions. These assignments will be posted in the discussion panel and will be evaluated by peers and the course instructors.

The student's grade will be based on performance in the following areas:

Examination/ Assignment	% Value	Relationship to ACOTE Standards	Relationship to Curricular Design *(A,S,F) & *(E,I,O)
First Exam	25%	B.1.5; B.1.8; B.4.5; B.6.5; B.6.6; B.7.1; B.7.8; B.8.9; B.9.11; B.9.12	A, S, F E, O
Second Exam	25%	B.6.1; B.6.2;	A, S, F

Examination/ Assignment	% Value	Relationship to ACOTE Standards	Relationship to Curricular Design *(A,S,F) & *(E,I,O)
		B.6.3; B.9.7; B.9.8; B.9.9;	E, I, O
Research Assignment: ACA and OT Implications	10%	B.6.5; B.7.1; B.8.9; B.9.1, B.9.2; B.9.3; B.9.4; B.9.10;	A, S, F E, O
Seven learning activities following online sessions posted on BB	10%	B.8.9; B.3.4; B.6.5; B.9.5; B.9.6; B.9.7; B.9.8; B.9.9; B.9.11;	A, S, E, O
Final	30%	B.8.9; B.3.4; B.6.5; B.7.1; B.7.4; B.7.5; B.8.2; B.8.3; B.9.4; B.9.5; B.9.6; B.9.7; B.9.8; B.9.9; B.9.11; B.9.12	S, F E, O
	Total = 100%		

Key: York College, Department of Occupational Therapy Curriculum Design:
Application (A), Skill (S), Foundation (F)
Occupational Therapy Process: Evaluation (E), Intervention (I), Outcome (O)

All grades will be given in percent scores, and the above percentages reflect the relative weight given to each examination and assignments.

Indicators of positive f2f class participation include coming to class on time and prepared, actively contributing to the discussions; asking questions or providing comments or examples that facilitate the class discussion, assuming your share of the responsibility in group projects, treating your peers with respect, refraining from personal discussions, resolving conflict in a win/win manner.

Indicators of positive online class participation include posting assignments on time, actively involved in Blackboard discussion, logging on at least once a week and assuming your share of the responsibilities in group projects.

Description of Assignments

First Exam:

Week seven: A multiple choice Blackboard exam that covers material presented in f2f and online sessions, experiential activities and assignments, text book readings outlined in the course syllabus from week one to week seven. This exam is worth 25% of the grade.

Second Exam:

Week 11: A multiple choice Blackboard exam that covers material presented in f2f and online sessions, experiential activities and assignments, text book readings outlined in the course syllabus from week seven to week 10. This exam is worth 25% of the grade.

Research Assignment Posted on BB:

1. Due on week 8: Affordable Care Act- OT implications
Students, three per team, utilize governmental, AOTA and other relevant electronic platforms to identify aspects of the ACA which have implications affecting OT services such as type of services approved, eligibility, regulations related to the delivery of these services and emerging new OT practice roles and areas and post this document on BB. This assignment is worth 10% of the grade.
2. Seven learning activities posted on BB following each of the online sessions. Due following each online session. This assignment is worth 10% of the grade.

Final Exam:

Week 15: A multiple choice Blackboard exam that covers material presented in lectures, experiential activities, and text book readings outlined in the course syllabus from week eight to week 14. This exam is worth 30% of the grade.

Sample of Posted Assignments that are not Assigned a Letter Grade-Online Sessions:

1. Identify and discuss two strategies to ensure the role of OT in the future health care environment. Due: Week 2.
2. Identify and discuss two health care cost containment strategies used since 1980s. Due: week 2.
3. Apply two examples from systems theory to OT practice. Due: Week4
4. Identify and briefly discuss the eight core components of a grant proposal. Due date: Week4.
5. Identify two electronic data bases regularly used by grant writer. Due date: Week4
6. Explain continuing competency and credentialing for OT practitioners. Due week 6
7. Discuss the roles and responsibilities of OT and OTA with respect to personnel management. Due week 6.
8. Identify the difference between individualistic and collectivistic cultural perspective on conflict resolution. Due week 6.
9. Analyze the principle of leadership and their relationship to various OT practice settings. Due week 8.
10. Identify emerging areas of practice in the 6 practice areas described by AOTA. Due week 8.
11. Identify the 8 steps in evaluating occupational services. Due week 10.
12. Articulate the role of the policy process in OT practice. Due week 10.
13. Analyze how federal legislation can affect current OT practice and reimbursement. Due week 12.
14. Discuss strategies that OT managers and practitioners can use to address disparity issues at the individual and community level. Due week 14.
15. Distinguish between regulatory requirement and accreditation standards. Due week 14.

APA Statement for Written Assignments

References cited in the text and reference list of written assignments must follow the style and rules of the Publication Manual of the American Psychological Association, 5th edition.

Grading Standards and Criteria

Percentile	Letter Grade	Percentile	Letter Grade	Percentile	Letter Grade
97-100	A+	83-86.9	B	70-72.9	C-
93-96.9	A	80-82.9	B-	67-69.9	D+
90-92.9	A-	77-79.9	C+	60-66.9	D
87-89.9	B+	73-76.9	C	0-59.9	F

Course Syllabus/Topical Outline

The following ACOTE Standards are global standards that thread through the total course and therefore are not specifically listed for a specific class or unit: B.3.4; B.5.9; B.5.18; B.6.1; B.6.2; B.6.3; B.6.4; B.6.5; B.7.1; B.7.2; D.7.3; B.7.4; B.7.5; B.7.8; B.7.9; B.7.10; B.7.11; B.7.12; B.7.13; B.7.14; B.7.15; B.7.16; B.7.17; B.7.18; B.7.19; B.8.1; D.8.2; B.8.3; B.8.5; B.8.9; B.9.1; B.9.3; B.9.4; B.9.5; B.9.6; B.9.7; B.9.8; B.9.9; B.9.10; B.9.11; B.9.12; and B.9.13 .

Those Standards that are specific to a class are listed in the far right column for that session.

Week#/Mode	Topic	Reading(s)*	Selected Learning Activities*	ACOTE Standards	Curricular Design (A,S,F) & (E,I,O)
Week 1/f2f	Evolution of OT services delivery system	Chapters: 3,4	Chapter 3/f2f	B.9.12	S, F E, O
Week 2/online	Common skill sets for OT managers/practitioners /Systems theory in OT	Chapters: 1, 2	Chapter 2/Discussion board	B.6.1;B.7.1; B.7.2; B.7.8; & B.8.9	S, F E, O
Week 3/f2f	Strategic/financial planning and budgeting,	Chapters: 6, 7,	Chapter 6/f2f	B.7.8 &	S, F E, O
Week 4/online	Proposal and grant writing/Communication in the workplace	Chapters: 11, 12	Chapters 11, 12/Discussion board	B.7.2; B.7.3; B.7.4; B.7.5; B.9.3;	S, F E, O
Week 5 f2f session	Marketing, starting a new program, business, practice	Chapters: 8, 9	Chapter 8/f2f	B.6.1; B.6.2; B.6.3; B.6.4; B.6.5; B.7.1; B.7.5; B.7.4 & B.7.5	S, F E, O
Week 6 online session	Personnel management/Conflict	Chapters: 13,14	Chapters 13,14/Discussion board	B.7.2; D.7.3; B.7.4; B.7.5 & B.7.8;	S, F E, O

Week#/Mode	Topic	Reading(s)*	Selected Learning Activities*	ACOTE Standards	Curricular Design (A,S,F) & (E,I,O)
	resolution				
Week 7 f2f session	First Exam Leadership development//Global perspective in OT practice	Chapters: 17, 18	Chapter 18/f2f	B.6.1; B.6.2; B.6.3; B.6.4; B.6.5; B.7.1; B.7.2; B.7.3; B.7.4; B.7.5; B.7.8; B.8.9; B.9.1, B.9.3 & B.9.4;	S, F E, O
Week 8 online session	First research assignment due Transforming the OT profession/Managing programs in emerging new areas	Chapters: 20, 21	Chapter 21/Discussion Board	B.9.6 B.9.7; B.9.8; B.9.9; B.9.10; & B.9.11	A, S, F E, O
Week 9 f2f session	Evidence-based OT management /reimbursement,	Chapters: 23, 25	Chapter 23/f2f	B.1.8;	S, F E, O
Week 10 online session	Evaluating OT services/Federal legislative advocacy, regulation/legal issues	Chapters 26, 28	Chapter 28/Discussion Board	B.6.1; B.6.2; B.6.3; B.6.4; B.8.9 & B.7.10	S, F E, O
Week 11 f2f session	Second Exam State regulations/ethical issues	Chapters: 29, 30, Appendix A	Chapter 29/f2f	B.7.1; B.7.7; B.8.9; B.9.1, & B.9.3;	S, F E, O
Week 12 online session	Second research assignment due Legal dimensions of OT/Consultation	Chapters: 32, 33	Chapter 33/Discussion Board	B.9.6 B.9.7; B.9.8 & B.9.9	S, F E, O
Week 13 f2f session	Telehealth as a service delivery model of OT services		Class discussion	B.7.1; B.7.1; B.9.4 & B.9.5	S, F E, O

Week#/Mode	Topic	Reading(s)*	Selected Learning Activities*	ACOTE Standards	Curricular Design (A,S,F) & (E,I,O)
Week 14 online session	Health disparities/accrediting agencies/Management of FW education	34, 35, 37	Chapter 34/Discussion Board	B.7.2; B.7.6. & B.7.8	S, F E, O
Week 15 Final	<u>Final</u>				A, S, F E, O

*The Occupational Therapy Manager 5th Edition. Karen Jacobs and Guy L. McCormack 2011, AOTA

Course Policies

Academic Integrity Statement

Students in this course will be expected to comply with the York College of The City University of New York Integrity Policies, please see Department of Occupational Therapy: Student Handbook.

Plagiarism Statement

It is the student's responsibility to reference and cite sources for all material, as appropriate. Plagiarism is not acceptable, or ethical.

Academic Dishonesty

In accordance with the York College Student Handbook, an instructor can levy academic penalties for academic dishonesty. They are as follows:

Minor infraction: Reduced or failing grade for the assignment in which the offense occurred.

Serious or repeat infraction: Failing grade for the course (administrative F). Plagiarism on the term paper or cheating on an exam is considered serious infractions.

All assignments for this class must represent new work developed specifically for this class. Reusing assignments or papers from previous classes will be considered equivalent to plagiarism. You may include references to material you have written for other classes, provided they are cited properly.

In most cases, it should be clear what constitutes academic dishonesty. In other cases, especially when students work together, it may be less obvious. Please follow these guidelines:

If you use an external source for information, cite it.

- ❖ If assigned team projects, follow the specific instructions for that project. Team projects may allow for a closer level of collaboration than usually permitted.
- ❖ For all assignments, the final write-up should always be done individually. The write-up should reflect your analysis, your conclusions, and your writing.
- ❖ Unless directed otherwise, when you collaborate with another student, you are allowed (and in fact encouraged) to tutor each other, bounce ideas and questions off each other, clarify concepts, give general advice, and demonstrate techniques using examples. You are not allowed to solve a problem for another student or to copy a solution from another student. Copying between students constitutes a serious infraction.

If you have any questions about whether a specific studying technique would constitute academic dishonesty, feel free to ask me.

Disability Statement

A student should make an initial request for accommodation to the Office of Services for Students with Disabilities, and provide appropriate supporting documentation. The Student Disabilities Services Coordinator may consult with appropriate college officials such as the instructor or provost to determine the appropriateness of the requested accommodation consistent with the program requirements. Such consultation shall be confidential, and limited to those officials whose input is necessary to the decision. Students may consult with the Office of Services for Students with Disabilities or the 504/ADA Compliance Coordinator at any time to discuss and understand their rights under the Rehabilitation Act, the ADA, and state and local legislation, and they are encouraged to do so.

Equipment and Supplies

Some assignments in this course may require that you use potentially hazardous equipment and/or chemicals. While course instructors will review safety information prior to using hazardous equipment and chemicals, it is your responsibility to familiarize yourself with safety precautions. Information pertaining to the safe handling of equipment, and, as per the Occupational Safety and Health Administration (OSHA) regulations, Material Safety Data Sheets (MSDS) for all chemicals is available in the Safety Binders located in Room 1E12.

Class Attendance and Punctuality Policy

Attendance

1. Attendance is mandatory for all classes.
2. Any student that is absent must notify via email the department and faculty as early as possible. Department and faculty telephones all accept voicemail 24 hours a day.
3. More than 3 undocumented absences are considered excessive. Lateness and early departures from class are inappropriate. Attendance will be taken by all instructors at the start of each meeting of every class session.

4. Students are required to participate in the discussion board on a weekly basis.
13. PLEASE NOTE: Any student who has been excessively absent from a course and does not present adequate documentation to the instructor, may receive the grade of WU (unofficial withdrawal), which is computed as an F. * (York College Bulletin, 2013/14, pg. 46)
1. Students are responsible to take examinations on assigned days and times. **Make up examinations are at the individual professors' discretion.**

Lateness

1. Students are expected to arrive promptly for class. Tardiness disturbs both the instructor and other members of the class, and is inconsiderate
2. Leaving prior to the end of class will be counted as a lateness
3. **Two unexcused / undocumented latenesses will be considered one absence.** *This includes both lab and lecture sessions for each course.* Attendance is taken each session.
4. The student is responsible for making up any material missed due to absence.

University Holidays

University offices are closed in observance of identified holidays, please see York College Bulletin 2009-2010, Religious Holidays may conflict with college's activities. On such dates, course instructors will work with students to allow for missed class for reasons of religious observations. It is the student's responsibility to notify the course instructor of an absence well in advance of the known religious observance.

Extreme Weather Conditions

Only by authorization of the Chancellor of The City University of New York can the college be officially closed. To receive information concerning a possible closing, call 311. Students are urged to use their own discretion in deciding whether they can safely commute to class. If personal health or safety is at issue in that decision, responsible judgment should be used.

Late Assignments and Make-up Examinations/Quizzes

Late assignments, make-up examinations/quizzes are usually not permitted. Students with verifiable, extenuating circumstances can request, of their instructor, an exception be considered.

Required Textbook(s) and Materials

Jacobs, K. McCormack, G. L. (2011). *The Occupational Therapy Manager*. (5th Edition). AOTA Press.

Recommended Textbooks & Materials

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC:

American Occupational Therapy Association. (2003). *A reference manual of official documents of the American Occupational Therapy Association, Inc.* (9th ed.). Bethesda, MD: Author.

Commonwealth of Pennsylvania. (1982). *Act 140 of 1982: Occupational therapy practice*. Harrisburg, P A: Author.

Commonwealth of Pennsylvania. (2001). Chapter 42. State Board of Occupational Therapy Education and Licensure. In *Pennsylvania Cook: Title 40. Professional & vocational standards*. Harrisburg, PA: Author.

Hybrid Course Information and Support: (all following links can be accessed from this linked page)

<http://www.york.cuny.edu/it/acet/online-hybrid-course-support>

Technical Help for CUNY Portal/Blackboard, York Email/Network ID.

Self-paced tutorials:

<http://www.york.cuny.edu/it/acet/blackboard/student> (for Blackboard)

<http://www.york.cuny.edu/it/webteam/eportfolios/tutorials> (for ePortfolio)

IT Helpdesk hours and contact information:

<http://www.york.cuny.edu/it/service-delivery-unit/service-desk/hours-of-operation>

Accessibility Resources:

<http://www.york.cuny.edu/it/acet/online-hybrid-course-support/accessibility-resources>

Required Readings

Required readings not included in the required texts will be placed on reserve in the York College Library. Students will be informed of any further required readings prior to the material being discussed in class. Additionally, students will be required to conduct literature searches to obtain literature relevant to the course content, and present it in class.

Department	History and Philosophy	Department	History & Philosophy
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	Career	N/C
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial	Academic Level	N/C
Subject Area	Anthropology	Subject Area	N/C
Course	ANTH 243 The Caribbean	Course Number	N/C
Catalogue Description	[Survey of traditional and contemporary societies of a given area; their exposure to a changing world and their responses. Not open to students with credit in ANTH 341-348. Not offered on a regular basis.] Availability to be determined by the department.	Catalogue Description	<u>Survey of Caribbean societies that explores processes forming Caribbean cultural diversity—histories, migration, slavery, trade, ethnicity, gender, conflict, politics and economics. Availability to be determined by the department. This course may be offered in a face-to-face or hybrid format.</u>
Pre/ Co Requisites	Prereq: ANTH 101	Pre/ Co Requisites	N/C
Credits	3	Credits	N/C
Contact Hours	3	Contact Hours	N/C
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute		Course Attribute	<u>H-WEB</u>
General Education Component	<u> X </u> Not Applicable	General Education Component	<u> X </u> Not Applicable

Rationale: The revised course description accurately presents course content. Offering students the option of hybrid online learning creates flexibility in scheduling. This course has been successfully offered in hybrid format in a prior semester.

Anthropology 243 The Caribbean (Hybrid)

Wed. 6pm-7:30pm; AC-3H15
 Department of History & Philosophy
 City University of New York, York College

Albert Seda
 E-mail: aseda@york.cuny.edu

Office: 3D06
 Office hours: Wed-Thurs. 4:30-5:30 p.m.

THIS SYLLABUS IS YOUR MANUAL FOR THE COURSE. It contains a great amount of information necessary for successful completion of this course. You are responsible for knowing all the information in the syllabus. Read it carefully.

Course Description:

Survey of Caribbean societies that explores processes forming Caribbean cultural diversity—histories, migration, slavery, trade, ethnicity, gender, conflict, politics and economics.

Availability to be determined by the department. This course may be offered in a face-to-face or hybrid format.

Course Summary:

This course introduces students to the ethnology and ethnography of the major cultures in the Caribbean. We will take a comprehensive look at the traditional as well as the contemporary societies in the major area of the Caribbean; their exposure to a changing world and their responses.

Learning Objectives:

Upon completion of this course, students will:

- Demonstrate more than a passive knowledge of the Caribbean historical background
- Recognize and be able to identify the political and social structure of the four major islands
- Demonstrate a basic understanding of how the economic system works in the Caribbean
- Have a greater appreciation for and tolerance of a culture other than one's own
- Have a broader world view and an increased understanding of globalization

Required Textbooks: (Available at the Bookstore):

Martin, T. (2012). *Caribbean History: From Pre-Colonial Origins to the Present*. Pearson: New York. (ISBN: 13-978-0-13-220860-4)

Cervantes-Rodriguez, R, Grosfoguel, M, and Mielants, E. (2009). *Caribbean Migrations to Western Europe and the United States*. Philadelphia, PA: Temple University Press.

(ISBN: 978-1-59213-954-5) THIS BOOK IS AVAILABLE IN THE ANTH 243 COURSE IN BLACKBOARD

Course Suggestion:

A successful and dynamic class discussion can be achieved by students' ability to critically analyze the readings. Students are welcome to contribute to the discussion by presenting material and challenging the weekly topic questions in blackboard. Academic articles covering the Caribbean region can be found at the York College Library online. Students are responsible for seeking other information about the various topics in this course to discuss in blackboard.

Requirements and Evaluation:

This section of ANTH 243 is a hybrid of traditional, face-to-face, meetings and online learning. Each week there will be readings to prepare, online discussions in which to participate, and core themes which guide the week's work. These are listed in brief in the syllabus, and explained in greater detail on our course Blackboard page. We meet face-to-face weekly for 90 minutes. These weekly meetings are strengthened and supplemented by our online work together between meetings. As our weekly face-to-face meetings are 50% of the normal face-to-face hours in a 3 credit course, the online work between course meetings is a required and essential component of the course experience and assessment.

Online Learning at York College

Online and hybrid courses at York College are offered in a web-based learning environment which requires that students have reliable internet access. You will need activate the following accounts and use the following software:

Accounts:

- CUNY Portal ([what is a CUNY Portal and how to get an account?](#))
- Blackboard ([what is Blackboard?](#)) You need the CUNY Portal account to logon to Blackboard.
- Live at York Email (what is [Live at York](#) email?)

Software applications:

- Microsoft Word
- Web browser and the skills to use the internet for information searching
- Blackboard

To learn how to use these systems, you can study the self-paced online tutorials at:

- Blackboard: <http://www.york.cuny.edu/it/acet/blackboard/student>
- MS-Office: <http://office.microsoft.com/en-us/training/FX100565001033.aspx>;

or attend the workshops which are scheduled at the beginning of the semester:

<http://www.york.cuny.edu/it/acet/academic-technology-workshops/workshops-for-students>

More information regarding online learning at the College is available online @

<https://www.york.cuny.edu/it/acet/online-hybrid-course-support>.

Assignments:

Your participation in the blackboard discussions board is mandatory and is counted as attendance for the course. All postings are graded and should be kept professional at all times. There is a research paper, 10 pages not including the bibliography and title page. This assignment will be posted in the Blackboard Discussion Board under 10th Week. If the assignment is not turned in

by the deadline you will have 24 hours to submit the assignment and the assignment will be downgraded by 1 point everyday it is late. The course also has one quiz that will be given in the beginning of the semester and anyone that wants to know about their process in the course can make an appointment.

Grade percentage for the assignments:

Blackboard Collaborate:	10%
Blackboard Discussion:	10%
Mid-term Examination:	25%
Final Examination:	25%
Research Paper:	25%
Quiz 1:	<u>5%</u>
	100%

Grading scale:

Letter	GPA Index	Grade Range
A+	4.00	97.0-100
A	4.00	93.0-96.9
A-	3.70	90.0-92.9
B+	3.30	87.0-89.9
B	3.00	83.0-86.9
B-	2.70	80.0-82.9
C+	2.30	77.0-79.9
C	2.00	73.0-76.9
C-	1.70	70.0-72.9
D+	1.30	67.0-69.9
D	1.00	60.0-66.9
F	0.00	<59.9

Academic Integrity:

Cheating, plagiarism and academic dishonesty are inexcusable, and punishable by one of more of the following: a failing grade for the assignment, a failing grade for the course, a report filed with the College and/or disciplinary action.

Plagiarism is defined as presenting another person’s ideas, research or writings as your own, as in copying another person’s (or book’s or website’s) actual words without the use of quotation marks *and* citations, presenting another person’s ideas or theories in your own words without acknowledging the source, or failing to acknowledge collaborators on homework or take-home assignments. NEVER cut and paste from the internet or other documents into your assignments. ALWAYS use quotations and cite your sources, when the information or words you are using come from someone else.

ABS/INC Grade:

Effective Fall 2008 ABS and FAB grades have been removed from the grading glossary, except for the purpose of computing transcripts for students registered prior to Fall 2008. 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. The grade must be received by the Office of the Registrar by the last day of the third week of classes of 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. Grade changes resolving INC grades must be received by the Office of the Registrar by the last day of the tenth week classes of the subsequent semester. Grades received after the deadline will not be processed unless the student has obtained approval from the Committee on Academic Standards.

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

Class Discussions on Blackboard:

This is an important part of our learning. There are two parts to the class discussions:

1. Using **Discussion Board** in Blackboard, we will have at least one new topic each week. The topics will be related to your assigned readings but will also include current issues from the media and films or exhibitions you will be requested to see. You are also welcomed to bring your own questions to the discussion.
2. Your participation on the Discussion Board will be graded on the basis of 1) relevance to the topic; 2) thoughtfulness and depth of the response; 3) length of the response (at least 250 words per week in response to the questions), and; 4) interaction with classmates' comments and ideas (at least 100 words in response to other student comments.)
3. We will be using Blackboard Collaborate, which is a real-time video conferencing tool that lets us to add and share files, share applications, and use a virtual whiteboard so we can interact. It's a strong communication platform, with some rich in features that will help everyone to focus on collaboration and communication. The Collaborator interface will provide a unique learning tool that will capture the essence of a "face-to-face" session. Some of the topics that we will cover in this session of the course using Blackboard Collaborate are listed below:

Weekly Overview by Theme:

- Week 1. Tourism
- Week 2. Caribbean Island influence on culture and society
- Week 3. Foreigner perception of Caribbean People
- Week 4. Globalization positive and negative on the Caribbean
- Week 5. Caribbean Foods
- Week 6. Caribbean Music
- Week 7. Language
- Week 8. Religion
- Week 10. Art
- Week 11. Myths
- Week 12. Sexual Exploitation

Week 13. Caribbean Portrayal in Film
Week 14. Nationhood

Each topic should be researched before the meeting in order to enhance the discussion and learning. The meeting for Blackboard Collaborate will be arranged and set in the first day of class and the time will be 6:00-7:00 pm, if you are unfamiliar with the technology it will be explained in class.

UNITS, READINGS, LECTURES, ASSIGNMENTS & DISCUSSION TOPICS					
Unit (Week is Mon-Sun)	Textbook	Readings (Read the assigned chapters each week)	Assignment	Weekly Discussion Topic (Discussion post (new thread) must be posted by Sat. midnight at least 1 post)	Due
WEEK 1	(Caribbean History)	Chapter:1 Original people PP.1-9	Answer the discussion questions and post to the blackboard Readings are mandatory <i>Face to Face meeting/in Class Discussion: "Introduction to the course"</i>	1. Introduce yourself to fellow learners 2. Discuss your current view or beliefs of the Caribbean and its people 3. Do you think that studying the Caribbean is an important subject?	9/9
WEEK 2	(Caribbean History) (Caribbean Migration)	Chapter:2 The Coming of Columbus PP. 10-31 Part 1.2 Colonial Racism, Ethnicity and Citizenship PP. 43	Answer the discussion questions and post to the blackboard <i>View video clips Face to Face meeting/in Class Discussion: "Race and Racism"</i>	European Imperialism, exterminated almost all aboriginal peoples, can the descendants be classified as one people?	9/16

UNITS, READINGS, LECTURES, ASSIGNMENTS & DISCUSSION TOPICS					
Unit (Week is Mon-Sun)	Textbook	Readings (Read the assigned chapters each week)	Assignment	Weekly Discussion Topic (Discussion post (new thread) must be posted by Sat. midnight at least 1 post)	Due
WEEK 3	(Caribbean History)	Chapter:3 Northern European Challenge to Spain PP.33-56	Answer the discussion questions and post to the blackboard <i>Face to Face meeting/in Class Discussion:</i> "Age of exploration"	How were Europeans able to carry out the conquest and extend their reach across Caribbean?	9/23
WEEK 4	(Caribbean History) (Caribbean Migration)	Chapter:4 The African long night of enslavement PP. 58-82 Part 1.3 From the Periphery to the core PP. 58	Term paper ideas and outlines <i>Face to Face meeting/in Class Discussion:</i> "Research Paper"	1. Post your outline for your Thought Paper and explain your topic?	9/30
WEEK 5	(Caribbean History)	Chapter:5 The enslaved and the Manumitted human beings in savage surroundings PP. 93-116	Answer the discussion questions and post to the blackboard <i>Face to Face meeting/in Class Discussion:</i> "Maroon"	Despite brutal attempts by the white minority to control slaves, what evidence is there that blacks in the Caribbean maintained their own self-expression and identity?	10/7 Quiz

UNITS, READINGS, LECTURES, ASSIGNMENTS & DISCUSSION TOPICS					
Unit (Week is Mon-Sun)	Textbook	Readings (Read the assigned chapters each week)	Assignment	Weekly Discussion Topic (Discussion post (new thread) must be posted by Sat. midnight at least 1 post)	Due
WEEK 6	(Caribbean History) (Caribbean Migration)	Chapter:6 The Big Fight Back Resistance , Marronage, proto-states PP. 117-127 Puerto Ricans in the United States and French West Indian PP. 94	Answer the discussion question and post to the blackboard <i>Face to Face meeting/in Class Discussion:</i> "Life and Debt"	Of the various forms of resistance used by slaves, which do you think exacted the best revenge? Why? Write brief summary including the major points of the author.	10/14
WEEK 7	(Caribbean History)	Chapter:7 The Big Fight: Suriname and Jamaica PP. 140-153	<i>Face to Face meeting/in Class Discussion:</i> "The Maroons of Surinam"	In your opinion, of the various reasons listed as causes of Maroon success, which reason provided the greatest impact on Maroon ability to defeat the Europeans? Why?	10/21
WEEK 8	(Caribbean History) (Caribbean Migration)	Chapter:8 The Big Fight: From Rebellion to Haitian Revolution PP. 159-166 Part 2.7-The making of Suriland PP. 169	Answer the discussion question and post to the blackboard <i>Face to Face meeting/in Class Discussion:</i> "Haiti Revolution"	Measure the relative success of the various uprisings and revolts throughout the Caribbean prior to the Haitian Revolution. What led to the current state of Suriland.	10/28 Midterm

UNITS, READINGS, LECTURES, ASSIGNMENTS & DISCUSSION TOPICS					
Unit (Week is Mon-Sun)	Textbook	Readings (Read the assigned chapters each week)	Assignment	Weekly Discussion Topic (Discussion post (new thread) must be posted by Sat. midnight at least 1 post)	Due
WEEK 9	(Caribbean History)	Chapter:9 Emancipation Help from Europe Final push from England PP. 183-189	Answer the discussion question and post to the blackboard <i>Face to Face meeting/in Class Discussion:</i> "Slavery to Emancipation"	Did foreigners have a positive or negative impact on Emancipation in the Caribbean? Why or why not?	11/4
WEEK 10	(Caribbean History) (Caribbean Migration)	Chapter:10 After the Emancipation Obstacles and progress PP. 195-209 Part 3. Cubans and Dominicans PP.191	Post your Research Paper as an attachment here in Week 10!!! <i>Face to Face meeting/in Class Discussion:</i> "Paper presentation"	In your opinion, what is the true mark of emancipation in the Caribbean? Why? Compare and contrast the experiences of Cubans and Dominicans.	11/11
WEEK 11	(Caribbean History) (Caribbean Migration)	Chapter:11 Immigration in the nineteenth and Twentieth Centuries PP.211-247 Dominicans Women, Head of household in Spain PP.208	Answer the discussion question and post to the blackboard <i>Face to Face meeting/in Class Discussion:</i> "Head of the household in the Caribbean"	Overall, was African immigration more similar or different than nineteenth- and twentieth-century immigration to the Caribbean? Provide support for your answer. Describe the challenged that Dominican women face in Spain.	11/18

UNITS, READINGS, LECTURES, ASSIGNMENTS & DISCUSSION TOPICS					
Unit (Week is Mon-Sun)	Textbook	Readings (Read the assigned chapters each week)	Assignment	Weekly Discussion Topic (Discussion post (new thread) must be posted by Sat. midnight at least 1 post)	Due
WEEK 12	(Caribbean History)	Chapter:12 The Caribbean Africa through the early twentieth PP. 211- 247	Answer the discussion question and post to the blackboard <i>Face to Face meeting/in Class Discussion: "Nationhood"</i>	In your opinion, why is it important to Caribbean consciousness to continue to identify with Africa, even into the 20th century?	11/25
	(Caribbean Migration)	Identity and Kinship PP.232			
WEEK 13	(Caribbean History)	Chapter:13 The United States and the Caribbean to World War 2 PP. 260-267	Answer the discussion question and post to the blackboard <i>Face to Face meeting/in Class Discussion: "U.S.in the Caribbean"</i>	How beneficial was United States control for the political and social lives of the Caribbean islands? Provide specific examples to support your answer.	12/2
WEEK 14	(Caribbean History)	Chapter:14 Twentieth Century to World War 2 PP. 275-304	Answer the discussion question and post to the blackboard <i>Face to Face meeting/in Class Discussion: "Revolution to Independence"</i>	Who was the most effective labor leader of the 1930s? Justify your choice.	12/9

Grading Rubric for All Writing Assignments

	Fails Completely	Unsatisfactory	Needs Improvement	Competent	Exemplary
Thesis	No identifiable thesis or thesis shows lack of effort or comprehension of assignment.	Difficult to identify, inconsistently maintained, or provides little around which to structure paper.	Unclear, buried, poorly articulated, lacking in insight and originality.	Promising, but may be unclear or lacking insight or originality.	Easily identifiable, interesting, plausible, novel, sophisticated, insightful, clear.
Structure and style	No evident structure or organization. No transitions between major points.	Unclear, unfocused, disorganized, lacking in unity, transitions abrupt or confusing, context unclear.	Generally unclear, unfocused, often wanders or jumps around. Few or weak transitions. Does not provide sufficient information, explanation, and context for readers.	Generally clear and appropriate, though may wander occasionally. May have some unclear transitions or lack of coherence. Does not fully appreciate reader's need for information, explanation, and context.	Evident, understandable, appropriate for thesis. Essay is focused and unified. Words chosen effectively. Excellent transitions between points. Anticipates reader's need for information, explanation, and context.
Use of sources (when applicable)	No attempt made to incorporate information from primary and secondary sources.	Very little information from sources. Poor handling of sources.	Moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some problems with citations.	Draws upon sources to support most points. Some evidence may not support thesis or may appear where inappropriate. Quotations integrated well into paragraphs. Sources cited correctly.	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material. Sources cited correctly.
Logic and argumentation	No effort made to construct a logical argument. Failure to support thesis.	Little attempt to offer support for key claims or to relate evidence to thesis. Reasons offered may be irrelevant. Little to no effort to address alternative views.	Arguments of poor quality. Weak, undeveloped reasons offered in support of key claims. Counter-arguments mentioned without rebuttal.	Argument is clear and usually flows logically and makes sense. Some counter-arguments acknowledged, though perhaps not addressed fully.	Arguments are identifiable, reasonable, and sound. Clear reasons are offered in support of key claims. Author anticipates and successfully grapples with counter-arguments.
Mechanics	Difficult to understand; significant problems with sentence structure, grammar, punctuation, and spelling.	Several problems with sentence structure, grammar, punctuation, and spelling.	Some problems with sentence structure, grammar, punctuation, and spelling.	Sentence structure, grammar, punctuation, and spelling strong despite occasional lapses.	Correct sentence structure, grammar, punctuation, and spelling.

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Department	History and Philosophy	Department	History & Philosophy
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	Career	N/C
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial	Academic Level	N/C
Subject Area	Anthropology	Subject Area	N/C
Course	ANTH 289 Understanding Youth in the Urban Context	Course Number	N/C
Catalogue Description	In this course, students will delve into original texts to examine critical perspectives on urban youth, youthhood, and constructions of youth identity(ies) both in the U.S. and cross-culturally. It begins with an understanding of young people: how they are seen, where they are seen, when they are seen. The spaces where 'youth' and 'youthhood' are constructed in relation to culture, social class, ethnicity, language, race, gender, sexual orientation are examined and the implications for policy and practice discussed. This course will be offered once a year if there is sufficient student enrollment. Contact the Teacher Education Department when declaring your intent to take this course. This course is cross-listed with YD 289.	Catalogue Description	In this course, students will delve into original texts to examine critical perspectives on urban youth, youthhood, and constructions of youth identity(ies) both in the U.S. and cross-culturally. It begins with an understanding of young people: how they are seen, where they are seen, when they are seen. The spaces where 'youth' and 'youthhood' are constructed in relation to culture, social class, ethnicity, language, race, gender, sexual orientation are examined and the implications for policy and practice discussed. Contact the Teacher Education Department when declaring your intent to take this course. This course is cross-listed with YD 289 and SOC 288. <u>Not open to students with credit in YD 289 or ANTH 289</u>
Pre/ Co Requisites	Prereq: ENG 125	Pre/ Co Requisites	N/C
Credits	3	Credits	N/C
Contact Hours	3	Contact Hours	N/C
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute		Course Attribute	
General Education Component	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input checked="" type="checkbox"/> Flexible	General Education Component	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input checked="" type="checkbox"/> Flexible

	<u> X </u> Individual and Society		<u> X </u> Individual and Society
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Rationale: The course is now additionally cross-listed with SOC 288, a newly created mirror course which enables students majoring/minoring in Sociology to engage course content addressing urban youthhood simultaneously relevant to students studying Anthropology and Youth Studies.

Department	History and Philosophy	Department	History & Philosophy
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	Career	N/C
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial	Academic Level	N/C
Subject Area	History	Subject Area	N/C
Course	HIST 281 American Military History from World War I to the War on Terror	Course Number	N/C
Catalogue Description	This course surveys American military history from 1914 to the present. US military strategy and operations will be examined with attention given to the evolution of weaponry, communications and intelligence gathering particularly as this has been changed by the emergence of technology. Ethical issues in US military engagements will be discussed.	Catalogue Description	This course surveys American military history from 1914 to the present. US military strategy and operations will be examined with attention given to the evolution of weaponry, communications and intelligence gathering particularly as this has been changed by the emergence of technology. Ethical issues in US military engagements will be discussed. <u>This course may be offered in a face-to-face or asynchronous online format.</u>
Pre/ Co Requisites	Preq or Coreq: ENG 125, ENG 126 or ENG 200	Pre/ Co Requisites	Prereq or Coreq: ENG 126 or ENG 200
Credits	3	Credits	N/C
Contact Hours	3	Contact Hours	N/C
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute		Course Attribute	<u>WEB</u>
General Education Component	<u> X </u> Not Applicable	General Education Component	<u> X </u> Not Applicable

Rationale: Offering students the option of online learning creates flexibility in scheduling. This course has been successfully offered in online format in a prior semester.

American Military History 281 (Web Only): From World War I to the War on Terror**Instructor Information**

Le'Trice Donaldson, PhD
Ldonaldson@york.cuny.edu

Course Information**Course Description:**

HIST281 (Liberal Arts) American Military History from World War I to the War on Terror 3 hrs. 3 crs. This course surveys American military history from 1914 to the present. US military strategy and operations will be examined with attention given to the evolution of weaponry, communications and intelligence gathering particularly as this has been changed by the emergence of technology. Ethical issues in US military engagements will be discussed. Preq: ENG 125, ENG 126 or ENG 200. Coreq: ENG 125, ENG 126 or ENG 200. This course may be offered as a face-to-face or asynchronous online course.

This is an online course. The Scope of the Course: HIST281 examines the evolution of warfare in the twentieth and early twenty-first centuries. Although this course deals broadly with European and American military history during this time period, it also places special emphasis on the heritage and development of the United States Army. It is a discussion intensive course, and the discussions are designed to focus your attention on issues of particular importance to the study of U.S. military history. In addition to active participation in the weekly discussions, you will need to write a comparative book review and complete a midterm and final exam.

It focuses on the creation of American military institutions, the genesis of policy-making, the maintenance of civilian control over the military, the conduct of war, the interrelationship between foreign policy and military policy, the influence of American society upon the armed forces as social institutions, and the influence of war on American society.

Course Objectives:

Upon completion of this course students should have:

1. Developed the ability to assess and think critically about military issues and how people interpret these issues.
2. Gained a basic factual knowledge of the history of the armed forces of the United States, civil-military relations, the evolution of tactics and strategy, and the historiographical issues involved in their study.
3. Developed skills in analyzing historical data and reaching informed conclusions about these data.
4. Sharpened their ability to convey their analyses in both written essays and online discussions.
5. Developed skills in analyzing military strategy, the conduct of war, and civil-military relations.
6. Discuss the push and pull of cultures in America over the past century and how it influenced military culture; write on ideas and information; analyze and discuss ideas and information

7. Compare and contrast different leadership styles and systems among American activists, organizers, and politicians; in particular, juxtapose how different leaders dealt with issues of diversity and dissent within their realms
8. Understand America's military role in the Cold War; the multiple meanings of being "American," especially from the perspectives of the descendants of slaves and immigrants
9. Analyze the role of race, gender, and class in America's military over the decades.
10. Explore the development of representative democracy and competing views on the proper role of the Military in the current "War on Terrorism."

Specific Course Requirements

A comparative book review (15%), midterm exam (25%), final exam (30%), weekly film Journal entries (10%), and participation in discussion (20%).

Textbooks, Supplementary Materials, Hardware and Software Requirements

Required Textbooks:

Brad D. Lookingbill, *The American Military: A Narrative History* (Wiley, ISBN 9780700610983).

John Whiteclay Chambers & G. Kurt Piehler, *Major Problems in American Military History* (Houghton Mifflin, 1998, ISBN 066933538X)

John Dower, *War without Mercy: Race and power in the Pacific War* (Pantheon, 1986, 0394751728)

Mark Clodfelter, *The Limits of Air Power: The American Bombing of North Vietnam* (Nebraska, ISBN 0803264542)

Netflix not required but I highly suggest that you get it for this class so that you maybe able to watch the films required for this class. If you have access to a friends account or if you guys want to share an account that will also be fine. All of the films for this class are on Netflix.

Optional: Allan R. Millett, Peter Maslowski, and William Feis, *For the Common Defense* (Free Press, 3rd. 3ed., 2012, ISBN 9781451623536). For students wishing a more detailed treatment, this book may be read in place of Lookingbill.

Supplementary Materials:

[West Point military history atlases](#) (available online)

Hardware Requirements:

You will need a word processor, preferably Microsoft Word. You need to be able consistently be able to access BLACKBOARD and YOUR EMAIL!

Software Requirements:

A Netflix subscription is not required but I Highly suggest that you get it for this course. There are some links to other web sites may require software that allows for sound and video play capabilities (Shockwave, Quicktime, Realplayer, etc.). These are available as free downloads from a number of Internet sites.

Assessment and Grading

Testing Procedures:

Both exams (midterm and final) are essay format and open book and will be submitted online through SAFE ASSIGN. This means that developing your ideas logically and in depth will be very important. The midterm is due halfway through the course. The final exam is due by the end of the course. The Exact Dates will be available in the Course Calendar and on the 'Assignments' page. Within the constraints of the due dates, you may take the exams at a place and time of your convenience and submit your work into Safe Assign ' You must complete both exams and the term paper to pass this course. Please be sure to submit your exams as RTF or Microsoft Word files.

Grading Procedure:

Exams

The exams will cover material from the online lessons and the assigned books. Both exams will consist of short identification items (key terms, battles, personalities, events, etc.), a short essay on the major war of the period (WWI and WWII on the midterm, Vietnam and the Iraq Wars on the final), and a longer essay question on some aspect of U.S. military policy. You will always have several options to choose from.

For the identification questions you will need to identify (who, what, where, when) and give the significance of a given term (i.e. how does it fit into larger conceptual issues). For example:

Alfred Thayer Mahan was a professor at the U.S. Naval War College in the 1880s and 1890s. The author of numerous works, the most important of them being *The Influence of Seapower Upon History*, he became famous as the world's leading proponent of sea power. Mahan's works stressed the importance of command of the seas as the key determinant of a nation's economic and military power. He denigrated commerce-raiding and stressed instead the creation of a battleship-centered fleet which would seek out and engage an enemy's main forces in a decisive battle in the tradition of Trafalgar. Mahan's ideas were a culmination of the emergence of a modern, professional officer corps in the U.S. Navy in the late 19th century and helped push the U.S. government into embracing an imperialist foreign policy.

In contrast, the essay questions will address overarching concepts. Facts are important for essays, but more important is how you organize and present these facts and what conclusions you draw from them. Your essay should begin with a clearly articulated thesis, which you then support with factual information presented in a clear and logical manner. A good essay anticipates counter-arguments and deals with these as well. In other words, if you wish to argue that the United States could have won the Vietnam War with air power and an intensive bombing of North Vietnam (as opposed to a protracted ground war and 'search and destroy' missions), you need to discuss North Vietnam's ability to absorb and respond to air attacks.

An excellent essay must: 1) directly address the question; 2) present a clearly defined thesis or main point, which is stated at the beginning of the essay; and 3) support this thesis with sound logical arguments, which cite relevant facts and data. Remember that the prime concern of history is to analyze change or changes through a period of time. History is not a mindless collection of names, dates, places, and events. When, why,

and how changes occurred, and the significance of these changes to American military history are the concerns at the center of each question you will be asked in this course.

As you study through the semester, try to use this framework. In other words, you need to understand why and how things happened, not simply that they did. Since these exams are open book, simply providing a summary of the basic events and facts will not earn you a good grade. Strength of analysis, depth of understanding, and your ability to communicate your ideas clearly will be critical for earning a good grade. Any plagiarism will, at minimum, result in a zero for the assignment and probably an 'F' for the course.

The Comparative Book Review

You are required to complete one major writing assignments for this course, which must be roughly (1500 words) in length and written within proper academic criteria. It will be graded according to the content and aptness of your ideas, and the quality and accuracy of your prose and thought. It is due roughly two-thirds of the way into the course, mid-way between the midterm and final exams. The exact dates will be specified on the 'Assignments' page and on the course calendar. No paper will be accepted after the due date without prior arrangement with your instructor. You must discuss your choice of topic with your instructor. Failure to do so will result in a failing grade for the assignment.

Your paper must be double spaced, written in clear, correct prose, and submitted in RTF or Microsoft Word format via the 'Assignments' drop box. You should have one-inch margins and use normal-sized fonts. On issues of style and grammar, consult such manuals as Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*; Strunk and White, *The Elements of Style*; *The Chicago Manual of Style*; or *The MLA Handbook*. Please feel free to show your instructor drafts of the paper or to discuss the assignment with your instructor. Papers that have clearly not been edited will be reduced by one full letter grade (in exceptional cases even more!).

When you use another person's writing or ideas you must have a citation, either in the form of a footnote, endnote, or MLA style citation. Borrowing the ideas or words of others without acknowledgement is plagiarism and will, at minimum, result in a zero for the assignment and probably an 'F' for the course. Please see the plagiarism policy in the Course Outline for more information on this. You should quote only when necessary, keep quotes short, and mark them as quotations. Do not turn in a paper that is merely a collection of large block quotes interspersed with your own words.

Weekly Discussion Questions and Journal

Over the course of the semester you need to answer ten discussion questions with short (3-4 substantial paragraphs) essays based on the readings in the textbook. You will also be required to create a weekly Journal based off of the films and primary source documents with the weekly movie assignment. I will provide a scenario for each journal and give instructions for each journal assignment. These essays are intended to support class discussion, are due as specified in the Course Schedule, and may not be made up for any reason will generally be due on a Friday of the week for which they are assigned. Any exceptions will be listed in the Course Calendar. These essays are to be posted to the appropriate course Discussion List as your initial post to the discussion. In writing these essays you must do two things: 1) prove you have actually done the reading for that week, and 2) articulate and support a clear thesis. In other words, answer that week's question and support it with evidence, details, and facts from the readings (and any other sources you choose). Students who take these seriously generally do better on the exams. Obviously, what you write needs to be your own work.

Class Participation

Students must participate in class discussion through the various discussion lists in the 'Discussion' area. For each discussion I will post the initial questions based off the weekly reading and then in the discussion I will pose other questions to using the semester the instructor will post questions concerning a specific topic on these lists and students will be expected to respond to them and to other students' responses to these questions in a timely manner. Your initial response is the short (3-4 paragraph) essay described above. The discussion will flow from these papers as you comment on the positions of your fellow students, they comment on yours, and you discuss important events and ideas in American history. You must RESPOND TO AT LEAST TWO of your fellow class mates posts. The questions for each week are all listed in the Course Schedule. Participation in these discussions comprises 10% of your grade. Failure to actively and intelligently participate in at least some of these discussions will result in a zero for that part of your grade. You need to post more than just saying, "I agree with this post or you make a good point." Your response should prove that you actually read your classmates post and provide intelligent feedback.

Grading Scale:

Students enrolled in this course will be evaluated in the following manner:

Midterm Exam:	150 points
Comparative Book Review	250 points
Movie Journal:	100 points
Participation:	200 points
Final Exam:	300 points
Total:	1000 points

A=900+, B=800+, C=700+, D=600+, less than 600 points will result in an F. Any plagiarism will, at the discretion of the instructor, result in an F for this course.

Assignments and Participation

Assignments and Projects:

Discussion essays/posts should be posted on the discussion board and are due in most weeks generally by Friday, and regular participation in discussions is expected. The midterm exam will be due at the end of week seven and the final exam at the end of the course. The comparative book review will be due at the end of the semester at the same time as the final exam. The exact due dates will be specified in the Assignments page.

Class Participation:

Students must participate in the various online discussion areas.

Course Ground Rules

The instructors have the following recommendations for students:

1. Allow yourself sufficient time to read and study the assigned readings so that you are not feverishly reading the material just before a scheduled exam. The instructors strongly suggest that students follow the suggested completion date for each reading

assignment in the course calendar.

2. Check the discussion board frequently so that you respond to all questions posed by the instructor under a given topic. You should also be discussing historical issues with your fellow students.
3. Learn to navigate Blackboard
4. Keep abreast of course announcements.
5. Use the assigned college or university e-mail address as opposed a personal e-mail address
6. Address technical problems immediately
7. Observe course etiquette at all times. (Be respectful to your fellow classmates see the guidelines for communications)
8. Plagiarism, the use of work not your own (either quoted or paraphrased) without attribution to the original author, will not be tolerated.

Guidelines for Communications

Email:

- Always include a subject line.
- Remember that without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
- Use standard fonts.
- Do not send large attachments without permission.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.
- Respect the privacy of other class members by ...

Discussion Board:

- Review the discussion threads thoroughly before entering the discussion. Be a lurker then a discussant.
- Try to maintain threads by using the "Reply" button rather starting a new topic.
- Do not make insulting or inflammatory statements to other members of the discussion board. Treat other people and their ideas with respect (though obviously you are under no obligation to agree with them).
- Be patient and read the comments of other classmates thoroughly before entering your remarks.
- Be positive and constructive in class discussions.
- Respond in a thoughtful and timely manner.
- Specify to whom you are responding.

Web Resources:

- [Columbia Guide to Online Style](#) by Janice R. Walker and Todd Taylor
- Citation Styles Online <http://www.bedfordstmartins.com/online/cite6.html>
- [Citing Electronic Information in History Papers](#) by Maurice Crouse

Students With Disabilities

Qualified students with disabilities will be provided reasonable and necessary academic

accommodations if determined eligible by the appropriate disability services staff at their home institution. Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility for specific accommodations from the disability services staff at the home institution. It is the student's responsibility to initiate contact with their home institution's disability services staff and to follow the established procedures for having the accommodation notice sent to the instructor.

Syllabus Changes

The instructors reserve the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes by individual email communication and by posting the change(s) on the course calendar and the 'Main' Discussion Board.

Weekly Course Outline

Week	Theme/Assignment
1	<p style="text-align: center;">World War I</p> <p>Reading: Lookingbill, ch. 10; <i>Major Problems</i>, ch. 9 Optional: <i>For the Common Defense</i>, ch. 11.</p> <p>Film: 14 Diaries of the Great War: Episode 6 The Homefront Film: 14 Diaries of the Great War: Episode 8 The Tipping Point</p> <p>Journal Entry: Create a diary entry as if you were in the infantry of one of the Allied countries. Create a diary entry as if you were a civilian on the homefront.</p> <p>Discussion Questions: What are the primary causes for U.S. involvement in the First World War? Was Pershing correct to insist on the creation of a separate American army? Did its creation hinder the Allied war effort?</p>
2	<p>Reading: Lookingbill, ch. 11; <i>Major Problems</i>, ch. 10, essays only, Optional: <i>For the Common Defense</i>, ch. 12;</p> <p>Discussion Questions: What were the primary reasons behind the racial attacks to African American soldiers? What is the political and diplomatic climate in the rest of the World? How does the racial violence reflect on American society at this time?</p>

3	<p style="text-align: center;">The Interwar Army The Interwar Navy (Marine Corps)</p> <p>Journal entry: After reading the two primary source documents, imagine yourself a member of the Department of Defense and you must write a memo to the president in 1935 describing the current conditions internationally and whether or not our military is prepared for any type of international conflict. (250 words)</p> <p>Discussion Questions: What problems faced American officers who hoped to modernize the military forces between the world wars? How successful were they?</p>
4	<p style="text-align: center;">World War II</p> <p>Reading: Lookingbill, ch. 12; <i>Major Problems</i>, ch. 11-12; Clodfelter, <i>The Limits of Air Power</i>, Introduction & Chapter 1. Optional: <i>For the Common Defense</i>, ch. 13-14.</p> <p>World War II (pt.1) Film: Bomb Girls Season 1, see journal for episodes World War II (pt 2.) The Home Front Film: Bomb Girls</p> <p>Journal Entry: Please watch episodes 1,2, and 3 of Bomb Girls on Netflix. You were a child during WWI, but you understood you were too young to really go to the front. Now imagine yourself as someone left behind as everyone goes off to war. Describe your feelings. You can be a man or a woman, black, white, Italian, German or Japanese. Remember both men and women were sent overseas to help. You can pull in the readings as well to help you with this journal entry. (250 -350 words)</p> <p>Discussion Questions: How effective was American mobilization? Going back to what you read in Week 2, has the racial climate changed in the military? What were the roles of women in this war effort?</p>

5	<p>World War II (pt 3) Pacific Theater Reading: Dower, <i>War without Mercy</i>, Introduction and Chapters 2, 4, World War II (pt 4) European Theater Film: <i>Enemy at the Gates</i> (2001) Dower, <i>War without Mercy</i>, Chapters 5,6</p> <p>Journal Entry: For this week's journal assignment. I would like for you to watch <i>Saints and Soldiers: The Void</i> and <i>The Flowers of War</i>. Based off of your readings and what you have learned so far in this class about race and racism, I want you to imagine you are a soldier fighting in the Pacific, how do you and your fellow brothers in arms treat the Japanese enemy and Asian allies? (300-500 words)</p> <p>Discussion Questions: What role did race play, if any in how America developing strategy in the Pacific Theater? Based on your readings for both weeks, assess the combat effectiveness of American soldiers in World War II. What did they do well? What did they do poorly? Why is this considered a “good war”? Be sure to include the Dower book (<i>War Without Mercy</i>)</p>
6	<p>Midterm Examination</p>
7	<p style="text-align: center;">The Cold War and Vietnam</p> <p>Reading: Lookingbill, ch. 13; <i>Major Problems</i>, ch. 13 ; Clodfelter, <i>The Limits of Air Power</i>.</p> <p>Optional: <i>For the Common Defense</i>, ch. 15-18</p> <p>Discussion Questions: What was the effect of the media, advertising and consumerism on a sense of political agency and political consciousness in the U.S. post-1945? Is there a relationship between the doctrine of containment and the imperialist ambitions of the United States?</p>

8	<p style="text-align: center;">The Early Coldwar and Containment Defense, Rearmament, and NATO</p> <p>Reading: Lookingbill, Ch 14, Major Problems, Ch 14 The Korean War Film: Crossing the Line (1hr 36mn) (Youtube)</p> <p>Journal Entry: Create a journal after watching Crossing the Line.</p> <p>Discussion Questions: Assess U.S. policy and strategy in the Korean War. Was the creation of a stable, non-communist North Korea possible? If so, how?</p>
9	<p style="text-align: center;">The New Look and Flexible response The Vietnam War</p> <p>Journal Entry: Watch the documentary Two Days in October. Create your journal entry</p> <p>Discussion Questions: Mark Clodfelter offers a detailed critique of U.S. air power in the Vietnam War. What does he argue? What is your assessment of his argument? Could the U.S. have used its air power more effectively in Vietnam? Would this have produced victory?</p>
10	<p style="text-align: center;">The Reagan Years and the First Gulf War</p> <p>Reading: Lookingbill, ch. 15 <i>Major Problems</i>, ch. 15 Optional: <i>For the Common Defense</i>, ch. 19-21.</p> <p>Journal Entry: Please watch the Documentary Operation Urgent Fury and write a review.</p> <p>Discussion Questions: What is the legacy of Reagan's defensive policies? How did it define American military role in the Post-Cold War Era?</p>

11	<p style="text-align: center;">The 1970s Defense Policy Defense Policy in the Reagan Era The First Gulf War</p> <p>Film: Black Hawk Down (2001)</p> <p>Journal Entry: Create a journal as U.S. reporter trapped in a communist country. Watch the film Chuck Norris vs Communism</p> <p>Discussion Questions: What were the primary objectives for fighting this war? Is this considered a “bad” war?</p>
12 and 13	<p style="text-align: center;">The Second Gulf War and The Global War on Terror</p> <p>Reading: Lookingbill Ch. 16</p> <p>Journal Entry: Write a film review of the movie The Reluctant Fundamentalist. 250-500 words.</p> <p>Discussion Questions: What will be the legacy of the Global War on Terror? Is it similar or different than the War on Communism?</p>
	Comparative Book Review due at the end of the class. To be submitted through SAFE ASSIGN on BLACKBOARD
	Take the Final Exam to be Submitted Through SAFE ASSIGN on BLACKBOARD

Section AIII: Changes in Degree Programs

AIII.1

Program: BS in Clinical Laboratory Sciences

Program Code: 02919

Effective: Fall 2016

From	To
<p>Students must apply for admission to the upper division and clinical portion of the Clinical Laboratory Science program. To be eligible for admission, students are required to have:</p> <ol style="list-style-type: none"> 1. Overall GPA of at least 2.5 2. Successful completion of the following courses: Biology 201, 202 and 265, Chemistry 108, 109, 111, 112, 230, 235, 237 and 241 with a minimum grade of "C." 3. Required Science courses taken more than 10 years prior to admission to the CLS program cannot be used for transfer credits. 4. Matriculation at York 5. Completion of all York College Pathways (or General Education) requirements 	<p>Students must apply for admission to the upper division and clinical portion of the Clinical Laboratory Science program. <u>Please note the following minimum requirements for admission eligibility:</u></p> <ol style="list-style-type: none"> 1. Overall GPA of at least 2.5 2. Successful completion of the following courses: Biology 201, <u>Biology 202</u> and <u>Biology 265</u>, Chemistry 108, <u>Chemistry 109</u>, <u>Chemistry 111</u>, <u>Chemistry 112</u>, <u>Chemistry 230</u>, <u>Chemistry 235</u>, <u>Chemistry 237</u> and <u>Chemistry 241</u> with a minimum grade of "C." <u>Students may repeat a maximum of two prerequisite science courses to earn a grade of C or above, and no prerequisite science may be taken more than twice to earn a grade of C or above.</u> 3. Required <u>science</u> courses taken more than 10 years prior to admission to the CLS program cannot be used for transfer credits. 4. Matriculation at York <u>College</u> 5. Completion of all York College Pathways (or General Education) requirements. <p><u>Students denied admission to the CLS program may reapply only once.</u></p>

RATIONALE: The proposed changes will ensure that students are adequately prepared for the Clinical Laboratory Science curriculum.

AIII.1**Program: BS in Clinical Laboratory Sciences****Program Code: 02919****Effective: Fall 2016**

From	To
<p>To be retained in the program, students must:</p> <ol style="list-style-type: none"> 1. Earn a minimum grade of "C" in each Clinical Laboratory Science course. No Medical Technology course may be taken more than twice. 2. Maintain a GPA of at least 2.5 in Clinical Laboratory Science courses and overall. 3. Complete all degree requirements within four years of the date of admission to the upper division and clinical portion of the Clinical Laboratory Science program. 	<p>To be retained in the program, students must:</p> <ol style="list-style-type: none"> 1. Earn a minimum grade of "C" in each Clinical Laboratory Science course. No <u>Clinical Laboratory Science</u> course may be <u>attempted</u> more than twice <u>without department permission.</u> (A W or WU counts as an attempt.) 2. Maintain a <u>cumulative</u> GPA and a <u>major</u> GPA of at least 2.5 (includes all <u>Clinical Laboratory Science</u> courses, and all <u>prerequisite Biology and Chemistry</u> courses). 3. Complete all degree requirements within four years of the date of admission to the upper division and clinical portion of the Clinical Laboratory Science program.

Rationale: The proposed changes will ensure that students are adequately prepared for the Clinical Laboratory Science curriculum.

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

Department/Discipline

Teacher Education

Contact Person

Linda Gerena

Please indicate items submitted for Committee approval

- New Major Design _____
- Revised Major Design _____
- New Minor Design _____
- Revised Minor Design _____
- New Program _____
- Revised Program _____ X _____
- New Course Proposal _____
- Course Change Proposal _____
- Course Deletion _____

Please provide an executive summary of your proposal

Changes to the Spanish Childhood Education and Spanish Bilingual
Extension Programs

1. Department Curriculum Committee Approval

Linda Gerena _____ 2/15/16
Signature Date

2. Department Approval

DF _____ 2/16/16
Chairperson's Signature Date

3. Other Departments Affected:
Foreign Languages

_____ G _____ 3/4/16
Department Signature Date

Department

Signature

Date

4. College Curriculum Committee Approval

[Signature] _____ 5/4/2016
Chairperson's Signature Date

5. College Senate Approval

_____ _____

Program: Spanish/Childhood Education
 Program Code: 24955
 Effective: Fall 2016

FROM	TO
<p>Major Course Requirements</p> <p>Foundation Courses (24 credits) SPAN 200: Introduction to Literary Theory and Analysis SPAN 208: Advanced Grammar 3 SPAN 209: Composition and Style 3 SPAN 210: Spanish Linguistics 3 SPAN 351: Cervantes 3 SPAN 413: Hispanic Civilization 3</p> <p>Choose one of the following: SPAN 201: Hispanic-American Literature from its Origin through Modernismo 3 SPAN 202: Hispanic-American Literature after Modernismo 3</p> <p>Choose one of the following: SPAN 221: Spanish Literature to 1700 3 SPAN 222: Spanish Literature 1700-Present 3</p> <p>Electives (12 credits) Select any 12 credits in the Span 200 level or above. 6 credits must be at the 300 or 400 level</p> <p>Education Course Requirements [Foundations Sequence: 19 credits] EDUC 230 Teaching with Multimedia Technology 2 [EDUC 268 Teaching the Linguistically Diverse Student and Mainstream Classes 3] EDUC 280 Child and Adolescent Development for Teachers 3 [OR PSY 215 Human Development I: Infancy/Childhood 3] [EDUC 283 Effective Teaching and Learning in Diverse and</p>	<p><u>RECOMMENDED PATHWAYS COURSES</u></p> <p><u>Students are strongly recommended to take the following Pathways courses as they provide the academic content needed to teach Elementary School. The Content Specialty Test-Multi Subject exam, required for NYS licensure, will also include the content in these recommended courses.</u></p> <p><u><i>Mathematical and Quantitative Reasoning:</i></u> <u>MATH 150: Mathematics and its Applications</u> <u>OR</u> <u>MATH 111: Statistics and Probability.</u></p> <p><u><i>Life and Physical Sciences:</i></u> <u>Students must complete one of the following courses or its equivalent to obtain a NYS teaching license:</u> <u>BIO140: Human Biology</u> <u>OR</u> <u>EHS 140: Environmental Management</u> <u>OR</u> <u>GEOL140: Our Earth</u> <u>OR</u> <u>PHYS140: The Physical Universe</u></p> <p><u><i>World Cultures and Global Issues:</i></u> <u>ENG 200: Understanding Literature</u></p> <p><u><i>U.S. Experience in its Diversity:</i></u> <u>POL103: Politics and Government in the United States</u></p> <p><u><i>Creative Expression:</i></u></p>

<p>Inclusive Classrooms 4] PHIL 202 Major Ideas and Issues in Education 3 OR SOC 202 Major Ideas and Issues in Education 3</p> <p>Professional Sequence (15 credits) EDUC 323 Curriculum and Methods in Elementary Education: Mathematics 3 EDUC 369 Early Language & Literacy for English Only and English Language Learners (EO's & ELLs) 3 EDUC 370 Content Area Literacy Instruction for Mainstream English Only (EO) and English Language Learners (ELL), Grades 2-6 3 EDUC 390 Elementary Curriculum & Methods I: Learning Goals and Assessments Across Curriculum 3 EDUC 392 Elementary Curriculum & Methods II: Instruction and Classroom Management Across Curriculum 3</p> <p>Student Teaching (6 credits) [EDUC 431 Supervised Student Teaching: Grades 1-3 3 EDUC 432 Supervised Student Teaching: Grades 4-6 3]</p>	<p><u>Choose 1 Speech Communications course</u></p> <p><u><i>Individual and Society:</i></u> <u>ECON102: Introduction to Microeconomics</u></p> <p><u><i>Scientific world:</i></u> <u>One course from ASTR, BIO, CHEM, EHS, GEO, OR PHYS other than a science discipline used to meet the Life and Physical Sciences requirement.</u></p> <p><u><i>College Option</i> (writing intensive requirement):</u> <u>Choose one; either course also satisfies an Education pre-major block requirement.</u> <u>PHIL 202: Major Ideas and Issues in Education (WI)</u> <u>OR</u> <u>SOC 202: Major Ideas and Issues in Education (WI)</u></p> <p><u>SPANISH MAJOR COURSES (36 CREDITS)</u></p> <p>Foundation Courses (24 credits) SPAN 200: Introduction to Literary Theory and Analysis 3 SPAN 208: Advanced Grammar 3 SPAN 209: Composition and Style 3 SPAN 210: Spanish Linguistics 3 SPAN 351: Cervantes 3 SPAN 413: Hispanic Civilization 3</p> <p>AND</p> <p><i>Choose one of the following:</i> SPAN 201: Hispanic-American Literature from its Origin through Modernismo 3 SPAN 202: Hispanic-American Literature after Modernismo 3</p> <p>AND</p>
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Choose one of the following:

SPAN 221: Spanish Literature to 1700 3

SPAN 222: Spanish Literature 1700-Present 3

AND

Electives (12 credits)

Select any 12 credits in the Span 200 level or above. 6 credits must be at the 300 or 400 level

TEACHER EDUCATION (42 CREDITS)

Students should consult the Admission and Progression Policy for additional requirements. Students should meet with an Education advisor each semester to select classes that meet all requirements.

Pre-Major Block (9 credits)

*ENG 125 and ENG 126 (6 credits; counted in Pathways)

*PHIL/SOC 202: Major Ideas and Issues in Education WI (3 credits; counted in Pathways)

MATH 271 Topics in Foundational Math 4

EDUC 230 Teaching with Multimedia Technology 2

EDUC 280 Child and Adolescent Development for Teachers 3

*Course satisfies Pathways Core and Education requirement; credits counted in Pathways

Professional Sequence (25 credits)

EDUC 268 Bilingual and English Language Learner (ELL) Education 3

EDUC 283 Educational Psychology: Effective Teaching and Learning in Diverse and Inclusive Classrooms 4

EDUC 323 Curriculum and Methods in Elementary Education: Mathematics 3

EDUC 351 Teaching Reading and Spanish Language Arts in

	<u>Bilingual Contexts 3</u> <u>EDUC 369 Early Language & Literacy for English Only and English Language Learners (WI) 3</u> <u>EDUC 370 Content Area Literacy Instruction for Mainstream English Only and English Language Learners, Grades 2-6 3</u> <u>EDUC 390 Elementary Curriculum & Methods I: Learning Goals and Assessments Across Curriculum 3</u> <u>EDUC 392 Elementary Curriculum & Methods II: Instruction and Classroom Management Across Curriculum 3</u> <u>Student Teaching (8 credits)</u> <u>EDUC 401 Capstone Clinical Experience & Seminar for Childhood Education, Grades 1-3 4</u> <u>EDUC 402 Capstone Clinical Experience & Seminar for Childhood Education, Grades 4-6 4</u> <u>Free electives and Pathways 42</u> <u>Spanish/Education major 78</u> <u>Total 120 credits</u>
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Rationale: The Childhood Education program was revised and updated last academic year. The proposed changes here are made to be consistent with other recent changes, and to ensure the Spanish/Education major program remains within 120 credits.

Program: Spanish/Bilingual Education Extension
 Program Code: 24955
 Effective: Fall 2016

FROM	TO
<p>Major Course Requirements</p> <p>Foundation Courses (24 credits) SPAN 200: Introduction to Literary Theory and Analysis SPAN 208: Advanced Grammar 3 SPAN 209: Composition and Style 3 SPAN 210: Spanish Linguistics 3 SPAN 351: Cervantes 3 SPAN 413: Hispanic Civilization 3</p> <p>Choose one of the following: SPAN 201: Hispanic-American Literature from its Origin through Modernismo 3 SPAN 202: Hispanic-American Literature after Modernismo 3</p> <p>Choose one of the following: SPAN 221: Spanish Literature to 1700 3 SPAN 222: Spanish Literature 1700-Present 3</p> <p>Electives (12 credits) Select any 12 credits in the Span 200 level or above. 6 credits must be at the 300 or 400 level</p> <p>Education Course Requirements [Foundations Sequence: 19 credits] EDUC 230 Teaching with Multimedia Technology 2 [EDUC 268 Teaching the Linguistically Diverse Student and Mainstream Classes 3] EDUC 280 Child and Adolescent Development for Teachers 3 [OR PSY 215 Human Development I: Infancy/Childhood 3] [EDUC 283 Effective Teaching and Learning in Diverse and</p>	<p><u>RECOMMENDED PATHWAYS COURSES</u></p> <p><u>Students are strongly recommended to take the following Pathways courses as they provide the academic content needed to teach Elementary School. The Content Specialty Test-Multi Subject exam, required for NYS licensure, will also include the content in these recommended courses.</u></p> <p><u><i>Mathematical and Quantitative Reasoning:</i></u> <u>MATH 150: Mathematics and its Applications</u> <u>OR</u> <u>MATH 111: Statistics and Probability.</u></p> <p><u><i>Life and Physical Sciences:</i></u> <u>Students must complete one of the following courses or its equivalent to obtain a NYS teaching license:</u> <u>BIO140: Human Biology</u> <u>OR</u> <u>EHS 140: Environmental Management</u> <u>OR</u> <u>GEOL140: Our Earth</u> <u>OR</u> <u>PHYS140: The Physical Universe</u></p> <p><u><i>World Cultures and Global Issues:</i></u> <u>ENG 200: Understanding Literature</u></p> <p><u><i>U.S. Experience in its Diversity:</i></u> <u>POL103: Politics and Government in the United States</u></p> <p><u><i>Creative Expression:</i></u></p>

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Choose one of the following:

SPAN 221: Spanish Literature to 1700 3

SPAN 222: Spanish Literature 1700-Present 3

AND

Electives (12 credits)

Select any 12 credits in the Span 200 level or above. 6 credits must be at the 300 or 400 level

TEACHER EDUCATION (42 CREDITS)

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EDUC 283 Educational Psychology: Effective Teaching and Learning in Diverse and Inclusive Classrooms 4

EDUC 323 Curriculum and Methods in Elementary Education: Mathematics 3

EDUC 351 Teaching Reading and Spanish Language Arts in

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

Department/Discipline Teacher Education
Contact Person Linda Gerena

Please indicate items submitted for Committee approval

- New Major Design _____
- Revised Major Design _____
- New Minor Design _____
- Revised Minor Design _____
- New Program _____
- Revised Program _____ X _____
- New Course Proposal _____
- Course Change Proposal _____
- Course Deletion _____

Please provide an executive summary of your proposal

Changes to the History Childhood Education and Middle School Extension Programs

1. Department Curriculum Committee Approval 2/15/16
Linda Gerena _____
Signature Date
2. Department Approval 2/16/16
[Signature] _____
Chairperson's Signature Date
3. Other Departments Affected: X [Signature] 3/30/2016
History _____
Department Signature Date
- Department _____ Signature _____ Date _____
4. College Curriculum Committee Approval 5/4/2016
[Signature] _____
Chairperson's Signature Date
5. College Senate Approval _____

	<u>Bilingual Contexts 3</u> <u>EDUC 369 Early Language & Literacy for English Only and English Language Learners (WI) 3</u> <u>EDUC 370 Content Area Literacy Instruction for Mainstream English Only and English Language Learners, Grades 2-6 3</u> <u>EDUC 390 Elementary Curriculum & Methods I: Learning Goals and Assessments Across Curriculum 3</u> <u>EDUC 392 Elementary Curriculum & Methods II: Instruction and Classroom Management Across Curriculum 3</u> <u>Student Teaching (8 credits)</u> <u>EDUC 401 Capstone Clinical Experience & Seminar for Childhood Education, Grades 1-3 4</u> <u>EDUC 402 Capstone Clinical Experience & Seminar for Childhood Education, Grades 4-6 4</u> <u>Free electives and Pathways 42</u> <u>Spanish/Education major 78</u> <u>Total 120 credits</u>
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Rationale: The Childhood Education program was revised and updated last academic year. The proposed changes here are made to be consistent with other recent changes, and to ensure the Spanish/Bilingual Education major program remains within 120 credits.

All.1 The following revisions are proposed for the**Program:** History Childhood Teacher Education**Program Code:** 24941**Effective:** Fall 2016

FROM	TO
Course Description	Course Description
<p>History Course Requirements</p> <p>Choose two of the following Courses (6 credits) HIST201 Beginnings of the American People 3 HIST202 The Emergency of Urban America 3 HIST204 Contemporary America 3 HIST205 History of Women in the United States 3 HIST272 African American History 3 HIST273 The American Worker 3 HIST274 The American Ethnic Experience 3 HIST311 The Colonial Period of American History, 1492-1760 3 HIST312 The Era of the American Revolution, 1760-1815 3 HIST313 The Civil War 3 HIST315 American Diplomatic History, 1789-1914 3 HIST316 American Diplomacy in the Twentieth Century 3 HIST326 American Economic History Since the Civil War 3</p> <p>Choose two of the following Courses (6 credits) HIST206 Women and the Family in World History 3 HIST210 Renaissance, Reformation and the Early Modern European State 3 HIST331 The Ancient Near East and Greece 3 HIST332 The Ancient World: Rome 3 HIST333 Nineteenth Century Europe 3 HIST334 Twentieth Century Europe 3 HIST335 Russia From the Middle Ages to 1855 3</p>	<p><u>RECOMMENDED PATHWAYS COURSES</u></p> <p>Students are strongly recommended to take the following <u>Pathways courses as they provide the academic content needed to teach Elementary School. The Content Specialty Test-Multi Subject exam, required for NYS licensure, will also include the content in these recommended courses.</u></p> <p><i>Mathematical and Quantitative Reasoning:</i> <u>MATH 150: Mathematics and its Applications</u> OR <u>MATH 111: Statistics and Probability</u></p> <p><i>Life and Physical Sciences:</i> <u>Students must complete one of the following courses or its equivalent to obtain a NYS teaching license:</u> <u>BIO140: Human Biology</u> OR <u>EHS 140: Environmental Management</u> OR <u>GEOL140: Our Earth</u> OR <u>PHYS140: The Physical Universe</u></p> <p><i>World Cultures and Global Issues:</i> <u>ENG 200: Understanding Literature</u></p> <p><i>U.S. Experience in its Diversity:</i></p>

<p>HIST336 Russia From 1855 to the Present 3 HIST337 Modern England 3 HIST338 Modern France 3 HIST339 Modern Germany: 1648-1945 3 HIST340 The Holocaust: the Jewish Experience Under Nazism 3 HIST344 Contemporary Europe 3</p> <p>Choose two of the following Courses (6 credits) HIST257 East Asia to the Nineteenth Century 3 HIST258 East Asia From 1800 to the Present 3 HIST262 History of the Middle East 3 HIST275 African History Until 1800 3 HIST276 African History From 1800 Until the Present 3 HIST277 The Caribbean Since Columbus 3 HIST278 History of Modern India 3 HIST353 Modern China 3 HIST354 Modern Japan 3 HIST359 Contemporary China and Japan 3 HIST367 Colonial Latin America 3 HIST368 Latin America Since 1825 3 HIST374 Africa and the Atlantic Slave Trade 3 HIST375 Decolonization in West Africa 3 HIST376 West Africa Since Independence 3</p> <p>An additional 18 History credits at the 200 level or above 18</p> <p>History Course Subtotal 36</p> <p>Education Course Requirements [Foundations Sequence] EDUC 230 Teaching With Multimedia Technology 2 EDUC 280 Child and Adolescent Development for Teachers [or Psych-215] 3 [EDUC 268 Bilingual and English Language Learner (ELL)</p>	<p><u>POL103: Politics and Government in the United States</u></p> <p><u><i>Creative Expression:</i></u> Choose 1 Speech Communications course</p> <p><u><i>Individual and Society:</i></u> <u>ECON102: Introduction to Microeconomics</u></p> <p><u><i>Scientific World:</i></u> <u>One course from ASTR, BIO, CHEM, EHS, GEO, OR PHYS other than a science discipline used to meet the Life and Physical Sciences requirement.</u></p> <p><u><i>College Option (writing intensive requirement):</i></u> Choose one; either course also satisfies an Education pre-major block requirement. <u>PHIL 202: Major Ideas and Issues in Education (WI)</u> OR <u>SOC 202: Major Ideas and Issues in Education (WI)</u></p> <p><u><i>*6TH Flexible Core Course:</i></u> <u>HIST 201: Beginnings of the American People</u> OR <u>HIST 202: The Emergence of Urban America</u> OR <u>HIST 204: Contemporary America</u></p> <p><u>HISTORY MAJOR COURSES (36 CREDITS)</u></p> <p><u>Choose one of the following Courses (3 credits)</u> *HIST201 Beginnings of the American People 3 *HIST202 The Emergence of Urban America 3 *HIST204 Contemporary America 3 HIST205 History of Women in the United States 3 HIST272 African American History 3 HIST273 The American Worker 3</p>
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<p>Education 3] [EDUC 283 Educational Psychology: Effective Teaching and Learning in Diverse and Inclusive Classrooms 4] MATH 271 Topics in Foundational Mathematics 4 PHIL 202 or SOC 202 Major Ideas and Issues in Education 3 EDUC 271 Adolescent and Youth Development 3</p> <p>[Foundations Course Subtotal 22]</p> <p>Professional Sequence EDUC 390 Elementary Curriculum & Methods I: Learning Goals and Assessments across Curriculum 3 EDUC 392 Elementary Curriculum & Methods II: Instruction and Classroom Management across Curriculum 3 EDUC 323 Curriculum and Methods in Elementary Education: Mathematics Instruction 3 EDUC 352 Instructional Strategies in Middle and High Schools 3 EDUC 369 Early Language & Literacy for English Only and English Language Learners (EO & ELLs) 3 EDUC 370 Content Area Literacy Instruction For Mainstream English Only (EO) and English Language Learners (ELLs), Grades 2-6 3</p> <p>Professional Sequence Subtotal 18</p> <p>Student Teaching: [EDUC 431 Supervised Teaching in Elementary School (Grades 1-3) 3] [EDUC 432 Supervised Teaching in Elementary School (Grades 4-6) 3]</p> <p>Student Teaching Subtotal 6</p> <p>Education Courses Subtotal 46</p>	<p>HIST274 The American Ethnic Experience 3 HIST311 The Colonial Period of American History, 1492-1760 3 HIST312 The Era of the American Revolution, 1760-1815 3 HIST313 The Civil War 3 HIST315 American Diplomatic History, 1789-1914 3 HIST316 American Diplomacy in the Twentieth Century 3 HIST326 American Economic History Since the Civil War 3</p> <p>Choose one of the following Courses (3 credits) HIST205 History of Women in the United States 3 HIST272 African American History 3 HIST273 The American Worker 3 HIST274 The American Ethnic Experience 3 HIST311 The Colonial Period of American History, 1492-1760 3 HIST312 The Era of the American Revolution, 1760-1815 3 HIST313 The Civil War 3 HIST315 American Diplomatic History, 1789-1914 3 HIST316 American Diplomacy in the Twentieth Century 3 HIST326 American Economic History Since the Civil War 3</p> <p>Choose two of the following Courses (6 credits) HIST206 Women and the Family in World History 3 HIST210 Renaissance, Reformation and the Early Modern European State 3 HIST331 The Ancient Near East and Greece 3 HIST332 The Ancient World: Rome 3 HIST333 Nineteenth Century Europe 3 HIST334 Twentieth Century Europe 3 HIST335 Russia From the Middle Ages to 1855 3 HIST336 Russia From 1855 to the Present 3 HIST337 Modern England 3 HIST338 Modern France 3 HIST339 Modern Germany: 1648-1945 3 HIST340 The Holocaust: the Jewish Experience Under Nazism 3 HIST344 Contemporary Europe 3</p>
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Program Total 124

Choose two of the following Courses (6 credits)

HIST257 East Asia to the Nineteenth Century 3
 HIST258 East Asia From 1800 to the Present 3
 HIST262 History of the Middle East 3
 HIST275 African History Until 1800 3
 HIST276 African History From 1800 Until the Present 3
 HIST277 The Caribbean Since Columbus 3
 HIST278 History of Modern India 3
 HIST353 Modern China 3
 HIST354 Modern Japan 3
 HIST359 Contemporary China and Japan 3
 HIST367 Colonial Latin America 3
 HIST368 Latin America Since 1825 3
 HIST374 Africa and the Atlantic Slave Trade 3
 HIST375 Decolonization in West Africa 3
 HIST376 West Africa Since Independence 3

An additional 18 History credits at the 200 level or above

TEACHER EDUCATION (45 CREDITS)

Students should consult the Admission and Progression Policy for additional requirements. Students should meet with an Education advisor each semester to select classes that meet all requirements.

Pre-Major Block (9 credits)

*ENG 125 and ENG 126 (6 credits; counted in Pathways)

*PHIL/SOC 202: Major Ideas and Issues in Education WI (3 credits; counted in Pathways)

MATH 271 Topics in Foundational Math 4

EDUC 230 Teaching with Multimedia Technology 2

EDUC 280 Child and Adolescent Development for Teachers 3

*Course satisfies Pathways Core and History/Education requirement; credits counted in Pathways

	<p><u>Professional Sequence (28 credits)</u></p> <p>EDUC 268 Bilingual and English Language Learner (ELL) Education 3</p> <p>EDUC 271 Adolescent and Youth Development 3</p> <p>EDUC 283 Educational Psychology: Effective Teaching and Learning in Diverse and Inclusive Classrooms 4</p> <p>EDUC 352 Instructional Strategies in Middle and High Schools 3</p> <p>EDUC 323 Curriculum and Methods in Elementary Education: Mathematics 3</p> <p>EDUC 369 Early Language & Literacy for English Only and English Language Learners (WI) 3</p> <p>EDUC 370 Content Area Literacy Instruction for Mainstream English Only and English Language Learners, Grades 2-6 3</p> <p>EDUC 390 Elementary Curriculum & Methods I: Learning Goals and Assessments Across Curriculum 3</p> <p>EDUC 392 Elementary Curriculum & Methods II: Instruction and Classroom Management Across Curriculum 3</p> <p><u>Student Teaching (8 credits)</u></p> <p><u>EDUC 401 Capstone Clinical Experience & Seminar for Childhood Education, Grades 1-3 4</u></p> <p><u>EDUC 402 Capstone Clinical Experience & Seminar for Childhood Education, Grades 4-6 4</u></p> <p>Free electives and Pathways 39</p> <p>History/Education major 81</p> <p><u>Total 120 credits</u></p>
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Rationale: The Childhood Education program was revised and updated last academic year. The History major was also revised last year. The History Childhood changes are made to be consistent with these recent changes, and to ensure the program remains within 120 credits.

All.1 The following revisions are proposed for the Program: History Middle School Education Extension
Program Code: 24941
Effective: Fall 2016

FROM	TO
<p>History Course Requirements</p> <p>Choose two of the following Courses (6 credits) HIST201 Beginnings of the American People 3 HIST202 The Emergency of Urban America 3 HIST204 Contemporary America 3 HIST205 History of Women in the United States 3 HIST272 African American History 3 HIST273 The American Worker 3 HIST274 The American Ethnic Experience 3 HIST311 The Colonial Period of American History, 1492-1760 3 HIST312 The Era of the American Revolution, 1760-1815 3 HIST313 The Civil War 3 HIST315 American Diplomatic History, 1789-1914 3 HIST316 American Diplomacy in the Twentieth Century 3 HIST326 American Economic History Since the Civil War 3</p> <p>Choose two of the following Courses (6 credits) HIST206 Women and the Family in World History 3 HIST210 Renaissance, Reformation and the Early Modern European State 3 HIST331 The Ancient Near East and Greece 3 HIST332 The Ancient World: Rome 3 HIST333 Nineteenth Century Europe 3 HIST334 Twentieth Century Europe 3 HIST335 Russia From the Middle Ages to 1855 3 HIST336 Russia From 1855 to the Present 3 HIST337 Modern England 3</p>	<p><u>RECOMMENDED PATHWAYS COURSES</u></p> <p>Students are strongly recommended to take the following Pathways courses as they provide the academic content needed to teach Elementary School. The Content Specialty Test-Multi Subject exam, required for NYS licensure, will also include the content in these recommended courses.</p> <p><i>Mathematical and Quantitative Reasoning:</i> <u>MATH 150: Mathematics and its Applications</u> OR <u>MATH 111: Statistics and Probability</u></p> <p><i>Life and Physical Sciences:</i> <u>Students must complete one of the following courses or its equivalent to obtain a NYS teaching license:</u> <u>BIO140: Human Biology</u> OR <u>EHS 140: Environmental Management</u> OR <u>GEOL140: Our Earth</u> OR <u>PHYS140: The Physical Universe</u></p> <p><i>World Cultures and Global Issues:</i> <u>ENG 200: Understanding Literature</u></p> <p><i>U.S. Experience in its Diversity:</i></p>

<p>HIST338 Modern France 3 HIST339 Modern Germany: 1648-1945 3 HIST340 The Holocaust: the Jewish Experience Under Nazism 3 HIST344 Contemporary Europe 3</p> <p>Choose two of the following Courses (6 credits) HIST257 East Asia to the Nineteenth Century 3 HIST258 East Asia From 1800 to the Present 3 HIST262 History of the Middle East 3 HIST275 African History Until 1800 3 HIST276 African History From 1800 Until the Present 3 HIST277 The Caribbean Since Columbus 3 HIST278 History of Modern India 3 HIST353 Modern China 3 HIST354 Modern Japan 3 HIST359 Contemporary China and Japan 3 HIST367 Colonial Latin America 3 HIST368 Latin America Since 1825 3 HIST374 Africa and the Atlantic Slave Trade 3 HIST375 Decolonization in West Africa 3 HIST376 West Africa Since Independence 3</p> <p>An additional 18 History credits at the 200 level or above 18</p> <p>History Course Subtotal 36</p> <p>Education Course Requirements [Foundations Sequence] EDUC 230 Teaching With Multimedia Technology 2 EDUC 280 Child and Adolescent Development for Teachers [or Psych 215] 3 [EDUC 268 Bilingual and English Language Learner (ELL) Education 3] [EDUC 283 Educational Psychology: Effective Teaching and Learning in Diverse and Inclusive Classrooms 4]</p>	<p><u>POL103: Politics and Government in the United States</u></p> <p><u><i>Creative Expression:</i></u> Choose 1 Speech Communications course</p> <p><u><i>Individual and Society:</i></u> <u>ECON102: Introduction to Microeconomics</u></p> <p><u><i>Scientific World:</i></u> <u>One course from ASTR, BIO, CHEM, EHS, GEO, OR PHYS other than a science discipline used to meet the Life and Physical Sciences requirement.</u></p> <p><u><i>College Option (writing intensive requirement):</i></u> Choose one; either course also satisfies an Education pre-major block requirement. <u>PHIL 202: Major Ideas and Issues in Education (WI)</u> OR <u>SOC 202: Major Ideas and Issues in Education (WI)</u></p> <p><u><i>*6TH Flexible Core Course:</i></u> <u>HIST 201: Beginnings of the American People</u> OR <u>HIST 202: The Emergence of Urban America</u> OR <u>HIST 204: Contemporary America</u></p> <p><u>HISTORY MAJOR COURSES (36 CREDITS)</u></p> <p><u>Choose one of the following Courses (3 credits)</u> *HIST201 Beginnings of the American People 3 *HIST202 The Emergency of Urban America 3 *HIST204 Contemporary America 3 HIST205 History of Women in the United States 3 HIST272 African American History 3 HIST273 The American Worker 3</p>
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<p>MATH 271 Topics in Foundational Mathematics 4 PHIL 202 or SOC 202 Major Ideas and Issues in Education 3 EDUC 271 Adolescent and Youth Development 3</p> <p>[Foundations Course Subtotal 22]</p> <p>Professional Sequence EDUC 390 Elementary Curriculum & Methods I: Learning Goals and Assessments across Curriculum 3 EDUC 392 Elementary Curriculum & Methods II: Instruction and Classroom Management across Curriculum 3 EDUC 323 Curriculum and Methods in Elementary Education: Mathematics Instruction 3 EDUC 352 Instructional Strategies in Middle and High Schools 3 EDUC 369 Early Language & Literacy for English Only and English Language Learners (EO & ELLs) 3 EDUC 370 Content Area Literacy Instruction For Mainstream English Only (EO) and English Language Learners (ELLs), Grades 2-6 3</p> <p>Professional Sequence Subtotal 18</p> <p>Student Teaching: [EDUC 431 Supervised Teaching in Elementary School (Grades 1-3) 3 EDUC 432 Supervised Teaching in Elementary School (Grades 4-6) 3]</p> <p>Student Teaching Subtotal 6</p> <p>Education Courses Subtotal 46</p> <p>Program Total 124</p>	<p>HIST274 The American Ethnic Experience 3 HIST311 The Colonial Period of American History, 1492-1760 3 HIST312 The Era of the American Revolution, 1760-1815 3 HIST313 The Civil War 3 HIST315 American Diplomatic History, 1789-1914 3 HIST316 American Diplomacy in the Twentieth Century 3 HIST326 American Economic History Since the Civil War 3</p> <p>Choose one of the following Courses (3 credits) HIST205 History of Women in the United States 3 HIST272 African American History 3 HIST273 The American Worker 3 HIST274 The American Ethnic Experience 3 HIST311 The Colonial Period of American History, 1492-1760 3 HIST312 The Era of the American Revolution, 1760-1815 3 HIST313 The Civil War 3 HIST315 American Diplomatic History, 1789-1914 3 HIST316 American Diplomacy in the Twentieth Century 3 HIST326 American Economic History Since the Civil War 3</p> <p>Choose two of the following Courses (6 credits) HIST206 Women and the Family in World History 3 HIST210 Renaissance, Reformation and the Early Modern European State 3 HIST331 The Ancient Near East and Greece 3 HIST332 The Ancient World: Rome 3 HIST333 Nineteenth Century Europe 3 HIST334 Twentieth Century Europe 3 HIST335 Russia From the Middle Ages to 1855 3 HIST336 Russia From 1855 to the Present 3 HIST337 Modern England 3 HIST338 Modern France 3 HIST339 Modern Germany: 1648-1945 3 HIST340 The Holocaust: the Jewish Experience Under Nazism 3 HIST344 Contemporary Europe 3</p>
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Choose two of the following Courses (6 credits)

HIST257 East Asia to the Nineteenth Century 3
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 HIST275 African History Until 1800 3
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 HIST375 Decolonization in West Africa 3
 HIST376 West Africa Since Independence 3

An additional 18 History credits at the 200 level or above

TEACHER EDUCATION (45 CREDITS)

Students should consult the Admission and Progression Policy for additional requirements. Students should meet with an Education advisor each semester to select classes that meet all requirements.

Pre-Major Block (9 credits)

*ENG 125 and ENG 126 (6 credits; counted in Pathways)

*PHIL/SOC 202: Major Ideas and Issues in Education WI (3 credits; counted in Pathways)

MATH 271 Topics in Foundational Math 4

EDUC 230 Teaching with Multimedia Technology 2

EDUC 280 Child and Adolescent Development for Teachers 3

*Course satisfies Pathways Core and History/Education

	<p><u>requirement; credits counted in Pathways</u></p> <p><u>Professional Sequence (28 credits)</u></p> <p>EDUC 268 Bilingual and English Language Learner (ELL) Education 3</p> <p>EDUC 271 Adolescent and Youth Development 3</p> <p>EDUC 283 Educational Psychology: Effective Teaching and Learning in Diverse and Inclusive Classrooms 4</p> <p>EDUC 352 Instructional Strategies in Middle and High Schools 3</p> <p>EDUC 323 Curriculum and Methods in Elementary Education: Mathematics 3</p> <p>EDUC 369 Early Language & Literacy for English Only and English Language Learners (WI) 3</p> <p>EDUC 370 Content Area Literacy Instruction for Mainstream English Only and English Language Learners, Grades 2-6 3</p> <p>EDUC 390 Elementary Curriculum & Methods I: Learning Goals and Assessments Across Curriculum 3</p> <p>EDUC 392 Elementary Curriculum & Methods II: Instruction and Classroom Management Across Curriculum 3</p> <p><u>Student Teaching (8 credits)</u></p> <p><u>EDUC 401 Capstone Clinical Experience & Seminar for Childhood Education, Grades 1-3 4</u></p> <p><u>EDUC 402 Capstone Clinical Experience & Seminar for Childhood Education, Grades 4-6 4</u></p> <p><u>Free electives and Pathways 39</u></p> <p><u>History/Education major 81</u></p> <p><u>Total 120 credits</u></p>
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Rationale: The Childhood Education program was revised and updated last academic year. The History major was also revised last year. The History Middle School Extension changes are made to be consistent with these recent changes, and to ensure the program remains within 120 credits.

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

Department/Discipline
Contact Person

Teacher Education
Linda Gerena

Please indicate items submitted for Committee approval

- New Major Design _____
- Revised Major Design _____
- New Minor Design _____
- Revised Minor Design _____
- New Program _____
- Revised Program _____ X _____
- New Course Proposal _____
- Course Change Proposal _____
- Course Deletion _____

Please provide an executive summary of your proposal

Changes to the English Childhood Education and Middle School Extension Programs

1. Department Curriculum Committee Approval

Linda Gerena
Signature

2/15/16
Date

2. Department Approval

DLF
Chairperson's Signature

2/16/16
Date

3. Other Departments Affected:

English
Department

Linda Russo
Signature

4-5-2016
Date

Department

Signature

Date

4. College Curriculum Committee Approval

[Signature]
Chairperson's Signature

5/4/2016
Date

5. College Senate Approval

All.1 The following revisions are proposed for the**Program:** English Childhood Teacher Education**Program Code:** 24939**Effective:** Fall 2016

FROM	TO
<p>English Course Requirements</p> <p><i>Foundation Courses:</i> ENG 202: Introduction to Literary Studies 3 ENG 262: Introduction to Writing, Rhetoric, and Language 3 WRIT 304 Research and Writing for English Majors 3</p> <p><i>Pre-Twentieth Century Literature: 3</i> One course from the following in British Literature: ENG 318 Shakespeare: The Major Works ENG 328 Medieval and Renaissance Literature ENG 333 Restoration and Eighteenth Century Literature ENG 343 The Romantic Period in England ENG 344 Victorian Literature</p> <p>One course from the following in American Literature: 3 ENG 350 American Voices and Visions I ENG 352 American Voices and Visions II ENG 353 19th Century American Literature</p> <p><i>Methodology</i> ENG 311 Literary Studies 3</p> <p><i>Emphasis (Choose A or B) 9</i> A Writing, Rhetoric, and Language (3 courses from:) ENG 265 Advanced Composition ENG 362 Rhetorical Theory and Criticism ENG 369 Critical Literacy Studies ENG 384 Writing for Electronic Media</p>	<p><u>RECOMMENDED PATHWAYS COURSES</u></p> <p>Students are strongly recommended to take the following <u>Pathways courses as they provide the academic content needed to teach Elementary School and ensure the student can complete the program in 120 credits. The Content Specialty Test-Multi Subject exam, required for NYS licensure, will also include the content in these recommended courses.</u></p> <p><i>Mathematical and Quantitative Reasoning:</i> <u>MATH 150: Mathematics and its Applications</u> OR <u>MATH 111: Statistics and Probability</u></p> <p><i>Life and Physical Sciences:</i> <u>Students must complete one of the following courses or its equivalent to obtain a NYS teaching license:</u> <u>BIO140: Human Biology</u> OR <u>EHS 140: Environmental Management</u> OR <u>GEOL140: Our Earth</u> OR <u>PHYS140: The Physical Universe</u></p> <p><i>World Cultures and Global Issues:</i> <u>ENG 200: Understanding Literature</u></p>

<p>ENG 373 Writing for Business ENG 270 Introduction to Grammar and Syntax ENG 371 History of the English Language ENG 375 English Sociolinguistics ENG 379 Special Topics in Writing, Rhetoric and Language ENG 286 Introduction to Creative Writing ENG 386 Poetry Workshop ENG 387 Short Story Workshop ENG 388 Playwriting Workshop ENG 389 Creative Nonfiction Workshop</p> <p>B Literature Emphasis (3 courses from) Choose one from the following: ENG 209 Understanding Poetry ENG 211 Foundations of Western Literature ENG 318 Shakespeare: The Major Works ENG 356 Studies in a Literary Genre or Movement ENG 358 Major Authors</p> <p>Two additional courses in English at the 200 level of higher 6</p> <p><i>Seminar</i> (one course from) 3 ENG 410 Seminar in English: Special Topics ENG 430 Seminar in British Literature ENG 470 Seminar in the English Language</p> <p>English Course subtotal 36</p> <p>Education Course Requirements [Foundations Sequence:] [AG] 230 Teaching with Multimedia Technology 2 [EDUC 268 Bilingual and ELL Education 3] EDUC 280 Child and Adolescent Development for Teachers 3 [EDUC 283 Educational Psychology: Effective Teaching and Learning in Diverse and Inclusive Classrooms 3] [EDUC 284 Field Experiences in Teaching and Learning] 1</p>	<p><u><i>U.S. Experience in its Diversity:</i></u> POL103: Politics and Government in the United States</p> <p><u><i>Creative Expression:</i></u> Choose 1 Speech Communications course</p> <p><u><i>Individual and Society:</i></u> ECON102: Introduction to Microeconomics</p> <p><u><i>Scientific World:</i></u> One course from ASTR, BIO, CHEM, EHS, GEO, OR PHYS other than a science discipline used to meet the Life and Physical Sciences requirement.</p> <p><u><i>College Option</i> (writing intensive requirement):</u> Choose one; either course also satisfies an Education pre-major block requirement. PHIL 202: Major Ideas and Issues in Education (WI) OR SOC 202: Major Ideas and Issues in Education (WI)</p> <p><u>ENGLISH COURSE REQUIREMENTS (33 CREDITS)</u></p> <p><u>Foundation Courses (9 credits)</u> ENG 202: Introduction to Literary Studies 3 ENG 262: Introduction to Writing, Rhetoric, and Language 3 WRIT 304 Research and Writing for English Majors 3</p> <p><u>Pre-Twentieth Century Literature: (3 credits)</u> One course from the following in British Literature: ENG 318 Shakespeare: The Major Works ENG 328 Medieval and Renaissance Literature ENG 333 Restoration and Eighteenth Century Literature ENG 343 The Romantic Period in England ENG 344 Victorian Literature</p>
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MATH 271 Mathematics for Elementary School Teachers 4
 PHIL 202 Major Ideas and Issues in Education or SOC 202
 Major Ideas and Issues in Education 3

Professional Sequence:

EDUC 271 Adolescent Development in Middle and High
 Schools 3

~~[EDUC 317 Curriculum and Methods in Elementary Education:
 Science 2]~~

~~EDUC 318 Curriculum and Methods in Health and Physical
 Education for Elementary School 2]~~

EDUC 323 Curriculum and Methods in Elementary Education:
 Mathematics 2

~~[EDUC 333 Constructing Social Studies Relationships through
 Expressive Arts 2]~~

EDUC 352 Instructional Strategies in Middle and High Schools
 3

EDUC 369 Early Language and Literacy 3

EDUC 370 Content Area Literacy 2-6 EO and ELL 3

Student Teaching:

EDUC 431 Supervised Student Teaching: Grades 1-3 3

EDUC 432 Supervised Student Teaching: Grades 4-6 3

Education Courses subtotal 41

One course from the following in American Literature: (3 credits)

ENG 350 American Voices and Visions I

ENG 351 American Romanticism

ENG 352 American Voices and Visions II

ENG 353 19th Century American Literature

Methodology (3 credits)

ENG 311 Literary Studies

Emphasis (Choose A or B) (9 credits)

A Writing, Rhetoric, and Language (3 courses from:)

ENG 265 Advanced Composition

ENG 270 Introduction to Grammar and Syntax

ENG 279 Special Topics in Writing, Rhetoric and Language

*ENG 286 Introduction to Creative Writing

ENG 362 Rhetorical Theory and Criticism

ENG 369 Critical Literacy Studies

ENG 371 History of the English Language

ENG 373 Writing for Business

ENG 375 English Sociolinguistics

ENG 379 Special Topics in Writing, Rhetoric and Language

ENG 384 Writing for Electronic Media

ENG 386 Poetry Workshop

ENG 387 Short Story Workshop

ENG 388 Playwriting Workshop

ENG 389 Creative Nonfiction Workshop

B Literature Emphasis (3 courses from)

a. Choose one from the following:

ENG 209 Understanding Poetry

ENG 211 Foundations of Western Literature

*ENG 240 Literary Traditions in the U.S.

ENG 318 Shakespeare: The Major Works

ENG 356 Studies in a Literary Genre or Movement
ENG 358 Major Authors

b. Two additional courses at the 300 level of higher (6 credits)

Electives

Any 2 ENG courses at the 200 level or higher

Seminar (one course from) (3 credits)

ENG 410 Seminar in English: Special Topics

ENG 430 Seminar in British Literature

ENG 470 Seminar in the English Language

Global Writing (Choose one:) (3 credits)

*ENG 272 World Englishes

ENG 390 Caribbean Literatures in English

ENG 391 Topics in Global Literatures

ENG 396 Global Women Writers

WLIT 396 Global Women Writers

TEACHER EDUCATION (45 CREDITS)

Students should consult the Admission and Progression Policy for additional requirements. Students should meet with an Education advisor each semester to select classes that meet all requirements.

Pre-Major Block (9 credits)

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MATH 271 Topics in Foundational Math 4

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*Course satisfies Pathways Core and English/Education requirement; credits counted in Pathways

	<p><u>Professional Sequence (28 credits)</u></p> <p><u>EDUC 268 Bilingual and English Language Learner (ELL) Education 3</u></p> <p><u>EDUC 271 Adolescent and Youth Development 3</u></p> <p><u>EDUC 283 Educational Psychology: Effective Teaching and Learning in Diverse and Inclusive Classrooms 4</u></p> <p><u>EDUC 352 Instructional Strategies in Middle and High Schools 3</u></p> <p><u>EDUC 323 Curriculum and Methods in Elementary Education: Mathematics 3</u></p> <p><u>EDUC 369 Early Language & Literacy for English Only and English Language Learners (WI) 3</u></p> <p><u>EDUC 370 Content Area Literacy Instruction for Mainstream English Only and English Language Learners, Grades 2-6 3</u></p> <p><u>EDUC 390 Elementary Curriculum & Methods I: Learning Goals and Assessments Across Curriculum 3</u></p> <p><u>EDUC 392 Elementary Curriculum & Methods II: Instruction and Classroom Management Across Curriculum 3</u></p> <p><u>Student Teaching (8 credits)</u></p> <p><u>EDUC 401 Capstone Clinical Experience & Seminar for Childhood Education, Grades 1-3 4</u></p> <p><u>EDUC 402 Capstone Clinical Experience & Seminar for Childhood Education, Grades 4-6 4</u></p> <p><u>Free electives and Pathways 42</u></p> <p><u>English/Education major 78</u></p> <p><u>Total 120 credits</u></p>
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Rationale: The Childhood Education program was revised and updated last academic year. The English major was also revised last year. The English Childhood changes are made to be consistent with these recent changes, and to ensure the program remains within 120 credits.

All.1 The following revisions are proposed for the**Program:** English Middle School Extension**Program Code:** 24939**Effective:** Fall 2016

FROM	TO
<p>English Course Requirements</p> <p><i>Foundation Courses:</i> ENG 202: Introduction to Literary Studies 3 ENG 262: Introduction to Writing, Rhetoric, and Language 3 WRIT 304 Research and Writing for English Majors 3</p> <p><i>Pre-Twentieth Century Literature: 3</i> One course from the following in British Literature: ENG 318 Shakespeare: The Major Works ENG 328 Medieval and Renaissance Literature ENG 333 Restoration and Eighteenth Century Literature ENG 343 The Romantic Period in England ENG 344 Victorian Literature</p> <p>One course from the following in American Literature: 3 ENG 350 American Voices and Visions I ENG 352 American Voices and Visions II ENG 353 19th Century American Literature</p> <p><i>Methodology</i> ENG 311 Literary Studies 3</p> <p><i>Emphasis (Choose A or B) 9</i> A Writing, Rhetoric, and Language (3 courses from:) ENG 265 Advanced Composition ENG 362 Rhetorical Theory and Criticism ENG 369 Critical Literacy Studies ENG 384 Writing for Electronic Media</p>	<p><u>RECOMMENDED PATHWAYS COURSES</u></p> <p>Students are strongly recommended to take the following <u>Pathways courses as they provide the academic content needed to teach Elementary School and ensure the student can complete the program in 120 credits. The Content Specialty Test-Multi Subject exam, required for NYS licensure, will also include the content in these recommended courses.</u></p> <p><i>Mathematical and Quantitative Reasoning:</i> <u>MATH 150: Mathematics and its Applications</u> OR <u>MATH 111: Statistics and Probability</u></p> <p><i>Life and Physical Sciences:</i> <u>Students must complete one of the following courses or its equivalent to obtain a NYS teaching license:</u> <u>BIO140: Human Biology</u> OR <u>EHS 140: Environmental Management</u> OR <u>GEOL140: Our Earth</u> OR <u>PHYS140: The Physical Universe</u></p> <p><i>World Cultures and Global Issues:</i> <u>ENG 200: Understanding Literature</u></p>

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 ENG 386 Poetry Workshop
 ENG 387 Short Story Workshop
 ENG 388 Playwriting Workshop
 ENG 389 Creative Nonfiction Workshop

B Literature Emphasis (3 courses from)

Choose one from the following:

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 ENG 211 Foundations of Western Literature
 ENG 318 Shakespeare: The Major Works
 ENG 356 Studies in a Literary Genre or Movement
 ENG 358 Major Authors

Two additional courses in English at the 200 level of higher 6

Seminar (one course from) 3

ENG 410 Seminar in English: Special Topics
 ENG 430 Seminar in British Literature
 ENG 470 Seminar in the English Language

English Course subtotal 36

Education Course Requirements

~~[Foundations Sequence:]~~

~~[AG] 230 Teaching with Multimedia Technology 2
 [EDUC 268 Bilingual and ELL Education 3]
 EDUC 280 Child and Adolescent Development for Teachers 3
 [EDUC 283 Educational Psychology: Effective Teaching and Learning in Diverse and Inclusive Classrooms 3
 EDUC 284 Field Experiences in Teaching and Learning 1]~~

U.S. Experience in its Diversity:

POL103: Politics and Government in the United States

Creative Expression:

Choose 1 Speech Communications course

Individual and Society:

ECON102: Introduction to Microeconomics

Scientific World:

One course from ASTR, BIO, CHEM, EHS, GEO, OR PHYS other than a science discipline used to meet the Life and Physical Sciences requirement.

College Option (writing intensive requirement):

Choose one; either course also satisfies an Education pre-major block requirement.

PHIL 202: Major Ideas and Issues in Education (WI)

OR

SOC 202: Major Ideas and Issues in Education (WI)

ENGLISH COURSE REQUIREMENTS (33 CREDITS)

Foundation Courses (9 credits)

ENG 202: Introduction to Literary Studies 3
ENG 262: Introduction to Writing, Rhetoric, and Language 3
WRIT 304 Research and Writing for English Majors 3

Pre-Twentieth Century Literature: (3 credits)

One course from the following in British Literature:
ENG 318 Shakespeare: The Major Works
ENG 328 Medieval and Renaissance Literature
ENG 333 Restoration and Eighteenth Century Literature
ENG 343 The Romantic Period in England
ENG 344 Victorian Literature

MATH 271 Mathematics for Elementary School Teachers 4
 PHIL 202 Major Ideas and Issues in Education or SOC 202
 Major Ideas and Issues in Education 3

Professional Sequence:

EDUC 271 Adolescent Development in Middle and High
 Schools 3

~~[EDUC 317 Curriculum and Methods in Elementary Education:
 Science 2]~~

~~[EDUC 318 Curriculum and Methods in Health and Physical
 Education for Elementary School 2]~~

EDUC 323 Curriculum and Methods in Elementary Education:
 Mathematics 2

~~[EDUC 333 Constructing Social Studies Relationships through
 Expressive Arts 2]~~

EDUC 352 Instructional Strategies in Middle and High Schools
 3

EDUC 369 Early Language and Literacy 3

EDUC 370 Content Area Literacy 2-6 EO and ELL 3

Student Teaching:

EDUC 431 Supervised Student Teaching: Grades 1-3 3

EDUC 432 Supervised Student Teaching: Grades 4-6 3

Education Courses subtotal 41

One course from the following in American Literature: (3 credits)

ENG 350 American Voices and Visions I

ENG 351 American Romanticism

ENG 352 American Voices and Visions II

ENG 353 19th Century American Literature

Methodology (3 credits)

ENG 311 Literary Studies

Emphasis (Choose A or B) (9 credits)

A Writing, Rhetoric, and Language (3 courses from:)

ENG 265 Advanced Composition

ENG 270 Introduction to Grammar and Syntax

ENG 279 Special Topics in Writing, Rhetoric and Language

*ENG 286 Introduction to Creative Writing

ENG 362 Rhetorical Theory and Criticism

ENG 369 Critical Literacy Studies

ENG 371 History of the English Language

ENG 373 Writing for Business

ENG 375 English Sociolinguistics

ENG 379 Special Topics in Writing, Rhetoric and Language

ENG 384 Writing for Electronic Media

ENG 386 Poetry Workshop

ENG 387 Short Story Workshop

ENG 388 Playwriting Workshop

ENG 389 Creative Nonfiction Workshop

B Literature Emphasis (3 courses from)

a. Choose one from the following:

ENG 209 Understanding Poetry

ENG 211 Foundations of Western Literature

*ENG 240 Literary Traditions in the U.S.

ENG 318 Shakespeare: The Major Works
ENG 356 Studies in a Literary Genre or Movement
ENG 358 Major Authors

b. Two additional courses at the 300 level of higher (6 credits)

Electives

Any 2 ENG courses at the 200 level or higher

Seminar (one course from) (3 credits)

ENG 410 Seminar in English: Special Topics

ENG 430 Seminar in British Literature

ENG 470 Seminar in the English Language

Global Writing (Choose one:) (3 credits)

*ENG 272 World Englishes

ENG 390 Caribbean Literatures in English

ENG 391 Topics in Global Literatures

ENG 396 Global Women Writers

WLIT 396 Global Women Writers

TEACHER EDUCATION (45 CREDITS)

Students should consult the Admission and Progression Policy for additional requirements. Students should meet with an Education advisor each semester to select classes that meet all requirements.

Pre-Major Block (9 credits)

*ENG 125 and ENG 126 (6 credits; counted in Pathways)

*PHIL/SOC 202: Major Ideas and Issues in Education WI (3 credits; counted in Pathways)

MATH 271 Topics in Foundational Math 4

EDUC 230 Teaching with Multimedia Technology 2

EDUC 280 Child and Adolescent Development for Teachers 3

*Course satisfies Pathways Core and English/Education

	<p><u>requirement; credits counted in Pathways</u></p> <p><u>Professional Sequence (28 credits)</u></p> <p><u>EDUC 268 Bilingual and English Language Learner (ELL) Education 3</u></p> <p><u>EDUC 271 Adolescent and Youth Development 3</u></p> <p><u>EDUC 283 Educational Psychology: Effective Teaching and Learning in Diverse and Inclusive Classrooms 4</u></p> <p><u>EDUC 352 Instructional Strategies in Middle and High Schools 3</u></p> <p><u>EDUC 323 Curriculum and Methods in Elementary Education: Mathematics 3</u></p> <p><u>EDUC 369 Early Language & Literacy for English Only and English Language Learners (WI) 3</u></p> <p><u>EDUC 370 Content Area Literacy Instruction for Mainstream English Only and English Language Learners, Grades 2-6 3</u></p> <p><u>EDUC 390 Elementary Curriculum & Methods I: Learning Goals and Assessments Across Curriculum 3</u></p> <p><u>EDUC 392 Elementary Curriculum & Methods II: Instruction and Classroom Management Across Curriculum 3</u></p> <p><u>Student Teaching (8 credits)</u></p> <p><u>EDUC 401 Capstone Clinical Experience & Seminar for Childhood Education, Grades 1-3 4</u></p> <p><u>EDUC 402 Capstone Clinical Experience & Seminar for Childhood Education, Grades 4-6 4</u></p> <p><u>Free electives and Pathways 42</u></p> <p><u>English/Education major 78</u></p> <p><u>Total 120 credits</u></p>
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Rationale: The Childhood Education program was revised and updated last academic year. The English major was also revised last year. The English Middle School Extension changes are made to be consistent with these recent changes, and to ensure the program remains within 120 credits.

All.1A The following revisions are proposed for Pre-Requisites for the BS/MS in Occupational Therapy
Program: BS/MS in Occupational Therapy
Program Code: 28487
Effective: Fall 2016

FROM			TO		
Course	Description	Crs	Course	Description	Crs
OT Pre-requisite Requirements			OT Pre-requisite Requirements		
MATH 111	Introduction to Statistics & Probability	4	<u>Completion of the following courses is required prior to beginning the OT program. Where applicable, courses are listed under corresponding categories in the Pathways Core Curriculum.</u> <u>Mathematical and Quantitative Reasoning</u> MATH 111 Introduction to Statistics & Probability 4 <u>Life and Physical Sciences</u> PHYS 140 The Physical Universe 3 *CHEM 106 Essentials of College Chemistry 3.5 and *CHEM 107 Essentials of College Chemistry Laboratory 1.5 **BIO 201 Biological Principles I 4 <u>World Cultures and Global Issues</u> Choose one course 3 <u>U.S. Experience in its Diversity</u> Choose one course 3 <u>Individual and Society</u> SOC 101 Introductory Sociology 3 <u>Scientific World</u> **BIO 234 Anatomy and Physiology I 4 BIO 202 Biological Principles II 4		
CHEM 106	Essentials of College Chemistry*	3.5			
CHEM 107	Essentials of College Chemistry Laboratory	1.5			
CHEM 108	Principles of Chemistry I	3.5			
CHEM 109	Principles of Chemistry I Laboratory	1.5			
[ANTH 101	Introduction to Cultural Anthropology	3]			
PSY102	Introductory Psychology	3			
SOC 101	Introductory Sociology	3			
[HIST 204	Contemporary America	3]			
BIO 201	Biological Principles I	4			
BIO 234	Anatomy and Physiology I	4			
[Writing 303		3]			
PSY 214	Lifespan Development for Health Professionals	3			
PSY 215	Human Development I: Infancy/Childhood	3			
PSY 216	Human Development II: Adolescence/Maturity	3			
BIO 202	Biological Principles II	4			
BIO 235	Anatomy and Physiology II	4			
PSY 338	Abnormal Psychology	3			

PHYS 140 The Physical Universe	3	<p>OR</p> <p>BIO 235 Anatomy and Physiology II 4</p> <p>* CHEM 108 Principles of Chemistry I 3.5</p> <p>and</p> <p>* CHEM 109 Principles of Chemistry I Laboratory 1.5</p> <p>PSY102 Introductory Psychology 3</p> <p><u>Writing Intensive Requirement:</u></p> <p><u>Any 200-level or higher Writing-Intensive (WI) course 3</u></p> <p>OR</p> <p><u>Any 300-level WRIT course 3</u></p> <p>PSY 214 Lifespan Development for Health Professionals 3</p> <p>OR</p> <p>PSY 215 Human Development I: Infancy/Childhood 3</p> <p>and</p> <p>PSY 216 Human Development II: Adolescence/Maturity 3</p> <p>PSY 338 Abnormal Psychology 3</p> <p>* Students must take (CHEM 107 and CHEM 107) OR (CHEM 108 and CHEM 109)</p> <p>** Students must take BIO 201 OR BIO 234</p>
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Rationale: The proposed changes give students more choices to fulfill their Pathways Core Curriculum requirements while still robustly preparing them for the Occupational Therapy program.

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

Department/Discipline Biology
Contact Person Laura Beaton

Please indicate items submitted for Committee approval

New Major Design _____
 Revised Major Design Biology (BA)
 New Minor Design _____
 Revised Minor Design _____
 New Program _____
 Revised Program _____
 New Course Proposal _____
 Course Change Proposal _____
 Course Deletion _____

Please provide an executive summary of your proposal

The proposal changes the courses that can be substituted for CHEM 231 and 232.

1. Department Curriculum Committee Approval
 _____ 4/21/16
Signature Date

2. Department Approval
 _____ 4/21/16
Chairperson's Signature Date

3. Other Departments Affected:

Department	Signature	Date
Department	Signature	Date

4. College Curriculum Committee Approval
 _____ 5/4/2016
Chairperson's Signature Date

5. College Senate Approval

President's Signature Date

Section All: Changes in Degree Programs

All.1 The following revisions are proposed for the B.A. in Biology

Program: B.A. in Biology

Program Code: 02893

Effective: Fall 2015

From			To		
Course	Description	Crs	Course	Description	Crs
I. Required Foundation Courses 42 credits			I. Required Foundation Courses 42 credits		
Course Number	Course Title	Credits	Course Number	Course Title	Credits
Biology 201*	Biological Principles I	4.0	BIO 201*	Biological Principles I	4.0
Biology 202*	Biological Principles II	4.0	BIO 202*	Biological Principles II	4.0
Biology 301	Molecular Biology and Biotechnology	4.0	BIO 301	Molecular Biology and Biotechnology	4.0
Biology 307	Biostatistics	3.0	BIO 307	Biostatistics	3.0
Biology 486-489**[‡]	Special Topics in Biology	3.0	BIO 486-489** ^a	Special Topics in Biology	3.0
Chemistry 108*	Principles of Chemistry I	3.5	CHEM 108*	Principles of Chemistry I	3.5
Chemistry 109	Principles of Chemistry I Laboratory	1.5	CHEM 109	Principles of Chemistry I Laboratory	1.5
Chemistry 111	Principles of Chemistry II	3.5	CHEM 111	Principles of Chemistry II	3.5
Chemistry 112	Principles of Chemistry II Laboratory	1.5	CHEM 112	Principles of Chemistry II Laboratory	1.5
Chemistry 23 ^[A]	Essentials of Organic Chemistry	3.0	CHEM 230 ^b	Essentials of Organic Chemistry	3.0
Chemistry 235	Laboratory in Organic Chemistry	2.0	CHEM 235	Laboratory in Organic Chemistry	2.0
Mathematics 121*	Analytic Geometry Calculus I	4.0	MATH 121*	Analytic Geometry Calculus I	4.0
Physics 113	Physics Laboratory I	1.0	PHYS 113	Physics Laboratory I	1.0
Physics 115***	College Physics I	4.0	PHYS 115***	College Physics I	4.0
II. Organismic and Environmental Biology 7.5 - 9 credits chosen from the following:			II. Organismic and Environmental Biology 7.5 - 9 credits chosen from the following:		
Course Number	Course Title	Credits	Course Number	Course Title	Credits
Biology 331	Plant Biology	4.5	BIO 331	Plant Biology	4.5
Biology 308	Invertebrate Biology	4.5	BIO 308	Invertebrate Biology	4.5
Biology 309	Biology of the Chordates	4.5	BIO 309	Biology of the Chordates	4.5
Biology 325	Histology	4.5	BIO 325	Histology	4.5

Biology 334 ^[#]	Comparative Physiology	4.5	BIO 334 ^c	Comparative Physiology	4.5
Biology 403	Ecology	4.5	BIO 403	Ecology	4.5
Biology 410	Neurobiology	3.0	BIO 410	Neurobiology	3.0
Biology 411	Laboratory in Neurobiology	1.5	BIO 411	Laboratory in Neurobiology	1.5
Biology 477	Evolution	3.0	BIO 477	Evolution	3.0
III. Cell and Molecular Biology			III. Cell and Molecular Biology		
7.5 - 10 credits chosen from the following:			7.5 - 10 credits chosen from the following:		
Course Number	Course Title	Credits	Course Number	Course Title	Credits
Biology 320	Cell Biology	4.5	BIO 320	Cell Biology	4.5
Biotechnology 352	Bioinformatics	3.0	BIO 412 or CHEM 412	Biochemistry	3.0
Biology 412 or Chemistry 412	Biochemistry	3.0	BIO 415	Biochemistry and Molecular Biology	2.0
Biology 415	Biochemistry and Molecular Biology	2.0	BIO 444	Genetics	4.5
Biology 444	Genetics	4.5	BIO 452	Developmental Biology	4.5
Biology 452	Developmental Biology	4.5	BIO 465	Microbiology	4.5
Biology 465	Microbiology	4.5	BIO 466	Immunology	4.5
Biology 466	Immunology	4.5	BIO 480	Theory and Experimentation in Biotechnology	5.0
Biology 480	Theory and Experimentation in Biotechnology	5.0	BTEC 352	Bioinformatics	3.0
Total credits required for the B.A. Degree In Biology			Total credits required for the B.A. Degree In Biology		
57-61			57-61		
* These courses will fulfill pathways requirements and will not contribute extra credits toward the major			* These courses will fulfill pathways requirements and will not contribute extra credits toward the major		
** [Biology] 486-489 are the upper division WI courses for Biology major.			** BIO 486-489 are the upper division WI courses for Biology major.		
*** [Physics] 117 may be substituted for [Physics] 115			*** PHYS 117 may be substituted for PHYS 115		
^[#] BTEC 489 may substitute for [Biology] 486-489.			^a BTEC 489 may substitute for BIO 486-489.		
^[A] CHEM 231, 232 and 233 may be substituted for CHEM 230 and 235.			^b CHEM 231 and 232 may be substituted for CHEM 230 and 235.		
^[#] BIO 234 and 235 may be substituted for BIO 334. One additional course in Group II will be required to satisfy this core area.			^c BIO 234 and 235 may be substituted for BIO 334. One additional course in Group II will be required to satisfy this core area.		
This major is not for students intending to apply to medical school or pursue post-graduate studies in Biology.			This major is not for students intending to apply to medical school or pursue post-graduate studies in Biology.		

Rationale: Students completing the BA in biology do not require two semesters of organic chemistry as they are not planning on applying for medical or graduate school. Students often switch into the BA from the BS after having already completed CHEM 231 and CHEM 232.

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

Department/Discipline

Teacher Education

Contact Person

Linda Gerena

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 _____
- Course Deletion _____ X _____

Please provide an executive summary of your proposal

22 Courses to be deleted from TE

1. Department Curriculum Committee Approval

Linda Gerena
Signature

3/29/16
Date

2. Department Approval

[Signature]
Chairperson's Signature

4/4/16
Date

3. Other Departments Affected:

Department Signature Date

Department Signature Date

4. College Curriculum Committee Approval

[Signature]
Chairperson's Signature

5/4/2016
Date

5. College Senate Approval

Program: Teacher Education**Effective:** Fall 2017**Section AVI: Courses Withdrawn**

EDUC 269 Theories of Bilingualism and Bilingual Education in the Urban School

EDUC 281 Fieldwork in Educational Environments

EDUC 284 Field Experience in Teaching & Learning

EDUC301 Education of the Mildly Handicapped

EDUC302 Education of the Physically Handicapped

EDUC303 Nature and Educational Needs of the Mentally Retarded

EDUC306 Education of the Emotionally Handicapped

EDUC 312 Literacy Instruction and Children's Literature in the Early and Primary Years

EDUC 314 Content Area Literacy Instruction and Children's Literature for Beginning and Independent Readers

EDUC 317 Curriculum and Methods in Elementary Education: Science

EDUC 318 Curriculum and Methods in Health and Physical Education for the Elementary School

EDUC 333 Constructing Social Studies Relationships Through the Expressive Arts

EDUC 452 Supervised Teaching of Secondary Schools

EDUC 453 Supervised Teaching of Secondary Schools

EDUC 454 Supervised Teaching of Secondary Schools

EDUC 455 Supervised Teaching of Secondary Schools

EDUC 456 Supervised Teaching of Secondary Schools

EDUC 457 Supervised Teaching of Secondary Schools

EDUC 570 Advanced Methods in High School Science Instruction

EDUC 571 Field Activities in Science Education

EDUC 572 Advanced Methods in High School Math Instruction

EDUC 573 Field Activities in Math Education

Rationale: These courses are no longer part of any Teacher Education Program.