The Curriculum Committee will meet at 2:00 PM on Tuesday, 11-2-04 in H345.

**Agenda**

1. Consideration of Minutes of October 26, 2004 meeting
2. Chair's report
3. New Course LC214
4. Change in the catalog: PAGE 66 (QCC/QC DUAL/JOINT A.A/B.A DEGREE PROGRAM IN LIBERAL ARTS AND SCIENCES AND CHILDHOOD EDUCATION)
6. WID/WAC follow-up.
7. Power Point for faculty guidance
8. New Business
Hi, Lorena,

In response to the following questions, this is what I have found out so far.

1) Up to what level are Chinese courses offered in other CUNY colleges?
   Hunter offers up to Advanced Studies in Chinese literature.
   Queens College offers Chinese literature and culture courses.

2) What courses higher than LC214 could our students take in other colleges?
   At Hunter, they can take all 300 level courses: Journalistic Chinese literature, Classical Chinese literature, 20th Century Chinese literature, Classical Chinese poetry, etc.
   At City College, they can take conversation in Special topic.
   At Queens College, they can take Chinese literature or culture courses.
   Baruch also offers many courses higher than LC214.

3) Are there any majors or minors in CUNY?
   Hunter has both Chinese major and minor.
   Baruch has Chinese minor.

4) What are your long term goals for Chinese at QCC? What other new courses are you planning to propose to the curriculum committee in the near future?
   In the future we would like to offer a Writing Intensive course on Chinese culture.

5) How was the enrollment for Chinese at QCC in Sp03 and F04?
   In Sp03 we had 27 students in LC111 and in F04 we have 49 students enrolled in LC111 and 31 students in LC112.

6) Did you get any feedback from other colleges regarding transferability?
   We'll be receiving feedback from City College and Hunter during the week of 10/18. Baruch and Queens have yet to respond to my e-mails.

Lorena, as to the other community colleges, this is what I've found out.
La Guardia Community College offers Chinese I and II, Intermediate Chinese (only one course), and Modern Chinese literature.
BMCC offers Chinese I, II, and III.
Kingsborough Communtiy College offers Elementary Chinese I & II.
Bronx and Hostos do not offer Chinese classes.
I'll give your more updates as soon as I hear from QC and Baruch.

Best,
Jenny
Dear Professor Bourbon,

Your proposal on the intermediate Chinese course you want to offer at QCC looks fine. To me the credits for that course can be transferred into QC credits.

Best--Yunzhong Shu

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**New Course Proposal Guidelines / Template (Att.4 in Guide)**

<table>
<thead>
<tr>
<th>1. Course prefix and number:</th>
<th>LC-214</th>
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<tbody>
<tr>
<td>2. Course title: Intermediate Chinese II</td>
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</table>
| 3. Course description for the college catalog:  
The focus of this course is to continue the improvement of oral communication skills, along with reading, writing, and grammar. It is designed to help students expand their vocabulary, and to study more complex grammatical structures. Components of Chinese culture will be integrated through readings, discussions and realia. |
| 4. Prerequisites and/or co-requisites:  
LC-213 or permission of the department, if a student takes this course as a second semester of foreign language requirement. Otherwise, none. |
| 5. Hours and credits (specify if class hours, lab. hours, recitation hours, etc.) | 3 class hours 3 credits |
| 6. Curricula into which the course would be incorporated and the requirements it will satisfy:  
This course will fulfill foreign languages requirements in all curricula which require foreign language study. |
| 7. Curricular objectives addressed by this course.  
See General Education objectives |
| 8. General Education objectives addressed by this course.  
[see QCC Educational Objectives statement in college catalog]  
- write, read, listen, and speak clearly and effectively.  
- use personal and collaborative skills for personal growth and to establish constructive relationships in a diverse society. differentiate and make informed decisions about issues based on value systems (ethical, philosophical, religious, cultural, and political). |
| 9. Course objectives / expected student learning outcomes.  
a. Further improve pronunciation and tones in Chinese.  
b. Understand and use the grammar contained in the second half of Level 2 of Integrated Chinese.  
c. Read Chinese texts written with approximately 1,200 characters.  
d. Learn around 400 traditional and simplified characters.  
e. Be able to speak Chinese with some fluency on everyday topics.  
f. Be able to write short compositions. |
| 10. Assessment – methods used to determine the success of students (whether or not they achieved the goals and developed the competencies)  
[see Assessment template]:  
Quizzes on characters (20%), lesson tests (25%), attendance/class participation/homework (20%), oral exam/presentation (10%), final exam (25%). |
11. A detailed course outline showing main topics of the course (include a laboratory outline when applicable) [see Recommended Syllabus template]:
Week 1: Course overview, language background survey, review

Week 2: Lesson 11, dictation on first-half of vocabulary, dictation on second-half of vocabulary, grammar, speaking activities from pattern drill, read characters in text, questions and answers of the text.


Week 4: Lesson 12, dictation on first-half of vocabulary, dictation on second-half of vocabulary, grammar, speaking activities from pattern drill, read characters in text, questions and answers of the text.


Week 6: Lesson 13, dictation on first-half of vocabulary, dictation on second-half of vocabulary, grammar, speaking activities from pattern drill, read characters in text, questions and answers of the text.

Lesson 14, dictation on first-half of vocabulary, dictation on second-half of vocabulary, grammar, speaking activities from pattern drill, read characters in text, questions and answers of the text.


Week 9: Lesson 15, dictation on first-half of vocabulary, dictation on second-half of vocabulary, grammar, speaking activities from pattern drill, read characters in text, questions and answers of the text.

Lesson 16, dictation on first-half of vocabulary, dictation on second-half of vocabulary, grammar, speaking activities from pattern drill, read characters in text, questions and answers of the text.


Week 12: Lesson 17, dictation on first-half of vocabulary, dictation on second-half of vocabulary, grammar, speaking activities from pattern drill, read characters in text, questions and answers of the text.

Lesson 18, dictation on first-half of vocabulary, dictation on second-half of vocabulary, grammar, speaking activities from pattern drill, read characters in text, questions and answers of the text.


Week 15: Oral exam/presentation, and general review for the final exam.

12. Methods of Instruction (such as lecture, distance learning, the web, television, writing intensive):
Lecture, drill, discussion, reading, writing, pair and group work, and oral presentation.

13. Texts, references and aids. A bibliography for the course and supplementary material, if any:
Integrated Chinese, Level 2 (textbook, workbook, character workbook) by Tao-Chung Yao et al, Cheng & Tsui Company

14. Rationale—why the course is needed or desired; student demand; projected enrollment; how often it will be offered, etc.
The predominant population in some parts of Queens is Chinese. This course not only serves the Chinese heritage students who would like to learn or improve upon their parents’ language skills, it also gives our diverse student body an additional and highly relevant language choice to fulfill their language requirement. Those students who are interested in pursuing Asian studies or studying Chinese literature will benefit from this course offering, as well as those who would like one day to conduct business with China or travel to China. Students may take Chinese to fulfill a degree requirement in foreign language. Enrollment of about 30 is expected the first time it is offered and it will be offered every other semester.

15. Transferability as an elective or course required by a major to senior colleges (with supporting documents if applicable). Include comparable courses at senior or other community colleges, if applicable:
Proposal sent to Baruch, Hunter, Brooklyn College, York College, and Queens College to find out about transferability.
16. Faculty availability:
The Department of Foreign Languages and Literatures has instructors available to teach the course.

17. Facilities and technology availability: All necessary facilities and technology are available.

18. List of courses to be withdrawn, or replaced by this course, if any: None

19. Enrollment limit and frequency the course is offered (each semester, once a year, alternating years):
Enrollment is limited to 30 per session. The course will be offered every other semester.

20. What changes in any programs will be necessitated or requested as a result of this course’s additions/charges: none

June 1, 2004

4. Change in the catalog: PAGE 66 (QCC/QC DUAL/JOINT A.A/B.A DEGREE PROGRAM IN LIBERAL ARTS AND SCIENCES AND CHILDHOOD EDUCATION)

-----Original Message-----
From: Sabani, Laura
Sent: Tuesday, October 19, 2004 9:23 AM
To: Bourbon, Anne-Marie
Cc: Ellis, Lorena
Subject: errors in the QCC College Catalog
Importance: High

Anne Marie, I was reading the College catalog at home yesterday, and I encountered the following errata:

PAGE 66 (QCC/QC DUAL/JOINT A.A/B.A DEGREE PROGRAM IN LIBERAL ARTS AND SCIENCES AND CHILDHOOD EDUCATION) In “Latin American Area Studies”, we should replace “615” by LS-402 and in “Spanish” we should add LS-161 and LS-162, and also LS 314 (El Quijote), I think.

Regards,
Laura

From: ED-110 Contemporary Education: Principles and Practices
4 hours 4 credits  (Corequisite EN-101)

To: ED-110 Contemporary Education: Principles and Practices
4 hours 4 credits  Prerequisite BE-122 (or BE-226) or satisfactory score on the CUNY/ACT Assessment Test

Rationale: No other introductory course in the Department of Social Sciences has EN-101 as a corequisite, and no sound academic justification is available for maintaining it as a corequisite for ED-110. Furthermore, the corequisite unnecessarily restricts registration for the class; students who have completed their remedial Reading and Study Skills (BE-122) class, but have not registered for EN-101 are currently ineligible for ED-110, but are eligible to take all other introductory classes in the department.

QUEENSBOROUGH COMMUNITY COLLEGE
CITY UNIVERSITY OF NEW YORK
Department of Social Sciences

ED 110 Syllabus
Contemporary Education: Principles and Practices
Dr. Anita Cuttita Ferdenzi
Fall 2004
Office Hours: Th 1:40-2:10, W 11-1 & 5:40-6:10, 6-6:30
Office: Room M116
Phone Number: 281-5403
E-Mail: A.Ferdenzi@qcc.cuny.edu

Text:

Course Description

This course will examine the historical, philosophical and sociological foundations of American education. Students will study the evolution of educational theory and research-based practices that promote social, emotional and cognitive development and enhance learning. Attention will be paid to comparative analysis of past and contemporary political, philosophical and sociological factors that have influenced and shaped educational decision-making. The course introduces students to the reflective decision-making model through readings, in-class activities and discussions. Students will also be actively involved in their own learning process. They will learn how to use a variety of learning technologies in a *smart computer lab* setting, and conduct direct observations of the teaching and learning process in a public or private educational institution.

Course Learning Goals

1. **Historical and Philosophical Foundations.** Students will gain a basic understanding of the historical and philosophical contexts for understanding current educational practices and trends by examining the events and ideas that have influenced the development of education in the U.S.

2. **Social Foundations.** Students will examine the relationship between society and the schools that society has established to serve its needs. The focus is on the complex relationship between social class, race and educational achievement and the various programs aimed at providing equal educational opportunity for all students.
3. **Curricular Foundations.** Students will study the ways in which changes in society have led to changes in educational goals, curriculum and instructional methods.

**Requirements**

**Field Experience** - Students must spend a minimum of three hours per week engaged in a field experience in an approved public or private educational institution (30 hrs).

**Readings** - Assigned text chapters, supplemental articles and independent research.

**Reporting Alternative Learning Options/Choices Assignment - Part 1**

For each of the six (6) course objectives, you will have a choice of learning options to demonstrate your understanding of the topic. The following learning experiences are available for you to select from as we journey through our study of education. The purpose of these learning options is to promote your mastery of the concepts and terms related to each course objective through an area of individual strength.

- Related article reviews (Verbal/Linguistic)
- Topic/Chapter Collages (Visual/Spatial/Logical/Bodily/Intra)
- Creative Dance (Bodily Kinesthetic/Logical)
- Video Project (Visual/Spatial)
- Role-Playing/Acting (Bodily-Kinesthetic)
- Drawing/Painting (Visual/Spatial)
- Interview (Bodily Kinesthetic, Interpersonal)
- Sculpture (Visual Spatial/Intrapersonal)
- Musical Composition/ Rap (Musical/Rhythmic Application)
- Poetry (Verbal/Linguistic/Intrapersonal)
- Computer Simulation & Graphics (Logical/Spatial/Intra)
- Applied paper (Linguistic/Intra)
- Experiment (Linguistic/Logical/Bodily Kinesthetic/Interpersonal/Intrapersonal)

**Written Component of Learning Option Assignment - Part 2**

1. Identify and explain the concepts, terms, themes, topics or ideas you used in your project. Be specific; show examples and be prepared to explain in class.

2. How has this experience assisted or reinforced your understanding of concepts, terms, topics, discussed in class or mentioned in the readings? Be specific and give examples with your explanation.

3. Provide a paragraph of reflection and evaluation of this experience. This learning option provided an opportunity of learning academic material in a different way. Was it beneficial in helping you learn and understand the material better? How and why? Be concise and specific.

**Field Placement Observation Reports**

Students will submit a total of 5 typewritten reports which link in-class discussions of contemporary educational principles with the actual practices they observe during field placements.

**Action Research Report**

Each student will conduct action research. During this project students will experience the process of implementing one of the empirically based instructional practices discussed in class. The students will employ scientific methodology through hypothesis setting, designing the experiment, creating the testing instruments, implementing systematic procedures, collecting data, analyzing results and drawing conclusions.

**ED:110 Course Outline**

**Topic I - Learner Diversity: Difference in Today’s Students**

**Chapter Three**

- Cultural Diversity
- Gender
- Ability Differences-Multiple Intelligences
- Learning Styles
- Students with Exceptionalities
- Assessments

**Topic II- Changes in American Society: Influences on Today’s Schools**
**Chapter Four**
- A Changing Society
- Students Placed at Risk
- Parent Involvement

**Topic III- Educational Philosophy: The Intellectual Foundations of American Education**
**Chapter Six**
- Philosophy & Theory-How are They Different?
- Traditional Schools of Philosophy
- Philosophies of Education
- Forming a Personal Philosophy of Education

**Topic IV- Education in the United States: Historical Evolution**
**Chapter Five**
- The Colonial Period
- The Common School Movement
- The Evolution of the American High School
- The Progressive Era
- The Modern Era

**Topic V- The School Curriculum and Instruction**
**Chapter Ten and Eleven**
- Forces that Influence the Curriculum
- Controversies in Curriculum
- Effective Teaching
- Changing Role of Teachers

**Assessment Measures**
- Post Tests 30
- Field Placement Observation 30
- Learning Option- Part 1 and 2- 20
- Action Research

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**COURSE TOPICS & MASTERY ASSESSMENT SCHEDULE**

**Tu 8/31** Overview of course objectives, requirements and assignments.
**Th 9/02** Dimensions of Learner Diversity- The Nested Ecology of Child Development

*Chapter 9-Culture, Socialization and Education*

**Tu 9/7** Parent Involvement
**∗Th 9/9 LO #1** Computer Lab- Home School Newsletter (Word Processing)

*Chapter 10- Social Class, Race, and School Achievement*

**Tu 9/14** Social Class and Success in School
**Th 9/16** Computer Lab-The Heredity Versus Environment Debate (Research)

**Tu 9/21** Ability Grouping

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<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Th 9/23</td>
<td>New Paradigms for Intelligence- How are you smart? Multiple Intelligences</td>
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<td>T 9/28</td>
<td>Individualizing Academic Success through Learning Styles</td>
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<td>Th 9/30</td>
<td>Assessment</td>
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<td>T 10/5</td>
<td>LO #2 Creating Modality -Congruent Materials</td>
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<td>*Th 10/7</td>
<td>Computer Lab- Creating Learning Materials with the Computer (Templates)</td>
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<td>*Th 10/7</td>
<td><strong>Chapter 13-The Purposes of Education</strong></td>
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<td>T 10/12</td>
<td>Historical Perspective</td>
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<td>Th 10/14</td>
<td>Computer Lab- The Call for Excellence (Research)</td>
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<td>Tu 10/19</td>
<td>LO #3 Tracking</td>
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<td>*Th 10/21</td>
<td>Computer Lab- Education for Students with Disabilities</td>
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<tr>
<td>Th 10/26</td>
<td>Chapter 11-Providing Equal Education Opportunity</td>
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<td>Tu 10/26</td>
<td>Idealism, Realism, Perennialism, Essentialism, Pragmatism,</td>
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<td>Th 10/28</td>
<td>Chapter 12- Philosophical &amp; Curricular Foundations</td>
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<td>Th 10/28</td>
<td>Computer Lab- Research</td>
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<td>Tu 11/02</td>
<td>LO #4 Social Reconstruction, Existentialism, Critical Theory</td>
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<td>*Th 11/04</td>
<td>Student Centered Learning- Signals of Spring (NASA)</td>
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<td>Tu 11/09</td>
<td>Chapter 4- Pioneers in Educational Theory</td>
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<tr>
<td>Th 11/11</td>
<td>Comenius, Locke, Rousseau, Pestalozzi, Froebel, Dewey</td>
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<td>Tu 11/16</td>
<td>LO #5 Piaget, Vygotsky</td>
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<td>*Th 11/18</td>
<td>Computer Lab- Power Point Training</td>
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<tr>
<td>Th 11/23</td>
<td>Chapter 12- Philosophical Roots of Education</td>
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<td>Th 11/25</td>
<td>Education in Ancient Greek Civilization</td>
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<tr>
<td>Tu 11/30</td>
<td>Action Research</td>
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<td>Th 12/2</td>
<td>Computer Lab- Power Point Project Work Session</td>
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<tr>
<td>Tu 12/7</td>
<td>Student Presentations-Learning Options</td>
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<tr>
<td>Th 12/9</td>
<td>Student Presentations-Action Research</td>
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<tr>
<td>Tu 12/14</td>
<td>Follow Wednesday schedule</td>
</tr>
<tr>
<td>Th 12/16</td>
<td>Last Day- Final Project</td>
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</tbody>
</table>

*FINAL   TBA

**Supplies for Learning Materials**

We will be making multi-modality learning materials to facilitate and demonstrate the teaching/learning process in our class. **Please bring the following supplies in an envelope with your name clearly written on the upper right hand corner.**

- 1 package of colored markers
- 1 pair of scissors
- 1 glue stick
- 1 roll of masking tape
- 1 empty ½ gallon milk or juice container
- 1 package of 5x8 index cards
- 1 package of colored construction paper
- 1 package of paper fasteners
- 1 hole puncher
- 1 continuity tester
- 1 role of clear contact paper/laminate
6. WID/WAC follow-up.

QCC WID WAC COMMITTEE
An Academic Senate sub committee of the Curriculum Committee

Date:  10/20/04

To:   Lorena Ellis, Chair Curriculum Committee

From: Peter Gray, Chair, WID WAC Subcommittee

RE:   Plans for WI Fall 2004

Cc:   Vice President McColloch; Dean Karen Steele; WID WAC Subcommittee

Linda Stanley and I met with Vice President McColloch and Dean Karen Steele on October 13, 2004 to discuss the Office of Academic Affairs’ plans for meeting with department chairs regarding the chairs’ agreement to the establishment of a quota system to distribute WI classes across all departments.

At that meeting, we discussed and estimated the number of WI sections that would be needed by Fall 2005, and the kinds of professional development support that faculty would need during Spring and Fall 2005, to fulfill the Senate mandate establishing 2 WI classes for graduation. Linda and I proposed several different possible configurations of professional development to begin Spring 2005.

Vice President McColloch and Dean Steele will be meeting with the department chairs during the next two weeks to determine the actual viability of each department’s contribution to fulfilling the quota system. Linda and I will meet again with the Vice President and Dean Steele in the third or fourth week of October to discuss their meetings with the chairs, whether and how we will adjust the professional development workshop schedule (including the establishment of department-based WI class development workshops), and how the Subcommittee can contribute to our efforts.

I have been in contact with Belle Birchfield of the bylaws committee on their draft of bylaws recasting the WID WAC Subcommittee as a standing committee. I have offered several revisions of their draft but have not yet seen a revised copy of the bylaws draft. I stressed again that there will be objections to forming a WID WAC Committee.

7. Power Point for faculty guidance  D R A F T
   How to fill in new course proposal and new syllabus: Will be sent next week.