

Metropolitan College of New York
Audrey Cohen School for Human Services and Education

Purpose I Handbook

**Spring Semester
January 7, 2008**

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Note: Students are responsible for all work, even when absent or late.

POLICIES

Attendance:

- Students are required and expected to attend all scheduled classes.
- If a student has difficulty attending all classes, he/she should notify his/her faculty member and deal directly with that person.
- Students who accumulate 3 (three) absences are jeopardizing their good standing and are in danger of failing.
- Students who have missed 5 (five) classes can expect an “F” grade.
- Students who accumulate excessive absences or lateness may be recommended for withdrawal.
- Any student who has missed the first 2 (two) sessions per class in a term will not be allowed to begin classes without written permission from the appropriate Dean.

Incomplete Grades

An “I” or incomplete grade is given only in instances where a student’s work in a course is not finished on time due to an **extenuating circumstance**, which must be properly documented, and the student can be expected to pass. These students must file an Incomplete Grade Contract with the instructor. Otherwise the grade becomes an “F.”

Students have until the end of the seventh week of the following semester to complete coursework for incomplete grades, unless it is the student’s last semester, which requires a shorter completion time. The instructor has up to the end of the 10th week of the semester to change the “I” grade. After this time, an incomplete grade automatically becomes an “F.” A formal extension – “EI” for Extended Incomplete – is required to carry an incomplete beyond this time. The faculty member, student and appropriate dean must complete the EI Form that is available in the Office of the Registrar. The student either completes the required coursework for a grade or, failing to do so, receives an “F.”

Failures must be repeated.

For financial aid audits, an incomplete grade is calculated as an “F” until the grade has been changed. Please see the *Financial Aid Handbook* for details.

Plagiarism

All assignments submitted and all assessments taken by a student shall be solely performed by the student, except where academic protocol indicates that the student may work with others. Students may not submit work that is plagiarized – representing the work of another as one’s own – or otherwise violates the academic standards of the College, including but not limited to cheating, fabrication, obstruction, collusion or violating the copyright laws of the United States of America.

Please be advised regarding the following:

- No food or drink is allowed in the classrooms.
- No children are allowed in the classrooms.
- Walkmans, cell phones, beepers, or any form of audio **equipment should be turned off in the classroom at all times.**

Note: Students are responsible for all work, even when absent or late.

Add/drop:

It is the School for Human Services policy that the Dean's office will sign add/drop forms after the first two weeks of the semester. Add/drop forms will not be approved after the fourth week of classes.

Transfer from Bachelor's degree program to Associate of Arts degree program:

Students will only be allowed to transfer from the Bachelor's degree program into the Associate of Arts degree program during the interim between their first and second semester, or the interim between their second and third semester. No student will be allowed to transfer during a semester, or after their third semester has commenced.

Constructive Action Documents:

All students enrolled in the College will submit his/her Constructive Action document in two formats: 1) a paper copy in the prescribed format, and 2) a 3½ Inch diskette with the same material. The Constructive Action document should have a front page that contains the following information and your diskette should have a label that contains the same information:

- 1) Student Name
- 2) Student i.d. number
- 3) Purpose class
- 4) Name of your Professor
- 5) Semester / Year – Example: Fall 2006
- 6) Keywords for CA

NOTE: Any information in this handbook is subject to change.

SELF-ASSESSMENT AND PREPARATION FOR PRACTICE

Overview

This is the first of eight semester-long learning experiences that have been designed to help you acquire and make use of the knowledge and skills you will need to become an effective Human Service professional. Each semester focuses on a performance area that is critical to effective service. The purpose of this semester is for you to develop the ability to learn. The aim of this initial semester is to help you 1) to become empowered as a learner and as a potential professional, 2) to begin to develop the skills and knowledge you will need in your career, and 3) to plan for a lifetime of continued learning.

Metropolitan College teaches that the empowerment of citizens should be the aim of all Human Services. By empowerment, we mean the ability of people to act purposefully to manage their lives, meet their needs, and work with others in mutually empowering relationships to make a better world. Although different people have different strengths and needs at particular stages of their lives, it is the College's belief that every person is capable of becoming more empowered.

The focus of Purpose I is Self-Assessment and Preparation for Practice. Self-Assessment is considered an essential first step in personal and professional empowerment. In subsequent semesters, the emphasis will be on helping others to become empowered. In Purpose I, you will prepare yourself for these later semesters by looking at yourself and seeing what you can do to promote your own empowerment as a learner and a professional. Here we emphasize skill-building, reflected in the fact that there are two Skills Dimensions: Skills A is devoted to critical thinking and writing, and Skills B is concerned with mathematics. (The latter is a prerequisite for enrollment in Purpose Two Skills, mathematics for human services.)

This whole process should probably be thought of as a kind of personal stocktaking, i.e., the development of an inventory of personal strengths, talents, predispositions, interests, aspirations, resources etc., as well as areas for potential growth and change. A semester focused on self-assessment should expose students to ideas and experiences that will help each student to develop a personal and professional inventory that is as full and deep as possible, and to make plans for continued growth based on what they have learned about themselves.

DEFINITIONS

Empowerment

Metropolitan College teaches that the empowerment of citizens should be the aim of Human Services. By empowerment we mean the ability of people to act purposefully to manage their lives, meet their needs, and work with others to make a better world.

Dimensions

The five Dimensions are lenses for looking at knowledge and performance and for understanding people and the environment. In every semester, you have classes in all five Dimensions. You make use of knowledge from the five Dimensions in your Constructive Action®. The Dimensions provide broad guidelines for assessing your performance.

The Purpose Dimension

Every semester of your education at Metropolitan College is organized around a specific Purpose whose achievement benefits you (the professional-in-training) and those you work with. Each Purpose represents a particular way to help people become empowered and calls for particular kinds of knowledge and action. The Purpose Dimension is concerned with bringing together knowledge from the five Dimensions in an organized way to achieve the Purpose.

Constructive Action

You achieve your Purpose by performing a Constructive Action to benefit yourself and others. You follow the Constructive Action method, which is a thoughtful, systematic process of planning, carrying out, and assessing the effort to achieve the Purpose.

The Values and Ethics Dimension

Values are the beliefs that guide people's decisions and actions. Ethics refers to the study and adoption of principles to govern one's conduct. Human Service professionals need to be clear about their own values, respect the values of others, and act ethically.

The Self and Others Dimension

The Self and Others Dimension is concerned with people (including oneself), their individual identity and their relationships and interactions with others. It is also concerned with exploring the human condition.

The Systems Dimension

A system is a group of interacting parts that forms an entity. Examples of systems that Human Service professionals need knowledge about are families, communities, the human body, service agencies, political systems, and the global economy. Systems often serve as resources.

The Skills Dimensions

A skill is a technique for doing something, and the ability to do it competently. Every Purpose requires its own particular kinds of skills. Communications, math and technology skills are among the skills for which Human Service professionals have a recurring need. In Skills A, you learn how to persuade people through rational argumentation (critical thinking and writing); in Skills B you prepare yourself to do the kind of mathematics that professionals need.

Purpose Achievement Abilities

The knowledge and action required to carry out a successful Constructive Action to achieve a worthwhile Purpose are embodied in 24 Abilities. The Abilities are grouped by Dimension. The Abilities constitute the standards for assessing student performance in each Purpose. Students are assessed twice on their use of the Abilities. In their Dimension classes they are assessed on their development of the Abilities. In their Purpose class they are assessed on their use of the 24 Abilities in a Constructive Action to achieve the Purpose.

Supervised Fieldwork

Supervised Fieldwork is the process of engaging in work for academic credit outside the classroom setting under the auspices of a qualified professional within the industry of study.

PURPOSE ACHIEVEMENT ABILITIES

The Abilities listed below in bold type are the same for every Purpose, but they manifest themselves differently in each Purpose. This table shows a version of the Abilities that is specific to Self Assessment, your Purpose for this semester. These Purpose-Specific Abilities appear in regular type underneath the general Abilities.

Table of General and Specific Abilities for Purpose I
<p>Purpose Dimension Abilities</p> <p>a. Explore opportunities to improve the world Identify the ways that you want to provide leadership in the Human Services profession.</p> <p>b. Choose the best goal. Identify short and long-term goals for your professional development.</p> <p>c. Agree on a plan. Develop a plan to meet your professional development goals which includes objectives, strategies, and an evaluation plan.</p> <p>d. Carry out the plan. Monitor progress and use of knowledge. Change plan as needed. Maintain a record of progress toward your goals, and evaluate each recorded event so that you can revise the plan as needed. Describe how you are using knowledge to achieve your goals.</p> <p>e. Assess the results and plan the next steps. Assess how well you have met your professional development goals. Plan how to use the knowledge gained during the Constructive Action in your future work.</p>
<p>Values and Ethics Dimension Abilities</p> <p>a. Clarify own values in relation to the Purpose. Describe how your values were formed and shaped, particularly as they relate to becoming a Human Services professional.</p> <p>b. Describe individual and group values in past and present. Compare and contrast the values of others in the Human Services, including Metropolitan College, with your values.</p> <p>c. Identify value issues as they arise. Identify value issues that arise as you do your self-assessment, and describe how you address them.</p> <p>d. Use ethical reasoning. Use ethical reasoning to resolve a dilemma that you might face or are actually facing during your self-assessment.</p> <p>e. Act on ethical principles. Use ethical principles to guide your actions as you prepare for a career as a Human Service professional.</p> <p>f. Respect capacity of others to make the world better. Respect the professional goals and aspirations of others.</p>

Self and Others Dimension Abilities

a. Describe self in relation to the Purpose

Assess your experiences, capabilities, and interests that are related to your future in the Human Services

b. Appreciate experience and views of others.

Using your understanding of biology, psychology, and sociology, describe your developmental state, with respect to major areas related to your professional development (e.g., education, career, community).

c. Build good relationships.

Establish and maintain effective relationships with others as needed to achieve your Purpose

d. Communicate through reading, writing, speaking, and other modes of expression.

Read, write, and speak effectively to communicate with others as you prepare for your career in the Human Services.

e. Promote growth in self and others.

Support your growth and that of others as you prepare for your career in Human Services.

Systems Dimension Abilities

a. Describe natural, social, and technological systems related to the Purpose.

Identify and describe systems (such as educational and economic systems) that influence your learning and development as a Human Service professional

b. Develop conceptual modes of systems.

Demonstrate and explain how a variety of systems influence your learning and professional development.

c. Identify strengths of systems.

Analyze how relevant systems, including Metropolitan College, can help you achieve your learning and professional goals.

d. Identify weaknesses of systems.

Analyze how relevant systems can have a negative impact on achieving your goals.

e. Make systems better.

Use your knowledge as a human service professional to make systems more responsive to your needs and those of others.

Skills Dimension Abilities

a. Identify and use appropriate critical thinking skills.

Identify and use logic, argumentation and standard written English to support your opinions and make persuasive claims that other professionals will accept.

b. Identify and use appropriate mathematical skills.

Identify and use appropriate mathematical principles and procedures as needed to be able to do the mathematical work required in Purpose Two.

WHAT’S THE “RULE”?
Conventions for Clear and Grammatical Standard Written English

by Jinx Roosevelt, Metropolitan College of New York

	WRONG	RIGHT	WHAT’S THE “RULE”?
1	She is a person that never sleeps.	She is a person who never sleeps. New York is a city that never sleeps.	Use “that” when referring to things; use “who” when referring to human beings.
2	There was a large amount of ice cubes in the bowl.	There was a large number of ice cubes in the bowl. or There was a large amount of water in the bowl.	Use “number” when referring to a quantity of discrete objects that can be counted; use “amount” when referring to substances that cannot be counted.
3	My sister work out every day. She and her daughter plans to run in the marathon.	My sister works out every day. She and her daughter plan to run in the marathon.	Verbs must agree with their subjects. Generally in English the singular or “he, she, or it” form of present tense verbs ends in “s” while the plural or “they” form of the verb has no special ending.
4	Somebody is forgetting their book.	Somebody is forgetting his or her book.	Pronouns must agree with the nouns they refer to. “Somebody” is singular (we say somebody is, not somebody are) and thus the pronoun must be singular also.
5	The citizens are gaining self-esteem, they often talk about going back to school.	The citizens are gaining self-esteem. They often talk about going back to school. or The citizens are gaining self-esteem; they often talk about going back to school. or The citizens are gaining self-esteem, and they often talk about going back to school.	Independent clauses that can stand alone as sentences should be separated by a period, a semicolon, or a comma and conjunction. They cannot be simply “spliced” together by a comma. (The error is called a “comma splice” and is the most common error in college writing.)
6	My CA document is almost finished soon I will be able to relax.	My CA document is almost finished. Soon I will be able to relax. or My CA document is almost finished; soon I will be able to relax. or My CA document is almost finished, so soon I will be able to relax.	Independent clauses that can stand alone as sentences should be separated by a period, a semicolon, or a comma and conjunction. They can not be simply “fused” together with no punctuation. (The error is called a “fused sentence” or a “run-on” sentence.)

WHAT'S THE "RULE"?

Conventions for Clear and Grammatical Standard Written English

	WRONG	RIGHT	WHAT'S THE "RULE"?
7	At MCNY you can get your degree in less than three years. Which I appreciate since I plan to go on to graduate school.	At MCNY you can get your degree in less than three years, which I appreciate since I plan to go on to graduate school.	Avoid sentence "fragments" by writing in complete sentences. Complete sentences contain a subject and a verb and express a complete thought.
8	The student's respect the colleges values, and the college respects the students values.	The students respect the college's values, and the college respects the students' values.	Use plain "s" to form the plural of nouns and apostrophe "s" to form the possessive of nouns. Use "s" apostrophe to form the plural possessive of nouns.
9	The computer's hard drive worked fine, but it's monitor was completely dead.	The computer's hard drive worked fine, but its monitor was completely dead. It's working fine now.	Do not use apostrophe "s" for the possessive of "it." Use "it's" only for the contraction of "it is."
10	Horace Mann (1957) referred to education as the balance wheel of the social machinery.	Horace Mann (1957) referred to education as "the balance wheel of the social machinery" (p.87). <i>(or, if the author's name is not mentioned in the text)</i> Education has been referred to as "the balance wheel of the social machinery" (Mann, 1957, p. 87).	Put quotation marks around all words that are not your own, and include a page number after the quote. (Failure to do so violates the ethics of academic life.)
11	According to Rousseau (1999), "All wickedness comes from weakness. . . . Make [the child] strong and he will be good." (p. 9)	According to Rousseau (1999), "All wickedness comes from weakness. . . . Make [the child] strong and he will be good" (p. 9).	Periods must be placed after the parenthetical citation. (Use ellipses to indicate omitted words and brackets to indicate changed words.)
12	Molefi Kete Asante argues that Eurocentrism "imposes Eurocentric realities as "universal"; i.e., that which is White is presented as applying to the human condition in general" (Noll, 1999, p. 244).	Molefi Kete Asante argues that Eurocentrism "imposes Eurocentric realities as 'universal'; i.e., that which is White is presented as applying to the human condition in general" (Noll, 1999, p. 244).	Quotes within quotes need only single quotation marks.
13	In McKay's book "Messages" the chapter on <u>Expressing</u> was somewhat problematical.	In McKay's book <u>Messages</u> the chapter on "Expressing" was somewhat problematical.	Titles of books (and journals) must be underlined or italicized; titles of chapters (and articles) belong in quotes.

THE PURPOSE DIMENSION

Introduction to the Constructive Action

The Purpose Dimension is the focus of a weekly seminar designed to help you assess who you are and prepare for your future profession in the field of Human Services through writing assignments, reading, speaking, research and documentation, introspection, integration of dimension classes into the work of the seminar, and planning for professional improvement as preparation for future practice. Through the assignments and other specific strategies and activities, you will also learn how to develop the Purpose Achievement abilities for Purpose I with an emphasis on critical thinking skills and written communication.

In other words, the goal of the seminar is to help the student develop those thinking, reading, writing, assessing and planning skills which are necessary for competent professional practice. The planning phase, based on the other skills, can be considered a goal in itself and all the steps that lead to it represent an implementation.

Computer literacy and numeracy, which includes word processing and the use of the internet, will be incorporated into the course. (Referred to below as "Computer Literacy".) There will also be workshops devoted to how to use the library and the basics of research. (Referred to below as "Information Literacy".)

In regard to writing, the following are the requirements for the Purpose I CA document: 1) a narrative on "My Turning Point"; 2) an essay on "Why I Chose Human Services"; 3) an essay on "How Will I Help?"; 4) a literature review on a personal or professional need; 5) a plan of action to satisfy the need; 6) a rationale for the plan of action.

- Objectives:**
- a) Explore opportunities to improve yourself as a professional.
 - b) Choose the best short-term goal for your professional development.
 - c) Agree on a plan to meet your development goal.

Assessment:

1. Class attendance and punctuality	15%
2. Meeting deadlines	20%
3. Style of written compositions	25%
4. Content of written compositions	<u>40%</u>
5. Total	100%

Required Readings:

Ann Raimes (2005) Keys for Writers (4th ed.) New York: Houghton Mifflin

Purpose One Field Work Grades

In Purpose One, the Field Work grade depends on the student's securing a field placement internship for next semester. The grades will reflect the following assessment on the part of the "Intro. to C.A." instructor:

Letter of agreement produced on or before week 7: **A**

Letter of agreement produced on or before week 10: **B**

Letter of agreement produced on or before week 13: **C**

Letter of agreement produced on or before week 15: **D+**

Letter of agreement not produced: **F**

CONSTRUCTIVE ACTION



abstract
introduction
agency analysis
-- history
-- purpose
-- job analysis

logs and/or
process recordings

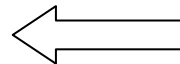
results
analysis of
strategies, etc.
revisions
next steps
bibliography

need assessment

1. "My Turning Point"
2. "Why I Chose . . ."
3. "How Will I Help?"
4. need description
and literature review

plan of action

5. plan of action
 - goal
 - objectives
 - strategies
 - evaluation plan
6. rationale



Note: **highlighted items** are the only parts of the Constructive Action required in Purpose One.

Class sessions:

1 Introduction to the workshop approach to writing

Discussion of purpose-centered education, self-assessment and preparation for practice. Important: all students must find a field placement for next semester.

Assignment for next week: identify a turning point in your own life -- an event in your past that helped to make you who you are today. This will be the basis for an essay, entitled "My Turning Point", to be handed in on week 5.

COMPUTER LITERACY:

basic computer concepts

- information input and storage
- c.p.u., monitor and keyboard
- handling the mouse
- using disks

2 Narration: your turning point

Consider how you would like to communicate your turning point to your classmates: this could be in the form of a story, a dramatic scene, cartoon, collage, poem, song, dance, or audio/visual presentation. The title will be "My Turning Point"

Assignment for next week: prepare draft of or rehearse "My Turning Point" narrative.

COMPUTER LITERACY:

basic computer operations

- reading the screen
- desktop and icons
- taskbars

3 Presentations

Hand in or present "My Turning Point" narrative.

Now consider how to put your turning point narrative into essay form. Divide your ideas into unified paragraphs and construct an organized essay.

Try free writing, brainstorming and/or mapping, and share with other students.

Discuss Raimes, Keys pp. 7 - 10 and 20-25

What is plagiarism? Always acknowledge another's ideas as well as words.

Discuss Raimes, Keys for Writers pp. 104 - 106.

Assignment for next week: write first draft of "My Turning Point".

Essay structure

- | | |
|--------------------------|-----------------------------------------------------------------------------|
| ⇒ Introductory paragraph | -- thesis with three supporting ideas |
| ⇒ Body paragraph #1 | -- specific details, examples and description of the first supporting idea |
| ⇒ Body paragraph #2 | -- specific details, examples and description of the second supporting idea |
| ⇒ Body paragraph #3 | -- specific details, examples and description of the third supporting idea |
| ⇒ Concluding paragraph | -- restate thesis and summarize the three ideas |

basic operations, cont.

- icons
- taskbars

INFORMATION LITERACY:

library session

- library and web-based catalogue
 - ⇒ print collections
 - ⇒ circulating stacks
 - ⇒ interactivity
 - ⇒ keywords
 - ⇒ subject, author, etc.

4 Mechanics of standard English and proofreading

Hand in draft of "My Turning Point" narrative.

Practice proofreading (copy editing) your own and others students' drafts. Study and memorize editorial marks and correction guide in Raimes, Keys pp 494 - 495.

Identify areas for improving your mastery of standard (academic) English prose: sentence structure, tense consistency, grammar, punctuation, etc.

Assignment for next week: write final version of "My Turning Point".

COMPUTER LITERACY:

- basic computer operations
- starting a program
- quitting a program
- shutting down
- restarting

Evaluation of Essays

	Excellent	Good	Fair	Poor
Introductory Paragraph				
Thesis Statement				
Organization and Coherence				
Supporting Details				
Conclusion				
Sentence Structure				
Clear Syntax				
Verb usage				
Conventions of Standard English				

5 Exposition and integrating the Values Dimension

Hand in final version of "My Turning Point" narrative.

Discuss how professionals explain ideas and provide information. In written form, this is called "exposition". Expository writing may or may not involve narration.

Find ways to integrate theory (the ideas and subjects you study in your Dimension classes) with your present practical work (your own self-assessment).

Assess yourself in terms of the Values Dimension (your beliefs about what is good and bad, moral and immoral, etc.). Reflect on what you have learned so far in that class that helps you understand:

- ⇒ your beliefs about human beings
- ⇒ why you want to help them

Brainstorm ideas for an expository essay on "Why I Chose Human Services".

- Assignment for next week:**
- (1) write first draft of "Why I Chose Human Services", including a paragraph on your values.
 - (2) read one chapter from Brill or Schram and Mandell or <http://www.nohse.com/hsworker.html> *The Human Services Worker* NOHSE & CSHSE (on reserve)

COMPUTER LITERACY:

working within documents

- the menu
- opening a document
- saving (save & save as)
- Windows 95
 - ⇒ closing windows
 - ⇒ minimizing & maximizing
 - ⇒ moving windows

6 Integrating the Systems Dimension

Reminder: next week is the deadline for an "A" for presenting the Letter of Agreement.

Hand in draft of "Why I Chose Human Services" essay.

Assess your career choice in terms of the Systems Dimension (your cultural background and that of the communities you will be working with). Reflect on what you have learned so far in that class that helps you understand:

- ⇒ your traditions of working and living
- ⇒ the cultures of those you will be helping

Assignment for next week: write final version of "Why I Chose Human Services", including a paragraph on your systems.

COMPUTER LITERACY:

documents

- setting up a document
- formatting
- insert menu

7 Integrating the Self and Others Dimension

Hand in final version of "Why I Chose Human Services" essay.

Assess your career choice in terms of Self and Others (your body and natural environment). Reflect on what you have learned so far in that class that helps you understand:

- ⇒ your physical capabilities in helping
- ⇒ how you come across physically to others
- ⇒ how you deal with your natural environment
- ⇒ your health and fitness

Assignment for next week: write first draft of "How Will I Help?" including a paragraph on self and others.

COMPUTER LITERACY:

entering data

- displaying formatting marks
- spell check and grammar check
- selecting and formatting paragraphs
- changing font type and size

8 Integrating the Skills Dimensions

Hand in first draft of "How Will I Help?"

Assess your career choice in terms of Skills (critical thinking and mathematics). Reflect on what you have learned so far in those classes that helps you understand:

- ⇒ the helping skills you have already
- ⇒ the skills you will need to develop
- ⇒ why professionals need to think critically
- ⇒ why professionals need to understand math

Assignment for next week: write final version of "How Will I Help?", including a paragraph on your skills.

COMPUTER LITERACY:

data, cont.

- alignment of text
- bold, italicize, and underline

9 Need assessment

Hand in final version of "How Will I Help?"

Focus on your professional weaknesses. Relevant concerns: requirements for Human Service workers, and matching your personal characteristics to such requirements. Prioritize: which weaknesses seem to you to be the most important?

Identify one professional weakness -- your "need" -- that you want to work on. Remember: it has to be a weakness or problem which relates to your career choice.

Assignment for next week: write a paragraph identifying your need.

COMPUTER LITERACY:

graphics

- inserting clipart
- creating graphics
- resizing graphics

10 Preparation for research: quotation, paraphrase and summary

Hand in paragraph identifying your need.

Study bibliographic information and the APA format in Raimes Keys pp 162 - 178

What is paraphrasing? What is summary? How does summary differ from paraphrasing? What is quotation? How long should quotations be? How are they indicated? And why is summary better than quotation in an expository essay?

Discuss Raimes, pp. 107 - 112.

Assignment for next week: Read a book, journal article or internet source on your need, and summarize the relevant information. This will be the first of three professional sources of information on your need.

COMPUTER LITERACY:

using a header to number pages

- headers and footers
- entering text using click and type
- entering a page number into the header
- creating tables and shapes

INFORMATION LITERACY:

library session

- periodical and other databases
 - ⇒ Boolean searching
 - ⇒ EBSCO, etc.

11 A Literature Review on your Need

Hand in summary of information.

Consider how to continue your research. Focus only on information from your three sources which is relevant and interesting to you in your effort to understand your need. Remember: you are the writer, so what you are reporting has to be in your own words (although you must also cite your sources).

Possible topics: the cause of the need, in past or present; and the effects of the need, in present and future, on your performance as a professional.

Assignment for next week: Read two more sources on your need. Write a Literature Review summarizing your research from all three sources.

INFORMATION LITERACY:

typing the body of the research paper

- changing the default size
- indenting paragraphs
- adding footnotes
- modifying a style

12 Planning: choosing a goal, objectives and strategies

Hand in Literature Review.

Brainstorm on ways to satisfy your need (solve your problem). This will be your Plan of Action, a self-improvement project to help you become a better professional.

Assignment for next week: Write a Plan of Action to satisfy your need.

Plan of Action

GOAL =	your target; the purpose or "end"
OBJECTIVES =	aspects of the goal in time, etc.
STRATEGIES =	actions you will take to meet each of your objectives; these are the "means" to the end
EVALUATION PLAN =	how you are going to know if you have met your objectives

COMPUTER LITERACY:

creating an alphabetical works cited page

- manual page breaks
- centering the title of the works cited page
- creating a hanging indent
- creating a hyperlink

INFORMATION LITERACY:

library session

- search engines (Google+)
- alternative sources of information
- distinguishing between:
 - ⇒ reviewed information
 - ⇒ search engine technology

13 Plan of Action and Rationale

Hand in Plan of Action.

Think about how to defend your plan. Prove that it has a reasonable chance of success. This requires rational argumentation, with a clear claim and premises providing general knowledge and evidence. This is the Rationale for your Plan of Action.

Assignment for next week: write a Rationale for your Plan of Action.

COMPUTER LITERACY:

work review

- title bar
- menu bar
- standard toolbar
- formatting toolbar

INFORMATION LITERACY

library session

- websites
- librarian's index to the internet
- special topics: aging, mental health, etc.
- www.lii.org

14 Oral presentations

Hand in Rationale for your Plan of Action.

Present the argument from your Rationale orally to the class. Defend your choices of strategies, and demonstrate why likely objections are not valid.

Spot any fallacies you hear in the oral presentations.

COMPUTER LITERACY

main features of Excel

- the screen
- entering formulas
- inserting rows
- making a graph
- making & filling tables
- troubleshooting
- types of printers

INFORMATION LITERACY:

library session

- economic, legal and social issues
- privacy and property
- security
- free vs. fee-based access
- censorship

15 Conferences and Feedback

Reach general conclusions about students' writing strengths and weaknesses.
Consideration of ways to improve both style and content.
In-class written exercise in writing.

COMPUTER LITERACY:

power point 2000

- the power point window
- choosing a design template
- adding animation effects
- in class presentation

microsoft office 2000 help systems

- using the Microsoft office help system
- the office assistant
- the microsoft word help window
- office on the web command
- other help commands

Abilities checklist: by the end of this semester you will demonstrate that you can:

- Explore opportunities to improve the world.
- Choose the best goal.
- Agree on a plan.

VALUES AND ETHICS

Contemporary Values and Classical Ethics

Values are people’s beliefs about what is good or bad. They represent standards of conduct and criteria for action. Even if there are several types of values, they have normative character for the person who adopts them. Ethics are beliefs and principles about good and evil, right and wrong, applying to both personal and professional life. This course presents different ways in which values and ethics have been thought about in history.

Speaking in more detail, in the Values and Ethics class for the first semester, you will learn to recognize and articulate your values and to see how they guide your actions. You will look at the various factors that shape values and examine some of the sources of values as they relate to your future profession. You will learn what empowerment means in theory and practice and will decide if you are ready to put your values into practice.

This course is the first in a sequence of interdisciplinary courses designed to help you to use ethical reasoning and critical thinking and to act ethically in the choices you make in your personal and professional life. It provides an overview of different ways in which values and ethics have been conceptualized throughout history. In so doing, it uses both chronological and typological perspectives to underscore the fact that how we think about values and ethics has changed with time.

The course is chronologically structured in so far as it covers material from the ancient Egyptians to the beginning of the modern age. It is typologically structured in so far as different types of value judgments are examined, such as religious, philosophical, and scientific. In sum, it is a course about different types of ethical choices for different historical times. In presenting this overview, we draw from several disciplines, including theology, philosophy, anthropology, history, and literature.

- Objectives:**
- a. To clarify your own values.
 - b. To describe individual and group values in the past and present.
 - c. To identify ethical dilemmas.
 - d. To use ethical reasoning.

Assessment:	1. Class attendance and punctuality	15%
	2. Pop quizzes	20%
	3. Midterm examination	25%
	4. Final examination	<u>40%</u>
	5. Total	100%

Required Readings:

E.A.W. Budge (ed.)	(1967)	<i>The Egyptian Book of the Dead</i>	New York: Dover
Plato	(1981)	<i>Meno</i>	Indianapolis: Hackett
Betty Radice (tr.)	(1974)	<i>The Letters of Abelard and Heloise</i>	New York: Penguin
Rene Descartes	(1998)	<i>Discourse on Method</i> 4 th ed.	Indianapolis: Hackett

Class sessions:

1 Introduction: what are values?

- definitions and illustrations
- critical thinking and philosophy
- values and ethics
- types of values
- their normative character
- values and empowerment

Assignment for next week: read *Egyptian Book of the Dead*, Intro, “Egyptian Ideas of God”.

2 Religious values I: the vertical dimension

- who is God?
- man’s position before God
- the ultimate goal
- ways to reach it

Assignment for next week: read *The Egyptian Book of the Dead*, “The Negative Confession”. pp 347 - 349

3 Religious values II: the horizontal dimension

- who is man?
- the social life
- God’s intervention in history

Assignment for next week: read *Egyptian Book of the Dead*, Intro, “Doctrine of Eternal Life”.

4 Religious values III: do we live forever?

- the soul
- reincarnation
- immortality

Assignment for next week: apply values from the book to Self Assessment & Preparation for Practice.

5 Philosophical values I: introduction to Greek Philosophy

- Empiricism
- Atomism
- Sophism

Assignment for next week: read *Meno*, part I.

• **Philosophical values II: Socrates on virtue**

- Plato
- what is virtue?
- I know that I don't know
- definition of the definition

Assignment for next week: read *Meno*, part II.

7 Philosophical values III: Socrates' theory of knowledge

- maieutics
- soul and knowledge
- teachability of virtue

Assignment for next week: apply values from the book to Self Assessment and Preparation for Practice.

8 MIDTERM EXAM

Assignment for next week: read *The Letters of Abelard and Heloise*, part I.

9 Humanistic values I: theology and philosophy

- philosophy and detachment
- the ascetic ideal
- faith and reason

Assignment for next week: read *The Letters of Abelard and Heloise*, part II.

10 Humanistic values II: theological anthropology

- spirituality and morality
- judgment of actions: intention and effect
- sex, love and marriage

Assignment for next week: read *The Letters of Abelard and Heloise*, part III.

11 Humanistic values III: ethical implications

- profession and vocation
- virtue (humility) and sin (pride)
- self-discovery (empowerment)

Assignment for next week: apply values from the book to Self-Assessment and Preparation for Practice.

12 Scientific values I: the method of discovery

- induction, deduction
- observation
- experimentation, facts
- hypothesis
- generalization

Assignment for next week: read *Discourse on Method*, parts I & II.

13 Scientific values II: the importance of theory

- true and false
- I know that I do not know
- doubt and knowledge

Assignment for next week: read *Discourse of Method*, parts III & IV.

14 Scientific values III: the code of ethics

- wisdom and conformity
- resolution
- conquer yourself (empowerment)

Assignment for next week: apply values from the last two books to Self Assessment and Preparation for Practice.

15 FINAL EXAM

Abilities checklist: by the end of the semester you will demonstrate that you can:

- Clarify your own values.
- Describe individual and group values in past and present.
- Use ethical reasoning

SELF AND OTHERS

Environmental and Biological Aspects of Human Development

Here we examine the self by studying the physical phenomena of earth and its influence on humans (geology), basic human anatomy and physiology (biology), and the interrelationship between organisms on earth (ecology). The goal of this Dimension is to help you to understand the functions of the human body and to increase your awareness of how the human body and one's way of life can function together in a healthy manner. The readings in the course focus on the study of human biology and human development to help you to see how these biological and developmental processes reflect fundamental changes that occur throughout our lives.

Biological processes and physical development to be covered include the anatomical structure and the physiological functioning of the following systems: the digestive system, the cardiovascular system, the circulatory system, the respiratory system, the nervous system, the genetic processes, human development, and the reproductive system. Evolution and the role of the environment are also addressed. From all of this you will be able to see how you function as a biological being, interact with your physical environment and your biological beings and the environment interact and impact upon each other.

- Objectives:**
- a. to acquire the ability to describe yourself in relation to the Purpose.
 - b. to gain understanding on how to appreciate the experiences and views of other.
 - c. to gain understanding on how to build effective relationships.
 - d. to increase your knowledge on how to communicate through reading, writing and speaking.
 - e. to increase your knowledge on how to promote growth in self and others.

- Assessment:**
- a. assess and outline experiences, capabilities, and interests related to your future in Human Services.
 - b. using your knowledge of biology, psychology, and sociology prepare a description of your developmental stages related to major areas of your professional development.
 - c. outline the skills you need to establish and maintain effective relationships with others.
 - d. prepare a project where you will demonstrate your communication, reading and writing skills.
 - e. describe or prepare outline of skills needed to promote growth in self and others.

Class requirements: Class attendance: 30%; participation: 30%; midterm & final: 40%

Required readings:

Layman, Dale (2003) *Biology Demystified* New York: McGraw Hill

Class sessions:

1&2 Biology and patterns of life

- Biology, organisms, and order
- Levels of biological organization
- Tissues, organs, organ systems
- Populations, communities, and ecosystems

Read: Layman, Chapter 1&2

Wackernagel, pp. 48-49, box 2.5; pp. 64-65, box 3.2; pp. 125-157

3 Evolution: from dawn to Darwin

- Theories about the origins of life
- Fossil records
- Charles Darwin and the Theory of Evolution

Creation: Man in God's Image

- Fundamentalism
- Beginning of life
- "Intelligent design"

Read: Layman, Chapter 3

Jenkins, Evolution: 101 ideas

Video: Inherit the Wind

4 The universal building blocks of life

- Chemical bonds
- The body-builders: proteins, lipids, carbohydrates, nucleic acids
- Chemical for metabolism
- The cell theory
- Protein synthesis
- Normal & abnormal organelles
- Transportation systems
- The cell cycle and mitosis

Read: Layman, Chapters 4&5

5 The five kingdoms of life, plus viruses

- Kingdom Monera
- Kingdom Protista
- Kingdom Fungi

Read: Layman, Chapter 6, 7, & 8

6 The five kingdoms of life, plus viruses

- Kingdom Plantae

Read: Layman, Chapter 9

7&8 The five kingdoms of life, plus viruses

- Kingdom Animalia (Invertebrates, Arthropods, Chordates)

Read: Layman, Chapters 10, 11, & 12

Hand in Midterm

9 Anatomy and physiology

- Skins and skeletons
- Neuromuscular connections

Read: Layman, Chapters 13 & 14

10 The endocrine system

- Glands and secretions
- Hormones
- Endocrine diseases

Read: Layman, Chapter 15

11 Blood and the circulatory system

- The heart and blood vessels
- Systemic and pulmonary circulation
- Internal anatomy, pacemaker tissue and valves of the heart
- The cardiac cycle
- Blood pressure and blood flow
- Hypertension, hypotension & arteriosclerosis
- Cholesterol and atherosclerosis

Immune and lymphatic system

- Antibodies and macrophages
- Lymph nodes
- Thymus gland
- Red bone marrow
- Spleen
- Tonsils

Read: Layman, Chapters 16 & 17

12 The respiratory system

- Respiration versus ventilation
- The path of airflow in humans
- Major lung volumes and capacities
- Control of respiration and body acid-base balance
- Hyperventilation

Read: Layman, Chapter 18

13 Nutrition and the digestive system

- The digestive tube
- Ingestion and egestion
- Digestion and absorption
- Secretion and defecation
- The stomach, small intestine and colon
- The concept of calories

Read: Layman, Chapter 19

14 The urogenital and reproductive system

- Urinary structure and process
- Female and male reproductive systems
- From embryo to fetus
- Male & female sexual dysfunction

Read: Layman, Chapter 20

15 FINAL EXAM

Abilities checklist: by the end of the semester you will demonstrate that you can:

- Describe self in relation to the Purpose.
- Appreciate experience and views of others.
- Promote growth in self and others.

THE SYSTEMS DIMENSION

Introduction to Social Systems

The Systems Dimension class in Purpose I is designed to give you a basic understanding of what systems are and how they shape your life. A system is a set of entities, which interact with one another. Examples of systems are institutions, families, therapy groups, traditions, governments, cultures and ways of thinking. Because of the increasing importance of multicultural approaches to Human Services throughout the field, this course will focus on cultures the last two: cultures, which are specific ways people attempt to improve upon nature, and conceptual systems, or thinking styles, in the sense of specific ways to process information.

Social systems can be divided into external systems (families, schools, neighborhoods, agencies, etc.) and internal systems (thinking). Both external and internal systems are factors, which combine to make you who you are. This course is designed to give you an understanding of how cultures (social systems) influence styles of thinking (conceptual systems).

In addition to learning about the specific effects of systems on individuals, groups, and communities, students will learn the basic sociological language for describing systems and their influence. Attention will also be given to the limitations of systems and how to change them. The course will draw from a variety of texts and disciplines.

- Objectives:**
- To describe natural, social, and technological systems
 - To develop conceptual models of systems.
 - To identify strengths of systems.
 - To identify weaknesses of systems.

Assessment:

1. Class attendance and punctuality	15%
2. Pop quizzes	20%
3. Midterm examination	25%
4. Final examination	<u>40%</u>
5. Total	100%

Required Readings:

Herodotus	(1996)	<i>The Histories</i>	New York: Penguin
Roberto Santiago (ed.)	(1995)	<i>Boricuas</i>	New York: Ballantine

Class Sessions:

1 Introduction: what are systems?

- looking at groups and institutions as living things
- systems are "organic" and "circular"
- information and feedback
- homogeneity and change
- micro-, meso-, exo- and macro-systems

2 What are your systems? Drawing an eco-map

- your culture and media
- your family and traditions
- negotiating multiple systems
- the way you work

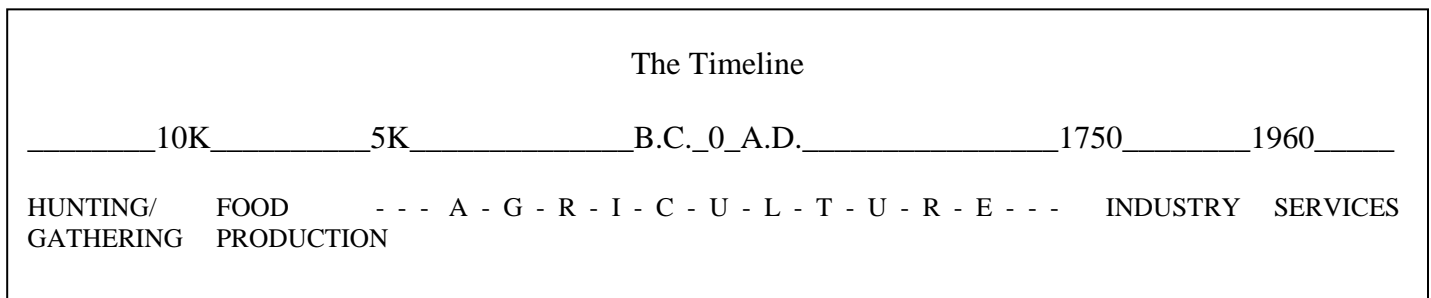
Read: Herodotus, The Histories, Introduction

3 Pre-civilized cultures

Hand in eco-map. Discuss the following aspects of social systems:

- five kinds of culture
- the timeline
- "savages" = hunter/gatherers
- "barbarians" = horticulturalists

Read: Herodotus, The Histories, Book One p 94 and Book Two, pp 107 – 108



4 Food Producers

- semi-nomadic
- small scale gardening
- domesticated animals

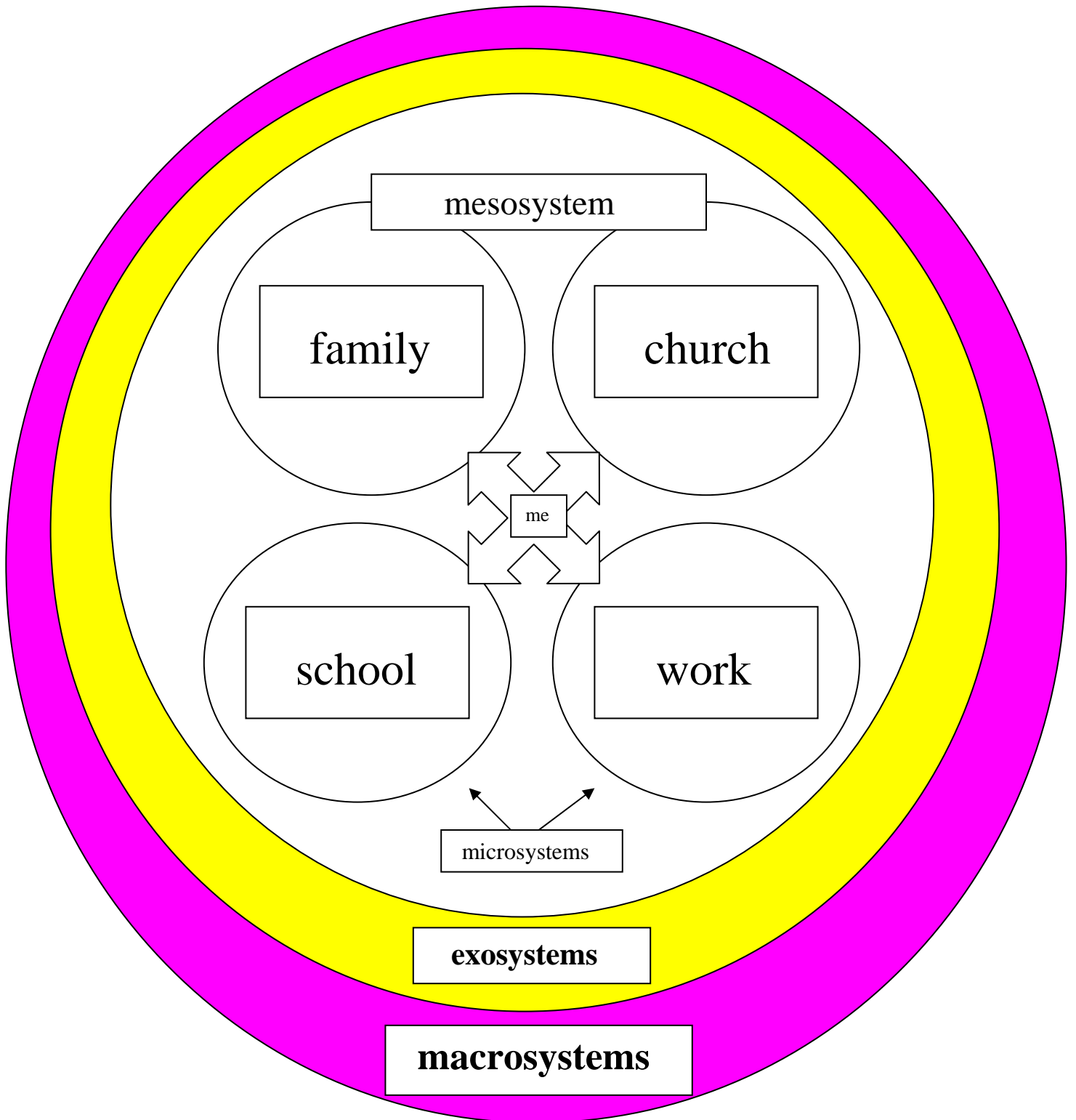
Read: Herodotus, The Histories, Book Four p 255 and pp 261-264 and 276 - 288

5 "Civilization" = large-scale (irrigation) agriculture

- cities and social classes
- writing, wheels, etc.
- war and slavery
- kingdoms and dynasties

Read: Herodotus, The Histories, Book One, pp 62 - 64 and pp 86 - 88

eco-map



6 Egyptian Civilization

- A Greek looks at the Egyptians

Read: Herodotus, The Histories, Book Two pp, 109 – 110 and pp 126 - 128

7 West versus East

- West = freedom (under law)
- East = slavery (under persons)

Read: Herodotus, The Histories, Book seven pp 403 - 405

8 MIDTERM EXAM on premodern cultures

9 Modern and postmodern civilization

- industry
- urbanization
- global markets
- capitalism
- services

Read: New York Times on globalization

10 Psychoanalysis and culture

- premodern = the Unconscious (Id)
- art and dreams
- wish fulfillment
- modern = Consciousness (Ego)
- repression and sublimation

Read: Freud The Ego and the Id (handout)

View: "Spellbound" (analysis scene)

11 The multicultural perspective

- diversity
- cultural relativism
- Rogers and Maslow
- self-actualization
- empowerment

Read: Metropolitan College mission statement

12 Selfhood in relation to systems

- ethnicity and identity
- multiple identities
- defining the self

Read: Piri Thomas, "Babylon for the Babylonians" in Boricuas

13 Self-esteem in relation to systems

- race
- personality

Read: Willi Perdomo, "Nigger-reecan Blues" in Boricuas

14 Gender in relation to systems

- sex and gender
- transcending categories

Read: Judith Ortiz Cofer, "The Myth of the Latin Woman" in Boricuas

15 FINAL EXAMINATION

Abilities checklist: by the end of the semester you will demonstrate that you can:

- Describe natural, social and technological systems.
- Develop conceptual models of systems.
- Identify strengths and weaknesses of systems.

THE SKILLS DIMENSION 1 – A

Critical Thinking and Writing

The focus of this course is primarily on the area of informal logic, emphasizing the analysis and construction of arguments, the nature of evidence, the differences between faulty and sound reasoning, the nature of deductive and inductive reasoning, as well as exercises in practical problem solving and textual analysis. These kinds of problem-solving help you assess yourself and prepare yourself to be a professional. You will learn how to apply rational strategies -- pattern observation, correlation, etc. -- to your studies.

You will be able to appreciate logic as "thinking logically", combining practicality, creativity and intellectual rigor. Following the elements of a proof or rule translates into more generic critical thinking skills. Critical thinking contributes to your mastery of important professional capabilities in human services: **observing** and **assessing** the individuals and systems you are working with, **presenting** your observations and assessments in a clear, communicative way, **arguing** on the basis of evidence for interventions and policies, and **criticizing** others' arguments.

Objectives:

By the end of the semester, students are expected to

- a. identify and use appropriate logical skills.
- b. identify and use appropriate interpretive skills.
- c. assess and describe oneself in-depth.
- d. express ideas and opinions logically and critically in writing.
- e. construct persuasive arguments.
- f. prepare for argumentation in Purpose Two.

Assessment:

1. Class attendance and punctuality	10%
2. Pop quizzes	20%
3. Papers and Presentations	20%
4. Midterm assessment	20%
5. Final examination	30%
Total	100%

Required Readings:

Nadell, J., Langan, J., & Comodromos, E.A. (2006). *The Longman Writer: Rhetoric, Reader, Handbook*. New York: Pearson Education.

Class Sessions:

Week 1

Introduction

Logic and argument: how to persuade people through rational means.

Non-contradiction, premises and conclusions, induction and deduction, etc.

Week 2

The laws of thought

What does it mean to say that thinking has to be lawful? That an argument has to have a form?

The importance of categorization: dividing the world into discrete classes of things.

Which category are you in? Is this fair? How do you feel about being categorized?

Categorical Syllogism

**All men are mortal.
Socrates is a man.
Therefore, Socrates is mortal.**

Read: Nadell, J., Langan, J., & Comodromos, E.A., *The Longman Writer: Rhetoric, Reader, Handbook*. pp. 33-34.

Week 3

Sources and reliability

The Problem of bias and seeing different points of view. Do you detect any bias in your courses?

Are there any ‘loaded’ words/phrases? Is there a ‘slant’ to the instruction? Why are some issues focused on rather than others?

Read: Nadell, J., Langan, J., & Comodromos, E.A., *The Longman Writer*, pp. 23-28.

Roberto Santiago, “Black and Latino” in *Boricuas*, pp. 93-95.

Week 4

Formal fallacies of reasoning

What beliefs keep people from becoming empowered? What beliefs have you had which turned out to be false? Can we as professionals avoid such mistakes?

Identifying Premises and Conclusions

Modus ponens, modus tolens, contradictions, contraries and Q.E.D.

Read: Nadell, J., Langan, J., & Comodromos, E.A., *The Longman Writer*, pp. 461-462; 480-481

Week 5

Definitions and categories

The importance of definitions: How misunderstandings often arise when people define terms differently.

Different kinds of definition: Stipulative, Lexical, etc.

Read: *The Longman Writer*, pp. 427-430

Plato, *Meno* (defining "virtue") pp. 4 - 5

Week 6

Logical moves

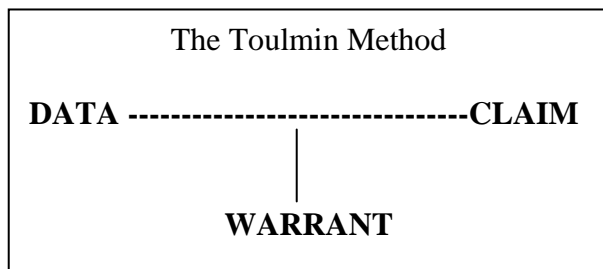
Deductive Inference, Syllogistic Form, and The Components of Arguments: Premises and Conclusions

Read: *The Longman Writer*, pp. 474-478

Week 7

Argumentation

Criteria for Evaluating Arguments: Validity and Soundness
How to put an argument together.



Read: *The Longman Writer*, pp. 462-466

Week 8

Argumentation, cont.

Give examples of the major mistakes which you or people you know make most often when they try to reason.

Has anyone ever deduced something about you which turned out to be untrue? Was this because the person did not know how to think logically?

Read: *The Longman Writer*, pp. 467-482.

Week 9

Midterm Assessment

Material fallacies

These are common mistakes which everyone is prone to in discussing issues in human services. For example, **ad hominem** arguments are often used to devalue our clients and, sometimes, ourselves.

Note any **ad hominem** arguments you have read or heard since enrolling at Metropolitan College of New York.

Read: *The Longman Writer*, pp. 467-482.

Week 10

Material fallacies

Fallacies: circular reasoning, hasty generalizations, sweeping generalizations, ad hominem attacks, post hoc ergo propter hoc, denying the antecedent.

Read: *The Longman Writer*, pp. 482-493.

Week 11

Still more material fallacies

Affirming the consequent, emotional appeals, slippery slopes, hidden assumptions, questionable analogies, missing alternatives, straw man fallacies, etc.

Read: Clara E. Rodriguez, "Puerto Ricans" in *Boricuas*, pp. 81 - 90.

Week 12

Interpreting data

Induction and inductive fallacies: insufficient samples, inappropriate samples, biased samples, etc.

Read: Jesus Colon, "Little Things Are Big" in *Boricuas*, pp. 155 - 159

Week 13

Spotting bad arguments

Problems with ambiguity, conflation, and vagueness.

Audrey Cohen School for Human Services and Education

Detecting fallacies in everyday life: TV commercials, political debates, newspaper editorials, etc.

Spot 6 material fallacies in the media, politics and/or education.

Read: Descartes, *Discourse on Method*, Part One, pp. 3 - 5.

Week 14

Making good arguments

Ethical and political consequences of critical thinking.

Justifying your treatment plans and policy positions: writing rationales.

Read: Descartes, *Discourse on Method*, Part Two, p. 11.

Week 15

FINAL EXAM on critical thinking

Abilities checklist: by the end of the semester you will demonstrate that you can:

- Put together an argument that is persuasive.
- Produce a rationale for a treatment plan and/or policy.
- Identify and avoid formal and material fallacies.

THE SKILLS DIMENSION 1-B

Mathematics for Human Services

The premise of this course is that time and effort spent studying the processes of mathematical thinking will bring you closer to realizing your full potential as a human service professional. Learning how to *think mathematically* helps you to tackle questions conscientiously, clarify the processes of resolving problems, link feelings with action, and reflect on this experience. As such, it contributes directly to your mastery of important human service capabilities: *observing* and *assessing* individuals and systems, *communicating* observations and assessments in a meaningful, persuasive manner, *arguing* for interventions and policies on the basis of objective evidence, and *criticizing* the arguments of others.

This course will introduce a general problem-solving rubric that allows you to make a start on any mathematical problem, attack it effectively, and learn from the experience. The atmosphere of questioning, challenging, and reflecting surrounding mathematical problem solving complements more generic critical thinking skills. These skills are primarily in the area of informal logic, emphasizing the analysis and construction of arguments, the nature of evidence, the differences between faulty and sound reasoning, and the nature of deductive and inductive reasoning.

By the end of the course you will have constructed a working portfolio of problem solving strategies and tactics that will form the basis for the balance of your mathematical studies.

- Objectives:**
- a. Gain proficiency in the strategies of mathematical reasoning;
 - b. Demystify the processes of mathematical thinking and foster a clear but critical understanding of its power and limitations;
 - c. To establish a baseline in math competency for Purpose 2.

Assessment:

1. Class Attendance and Participation	20%
2. Written Problem Sets	50%
3. Two Exams	<u>30%</u>
4. Total	100%

Note: This is a mandatory, 0-credit course. The only grades given for taking it are “P” (for pass) and “F” (for fail). On Session 2 a test-out exam will be given to allow students who pass it to receive a “P” for pass for the course without having to attend sessions 3 through 15.

Required Reading:

Mason, J. (1985) *Thinking Mathematically* London: Pearson
 Averbach, B. (2000) *Problem Solving Through Recreational Mathematics* N.Y.: Dover.

Class Sessions

1 Introduction to Problem Solving

The nature(s) of mathematical thinking
The role of mathematics in human services
Getting starting

Read: Mason, Chapter 1

2 Specializing and Generalizing in Mathematics

Introductory activities

Read: Mason, Chapter 1.

Activity: test-out exam (See “Assessment” section on the previous page)

3 A Rubric for Problem Solving

Three phases of problem solving: entry, attack, and review
The role of writing in problem solving

Read; Mason, Chapter 2

4 Problem Solving Rubric (continued)

Responses to getting stuck

Read: Mason, Chapter 3.

5 The Attack Phase: Conjecturing

Read: Mason, Chapter 4: pp. 63 – 79.

6 The Attack Phase: Basic Tools

Pattern recognition
Uses of charts and diagrams
Steps in problem solving

Read: Mason, Chapter 4: pp. 79-82; Averbach, Chapter 1: pp. 1-15.

7 The Attack Phase: Additional Tools

Tree diagrams
Multiplication principle
Simplification

Read: Averbach, Chapter 1: pp. 16 – 25.

8 MIDTERM ASSESSMENTS (formative)

Individual portfolios due
In-class Exam

9 Presenting Solutions

Justifying a solution
Explaining a solution to others

Read: Mason, Chapter 5: pp. 85 - 98; Review: Averbach, Chapter 1

10 Criticizing Solutions

Exposing hidden assumptions
Distilling and mulling
Specializing and generalizing

Read: Mason, Chapter 6. Averbach, Chapter 1

11 Developing an Internal Monitor

Understanding your personal problem solving style
Self-critique

Read: Mason, Chapter 7. Averbach, Chapter 1

12 Asking Good Questions

Advanced writing techniques

Review: Mason, Chapter 7; Read: Mason, Chapter 8; Averbach, Chapter 1

13 Problem Solving using Logic

Review of deductive inference, syllogistic form, logical arguments from Skills 1-A.

Read: Averbach, Chapter 2

14 Problem Solving using Logic

Arguments and validity
Conditional statements
Logical implication and equivalence

Read: Averbach, Chapter 2.

15 Final Examination

Portfolios due

Abilities checklist: by the end of the semester you will demonstrate that you can:

- Apply appropriate mathematical skills.
- Solve problems using multiplication, division, fractions & equations.
- Apply concepts of mathematics to more advanced courses.

APPENDIX

How symmetrical are you? View your body as symmetry; as geometry; and as a numerical computation. The following parts of the body should be measured:

Part to be Measured	(Inches)	(CM)		
Arm span (finger to tip)				
Forearm				
Right arm				
Left arm				
Length of upper back				
Length of waist				
Leg span				
Underarm to heel				
Waistline to heel				
Knee to heel				
Waistline to knee				
Tip of middle finger to wrist				
Length of foot				
Circumference of hips				
Circumference of waist				
Circumference of neck				
Circumference of head				
Circumference of chest				
Length from nose to forehead				

Procedure: Develop a hypothesis about how the parts of your body relate to each other. Measure your body spans and determine if there is a mathematical relationship between them. Compare your measurements to see how they are related to each other.

Then, create an Excel Spreadsheet listing the data from other classmates. Create statistical graphs of the class' data. Create a comparative graph with arm span versus height. Find the class averages for each of the body parts measured.

List the ratios of the following: arm span to leg span nose to ears
 nose to eyes head to neck