

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

Purpose I Handbook

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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 id. 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 achieve the Purpose A bilities for Purpose I with an emphasis on critical thinking skills and written communication.

Computer literacy and numeracy, which includes word processing and the use of the Internet, will be incorporated into the course. There will also be workshops devoted to how to use the library and the basics of research.

- 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.
 - d) Carry out the Plan
 - e) Assess the results and plan the next steps

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:

Raimes, A. (2005). *Keys for writers* (6th ed.). New York: Houghton Mifflin.

Purpose I

Self Assessment and Preparation for Practice

Class sessions:

1. Introduction to the workshop approach to writing

Discussion: Who are you? What is important for you? What do you want to accomplish in your professional life?

What is your understanding of purpose-centered education and self-assessment?

Assignment for next week: Identify and prepare a narrative to share in class of the most important event in your past that helped to make you who you are today. It can be in the form of a story, a dramatic scene, cartoon, collage, poem, song, dance or audio visual presentation. This will be the basis for an essay, entitled "My Turning Point" to be handed in on week two.

Important: All students must find a field placement for next semester.

Computer Literacy:

Basic computer concepts:

information input and storage	reading the screen
C.P.U, monitor and keyboard	desktop and icons
handling the mouse	taskbars
using diskettes/CDs	

2. Presentation: "My Turning Point"

Make a class presentation of what you consider to be your turning point and be ready to hand in your essay.

Brainstorm ideas for an expository essay on “Why I Chose Human Services”

Assignment: prepare first draft of an expository essay on “Why I chose Human Services” using the essay structure chart on p. 15 of the Purpose One Handbook. Include a paragraph on your values. Find ways to integrate theory (the ideas and subjects you study in your Dimension classes) with you 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

1. Read Raimés (2005) *Keys for Writers*, pp.7-10 and 20-25 and “What is plagiarism?” pp. 126-144.
2. Study Raimés (2005) pp. 353-408: “Common Sentence Problems”
3. Read from Brill & Levine (2002) , *Working with People*, pp.19-39, Chapter 2, “Understanding Ourselves”.
3. **Brief Discussion:** Brill & Levine (2002), *Working with People*, Chapter 2, “Understanding Ourselves”, pp.19-39. Be ready to talk about your positive and negative traits and how they may impact your professional goals.

Bring your draft of “Why I Chose Human Services” and be ready to practice proof reading by exchanging your work with other students. Use editorial and correction guide in Raimés (2005) pp.594-595. Identify areas for improving your mastery of standard (academic) English prose: sentence structure, tense consistency, grammar, punctuation, etc. Be ready to discuss how professionals explain ideas and provide information. In written form, this is called “exposition” (a comprehensive description and explanation of an idea or theory). Expository (intended to explain or describe something) writing may or may not involve narration.

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Assignment: Bring final version of your essay “Why I Chose Human Services”.

Computer Literacy: Continuation of basic operations.

4. Hand in your final version of “Why I Chose Human Services”.

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 and your career choice in terms of the Values and Systems Dimensions (your beliefs about what is good/bad, moral/immoral, traditions and cultures, etc.). Reflect on and be ready to discuss what you have learned so far in those classes that help you understand:

- Your beliefs about human beings
- Why you want to help them
- Your traditions of working and living
- The cultures of those you will be helping

Assignment: Read Chapter 3: *Understanding the Human Condition* from Brill & Levine (2002), pp. 42-56; *Critical Thinking* by Daniel Willingham; *Mathematical Approach* by Lisa Bauer.

Write a draft of “How will I Help?” assessing the following:

- The helping skills you have already (prepare list).
- The skills you need to develop
- Why professionals need to think critically
- Why professionals need to understand math

Computer Literacy: documents; setting up a document, formatting, menu.

Reminder: the 7th week is the deadline for presenting the letter of agreement for your internship.

5. Hand in draft version of “How Will I Help?”

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

Reflect and assess your career choice in terms of the Self and Others Dimension (your body, your culture, your spirituality):

- Your physical capabilities in helping
- How you deal with your cultural and natural environment.
- Your health and your fitness
- How your spirituality is helping you to help yourself and others.

Be ready to discuss these issues during the class session.

Assignment: Write final version of “How Will I Help” mentioning your skills or lack of them.

Computer Literacy: entering data

- Displaying formatting marks
- Spell check and grammar check
- Selecting and formatting paragraphs
- Changing font type and size.

6. Hand in final version of “How Will I Help?”

Focus on your professional weakness. Relevant concerns: requirements for Human Services workers, and matching your personal characteristics to each requirement.

Which professional requirement seems to be most important to you? Identify your one professional weakness – your need- that you want to work on.

Be ready to discover and discuss what you think your weakness is.

Assignment: Read Chapter 5: “Developing and Maintaining Communication with People”, from Brill & Levine (2002) pp.87-106.

Remember it has to be a weakness or problem which relates to your career choice. Write a paragraph indentifying your need.

7. Preparation for research: quotation, paraphrase and summary.

Hand in paragraph identifying your need.

Come ready to talk about your “need” (professional weakness.

Join the discussion on the bibliographic information and APA format in Raimes (2005), pp.209–245.

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

Assignment: Read books, journal articles, or Internet sources on your need and summarize the relevant information. Consider possible topics: the cause of the need, in past and or present; and the effects of the need, present and future, on your performance as a professional. Prepare a literature review of the information you have researched from all three sources.

Computer Literacy: using internet sources

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

8. Planning: choosing a goal and objectives.

Completed documents for segment one of the Constructive Action are due: essays and literature review.

Discuss definitions of Goals, Objectives and Strategies. Brainstorm on ways to satisfy your need (work on your professional weakness). This is the beginning of your Plan of Action, a self-improvement

project to help you become a better professional. Planning, implementation, assessment, and evaluation must be completed by week 15th of the semester.

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 objective; these are the “means” to the end.
- Assessment of the implementation of Objectives and Strategies
- Evaluation Plan – design to know if you have met your objectives.

Assignment: Goal and Objectives – restoration to functioning ability.

Draft of Goal and Objectives of your Plan of Action:

Prepare a broad, brief statement of intent that provides focus and direction to address the need you have identified. **(Goal)**

Indicate a focused and realistic set of actions in which you will carry out your professional development through their specificity, measurability, achievability, relevancy, and timeliness. **(Objectives)**

Read Chapter 7, “Using the Basic Problem–Solving Process” from Brill & Levine (2002), pp. 129–140.

Computer Literacy:

- Indenting paragraphs
- Adding footnotes

9. Planning: Strategies, Evaluation and Timeline

Hand in the draft of your Goal and Objectives.

Discussion of the list of strategies (and the timeline) you are planning to implement in the process of correcting your professional weakness. Tell what steps you plan to take and how you will do it. Be ready to address at least one of your strategies.

Indicate your overall expectations and the long term implications and outcomes from the implementation of your strategies.

The process of carrying out your Plan of Action (CA) must be documented by means of journals, logs, and/process recordings of your experiences. Your logs should:

- Document the implementation of your strategies.
- Describe any related events or interactions that you participate in that relate to the Plan of Action, and that support your growth and that of others in your group.
- Identify value issues that arise as you implement your plan of action and describe how you address them through ethical reasoning and action.
- Selective attention by including significant details
- Content should include basic data, major concepts, learning activities and critical incidents.
- Analysis of data should be done based on honesty, complexity, new learning, feelings and greater or enduring understanding.
- The format of your logs should include:

1. Date of the event
2. Date of log
3. Location

4. Participants
5. Description of event (content)
6. Analysis
7. Next steps

Assignment: Prepare your final Plan of Action (CA) including Goal, Objectives, Strategies, Evaluation, and Timeframe. Prepare to implement and document your Plan of Action over the next three weeks using a set of three logs.

10. Implementation: Documentation in Logs

11.

Over the next three weeks document your Plan of Action

- Format: date, time, location, participants, content narrative, scholarly
- Keep a record of all activities and decisions related to your activities
- Assess each event in relation to your goal
- Confirm that you have broad support from those who will participate in your intervention.
- Describe how you are using your knowledge
- Analysis, assessment, next steps.

Assignment: Prepare draft of Log # 1

12. Implementation: Documentation in Logs

Assignment: Draft of Log #2

13. Hand in Logs 1, 2, & 3.

Be ready to discuss your Assessment of the implementation (and Rationale) of Plan of Action including:

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- Changes in the Plan of Action. Explain any changes you have made.
- Include an analysis of Objective and Strategies. List which objectives and strategies were successful and which were not.

Note: This information may be presented in the form of a table.

- Evaluation:
 1. Analyze the evaluation instruments that you selected in your Plan of Action.
 2. Report the results achieved in the form of an Excel document.
 3. What does the evaluation data say about your performance of this Constructive Action?
 4. What are the “next steps” for you?
- Discussion
 1. Discuss what you learned about yourself from the implementation of your intervention this semester
 2. Discuss the results in terms of empowerment and knowledge you gained in your dimension classes.

What readings have been the most important to your self-assessment?

3. What would you do differently if you were able to address this need again?
4. What is your advice to future Purpose One students?

Assignment: Prepare a draft of your Rationale.

Use the following questions to guide you in preparing your Rationale:

- How would you apply the knowledge gained from your study of this Purpose’ CA?
- How would you continue to work on correcting your weakness?
- Will self-assessment be something you do just this one time?

- Have you promised yourself to complete your goal and objectives even after this semester?

Write an abstract of your Constructive Action to share with your classmates.

Prepare final draft of your Constructive Action.

14. Hand in final draft of your Constructive Action.

Continuation of Session 12. Be ready to receive constructive criticism and feedback from your classmates.

Assignment: Prepare final version of Constructive Action and copy to a diskette or CD.

- . Be ready to discuss any difficulties you encountered while preparing your document.

Assignment: Include corrections from your final draft into your final version of CA.

15. Hand in your final copy of your Constructive Action with your diskette or CD.

Purpose I Field Assignment Requirements

Grades for the field work component are based on the following course requirements:

- Students must visit at least 3 human service agencies.
- Students who intend to use their jobs for their internship must visit 2 additional agencies.
- Students must submit an organizational profile for each agency that they visit.
- They must write a one page justification for choosing the agency where they will do their internship.
- All 3 forms and the one page justification for the internship selection must be submitted to the Constructive Action teacher.

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:

Budge, E.A.W.. (1967). *The egyptian book of the dead*. New York: Dover.
Descartes R. (1998). *Discourse on method* (4th ed.). Indianapolis: Hackett.
Plato, (1981). *Meno*. Indianapolis: Hackett.

Radice, B. (1974). *The letters of abelard and heloise*. New York: Penguin.

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, D. (2003). *Biology demystified*. New York: McGraw Hill.

Rees, W. E., Wackernagel, M., & Testemale, P. (1998). *Our ecological footprint: Reducing human impact on the earth*. Colorado: New Society Publishers.

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
- Mayor 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:**
- a. To describe natural, social, and technological systems
 - b. To develop conceptual models of systems.
 - c. To identify strengths of systems.
 - d. To identify weaknesses of systems.

Assessment:

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

Required Readings:

Herodotus, (1996). *The histories*. New York: Penguin.
Santiago, R. (1995). *Boricuas*. New York: Ballantine.
Sapphire, (1997). *Push*. New York: Vintage.

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

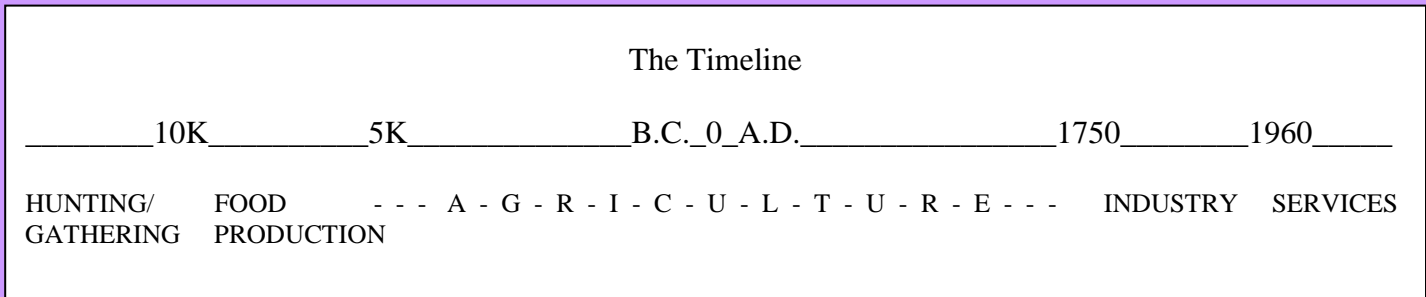
Read: Herodotus, The Histories, Introduction

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

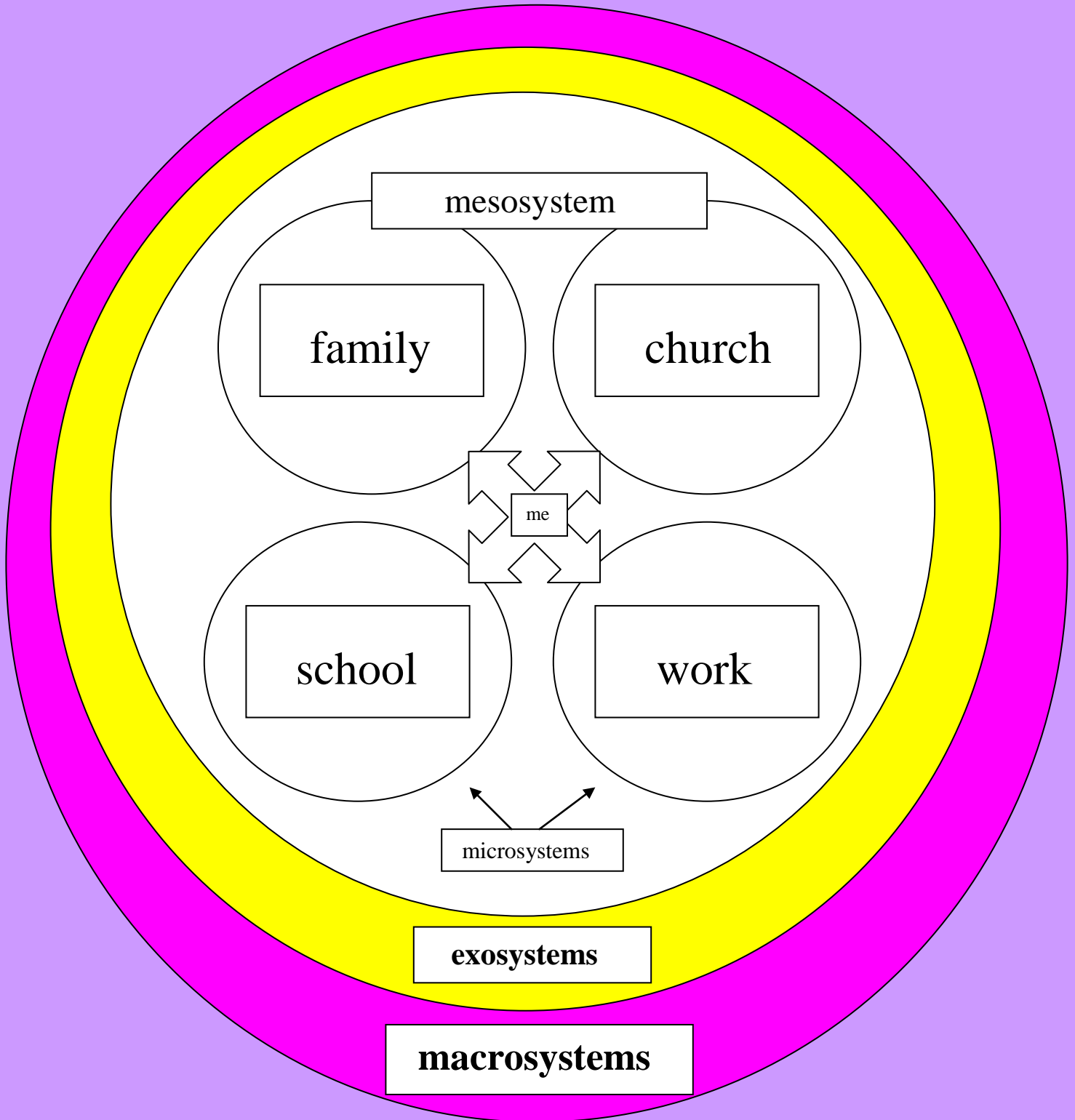
Read: Herodotus, The Histories, Book Four p 255 and pp 261-264 and 276 - 288

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 through the Study of Literature

For both self-assessment and career development, writing competency is an essential skill. This course introduces students to patterns of development, summary and paraphrase, analysis, evaluation, and synthesis of multiple sources drawn from a variety of cultural and intellectual contexts. Students will learn to write and structure essays consisting of five paragraphs or more. By mastering this essay form, they will learn to develop a thesis statement through focused paragraphs, clear arguments with supporting evidence, and effective conclusions.

Due to the increasing demand and numerous benefits of using technology to communicate and conduct research in today's academic and professional environment, this course will integrate the merging technologies throughout the semester. There will be sessions devoted to computer literacy and information literacy. In addition, a computerized learning center will serve as the writing lab. It will be available for students to work on their writing assignments and enhance their writing skills. Some class sessions will also take place at the center.

The writing center will use multiple methodologies and activities to help strengthen students' skills as they work on their writing. The activities are designed to blend the flexibility of learning technologies for skills reinforcement, writing, assessment, and interactive purposes. Providing for a learner controlled setting, writing center activities will enable collaborative learning as well as self-directed instruction.

OBJECTIVES

Students will

1. develop an understanding and appreciation of writing as a process, including the stages of prewriting, outlining, drafting, revising, editing and presentation.
2. combine paragraphs logically into unified essays which include an introduction, a body and a conclusion.
3. understand, interpret and evaluate written work.
4. analyze and compose essays using different patterns of exposition and a variety of sources.
5. recognize and correct organizational, logical and mechanical flaws in their own and fellow students' writing.
6. use various technological devices to enhance their writing skills and share their writing with others.

REQUIRED TEXTBOOK

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

OTHER MATERIALS

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

- Two computer disks
- A two-pocket portfolio
- A three ring binder

ASSESSMENT

Class Participation and Attendance	10%	
Assignments		25%
Essays and Writing Portfolio	30%	
Quizzes		20%
Final Assessment		15%

Attendance: to all class meetings is expected. If for a reason beyond your control you have to be absent, please contact the professor and make arrangements to get the material missed and submit the required assignments. Assessment of your overall **class participation** will be based on your relevant comments during class discussions, responding to questions, your input on reading assignments and all other valuable contributions.

Assignments: Assigned readings and activities must be completed as required. When group projects are assigned, please make the proper arrangements to meet with your group. Your participation will affect the overall performance and grade of the group. Writing lab assignments need to be completed and submitted as specified.

Essays: All drafts and revised essays must be submitted on the due dates to avoid being penalized for lateness. Always save more than one electronic copy of your work and a hard copy just in case you encounter technical problems. Make sure all computer disks used to save your work are labeled with your name, course title, time of class, and professor’s name. Keep all hard copies of drafts in a two-pocket portfolio.

Quizzes: To be able to assess your skills and abilities throughout the course, short tests may be administered with or without prior notification on material discussed and skills worked on in class or assigned. Therefore, you must keep up to date on all class related activities.

CLASS SESSIONS

1	Introduction of Syllabus The Writing Process	Discussion
2	Diagnostic the Basics Read: Nadell, Langan, & Comodromous, The Longman Writer Chapter 2	Reviewing

- 3 Writing an Effective Thesis Statement
Read: Nadell, Langan, & Comodromous, The Longman Writer
Chapters 3 and 4
Chapter 20 pp. 537-543

Information Literacy Session
- 4 Writing Different Types of Paragraphs
Using Microsoft Word
Patterns of Development
Read: Nadell, Langan, & Comodromous, The Longman Writer
Chapters 5, 6 and 10
- 5 Description
Read: Nadell, Langan, & Comodromous, The Longman Writer
Chapter 11
Maya Angelou, “Sister Flowers”
Write a Five Paragraph Essay using Description

Using and Evaluating Internet Materials
- 6 Revising Sentences and Paragraphs
Chapters 7-9
Final Draft of Description Due
- 7 Narration
Read: Nadell, Langan, & Comodromous, The Longman Writer
Chapter 12
Audre Lorde, “The Fourth of July”
First Draft of Narrative Essay Due
- 8 Midterm

Power Point Basics
- 9 Illustration
Division-Classification
Definition
Read: Nadell, Langan, & Comodromous, The Longman Writer
Chapters 13, 14, & 18

Group Presentations
Kay S. Hymowitz, “Tweens: Ten Going on Sixteen”
Scott Rusell, “The Men We Carry in Our Minds”
Alexandra Robbins & Abby Wilner, “What Is the

Quarterlife Crisis?"

- 10 Process Analysis
Comparison-Contrast Cause-Effect
Read: Nadell, Langan, & Comodromous, The Longman Writer
Chapters 15-17

Group Presentations

Clifford Stoll, "Cyberschool"

Patricia Cohen, "Reality TV: Surprising Throwback to the Past"

Jay Walljasper, "Our Schedules, Our Selves"

Essay Using at Least Two of the Patterns Discussed Due

- 11 Argumentation-Persuasion
Eight Strategies for Using Argumentation-Persuasion in an Essay
Read: Nadell, Langan, & Comodromous, The Longman Writer
Chapter 19

James Barszcz, "Can you be Educated from a Distance"

- 12 Debating the Issues: Date Rape
Camile Paglia, "Rape: A Bigger Danger Than Feminists Know"
Susan Jacoby, "Common Decency"

First Draft of Argumentation Essay Due

- 13 Debating the Issues: Torture of Terrorists
Jonathan Alter, "Time to Think About Torture"
Henry Potter, "Now the Talk is About Bringing Back Torture"

- 14 Power Point Presentation

Final Assessment and Writing Portfolio Due

- 15 Getting Ready for College Writing II

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:**
- Gain proficiency in the strategies of mathematical reasoning;
 - Demystify the processes of mathematical thinking and foster a clear but critical understanding of its power and limitations;
 - 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:

Averbach, B. (2000). *Problem solving through recreational mathematics*. New York: Dover.

Mason, J. 1985). *Thinking mathematically*. London: Pearson.

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

9 Developing an Internal Monitor

Understanding your personal problem solving style
Self-critique

Read: Mason, Chapter 7. Averbach, Chapter 1

10 Asking Good Questions

Advanced writing techniques

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

11 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