

Audrey Cohen School for Human Services and Education

Bachelor of Liberal Arts in American Urban Studies

Academic Year 2010

SEMESTER I

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## 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 10<sup>th</sup> 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

Presenting someone else’s work as though it is your own. In an academic community the use of words, ideas, or discoveries of another person without explicit, formal acknowledgement constitutes an act of theft or plagiarism. In order to avoid the charge of plagiarism, students must engage in standard academic practices such as putting quotation marks around words that are not

their own, employing the appropriate documentation or citation, and including a formal acknowledgement of the source in the proper format.

**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.**

**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.

**General Education:**

The *General Education Plan* is part of the foundation of undergraduate education at MCNY. It aims to foster the intellectual, personal, and professional growth of all students. It prepares them to advocate for social justice as they encourage positive changes in their workplaces and communities. To this end, the *Common Curriculum*, in conjunction with program-specific general education courses, will comprise MCNY's *General Education Plan*. This plan provides a rigorous, coherent, and integrated cluster of courses that develops knowledge in history, aesthetics, politics, oral and written communication, values and ethics and mathematical and scientific reasoning.

The *Common Curriculum* contains 8 existing courses (24 credits) that are centralized in the Business, Human Services, and American Urban Studies curricula. The course names are as follows:

- |   |   |
|---|---|
| 1. American Government  | 5. Contemporary Values and Classical Ethics   |
| 2. Political and Economic Philosophy                          | 6. Public Speaking and the Arts of Persuasion |
| 3. Computer Applications for Profit and Non-Profit Management | 7. Human Biology & the Life Sciences          |
| 4. College Writing: Critical Thinking and Writing             | 8. Empowerment through the Arts               |

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

## Bachelor of Liberal Arts in American Urban Studies

### Overview

The Bachelor of Liberal Arts in American Urban Studies is an interdisciplinary program designed to give students a broad foundation in the liberal arts as well as specialized knowledge in the area of American urban studies. The degree features courses in economics, sociology, and political science as well as courses in the major area of study. As such, it is an appropriate choice for students seeking entrance to law school, teacher certification programs, public administrations, business, and/or advanced study in graduate school.

Throughout history and across all cultures, cities represent the greatest achievements of a civilization. As centers of culture, commerce, government, arts and industry, urban centers are consequently important areas of study. Our program in American Urban Studies focuses learning on urban life in American cities through a comprehensive review of the liberal arts, humanities, social sciences, math and the natural sciences. New York City is the global learning laboratory that provides MCNY students with unique opportunities to participate in world-renowned New York cultural organizations, government offices and international institutions.

The cornerstone of our unique purpose-centered educational approach is the Constructive Action. More than a thesis, it is an act of service that empowers students to better manage their lives, meet societal needs and work alongside others to improve the world. Students learn to integrate knowledge with work. They learn to plan, carry out and assess enhancements directly related to the application of learning to real world issues.

The first semester introduce students to basic college skills and develop proficiencies in critical thinking, the techniques of effective writing, the use of technology, subject specific content and the basic framework of the Purpose-Centered curriculum. Key to this freshman year experience is mastering how to write a Constructive Action. *Commencing with the third semester (and throughout the remaining semesters), students are required to engage in a supervised fieldwork experience of seven hours weekly.*

## **Contemporary Values and Classical Ethics (ETH 111)**

Values may be described as 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.

In the Values and Ethics class for the first semester, **Contemporary Values and Classical Ethics**, 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 presenting this overview of values and ethics, we draw from several disciplines, including theology, philosophy, anthropology, history, and literature.

### **Learning 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
2. Weekly Assignments
3. Mid-term
4. Final
5. Signature Assignment\*

\*Note: The Signature Assignment for this course is an assignment in self-directed learning. No matter what profession you decide to enter, it is important that you develop the ability to learn on your own. The Signature Assignment is to be performed outside of the time allotted for your class. Your instructor will give you further guidelines as to how to choose and carry out the assignment.

**Required Readings:**

Budge, E.A.W. (1967). *The Egyptian book of the dead*. New York: Dover  
Plato. (1981). *Meno*. Indianapolis: Hackett  
Radice, B.(tr.)(1974). *The Letters of Abelard and Heloise*. New York: Penguin  
Descartes, R. (1998). *Discourse on method* (4<sup>th</sup> 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 *Egyptian book of the dead*

**5 Philosophical values I: introduction to Greek Philosophy**

- Empiricism
- Atomism
- Sophism

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

**6 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 *Meno*

**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 Letters of Abelard and Heloise*

**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 *Discourse of method*

**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

## Latin for Writers I (LAT 111)

### Overview

Latin is a literacy tool. To learn Latin is to learn literacy. Latin is the language through which across the ages students have been brought into the mainstream of Western literacy and professionalism. It was the first professional language in the West, providing the foundational vocabulary for the professions of law, medicine, and education. It was the language that for centuries defined what it meant to be literate and professional. In this course, **Latin for Writers**, you will gain knowledge of this tradition and enhance your own literacy skills through a comparative analysis of the grammars of Latin and English. You will acquire a basic systemic knowledge of what a language is, how a language works, and how to talk about the work that a language does.

### Dimension Specific Abilities

**Ability 2:** The ability to communicate effectively through reading, writing, listening, speaking and other modes of expression (*Self & Others*)

**Ability 3:** The ability to describe and connect to individual and diverse group values in the past and the present (*Values & Ethics*)

**Ability 5:** The ability to describe social, natural and technological systems, using methods specific to the humanities and the social and natural sciences (*Systems*)

You will develop these abilities by mastering the following course objectives:

1. Acquiring knowledge of the essential forms, grammar, and syntax of the Latin language;
2. Understanding how these Latin fundamentals differ from the grammar and syntax of English, leading to an increased understanding of how both languages function;
3. Developing familiarity with basic Latin vocabulary and word derivations from Latin into English and the Romance languages (French, Spanish, Italian, Portuguese, Romanian, etc.) and the impact of Latin on the professional vocabularies of law, medicine, and education;
4. Reading, understanding, and translating adapted and un-adapted passages in Latin;
5. Becoming acquainted with the daily life and culture of the ancient Romans;
6. Recognizing and understanding the values and social attitudes of the ancient Romans;

By the end of the course, you will be well on your way to becoming that most valuable of marketable commodities—the Literate Professional.

**Required Texts**

- Goldman, N. (1995). *Practice! Practice! a Latin via Ovid workbook*. Detroit, MI Wayne State University Press.
- Goldman, N. (2004) *English grammar for students of Latin: the study guide for those learning Latin* (3<sup>rd</sup> ed.). Ann Arbor, MI.: Olivia and Hill Press.
- Nyenhuis, J. E. (1982). *Latin via Ovid: A first course* (2<sup>nd</sup> ed.). Detroit, MI: Wayne State University Press.

**Assessment**

Participation

Quizzes

Mid-term Exam

Final Exam

*Note:* The instructor will inform you of the percentage distribution

**Schedule** (For both split and one-class meeting sessions)**Week 1**

Sessions I: Introduction: Lecture

The Indo-European Family of Languages; the Latin Alphabet; Guide to Pronunciation

Publius Ovidius Naso: A Biographical Note

Session II: Charta Geographica

Omission of Article; Word Order; Omission of Pronoun Subject; Number: Singular and Plural; Case: Nominative, Accusative, and Ablative; The Expletive, *There is, There Are*

Questions and Answers; Apposition; Pronunciation; Geographical Etymology

**Week 2**

Session III: Europa Et Taurus

Omission of Possessive Adjective; Word Order in Transitive Sentences; the Verb: Present Tense; Person and Number: Genitive Case: Nouns in **-us**; Preposition in + Accusative Case; Historical Present; Pronunciation; Roots and Prefixes

Session IV: Minerva et Arachne (Part 1)

Parts of Speech: Inflection of Nouns; Number, Gender, and Case; the Five Declensions; First Declension; Agreement of Nouns and Adjectives; Commands; Etymology

### Week 3

Session V: Minerva et Arachne (Part 2)

Infinitive, Complementary and Stem; First and Second Conjugations; Personal Endings; Linking Verb **Sum, Esse**; Indirect Object, Dative Case; Ablative Case; Imperative Mood; Vocative Case; Enclitic **-que**; Principal Parts of Verbs; Etymology: Romance Language Cognates; Prefixes, Roots, Suffixes

Session VI: Latona Et Niobe (Part 1)

Second Declension Masculine and Neuter Nouns; Agreement of Adjectives; Cardinal Numbers 1-12 and Roman Numerals; Masculine Nouns in First Declension; Etymology: **via**; suffix **-ion**; **-tia** > -ce

### Week 4

Session VII: Latona et Niobe (Part 2)

First and Second Declension Adjectives; Ablative of Means; Vocative Case in **-e**; Accusative Case with Prepositions; Verb Compounds; Etymology: Numbers and Roman Numerals

Session VIII: Pan et Syringa. Future Tense Indicative: Omission of **and**; **Tecum, Mecum**; Second Declension Nouns in **-er, -ir**; Adjectives in **-er**; Future of **Sum**; Word Order of Adjectives; Etymology: **colo, osus**, Latin to English words intact

### Week 5

Session IX: Callisto (Part I) Perfect Indicative Forms and Meanings; Perfect Tense Second Conjugation; Dative with Certain Adjectives; Subordinate Clauses; Conditions; **Suus** and **Eius**; Etymology: the Zodiac

Session X: Callisto (Part 2)

Cardinal Numbers 13-19; Special Perfect Tense Forms; Perfect Tense of **Sum**; **Adsum**; **Absum**; Antepenultimate Rule; Etymology: Persona, Identical Cognates

### Week 6

Session XI: Philemon et Baucis (pars prima)

**Duo, Duae, Duo; Mille, Millia**; Third Declension; I-Stems; Adjectives with Third Declension Nouns; Partitive Genitive; Ordinal Numbers; Etymology: **Domus, Rex**

Session XII: Philemon et Baucis (pars secunda)

Common Gender Nouns; Neuter Third Declension; Video = Infinitive: Third Conjugation; Negative Commands; Substantives; Past Perfect (Pluperfect); Etymology: Who Invented the Motor Car?

### Week 7

Session XIII: Echo et Narcissus

Superlatives; Subordinate Clauses: **Quamquam**; Conjugation of **Possum**; Ablative Case; Third Declension I-Stems; Future Perfect Indicative; **Quem**; Reflexive Pronouns **Se**; Gender of Third Declension Nouns; Etymology; Assimilation, *pos-* and *pot-* words

Session XIV: Phoebus et Daphne

Third Conjugation; Third *-io*; Personal Pronouns; Etymology: Aqua, **Dico**, **Facio**

### Week 8

Session XV: Pyramus et Thisbe (pars prima)

Fourth Conjugation; Future Tense, All Conjugations; Synopsis of Verbs; Simile; Superlatives in *-er*; **Domus**; Etymology: *-arium*, *orium*

Session XVI: Pyramus et Thisbe (pars secunda) Demonstratives **Hic** and **Ille**; Imperative Mood, All Conjugations; Etymology: Space Age Vocabulary

### Week 9

Session XVII: Atalanta et Hippomenes (pars prima) Passive Voice Indicative; Ablative of Agent; Relative Pronoun **Qui**, **Quae**, **Quod**; Fourth Declension; Passive Infinitive: **Dexter**, **Sinister**, **Augur**

Session XVIII: Atlanta et Hippomenes (pars secunda)

Perfect Passive Participle; Interrogative Pronoun **Quis**, **Quid**; Interrogative Adjective **Qui**, **Quae**, **Quod**; Irregular Verb **Eo**; **Millia**, **Tres**; Passive of **Video**; Etymology: *-or*; Romance Language Cognates

### Week 10

Session XIX: Midas et Vis Aruea

Ablative Absolute; Principal Parts of Verbs; Fifth Declension; Third Declension Adjectives; Etymology: *-atas*, *-tudo*, *-io*, *idus*

Session XX: Midas et Pan

Perfect Passive System; *Idem*, *Eadem*, *Idem*; Deponent Verbs; Onomatopoeia; Declension of *Se*; Etymology: *Piscis in Mari*

### Week 11

Session XXI: Orpheus et Eurydice

Conjugation of **Fero**; Third Declension Adjectives; Participles; Present Active Participles; Etymology: Latin in Musical Terms

Session XXII: Mors Orphei

Future Active Participle; Active Periphrastic; Comparison of Adjectives; Comparison of Adverbs; Infinitives; Compounds of **Eo**; Etymology: Musical Terms

### **Week 12**

Session XXIII: Iason et Argonautae

Indirect Statement; **Nego, Quidam, Quaedam, Quiddam**; Irregular Adjectives; Etymology; Geographical Terms

Session XXIV: Amor Iasonis

Subjunctive: Present Active and Passive; Subjunctive of **Sum** and **Possum**; Subjunctive Usage; Independent; Etymology: Island, Rivers, Seas, Cities

### **Week 13**

Session XXV: Labores Iasonis

Subjunctive: Imperfect Active and Passive; Subjunctive Usage: Dependent; Sequence of Tense; Purpose Clauses; Result Clauses; Imperfect Subjunctive of **Sum** and **Possum**; Etymology: Legal Latin

Session XXVI: Facta Magica Medae Subjunctive: Imperfect Active and Passive; Pluperfect Subjunctive; Contrary-to-fact Conditions; Subjunctive Perfect and Pluperfect of **Sum**: Dative with Certain Verbs; Dative of Compound; Etymology: Medical Latin

### **Week 14**

Session XXVII: Thesus Troezenae

Synopsis of Subjunctive: Indirect Question; Sequence of Tenses; **Utor** with the Ablative; Locative Case; Etymology: Church Latin

Session XXVIII: Thesueus Athenis

Cum Preposition and Conjunction; Cum with the Subjunctive; Temporal Conjunctions; Adjectives with the Dative; Word Mosaic; Unusual Word Order: Irregular Comparison of Adjectives and Adverbs; Etymology: Biological, botanical, and Zoological Latin

Session XXIX: Theseus Cretae

Relative Clauses with Indicative, with Subjunctive: Characteristic and Purpose; Impersonal Verbs; Transitional Relative Pronouns; Facere ut; Gerunds in the Genitive; Etymology: Psychological Latin; Education and Educational Terms

### **Week 15 Final Examination**

## **Self-Assessment through Writing and Technology (PCA 111)**

In this course, **Self –Assessment through Writing and Technology**, you will learn to use writing and technology for assessing your own strengths and weaknesses as students and citizens of the world. The first part of the course (section 1 and section 2) is devoted to developing critical thinking and writing skills and assessing your own preparedness for academia. You will develop strategies for note taking, reading comprehension, avoiding plagiarism, and other skills for successful college performance and civic engagement. The second part of the course is dedicated to identifying and implementing a plan of action. The plan of action asks you to identify an issue in your own neighborhood and through writing, research, and analysis, to devise a plan to address that issue. In this course, you will learn and model how to develop your skills in writing, critical thinking, and self assessment to become more effective thinkers and leaders.

### **Learning Objectives**

- Strengthen communication and analytic skills through writing, classroom discussions, and individual and group work;
- Develop skills and knowledge needed to become a successful student and change agent;
- Practice study skills of note-taking, outlining, reading, comprehension, textual analysis, time management, collaborative learning, and test-taking; and
- Plan, research, implement, and evaluate a Constructive Action.

### **Dimension Specific Abilities**

**Ability 1:** The ability to think independently, critically, and creatively about self, knowledge and the world (Self & Others)

**Ability 2:** The ability to communicate effectively through reading, writing, listening, speaking, and other modes of expression (Self & Others)

**Ability 4:** The ability to evaluate and use ethical principles to make mature and responsible choices (Values & Ethics)

**Ability 6:** The ability to make systems better through the use of knowledge and civic engagement from the local to the global level (Systems)

**Ability 8:** The ability to integrate theory with practice to make a positive difference in the world (Purpose)

**Ability 9:** The ability to direct and assess your life-long learning as you promote empowerment through Constructive Action (Purpose)

### **Required Texts**

Sapphire. (1997.) *Push*. New York: Vintage Contemporaries.

Deans, T. (2003). *Writing and community action: A service-learning rhetoric with readings*. New York: Longman, Inc.

### **Resources**

[www.blogspot.com](http://www.blogspot.com)

Others Online Resources under “External Links” on our Blackboard Account and TBA

### **Recommended Writing Websites**

APA Style:

- <http://www.apastyle.org/>
- <http://www.ccc.commnet.edu/apa/index.htm>
- <http://www.bedfordstmartins.com/online/cite6.html>

Advice on Academic Writing:

- <http://www.utoronto.ca/writing/advise.html>

Guide to Grammar and Writing:

- <http://webster.commnet.edu/grammar/index.htm>

Writing Lab Practice Exercises:

- <http://owl.english.purdue.edu/handouts/interact/index.html>

### **Evaluation**

Class attendance, participation, and preparation: 15%

Oral Presentation: 10%

Online Writing: 20%

Papers & Homework: 25%

Final Project: 30%

### **Course Schedule**

#### **Section 1: Introduction to College Skills ; Critical Reading, Thinking & Writing; Self Assessment; Using Blackboard & Blogspot.**

Week 1: Introduction to class; First Blog entry on Strengths & Weaknesses

Week 2: 5-paragraph essay vs. argument driven essay; Constructing a thesis statement

Week 3: Literary Conventions; Introduction to Fairy Tales  
Read *Push*, Part I & II (pp. 3-66)

Week 4: Analyzing *Push* as Fairy Tale  
Read *Push*, Part III & IV (pp. 67-150)

**Section 2: Using Technology to Improve Writing Skills; Information Literacy; Researching and Assessing Urban Issue; Avoiding Plagiarism**

Week 5:

Read *Push*, "Life Stories" and "Writing as Social Action," Deans, T. (2003). *Writing and community action: A service-learning rhetoric with readings*. New York: Longmon, Inc.

Week 6:

Deans, T. (2003). "Writing Your Life," *Writing and community action: A service-learning rhetoric with readings*. New York: Longmon, Inc.

Week 7:

Deans, T. (2003). "Exploring Community," *Writing and community action: A service-learning rhetoric with readings*. New York: Longmon, Inc.

**Section 3: Creating and Implementing a Plan of Action; Engaging in Civic Issues via Research, Writing, and Action**

Week 8:

Deans, T. (2003). "Writing in Academic Communities," *Writing and community action: A service-learning rhetoric with readings*. New York: Longmon, Inc.  
Databases.

Week 9:

Deans, T. (2003). "Literature, Culture, Social Reflection," *Writing and community action: A service-learning rhetoric with readings*. New York: Longmon, Inc.

Week 10:

Deans, T. (2003). "Preparing for Outreach," *Writing and community action: A service-learning rhetoric with readings*. New York: Longmon, Inc.

**Section 4: Self- Evaluation and Presentation of Plan of Action; Using Technology to Improve Presentation Skills**

Week 11:

Deans, T. (2003). "Writing about Community," *Writing and community action: A service-learning rhetoric with readings*. New York: Longmon, Inc.

Week 12:

Deans, T. (2003). "Writing for Community," *Writing and community action: A service-learning rhetoric with readings*. New York: Longmon, Inc.

Week 13:

Deans, T. (2003). "Writing with Community," *Writing and community action: A service-learning rhetoric with readings*. New York: Longmon, Inc.

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Week 14: In-Class peer-review writing workshop

Deans, T. (2003). "Final Reflections," *Writing and community action: A service-learning rhetoric with readings*. New York: Longman, Inc.

Week 15: Presentation of Final CAs

## **MATH I: QUANTITATIVE REASONING (MTH 111)**

### **Overview**

Virtually all well-paying jobs – the kind that most MCNY students want their education to earn for them – involve some (or a lot of) mathematics. Therefore, to the extent that you are knowledgeable of and comfortable with mathematical concepts and methods, the greater your potential for career success and job satisfaction. The main goal of this course is to shatter the barriers that keep so many students from understanding and liking mathematics while giving them experience applying college level mathematical knowledge and methods. Each session will focus on one powerful mathematical concept; we will expect you to understand the concept, know some of the reasons why it matters, see how to apply it, and solve problems that make use of it. Topics will include algorithms and formulas, problem solving heuristics, estimation, proofs, variables, translating between words and numbers, odds and probability, kinds of numbers, and the relationship among math, logic and common sense. We will present ideas in the context of problems and decisions that most people face in their everyday lives. We will provide one-on-one and small-group tutoring if you experience difficulty. There will also be a self-study option for many of the sessions if you are able to demonstrate in advance that you have already mastered a session's main idea.

### **Learning Outcomes**

By the end of this course, you will

- Become familiar and comfortable with a set of selected core mathematical concepts.
- Use mathematical methods to solve specific common problems in everyday life.
- Develop improved algebraic and problem solving skills through increased mastery of strategies and heuristics
- Apply specific mathematical methods and knowledge at a freshman college level.

### **Materials**

You should own a pocket calculator and bring it to class.

### **Required Text**

Bennett, J.O., & Briggs, W.L. (2002). *Essentials of using and understanding mathematics*. Boston: Addison Wesley.

### Additional Recommended Texts

- Averbach, B. & Chein, O. (2000). *Problem solving through recreational mathematics*. Mineola, NY: Dover Publications.
- Burger, E.B. & Starbird, M. (2005). *The heart of mathematics: An invitation to effective thinking* (2<sup>nd</sup> edition). Emoryville, CA: Key College Publishing.
- Mason, J. (1985). *Thinking mathematically (revised edition)*. Harlow England: Prentice-Hall.

### Assessment

1. Mid-term test
2. Final test
3. Attendance
4. Participation to classroom discussions

*Note:* Professor will inform students of distribution of percentages per assessment component.

### Schedule

Week	Topic	Required Reading
1	<b>Welcome and Course Overview</b> <ul style="list-style-type: none"> <li>• Know what you can expect to do for and gain from this course.</li> <li>• Share ideas about what makes math education succeed or fail and how to guarantee success here</li> <li>• Understand what this course will offer and begin to judge how it may be useful to you</li> </ul>	
2	<b>Problems Solving Techniques 1</b> <ul style="list-style-type: none"> <li>• Learn the problem solving technique of ‘unmasking’ the question.</li> <li>• Distinguish between questions that can be answered and questions that need to be challenged</li> </ul>	Bennett: Chapter 1
3	<b>Problem Solving Techniques 2</b> <ul style="list-style-type: none"> <li>• Scientific Notation and Standard Representation</li> </ul>	Bennett: Chapter 2
4	<b>Mathematical Thinking and Problem Solving Methods</b> <ul style="list-style-type: none"> <li>• Distinguish between mechanical thinking and common sense</li> <li>• Understand when mechanical thinking is an advantage and when it is not</li> <li>• Distinguish between a heuristic and an algorithm as a problem solving method</li> <li>• Familiarize yourself with some heuristic methods</li> </ul>	Bennett: Chapter 2

5	<b>Mathematical Certainty and Possible Deception by Numbers</b> <ul style="list-style-type: none"> <li>• Clarify your ideas about the value of mathematical certainty</li> <li>• Sharpen your skill at telling the difference between deceptive uses of numbers and fair use</li> <li>• Decide whether numbers can help you in deciding whether to take a risk</li> <li>• See how some people use math for deciding what behavior is risky and what is safe</li> </ul>	Bennett: Chapter 3
6	<b>Refreshing Basic Arithmetic</b> <ul style="list-style-type: none"> <li>• Natural numbers</li> <li>• Arithmetic operations</li> <li>• Types of parentheses and their role</li> <li>• Properties of arithmetic operations</li> <li>• Examples and exercises</li> </ul>	Handouts provided by professor
7	<b>Exponentiation</b>	Handouts
8	<b>Mid-term Examination</b>	
9	<b>Fractions</b> <ul style="list-style-type: none"> <li>• Rational and irrational numbers</li> <li>• Real numbers</li> <li>• Operations with fractions</li> <li>• Square root</li> <li>• Examples and exercises</li> </ul>	Handouts
10	<b>Elementary Algebra</b> <ul style="list-style-type: none"> <li>• Concepts: expressions, formulas, equations, theorems</li> <li>• Positive and negative numbers</li> <li>• The numbers line</li> <li>• Absolute value (modulus)</li> <li>• Operations with positive and negative numbers</li> <li>• Examples and exercises</li> </ul>	Handouts
11	<b>Properties of operations with positive and negative numbers</b> <ul style="list-style-type: none"> <li>• Order of operations</li> <li>• Examples and exercises</li> </ul>	Handouts
12/ 13	<b>In class training in algebraic calculations</b> The students do individually and on the board calculations of continuously increasing difficulty under the professor's supervision	

14	<b>Working with compound interest functions</b> <ul style="list-style-type: none"><li>• Look at a function that is very important for all adults to understand, the function for calculating compound interest.</li><li>• Distinguish simple and compound interest</li><li>• Understand the concept of APR (annual percentage rate)</li><li>• Analyze and discuss the formula for calculating compound interest</li><li>• Using EXCEL for calculating compound interest:</li></ul>	Bennett; Chapter 4
15	<b>Final examination</b>	

Examinations:

Mid-term examination: 8<sup>th</sup> week, assigned classroom

Final examination: 15<sup>th</sup> week, assigned classroom

## **Computer Applications for Profit and Non-Profit Managements (MIS 111)**

In this course students will learn the most important aspects of Microsoft Office. The course will begin with a quick overview of the Office Suite, as well as the Windows OS and Internet Explorer. After which student will then move on to the essential features for Word, Excel, Access and PowerPoint. Hands-on labs will include the use of Object Linking and Embedding (OLE) to create integrated Office documents. The last section of the course provides an overview of Outlook. Students also become familiar with the use of the Internet for research.

### **COURSE OBJECTIVES:**

At the end of this course students will be able to:

- Develop an in-depth understanding and practical knowledge of the most frequently used software applications
- Demonstrate an intermediate skill level with documents through Microsoft Word
- Demonstrate an intermediate skill level with electronic spreadsheets through Microsoft Excel
- Demonstrate an intermediate skill level with presentation software through Microsoft PowerPoint

### **TEXTBOOK:**

Beskeen, D., Cram, C., Duffy, J., Friedrichen, I., & Reding, E E. (2007). *Microsoft Office 2007 Illustrated Introductory, Windows XP Edition*. Florence, KY : Cengage.

### **Grading Methodology:**

1. Lectures/Demonstrations: Important material from the text and outside sources will be covered in class. You should plan to take careful notes as not all material can be found in the texts or readings. Discussion is encouraged as is student-procured, outside material relevant to topics being covered.
2. Assignments: Concepts Reviews, Skills Reviews, Independent Challenges and other projects and readings will be assigned to help support and supplement material found in the lessons. These assignments may require the use of various software applications.
3. Quizzes: Occasional scheduled or unscheduled quizzes will be given to help ensure you stay up with assigned material.
4. Exams: Three exams will be given. The exams will be closed book/note and will test assigned readings and material discussed in class.

**Weekly Topics:**

<b>Week</b>	<b>Topic</b>	<b>Material</b>
1	Reviewing Microsoft Windows Reviewing Microsoft Windows	<b>Windows Unit A</b> <b>Windows Unit B</b>
2	Reviewing Microsoft Office XP Lab Session Getting Started with Microsoft Internet Explorer	<b>Office Unit A</b> <b>Internet Explorer Unit A</b>
3	Getting Started with Microsoft Word 2003 Lab Session Editing Documents	<b>Word Unit A/Bonus Exercises</b> <b>Word Unit B/Bonus Exercises</b>
4	Formatting Text and Paragraphs Lab Session Formatting Documents	<b>Word Unit C/Bonus Exercises</b> <b>Word Unit D/Bonus Exercises</b>
5	Getting Started with Microsoft Excel 2003 Lab Session Building and Editing Worksheets	<b>Excel Unit A/Bonus Exercises</b> <b>Excel Unit B/Bonus Exercises</b>
6	Working with Formulas and Functions Lab Session Working with Charts	<b>Excel Unit C/Bonus Exercises</b> <b>Excel Unit D/Bonus Exercises</b>
7	Integrating Word and Excel Lab Session	<b>Integration Unit A/Bonus Exercises</b>
	<b>Exam #1</b>	
8	Getting Started with Microsoft Access 2003 Lab Session Using Tables and Queries	<b>Access Unit A/Bonus Exercises</b> <b>Access Unit B/Bonus Exercises</b>
9	Using Forms Lab Session Using Reports	<b>Access Unit C/Bonus Exercises</b> <b>Access Unit D/Bonus Exercises</b>
10	Integrating Word, Excel, and Access Lab Session/Review	<b>Integration Unit B/Bonus Exercises</b>
	<b>Exam #2</b>	
11	Getting Started with PowerPoint 2003 Lab Session Creating a Presentation	<b>PowerPoint Unit A/Bonus Exercise</b> <b>PowerPoint Unit B/Bonus Exercises</b>
12	Modifying a Presentation Lab Session Enhancing a Presentation	<b>PowerPoint Unit C/Bonus Exercises</b> <b>PowerPoint Unit D/Bonus Exercises</b>
13	Integrating Word, Excel, Access, and PowerPoint Lab Session Integrating Office Applications with Internet Explorer	<b>Integration Unit C/Bonus Exercises</b> <b>Integration Unit D/Bonus Exercises</b>
14	Getting Started with Microsoft Outlook 2003 Understanding Additional Outlook 2003 Features	<b>Outlook Unit A</b> <b>Appendix A</b>
	Review for final	
15	<b>Final Exam</b>	