Chapter 1 : SparkNotes: Themes, page 2

A. General References. 1. Fundamentals of Ecology, 5th www.nxgvision.com P. Odum and Gary W. Barrett. Cengage Learning. Pp. 2. Stream Ecosystems in a Changing.

The research component of English requires that students develop fluency in searching, selecting, analyzing and integrating source materials into the coursework. In particular, students will develop competence in accessing library resourcesâ€"both print and electronicâ€" such as book catalogues, electronic databases and journals so they are not only able to distinguish between different type of resources but also successfully incorporate outside materials into a research paper with at least three sources. Students will be graded both on the writing process and the quality of the final research paper. The writing process will be tracked in a Research Log which will include the following: Identifying a relevant topic for the research paper Recognizing the difference between scholarly, academic sources and unreliable internet sources. Identifying literature databases that have literary criticism on the selected topic. Searching databases for relevant articles by developing key terms. Identifying books and journals that have literary criticism on the selected topic. Creating a list of sources that may contribute to the research. Developing a set of criteria to determine which sources are most useful and relevant for the research. Close reading selected sources for information pertinent to the research. Integrating sources into research paper by summarizing, paraphrasing and quoting from source materials. A link will be emailed at the beginning of the semester to sign up for this orientation. The following may not be used as sources: Use of on-line sources should be restricted to full-text databases in most cases. Evaluating on-line sources should be part of the teaching of the research paper. It undermines the scholarly enterprise; it can also cause students to fail the assignment and possibly the course. The English Department has a detailed plagiarism policy. You must distribute this policy with your syllabus on the first day of class and review it with your students. You should also have a statement about the consequences of plagiarizing on your syllabus. Research has demonstrated that instructors who address the consequences of plagiarism head-on and discuss the ramifications with their students have fewer incidents overall. Reviewing these two skills in class can help alleviate the problem. Having students practice paraphrasing and summarizing before the paper is due will teach them how to use their research validly. To help students during the entire research process, collect all preliminary piecesâ€"notecards, outline, bibliography, draftsâ€"in stages, as they are written. Providing feedback at each step will also help students focus their writing, will reveal potential problems at an early stage, and will eliminate the last-minute or eleventh hour crisis. Plagiarism Policy for Rough Drafts Since some of us grade rough drafts separately while others incorporate drafts into a final grade, we offer two possible ways to penalize a plagiarized rough draft: If a student plagiarizes on TWO rough drafts, the second offense will receive the same penalty failure for the course as ANY second offense of plagiarism. Plagiarism Resources The English Department has two resources to help you prevent and deal with plagiarism and cheating. SafeAssign is a web-based database which allows you to check a student paper against papers on line and the SafeAssign database of papers. Some faculty members require all students to hand in papers through SafeAssign. Others use it on an as-needed basis. If you choose the latter approach, be sure to have your students hand in all papers in both hard copy and electronic format, so they are available for checking through SafeAssign, if necessary. Students are expected to write new material for their work in both and A statement to this effect should be included within each syllabus. Please note, students are not permitted to negotiate accommodations directly with professors. On the web at https: All courses have their own Blackboard courses. Encourage your students to check their Blackboard course regularly. If you have material in Blackboard from previous courses, it can be translated into your new Blackboard suite. A large amount of important information about is available through this website, Resources for First-Year Writing. Use of technology In class requires vigilance. You must be aware at all times of what your students are doing. This means walking around the room, having students close laptops when they are not specifically in use, and

giving students specific assignments and deadlines. Students should not be checking e-mail, instant-messaging, participating in a chat room, or surfing the net while the rest of the class is otherwise engaged. There is flexibility built in, but please be attentive to the details. Incompletes should be awarded only to students who have already completed the majority of the assignments and have a single assignment due or a few end-of-term assignments they have missed for a legitimate reason. One option is to have a required paper done in class. Students can come prepared with prewriting and an outline; they can then draft the paper in class. Once the instructor has read this draft, students should be allowed to revise the essay for a final grade. Another option is to administer a mid-term exam that includes at least one response in the form of an essay. The link shows Writing Center hours, location, purpose, and procedures. College English II students are required to attend the Writing Center at least ONCE although individual students may be required to attend more often as needed; they will find the feedback beneficial. The Writing Center is staffed with English faculty, peer tutors, and professional adjuncts. For more information, contact the Writing Center Director, Dr. Aruna Sanyal, , or arundhati. Nathan Oates of the English Department. These readings allow students the opportunity to see literature in action Students should be strongly encouraged to attend one of these readings since Poetry-in-the-Round offers cultural experiences that can enhance their studies. You will also receive announcements for upcoming events in your mailbox. Upcoming events are posted at the start of each semester. Many of the speakers also offer smaller seminars in order to have greater interaction with students; please arrange attendance at these through Dr. You may ask students to submit a portfolio of their work in first-year writing classes. This portfolio is used for departmental assessment purposes; instructors are free to use it as part of their own grading system or not. Here are instructions for completing the portfolio, including the self-assessment. However, while we do not require instructors to use the portfolio as part of their grading, the self-assessment must be included at part of the final exam. Most instructors have found that it works best to assign students the self-assessment as a take-home exam, and to reserve the in-class portion of the exam for questions about literature. This may be an in-class exam, a take-home exam, or final piece of writing that students submit. If you choose one of the latter options, you are still required to be available during the scheduled final exam period to meet with students. Many instructors have students submit the final piece of work at the exam period. The self-assessment is a required part of the final exam. You may wish to distribute it to your students or modify into your own personal grading rubric: See link for Primary Trait Rubric. You cannot make or change your policies midstream. Please follow the departmental policies as outlined above. For assistance, you may wish to follow the Syllabus Checklist that the directors use to review all syllabi. Kelly Shea, a copy of their syllabi and have them approved before the semester begins. TAs must submit their Fall syllabi for approval one month prior to the start of the semester, and their Spring syllabi by January 5. Adjuncts must submit their fall syllabi for approval at least two weeks before the semester begins. All other faculty should provide copies of their syllabi to the Director, either in electronic preferred or paper copy, during the first week of classes each semester. Although changes to accommodate individual classes are expected, the University requires that each faculty member distribute a syllabus during the first week of classes. In designing your syllabus, be sure to cite specific works, chapters, and writing assignments. By using units or weeks instead, you can slow down the pace when your students need reinforcement and attention, and speed it up when they master the work easily. Your submitted syllabus must include formal and informal writing assignments, a scheduled library orientation, and a final exam. Quizzes, tests, in-class writing, and exercises need not be dated, but be sure to indicate that they are a part of the course. A mid-term exam is optional. If you have any questions about your syllabus, please feel free to contact the Director at any time: Shea if you have any questions, concerns, or problems during the semester. She is available to help you with any difficulties you may be having with your teaching or with individual students. Note to Teaching Assistants: During the course of the semester, teaching assistants must also provide the Director with a copy of all hand-outsâ€"whether assignments, tests, quizzes, or informational hand-outsâ€"before distributing them to the class. This should be done early enough for the Director to review them for approval or to make

suggestions for change. Your College English II plans must reflect the use of Literature and the supplemental on-line readings of them , along with the departmental requirements for the course. Schedule time for the discussion of writing, particularly the components of the research paper.

DOWNLOAD PDF APPENDIX II: SUGGESTED READINGS BY THEME AND TOPIC

Chapter 2 : English Department Syllabus, College English II â€" Resources for First-Year Writing

APPENDIX II.1Suggested Readings in Strategy and Strategic Planning Methodologies. 1. The Art of War, Sun Tzu, www.nxgvision.comated by Lionel Giles in and reissued in

Identify and quantify the natural and anthropogenic sources of contaminants to surface and ground waters. Land surface to and within ground water What is the relative importance of biogeochemical and physical processes in influencing the transport and transformation of surface- and in-situ-derived contaminants in the unsaturated zone and ground water as they are transported from land surface to shallow ground water and to underlying aquifers? Transport Processes; Land surface to and within streams How are contaminants transported--and with what losses and transformationsâ€"from land surfaces to streams and downstream to rivers, reservoirs, and coastal water? Effects on aquatic biota and stream ecosystems What are the effects on stream biota and ecosystems of contaminants, contaminant mixtures, habitat modifications, and other stressors, and what are the relative roles of the different stressors? Extrapolation and forecasting How can we best extrapolate spatial dimension or forecast temporal dimension water-quality conditions for unmeasured geographic areas and future conditions after management changes , based on knowledge of land use and contaminant sources, natural characteristics of the land and hydrologic system, and our understanding of governing processes? Page Share Cite Suggested Citation: Opportunities to Improve the U. The National Academies Press. Thus, for example, the factors that govern water quality include effects of contaminants on biota as well as the sources and transport of contaminants. Cycle II themes related to the goal of understanding governing factors, which encompass the most complex and difficult objectives to address, are further organized according to a conceptual source-transport-receptor model. For example, exposure may be well characterized, but effects are unknown. Or, sources may be well characterized, but factors governing transport are not. The focus of NAWQA regarding receptors is primarily on drinking water for both ground water and streams, and on aquatic biota and ecosystems for streams. The emphasis for drinking water is to characterize potential exposure, with no direct investigation of effects on humans, whereas the emphasis for aquatic biota and ecosystems is on understanding both exposure and effects. The 12 Cycle II themes summarized in Table 1 are based on national and study-unit priorities derived from results of Cycle I studies and priorities of cooperating agencies. The themes are variably overlapping and integrated. For each theme, specific objectives have been developed that will guide Cycle II design decisions. Within each group of Cycle II study units, however, the distribution of effort among some of the Cycle II themes and objectives, particularly for the themes related to understanding the factors that govern water quality, will vary substantially and objectives will be further refined depending on the characteristics of the study units and national priorities. Certainly other organizational frameworks for the Cycle II themes are relevant, such as by land use, drinking water and ecological effects, surface water and ground water, and so forth. There is, in fact, no single framework that can incorporate all of the different water-quality issues and scientific problems that arise. The choice of organizing themes by major program goals emphasizes the continuity of the program design from Cycle I to Cycle II and the logical progression toward better addressing the long-term goals. Interwoven with the 12 Cycle II themes are additional, sometimes overarching, water-quality issues that cut across multiple goals and themes even though they are explicitly emphasized in one. Examples of such issues are drinking-water quality and the condition of stream ecosystems. Depending on the issue and its priority and characteristics, each will be addressed in somewhat different ways by Cycle II investigations. Scope of Cycle II Design Guidelines The Cycle II design guidelines described in this report are intended as a national framework for designing study unit investigations and related national synthesis activities. Study designs for status and trend assessment are mainly based on the application of relatively standardized sampling components that were developed and tested during Cycle I. In general, Cycle II status objectives will be addressed by applying the same approaches used in Cycle I to new sites and study areas, or with new types of chemical and biological analyses. Cycle II

trend assessment objectives will largely be addressed by resampling selected Cycle I sites and study areas to evaluate change. In general, the guidelines are quite specific in terms of site selection and sampling design for status and trend assessment, even though careful review and analysis by study unit teams is essential and will change some selections of study sites and sampling strategies. Guidance is less specific for studies aimed at understanding factors that govern water quality. Generally, stream sites and ground water study areas selected for trend assessment also form a foundation for studies that are designed to assess governing factors and ecological effects. The detailed studies aimed at governing factors, however, also require extensive additional data collection and analysis, including a wide range of modeling approaches. For these studies, the design guidelines focus on the implementation strategy for choosing priority topics and forming topical study teams of national, study-unit, and research scientists. These topical study teams will then develop the details of study design. Overview of Design and Organization of Report The report is organized by five main chapters that explain and document the Cycle II design and implementation strategy. The organization of the chapters maintains a close correspondence to NAWQA program goals, but the order of explanation has been adapted to allow an efficient explanation of study approaches. Each chapter is briefly described below by chapter number and title: This chapter is an overview of the concept and selected key elements of the environmental framework used in developing the Cycle II design. The environmental framework is the systematically characterized set of natural and anthropogenic characteristics of the national landscape that geographically define the factors that we expect to influence water quality and how it varies throughout the nation. The distribution of factors such as land use and hydrologic characteristics are used throughout the design guidelines for status, trends, and understanding studies to prioritize and select study locations and topics. National sampling networks designed to assess long-term trends for streams, ground water, and sediment contaminants are comprised of sites distributed among a wide range of environmental settings of the nation, which are systematically sampled over time to evaluate trends and change. In addition to meeting trend assessment objectives, these sites form the foundation of data collection for other studies with additional objectives, and the design considerations for the national trend networks define some of the most critical needs for further status assessment. New status assessments are designed to fill the most critical gaps remaining after Cycle I studies. The three types of new status assessments in the Cycle II design are: Changes in water quality that are caused by urbanization and changes in agricultural development and management, particularly the status of aquatic biota and stream ecosystems, will be evaluated by gradient studies and other spatial synoptic studies in addition to the national trends network. Space-for-time studies will also be used to assess effects of land-use change on ground water quality, but these studies will focus on evaluating changes in water quality along ground water flowpaths at various points in relation to the times that land-use changes have occurred. The spatial studies of effects of land-use change will be closely integrated with targeted studies of governing factors. The complete set of Cycle II themes and objectives for understanding factors that control water quality define a broad range of scientific and management-related issues that can only partially be addressed by Cycle II investigations, even in all three groups of study units. The approach taken in the Cycle II design is to focus studies of governing factors on a limited set of the most important water quality topics within the scope of the priority themes, and to link these studies closely to related studies and data that will be collected for other parts of the Cycle II design. These carefully targeted studies will be designed and executed by topical teams formed from national synthesis teams, study units, and other scientists. Many factors that affect the sources, behavior, and effects of contaminants and water-quality conditions are common to most hydrologic systems, although in widely varying degrees of importance. These common natural and human-related factors, such as soil characteristics and land use, provide a unifying framework for making comparative assessments of water quality within and among hydrologic systems at a wide range of scales and characteristics in different parts of the Nation. Characterizing this environmental framework was an essential element of the Cycle I status assessment that cut across all individual water-quality issues and components of Study-Unit and National-Synthesis studies Gilliom et al. Specific factors included in the environmental framework are used to

compare and contrast findings on water quality within and among NAWQA Study Units in relation to causative factors and, ultimately, to develop inferences about water quality in areas that have not been sampled. Cycle I results, for example, have enabled the development of predictive relations between estimated pesticide use on agricultural land and natural hydrologic characteristics so that pesticide concentrations can be estimated for unmeasured streams. For Cycle II design, experiences from Cycle I, improvements in national data for some natural and anthropogenic factors, and the necessity of systematically evaluating the influence of factors controlling water quality in order to meet Cycle II objectives, have placed even greater emphasis on the environmental framework to guide NAWQA studies.

Chapter 3 : Appendix II. Suggested Readings : The United States and the Caribbean

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Write what you see happening. Look back at those observations and reflect on what you are learning. I took her advice and thus began my odyssey as a kid watcher. For five years I kept teaching journals. During the last two years I did not keep a journal because journal writing was time consuming. Instead I experimented with alternative ways to record kid-watching. I have not been as pleased wath the results. Though I found ways to record observations, mainly on seating charts, the reflection part of the journal process had no counterpart. I missed the journal keeping very much and began to ponder the effects of writing upon my teaching practice. I decided to take a thorough look at my journals to determine why they were so valuable to me and why they seemed to be such a strong force in my evolution as a teacher. In this article I share the results of an in-depth analysis of ten pages from two journals written five years apart, a journal and my journal. My initial plan was to contrast the two journals to see how I had changed as a teacher. I was surprised to discover how strongly my current theories of teaching were in evidence in my actions as early as A main difference between the two journals is my improved ability to record observed events. Another difference is that some of the questions I asked in had answers by For example, in a journal entry written in I had asked myself if it would be all right to allow Tom to tell Marty something about his book during Sustained Silent Reading. My response to reading this entry in was: But I was also seeing the support of community and the natural bent to share something interesting. I certainly should not discourage such interaction. An overzealous, over-enthused teacher is not what these kids need. As I revisited the two journals, I saw that I am still struggling with many of the same frustrations and seemingly unanswerable questions I was then. So maybe all the work of taking notes has been for nothing? This article shows this journey. Methodology The basic method I followed was to make fieldnotes while reading the journals and then to analyze those fieldnotes in four different ways: I describe each process below. Fieldnotes In Table I is a sample of fieldnotes I made about a journal entry from page 3 of the journal. The Actual Entry AE is bolded; the Paraphrase PP , summary, or quotes of the entry is underlined; and the thinking I did about the entry, my reflections, follows. I categorized these reflective notes into three kinds: Personal Notes are those notes which explained the situation as I remembered it, providing more background to it, or giving my feelings and reactions to the events then or now. In the Theoretical Notes A attempt to explain why I did what I did, guess the reasons behind my actions and those of my students, try to provide theoretical perspective on the incidents, and otherwise reflect on the meaning of those happenings. In Methodological Notes I talked to myself about what I was doing, the inquiry process I was going through, and the resulting products. All the other fieldnotes have been made recently to make sense of the entry. How did I go about making fieldnotes? I started to copy an entry from my handwritten journal onto the word processor. When something occurred to me that I wanted to say about that part of the entry, I summarized that part PP , and wrote my thoughts about it, labeling these reflections as mentioned above either as TN, PN, or MN. I continued copying from the journal and trying to react fully to what I had seen in the entry. Some of these reflective notes were very short while others were a page or more; the personal notes and theoretical notes sometimes became quite long as I grappled with the meaning I was making of the journal entry. She also told about sticking with the book until it was finished. PP â€" Carolyn came in early to tell about her reading experience the night before and to tell some of the thinking she did as she read. She had completed the book in one night. PN â€" She had read a bestseller, a high interest, low vocabulary, short book of 60 pages. TN â€" She wanted to celebrate this accomplishment. She was not only pleased with having read an entire book in one evening but especially in being aware of how she figured things out. It is important that teachers support these little celebrations. She is coming to value herself as an active, thinking reader. Another remarkable thing about this event is that she did it on the second day of class! Had I so soon built a trusting relationship or was she

trying to brown nose me? Either way I think this was a remarkable risk on her part. PN â€" The year showed Carolyn to be a reader who could become completely involved in what she was reading. Why had she struggled so much with reading in her previous high school classes? She proved to be a determined meaning maker in mine. For the purposes of the present study, which was to experience the processes of naturalistic inquiry, I limited myself to five hours of fieldnote making for each journal. This resulted in covering six pages of the journal and four pages of the journal. I quantified some contrasts of the two journals by tabulating such things as numbers of long entries and numbers of pages filled for the fall semester of the two years. Domain Analysis Domain analysis Spradley, was the first analysis I did. This procedure involves looking for items in the fieldnotes which fit within a particular semantic relationships. I noticed in the first entry in how vague the descriptions of the events were. From five of those relationships sixteen domains surfaced for me. Semantic Relationships used in Domain Analysis Attribution: See Appendix B for the results of the first domain analysis. After I had combed all the fieldnotes looking for included terms for the semantic relationships I had chosen, I felt ready to select a focus. I based the decision on two criteria: I reformulated these into questions: What is my role as a teacher of reading? I rephrased some included terms into more general statements. I now needed to limit my study further and I stewed over which domain to choose for further analysis. The list expanded to 31 included terms. Taxonomic Analysis To perform a taxonomic analysis, I took each of the 31 included terms and placed it into a group of similar terms. I worked through this process until I felt comfortable with the arrangement. The terms within each group were further sorted into sets and subsets. Componential Analysis Componential analysis Spradley, helped reveal contrasts among the terms of the taxonomy and showed the unique attributes of each of the categories. An performing componential analysis, I went through five steps: I want to placehold my fears at a conscious level, in writing, so I can force myself to deal with them, but I justify something I did and then am done with itâ€"I know what I did and why, fine; tuck it away and move on. The latter is more of a validation to myself where the former is a demand for action. I labeled these dimensions of contrasts as placehold for reflection and end thoughts. Learn from this experience and let it impact future practice subconsciously. The fears are forward-looking because I must deal with them now, tomorrow, or soon; the justification is primarily backward-looking because I am reflecting on events in the past and pondering why I did what I did. I labeled these contrasts forward-looking and backward-looking. By asking this contrast question of several terms on the taxonomy, I derived six dimensions of contrast. I set up a matrix to see what would be revealed about each term on the taxonomy if I thought about it with each contrast dimension. The six dimensions of contrast were placed across the top of the matrix. Down the left side of the matrix I listed the terms of the taxonomy. I proceeded systematically through the taxonomy, deciding how each term fit with the dimensions of contrast. For example, I looked at 1. Is this more placehold for reflection or end thoughts? I put the answers on the matrix. When I had finished, I noticed that sixteen of the twenty-eight terms in the taxonomy had the same configuration of contrasts along the entire row as did one other term. How could they look the same when they were so different? For example, the uses of the journal 1. I solved this by asking the dyadic contrast question again for each of the terms having a matching configuration. The answers revealed five new dimensions of contrast. I added these new dimensions to the matrix and did the analysis again for all terms on the taxonomy. Table V has the completed matrix showing results of componential analysis. By the way, I was curious about the meaning of the name of this analysis and searched Spradley for an explanation. This now made sense. Componential analysis is indeed a way to see various components of meaning or attributes for each of the terms in the taxonomy. Themes are not found physically, actually, in the fieldnotes. I could not read the notes and underline or point to the themes. Themes are a synthesis of all the meaning made from the fieldnotes and their analyses.

40 41 Appendix 3 â€" Language functions and suggested grammar for ISE II Appendix 3 â€" Language functions and suggested grammar for ISE II Please note that the language functions are cumulative through the ISE levels.

Bradley University, W. Bradley Avenue, Peoria, IL Published by the American Society for Microbiology. Abstract Exposing students to current biotechnological and medical issues is eye-opening for many students in a way that is not always achieved through lecture-based learning. Lecture or investigative teaching styles provide a tremendous knowledge base for the students, but sometimes these teaching styles do not allow the student to fully develop, especially personal attitudes to issues in bioethics. This course has been well-received by previous students as a favorite in terms of both topics covered and style. The goal of most courses is for students to be able to amass and assimilate information for use, either later in the course or during future activities. This course, Topics in Bioethics, is designed to allow students to discuss and learn about different bioethical issues and to develop educated personal positions on these topics. Sometimes the students go into a topic believing they are on one side, only to find out that it is not a two-sided, black-and-white issue, but a series of intertwined issues separated by large gray areas. For example, many students have heard about the medical testing atrocities of the Nazi camps in Germany during World War II. But they are shocked to learn that human experimentation has occurred in the United States and other countries over the past hundred years. Through a series of Hollywood films and popular and scientific readings, students are exposed to additional topics of gene testing, designer babies, cloning, and other topics. Students gather knowledge about the topic, including pros and cons of the different biotechnological issues and uses. During classroom discussions, students discuss the topic, and gain insight into different perspectives through the eyes of fellow students and through introductory readings. This 1 provides insight into their prior knowledge and 2 serves as a first introduction to some of the topics that will be covered in the class. The course has been set up in five parts, the fifth part being student-chosen topics and student-led discussions. The primary topics that have been covered are listed in Table 1 , including movies that have been shown during one class period and some suggested readings. Additional topics that have been suggested or covered by students are listed in Appendix 2. The course is offered in a single three-hour time slot, allowing the instructor to introduce the topic to be viewed and complete the movie in one class period. Students are asked to read relevant literature, including popular literature and historical reports Appendix 3 , before the subsequent class period. Additional online videos Appendix 4 are also made available or shown. Students are provided with some guiding questions to facilitate the topic discussion Appendix 5. Weekly schedule for Topics in Bioethics.

Chapter 5 : Books for Topics

appendix ii: suggested readings The Readings at the service are typically selected from the Bible although you may discuss including a favorite poem or passage with spiritual content with the clergy.

This paper will then evaluate historical events in American society and modern educational theory according to the topics and views discussed in Pedagogy of the Oppressed. Though Freire originally published this book in , many of his views on education and teaching practice are still highly regarded by teachers, administrators and other education professionals, and still used in many school systems today. Pedagogy of the Oppressed There have been many shifts in educational theory and practice in the United States since American colonists first settled in America in the 17th century. These policies are still being evaluated and modified today. Paulo Freire introduced many revolutionary ideas in in his book Pedagogy of the Oppressed. Many of his ideas can be seen throughout periods of American educational history and in modern school systems today. Literature Review Paulo Freire brings up a very relevant issue in teaching practice in his book Pedagogy of the Oppressed. According to Freire, the teacher is the subject of education, while the students are the objects. Freire further argues that this educational model diminishes student creativity and critical thinking skills, turning students into fact memorizers and forcing them to take a passive role in their education Freire, Freire spends the majority of his arguments focused on the oppression of classes, as Freire himself was a Marxist. But other groups such as gender and race also apply to this model. Students that take a passive role in education, according to Freire, are more likely to accept real world oppression. The banking method never pushes these students to grow intellectually or learn to think critically about the world around them, thus serving the interest of the oppressors Freire, Freire attempts to persuade his readers that a new method of education is the key to breaking this outdated and oppressive system of education. It is a teaching model that gives people meaning and is applicable to change in the real world. Under the problem posing model, the teacher is not just a provider of information but becomes a learner through the dialogue of his students. Both the teacher and the students become partners in education process. Through student dialogue and reflection, teachers continually shape their own views and reflections on specific issues. It is through this model that students begin to become aware of their conditions in the world and take action to overcome oppression Freire, For example, Freire often critiques education through the lens of Chilean education. In Chile, poor and ignorant peasants are taught in a teacher-centered banking system Freire, Under this system, students are more likely to accept their present conditions in life in the same way that they are likely to accept information directly from their teacher. They never learn to question the reality of their conditions. But through the problem-posing model, students become critical thinkers more likely to understand and assess the way they exist in the world. They begin to look at their condition as a process of transformation rather than a permanent reality Freire, They will eventually begin to question and change a system that does not give them opportunities and keeps them oppressed. This creates an educational system which benefits the oppressed rather than the oppressor Freire, While Freire focuses most of his arguments on class, his theory can also be seen in with other distinct groups throughout American history such as race and gender. The road to equality for African Americans was a slow process that started with education. After the end of the Civil War, African Americans accepted an educational system that provided them with little growth potential. This was reflected in education that prepared them for menial labor by teaching manors and basic elementary content rather than the advanced curriculum of white schools Rury, African Americans eventually overcome this oppression through the use of education. The Supreme Court decision of Plessey v. Ferguson allowed separate but equal educational facilities in U. As African Americans continued to fight against intolerance in the legal system, the Supreme Court ruling of Brown v. Board of Education outlawed segregation in America, allowing Africa Americans to attend the same educational institutions as white students. Educated African Americans led mass protests during the Civil Right Era fighting against injustice and discrimination, such as the Montgomery Bus

Boycotts and public restaurant sit-ins. These eventually brought more awareness to the injustices of racism and the passing of civil rights acts aimed at providing further equal opportunities to African Americans. This a great example of education leading an oppressed group to overcome the reality of their oppression as Freire suggested. The same actions can be seen in movements by American women who were historically taught a separate school curriculum than man which trained them to be receptionists, department store clerks and daycare owners. Educated women led protests and rallies demanding equal rights to men in the workplace and society. These efforts eventually led to the rewriting of curriculum for female students. Women were soon admitted to colleges in the same programs as males. Title IX was passed in outlawing discrimination from educational opportunities based on gender. Many of his arguments and theories are still seen in my school district today. There are still teachers that I work with who teach using more of a teacher-directed banking model approach. Others have begun putting a major emphasis on more student-centered approaches. Under the CCSS, skills drive instruction rather than the content. Focus is put on critical analysis, cooperative learning, and problem solving skills deemed necessary to compete in modern society. To meet CCSS, many teachers I work with have begun preassessing student knowledge in specific topics, considering students interests and choosing essential information in a thematic context to teach students the essential skills. This is a big shift in educational policy compared to the banking model described by Freire which gives students no input into curriculum and content. I use many student-centered activities that foster discussion on controversial questions throughout history. For example, my class recently had a discussion on whether or not America was justified in putting Japanese Americans in internment camps during WWIII. The teacher does not interrupt, but listens to and assesses the arguments of each student. There is no right or wrong answers as long as students support opinions with research and data. Much like Freire suggests, I often find myself learning from these discussions and considering points that I had never thought about prior to the lesson. On the other hand, I do think that there needs to be a balance between the banking method and the problem-posing method. There are times that teachers need to provide students with background knowledge necessary for them to assess a problem or idea. I could use more preassessment data when planning instruction and content in order to provide a more multicultural classroom that takes into account the history, culture, interests and background knowledge of my students rather than dictating the content I will be teaching to my students. I could also consider why content I teach is important for students to learn when planning my lessons. I think I would find myself teaching less content for the sole purpose of student memorization, and, instead, plan more lessons focusing on essential concepts necessary for students to achieve a certain standards or skills. This better reflects what the CCSS are asking teachers to do and I think this is something that I can continue to improve upon as a social studies teacher.

Chapter 6 : Critical Essays - www.nxgvision.com

Appendix 3: A Mini-Casebook on Heart of Darkness General Guides/Introductions to Conrad's Novella. Heart of Darkness (Peter Cash). An excellent page booklet on the main theme of HD.

Page 83 Share Cite Suggested Citation: Suggested Readings and References. The National Academies Press. The first, Suggested Readings, lists articles of general interest that lead deeper into the subject of QPM. The second, References, lists citations for the papers footnoted throughout the report. It covers published literature as well as studies, conference proceedings, and unpublished reports. Requests can be sent to: Photocopies of the items listed in the bibliography can also be supplied. The nutritional value of normal and high lysine corns for weanling and growing-finishing swine when fed at four lysine levels. Journal of Animal Science High quality protein maize: Productivity and improved nutritional value in basic crops. Agency for International Development, Washington, D. Nitrogen balances of adults consuming opaque-2 maize protein. American Journal of Chemical Nutrition Nitrogen retentions of young men who consumed isonitrogenous diets containing normal, opaque-2, and sugary-2 opaque-2 corn. Journal of Nutrition Chapter 7 in Nutritional Quality of Cereal Grains: Genetic and Agronomic Improvement, edited by R. Nutritional value of normal, opaque-2, and sugary-2 opaque-2 maize hybrids for infants and children. Zona 9 Galenas Reforma, 3er. Comparaci6n de la retencion de nilrogeno en ninos alimentados con maiz comiin, maiz de gene opaco-2 y leche de vaca. Resultados con baja ingesta de proteina. Archivas Latinoamericanos de Nutricidn Quality protein maize in swine feeding and nutrition. Copies of this unpublished report are available through the author at: Growth of rats on opaque-2 maize. Genetic and biochemical control of grain protein synthesis in normal and high lysine cereals. World Review of Nutrition and Dietetics A comparative study of protein changes in normal and quality-protein maize during tortilla-making. Cereal Chemistry 63 5: Opaque-2 corn in swine nutrition. The potential nutritional contribution of opaque-2 corn. Nutrition Reports International Present status of breeding quality-protein maize. Genetic modifiers and breeding strategies in developing hard endosperm opaque-2 materials. Martinus Nijhoff, London, UK. Pages in Corn and Corn Improvement, edited by G. Academic Press, New York. Efecto de la calidad de la proteina del maiz sobre la biodisponibilidad de los carotenoides. Copies available from R. Protein quality of opaque-2 maize in children. The world protein and nutrition situation. Evaluacion en ninos de la calidad de la proteina del maiz opaco Archivos Latinoamericanos Nutricion Protein quality of opaque-2 corn evaluation in rats. The Journal of Nutrition World Maize Facts and Trends, Report 1: Analysis of changes in production, consumption, trade and prices over the last two decades. Boosting protein quality in maize. Opaque-2 corn as a source of protein for adult human subjects. Energy and protein requirements. World Health Organization, Geneva, Switzerland. Energy and protein require- ments. Food and Nutrition Board. Descripci6n de las condiciones socioeconomicas de la comunidad de Santa Maria Cauqu6. Scientific American 2: Value of opaque-2 corn protein for chicks. Journal of Agricultural and Food Chemistry Quality protein maize in swine production. Pages in High- Quality Protein Maize. Performance of rats and swine fed Colombian floury-2, Colombian opaque-2, or normal corn. The great protein fiasco. Quality protein maize in human nutrition. Pages in High-Quality Protein Maize. A comparison of opaque-2 and normal corn for the chick. Transposon tagging and molecular analysis of the maize regulatory locus opaque Nutritional evaluation of tortillas and tortilla chips from quality protein maize. Cereal Foods World 33 2: British Journal of Dermatology Pages in Panel Proceedings Series: Cereal Grain Protein Improvement, December Combined use of two genetic systems in the development and improvement of quality protein maize. Progress in nutritional improvement of maize and triticale. Food and Nutrition Bulletin 2 1: Evaluation of the protein quality of common maize, opaque-2 maize supplemented with amino acids and other sources of protein. Pages in Nutritional Improvement of Maize, edited by R. Use of corn-bean mixtures to satisfy protein and energy requirements of preschool children. Evaluation of New Data. Observations on the adequacy of breast- feeding. The incidence of low birth weight, an update. Weekly

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Chapter 7 : Topics in Bioethics: A Development of Student Perspectives

Below is the uncorrected machine-read text of this chapter, intended to provide our own search engines and external engines with highly rich, chapter-representative searchable text of each book.

Chapter 8 : Appendix B- Marné Isakson Teacher Journal Study | Qualitative Inquiry in Daily Life

Suggested Citation:"Appendix A Extracts from Study-Unit Design Guidelines for Cycle II of the Naitonal Water Quality Assessment (NAWQA)." National Research Council.

Chapter 9 : Reading Lesson Plans â€" Free Online Reading Lesson Plans for Teachers - JumpStart

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