

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM DATA TRANSMITTAL SHEET

DEPARTMENT Biological Sciences DATE 9/10/2015

Title of Course or Degree: BIO 5050 Integrative Seminar

Change(s) Initiated: (Please check)

- | | |
|---|---|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate Requirements |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree Requirements (adding concentration) |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Pre/Co-Requisite |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Course Designation |
| <input checked="" type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> New 82 Course | <input type="checkbox"/> Change in Course Titles, Numbers, Credits &/or Hours |
| <input type="checkbox"/> Deletion of Course | <input type="checkbox"/> Change in Academic Policy |
| <input type="checkbox"/> Other (please describe): _____ | |

PLEASE ATTACH PERTINENT MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

I. DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date approved 9/10/2015 Signature, Committee Chairperson: [Signature]

Signature, Department Chairperson: [Signature]

II. PROVOST ACTION

Provost to act within 30 days of receipt and forward to College-wide Curriculum Committee exercising one of the following options:

- A. Approved B. Returned to department with comments

Recommendations (if any): _____

Signature, Provost: _____ Date: _____

III. CURRICULUM SUB-COMMITTEE RECOMMENDATIONS:

- A. Approved B. Tabled (no action will be taken by Curriculum Committee)

Recommendations (if any): _____

Signature, Sub-Committee Chair: _____ Date: _____

IV. COLLEGE-WIDE CURRICULUM COMMITTEE ACTION

Committee to act within 30 days of receipt, exercising one of the following options:

- A. Approved (forwarded to Steering Committee)
B. Tabled (Department notified)
C. Not Approved (Department notified)

Signature, Chairperson of Curriculum Committee _____ Date: _____

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM DATA TRANSMITTAL SHEET

DEPARTMENT English DATE 9/4/15

Title of Course or Degree: Integrative Seminar Eng 5050

Change(s) Initiated: (Please check)

- | | |
|---|---|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate Requirements |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree Requirements (adding concentration) |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Pre/Co-Requisite |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Course Designation |
| <input checked="" type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> New 82 Course | <input type="checkbox"/> Change in Course Titles, Numbers, Credits &/or Hours |
| <input type="checkbox"/> Deletion of Course | <input type="checkbox"/> Change in Academic Policy |
| <input type="checkbox"/> Other (please describe): _____ | |

PLEASE ATTACH PERTINENT MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

I. DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date approved 9/17/15 Signature, Committee Chairperson: _____

Signature, Department Chairperson: Celeste Sorrento

II. PROVOST ACTION

Provost to act within 30 days of receipt and forward to College-wide Curriculum Committee exercising one of the following options:

- A. Approved B. Returned to department with comments

Recommendations (if any): _____

Signature, Provost: _____ Date: _____

III. CURRICULUM SUB-COMMITTEE RECOMMENDATIONS:

- A. Approved B. Tabled (no action will be taken by Curriculum Committee)

Recommendations (if any): _____

Signature, Sub-Committee Chair: _____ Date: _____

IV. COLLEGE-WIDE CURRICULUM COMMITTEE ACTION

Committee to act within 30 days of receipt, exercising **one** of the following options:

- A. Approved (forwarded to Steering Committee)
B. Tabled (Department notified)
C. Not Approved (Department notified)

Signature, Chairperson of Curriculum Committee _____ Date: _____

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM DATA TRANSMITTAL SHEET

DEPARTMENT Tourism + Hospitality DATE 9/16/15

Title of Course or Degree: CA 5050 - Integrative Seminar

Change(s) Initiated: (Please check)

- | | |
|---|---|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate Requirements |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree Requirements (adding concentration) |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Pre/Co-Requisite |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Course Designation |
| <input checked="" type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> New 82 Course | <input type="checkbox"/> Change in Course Titles, Numbers, Credits &/or Hours |
| <input type="checkbox"/> Deletion of Course | <input type="checkbox"/> Change in Academic Policy |
| <input type="checkbox"/> Other (please describe): _____ | |

PLEASE ATTACH PERTINENT MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

I. DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date approved 9/16/15 Signature, Committee Chairperson: ABouygar

Signature, Department Chairperson: ABouygar

II. PROVOST ACTION

Provost to act within 30 days of receipt and forward to College-wide Curriculum Committee exercising one of the following options:

- A. Approved B. Returned to department with comments

Recommendations (if any): _____

Signature, Provost: _____ Date: _____

III. CURRICULUM SUB-COMMITTEE RECOMMENDATIONS:

- A. Approved B. Tabled (no action will be taken by Curriculum Committee)

Recommendations (if any): _____

Signature, Sub-Committee Chair: _____ Date: _____

IV. COLLEGE-WIDE CURRICULUM COMMITTEE ACTION

Committee to act within 30 days of receipt, exercising one of the following options:

- A. Approved (forwarded to Steering Committee)
B. Tabled (Department notified)
C. Not Approved (Department notified)

Signature, Chairperson of Curriculum Committee _____ Date: _____

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM DATA TRANSMITTAL SHEET

DEPARTMENT TOURISM + Hospitality DATE 9/16/15

Title of Course or Degree: TAM 5030 - Integrative Seminar

Change(s) Initiated: (Please check)

- | | |
|---|---|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate Requirements |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree Requirements (adding concentration) |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Pre/Co-Requisite |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Course Designation |
| <input checked="" type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> New 82 Course | <input type="checkbox"/> Change in Course Titles, Numbers, Credits &/or Hours |
| <input type="checkbox"/> Deletion of Course | <input type="checkbox"/> Change in Academic Policy |
| <input type="checkbox"/> Other (please describe): _____ | |

PLEASE ATTACH PERTINENT MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

I. DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date approved 9/16/15 Signature, Committee Chairperson: [Signature]

Signature, Department Chairperson: [Signature]

II. PROVOST ACTION

Provost to act within 30 days of receipt and forward to College-wide Curriculum Committee exercising one of the following options:

- A. Approved B. Returned to department with comments

Recommendations (if any): _____

Signature, Provost: _____ Date: _____

III. CURRICULUM SUB-COMMITTEE RECOMMENDATIONS:

- A. Approved B. Tabled (no action will be taken by Curriculum Committee)

Recommendations (if any): _____

Signature, Sub-Committee Chair: _____ Date: _____

IV. COLLEGE-WIDE CURRICULUM COMMITTEE ACTION

Committee to act within 30 days of receipt, exercising one of the following options:

- A. Approved (forwarded to Steering Committee)
B. Tabled (Department notified)
C. Not Approved (Department notified)

Signature, Chairperson of Curriculum Committee _____ Date: _____

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM DATA TRANSMITTAL SHEET

DEPARTMENT Communications & Performing Arts

DATE Sept. 18, 2015

Title of Course or Degree Change: THA 5050 Integrative Seminar

Change(s) Initiated: (Please check)

- | | |
|---|---|
| <input type="checkbox"/> Letter of Intent | <input type="checkbox"/> Proposal |
| <input type="checkbox"/> Closing of Degree Program | <input type="checkbox"/> Proposal (Letter of Intent sent previously) |
| <input checked="" type="checkbox"/> New Course* | <input type="checkbox"/> Change in Degree Requirements |
| <input type="checkbox"/> New 82 Course | <input type="checkbox"/> Change in Degree Requirements (adding concentration) |
| <input type="checkbox"/> New Certificate Program | <input type="checkbox"/> Change in Discipline Code |
| <input type="checkbox"/> Change in Pre/Co-Requisite | <input type="checkbox"/> Change in Description |
| <input type="checkbox"/> Deletion of Course | <input type="checkbox"/> Change in Course Titles, Numbers, Credits &/or Hours |
| <input type="checkbox"/> Other (please describe): _____ | |

PLEASE ATTACH PERTINENT MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

I. DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date approved 9/18/15 Signature, Committee Chairperson: _____

Signature, Department Chairperson: Gloria Nicosia

II. PROVOST ACTION

Provost to act within 30 days of receipt and forward to Collegewide Curriculum Committee exercising one of the following options:

- A. Approved B. Returned to department with comments

Recommendations (if any): _____

Signature, Provost: _____ Date: _____

III. CURRICULUM SUB-COMMITTEE RECOMMENDATIONS (*FOR NEW COURSES ONLY):

- A. Approved B. Tabled (no action to be taken by Curriculum Committee)

Recommendations (if any): _____

Signature, Sub-Committee Chair: _____ Date: _____

IV. COLLEGE-WIDE CURRICULUM COMMITTEE ACTION

Committee to act within 30 days of receipt, exercising one of the following options:

- A. Approved (forwarded to Steering Committee)
B. Tabled (Department notified)
C. Not Approved (Department notified)

Signature, Chairperson of Curriculum Committee _____ Date: _____

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM DATA TRANSMITTAL SHEET

DEPARTMENT Business DATE 9/4/15

Title of Course or Degree: Integrative Seminar BA5050

Change(s) Initiated: (Please check)

- | | |
|---|---|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate Requirements |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree Requirements (adding concentration) |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Pre/Co-Requisite |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Course Designation |
| <input checked="" type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> New 82 Course | <input type="checkbox"/> Change in Course Titles, Numbers, Credits &/or Hours |
| <input type="checkbox"/> Deletion of Course | <input type="checkbox"/> Change in Academic Policy |
| <input type="checkbox"/> Other (please describe): _____ | |

PLEASE ATTACH PERTINENT MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

I. DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date approved 9/17/15 Signature, Committee Chairperson: _____

Signature, Department Chairperson: _____

II. PROVOST ACTION

Provost to act within 30 days of receipt and forward to College-wide Curriculum Committee exercising one of the following options:

- A. Approved B. Returned to department with comments

Recommendations (if any): _____

Signature, Provost: _____ Date: _____

III. CURRICULUM SUB-COMMITTEE RECOMMENDATIONS:

- A. Approved B. Tabled (no action will be taken by Curriculum Committee)

Recommendations (if any): _____

Signature, Sub-Committee Chair: _____ Date: _____

IV. COLLEGE-WIDE CURRICULUM COMMITTEE ACTION

Committee to act within 30 days of receipt, exercising one of the following options:

- A. Approved (forwarded to Steering Committee)
B. Tabled (Department notified)
C. Not Approved (Department notified)

Signature, Chairperson of Curriculum Committee _____ Date: _____

**KINGSBOROUGH COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK**

FORMAT FOR PRESENTATION OF CURRICULUM PROPOSALS

1. DEPARTMENT, COURSE NUMBER AND TITLE:

Integrative Seminar: BEH 5050, BIO 5050, BA 5050, THA 5050, ENG 5050, CA 5050, &
TAH 5050

2. DOES THIS COURSE MEET A GENERAL EDUCATION / CUNY CORE CATEGORY?

**IF YES, PLEASE COMPLETE AND SUBMIT WITH THIS PROPOSAL A CUNY COMMON CORE
SUBMISSION FORM.**

No

**3. TRANSFERABILITY OF THIS COURSE. DESCRIBE HOW THIS COURSE TRANSFERS (required for
A.S. degree course). If A.A.S. degree course and does not transfer, justify role of course,
i.e., describe other learning objectives met:**

No

4. BULLETIN DESCRIPTION OF COURSE:

This course serves as a place where students in learning communities can practice integration and
application of thematic concepts explored in other courses in the Integrative Studies link.

**5. NUMBER OF WEEKLY CLASS HOURS (please indicate the number of hours per week spent in a lab,
hours spent on site doing fieldwork, hours of supervision and hours in classroom-- if applicable):**

2 hours

6. NUMBER OF CREDITS:

1

7. COURSE PREREQUISITES AND COREQUISITES

A. PREREQUISITES: Learning Community Student Group

B. COREQUISITES: Learning Community associated courses

C. PRE OR COREQ:

8. BRIEF RATIONALE TO JUSTIFY PROPOSED COURSE TO INCLUDE:

A. ENROLLMENT SUMMARIES, IF PREVIOUSLY OFFERED AS AN 82
20-25 per section per semester

B. PROJECTED ENROLLMENT
20-25 per section per semester

C. CLASS LIMITS
25

D. FREQUENCY COURSE IS LIKELY TO BE OFFERED

Fall and Spring Semesters

13. IF OPEN ONLY TO SELECTED STUDENTS (specify):

Learning Community Students only

14. EXPLAIN WHAT STUDENTS WILL KNOW AND BE ABLE TO DO UPON COMPLETION OF COURSE:

By the end of this course students will be able to articulate connections among the course in the learning community, demonstrate integrative thinking for the shared assignment, and apply concepts to real world problems.

15. METHODS OF TEACHING --eg., LECTURES, LABORATORIES, AND OTHER ASSIGNMENTS FOR STUDENTS, INCLUDING ANY OF THE FOLLOWING: DEMONSTRATIONS, GROUP WORK, WEBSITE OR E-MAIL INTERACTIONS AND/OR ASSIGNMENTS, PRACTICE IN APPLICATION OF SKILLS:

Teaching methods will vary, but active learning pedagogies will be predominant

16. ASSIGNMENTS TO STUDENTS:

Culminating shared integrative learning community assignment

17. DESCRIBE METHOD OF EVALUATING LEARNING SPECIFIED IN #15:

50%-80% In Class Assignments

20%-50% Final Shared Integrative Learning Community Assignment

18. TOPICAL COURSE OUTLINE (WHICH SHOULD BE AS SPECIFIC AS POSSIBLE REGARDING TOPICS COVERED, LEARNING ACTIVITIES AND ASSIGNMENTS):

Weekly outline will reflect topics covered in the linked courses. See attached syllabi examples.

19. SELECTED BIBLIOGRAPHY AND SOURCE MATERIALS:

Bibliography and source materials relevant to learning community theme. See attached example syllabi

Please contact your Department Chairperson or Associate Dean Stanley Bazile at the Office of Academic Affairs x5328, if you require any assistance completing a course proposal according to this format. Copies of this format are available electronically.

KINGSBOROUGH COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK

FORMAT FOR PRESENTATION OF CURRICULUM PROPOSALS

1. DEPARTMENT, COURSE NUMBER AND TITLE: B10 5050
Integrative Seminar

2. DOES THIS COURSE MEET A GENERAL EDUCATION / CUNY CORE CATEGORY?
IF YES, PLEASE COMPLETE AND SUBMIT WITH THIS PROPOSAL A CUNY COMMON CORE SUBMISSION FORM.
No

3. TRANSFERABILITY OF THIS COURSE. DESCRIBE HOW THIS COURSE TRANSFERS (required for A.S. degree course). If A.A.S. degree course and does not transfer, justify role of course, i.e., describe other learning objectives met:
No

4. BULLETIN DESCRIPTION OF COURSE:
This course serves as a place where students in learning communities can practice integration and application of thematic concepts explored in the other linked courses.

5. NUMBER OF WEEKLY CLASS HOURS (please indicate the number of hours per week spent in a lab, hours spent on site doing fieldwork, hours of supervision and hours in classroom-- if applicable):
2 hours

6. NUMBER OF CREDITS: 1

7. COURSE PREREQUISITES AND COREQUISITES
A. PREREQUISITES: None
B. COREQUISITES: Learning Community Student Group
C. PRE OR COREQ:

8. BRIEF RATIONALE TO JUSTIFY PROPOSED COURSE TO INCLUDE:
A. ENROLLMENT SUMMARIES, IF PREVIOUSLY OFFERED AS AN 82: 20- 25 per section, per semester
B. PROJECTED ENROLLMENT: 20-25 per section, per semester
C. CLASS LIMITS: 25
D. FREQUENCY COURSE IS LIKELY TO BE OFFERED – Fall & Spring semesters
E. ROLE OF COURSE IN DEPARTMENT’S CURRICULUM AND COLLEGE’S MISSION
Part of the college’s mission is to provide an excellent general education to all students. The AAC&U LEAP Report identifies integrative learning as an essential student learning outcome for a liberal education. Therefore, the integrative seminar furthers the colleges mission.

9. LIST OF COURSES, IF ANY, TO BE WITHDRAWN WHEN COURSE(S) IS (ARE) ADOPTED:
N/A

10. IF COURSE IS AN INTERNSHIP OR INDEPENDENT STUDY OR THE LIKE, PROVIDE AN EXPLANATION AS TO HOW THE STUDENTS WILL EARN THE CREDITS AWARDED. THE CREDITS AWARDED SHOULD BE CONSISTENT WITH STUDENTS’ EFFORTS REQUIRED IN A TRADITIONAL CLASSROOM SETTING:
N/A

Kingsborough Community College
BEH 82 & BIO 33, Fall 2014
Prof. M. Ortiz & Prof. K. Polizzotto

Prof. M. Ortiz
mortiz@kbcc.cuny.edu
S-115, x5724
Office hours:

Prof. K. Polizzotto
kpizzotto@kbcc.cuny.edu
S-116, x5722
Office hours: Mon & Tues 11:30-1:00

Introduction & Learning Objectives

Your BEH 82 and BIO 33 courses have been designed as a linked curriculum, as part of the Integrative Studies program at KCC. Specifically these two classes form what is called a contextualized math learning community. In plain English, that means you'll be working on math skills in the context of biology, and that the same group of students is registered for both courses.

This will help you to improve your quantitative reasoning (math) skills while deepening your understanding of the material covered in the Biology course. At the completion of the semester, we expect you to be able to:

1. Apply the scientific method to investigate biological problems.
2. Discuss how the traits observed in living things can be explained by the principles of evolution.
3. Describe the classification of living things, and characterize the major taxa (domains and kingdoms).
4. Describe how the interaction among organisms and between organisms and their environment can be explained by the principles of ecology.
5. Explain the basic energy transformations that occur in living things (cellular respiration, photosynthesis, the role of enzymes).
6. Demonstrate an understanding of cell structure and function.
7. Identify the organ systems found in humans (and in other mammals), including the major organs of each and their functions.
8. Discuss how patterns of inheritance can be explained by the principles of genetics, including a description of the structure and function of DNA.
9. Apply quantitative skills to solving problems in biology.

Required Textbooks

- 1) *Biology: Organisms and Adaptations*, 1st Edition, by Noyd, Krueger, and Hill. Published by Brooks/Cole Cengage Learning. ISBN 9780495830207. Please visit cengagebrain.com and enter the ISBN to see prices for print, rental, and e-book options.
- 2) *Biology 33: Introduction to Modern Concepts of Biology* (lab manual). Published by Bluedoor LLC, 2013. ISBN 978-1-59984-563-0.

You are also required to purchase a knee-length lab coat and to wear it to every BIO 33 lab. Shoes that completely cover your foot are also required in the lab. You will not be permitted to remain in lab without these items.

Exams (BIO 33, 30%)

The exams in BIO 33 will contain multiple choice and short essay questions based on the material listed in the learning objectives (see general syllabus). You should study the material in the power point presentations, in the textbook, and the material discussed in class. Exams are posted on Blackboard and will be given as take-home exams (see schedule for due dates). There are no make-up exams if you do not turn in the exam on time, unless you have appropriate documentation (such as a doctor's note). Any exam that you do not turn in on time will be counted as a zero.

Worksheets (BEH 82, 50%)

Worksheets will be completed each week in your BEH 82 class, and you will typically work with a small group of other students to complete them. They are to be handed in at the end of class, graded, and returned the following week.

Worksheets must be done in class. Missed worksheets cannot be made up. A missed worksheet earns a grade of zero for that worksheet. The lowest worksheet grade will be dropped at the end of the semester.

Quizzes (BEH 82, 50%; BIO 33, 25%)

Quizzes are given in BEH 82 in class, as well as in BIO 33 in lab. The material to study for each quiz will be announced in class and on Blackboard one week before the scheduled quiz (see schedule for dates). BIO 33 lab quizzes cover the exercises conducted in previous labs. The lowest quiz score for BIO 33 will be dropped. BEH 82 quizzes cover the material from class. The lowest quiz score for BEH 82 will be dropped.

Lab reports (BIO 33, 10%)

Lab reports are completed as you work in lab each week and collected at the end of the lab. Graded reports are returned the following week. The reports are found in your lab manual at the end of each exercise.

Carbon footprint (BIO 33, 5%)

This assignment requires you to use the math you have learned in BEH 82 as well as the biology you have learned in BIO 33 to calculate your personal impact on the environment in terms of carbon dioxide emissions. You will work on it as a class in BEH 82. If you miss class, you will receive a zero for this assignment.

Final exam (BIO 33, 20%)

The final exam is cumulative (comprehensive). The format may be similar to the midterm, with multiple choice and short answer questions, or it may consist of diagrams to label and longer essays to write. We will discuss the exact format during the last week of class before the final exam, which is scheduled for the week of **December 9th-15th**. We will announce the exact time and place of the BIO 33 final exam as soon as it is scheduled by the college.

Week	Date	BEH 82 (Tues)	BIO 33 lecture (Wed)	Reading assignment	BIO 33 lab (Thurs)
1	9/4				Ex. 1: Observations
2	9/9-9/11	Metric System Measurement	Scientific method Major themes in biology	Homework #1 Ch. 1	Ex. 4: Owl Pellet Dissection QUIZ 1
3	9/16-9/18	English-Metric Conversions English-Math Translations	Diversity & classification	Homework #2 Ch. 2	Ex. 3: Diversity & Classification QUIZ 2
4	9/23	Scientific notation	NO CLASSES		NO CLASSES
5	9/30-10/2	QUIZ 1 Basic Statistics Graphing	Introduction to evolution Natural selection	Homework #3 Ch. 3	Ex. 2: Predators & Prey QUIZ 3
6	10/7-10/9	Population Graphs Longitude and Latitude	Population ecology Community ecology	Homework #4 Ch. 4, 5	Ex. 5: Marine Aquarium Visit QUIZ 4
7	10/15-10/16	NO CLASSES Trophic Levels & Energy Calculations (take-home)	Ecosystems	Homework #5 Ch. 16	Ex. 6: Photosynthesis QUIZ 5
8	10/21-10/23	Magnification, Field of View, & Micrometers	Conservation biology	Homework #6 Ch. 17	Ex. 7: Microscope & Microecosystems QUIZ 6
9	10/28-10/30	QUIZ 2 Division of Chromosomes in Meiosis	Animal structure & function: cells, organs, and systems	Homework #7 Ch. 6	Ex. 8: Cells & Reproduction QUIZ 7
10	11/4-11/6	LAST DAY FOR W Begin shared assignment	Cell division Cell cycle	Homework #8 Ch. 7.4	Ex. 9: Vertebrate Digestive System QUIZ 8
11	11/11-11/13	Continue work on shared assignment	Digestive, circulatory, & respiratory systems Metabolism & ATP	Homework #9 Ch. 8, 9	Ex. 10: Vertebrate Respiratory & Circulatory Systems QUIZ 9
12	11/18-11/20	QUIZ 3 Diploid vs. Haploid	Reproduction	Homework #10 Ch. 11	Ex. 11: Vertebrate Urinary & Reproductive Systems QUIZ 10
13	11/25-11/26	Probability Punnett Squares Genotype/Phenotype Ratios	Inheritance	Homework #11 Ch. 18	NO CLASSES
14	12/2-12/4	Percent of Eggs Fertilized	DNA structure & function	Homework #12 Ch. 7.5	Ex. 12: Reproduction & Fertilization QUIZ 11

**KINGSBOROUGH COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK**

FORMAT FOR PRESENTATION OF CURRICULUM PROPOSALS

1. **DEPARTMENT, COURSE NUMBER AND TITLE:** Business, 83- Integrative Seminar
2. **DOES THIS COURSE MEET A GENERAL EDUCATION / CUNY CORE CATEGORY?**
IF YES, PLEASE COMPLETE AND SUBMIT WITH THIS PROPOSAL A CUNY COMMON CORE SUBMISSION FORM.
No
3. **TRANSFERABILITY OF THIS COURSE. DESCRIBE HOW THIS COURSE TRANSFERS (required for A.S. degree course). If A.A.S. degree course and does not transfer, justify role of course, i.e., describe other learning objectives met:**
No
4. **BULLETIN DESCRIPTION OF COURSE:**
This course serves as a place where students in learning communities can practice integration and application of thematic concepts explored in the other linked courses.
5. **NUMBER OF WEEKLY CLASS HOURS** (please indicate the number of hours per week spent in a lab, hours spent on site doing fieldwork, hours of supervision and hours in classroom-- if applicable):
2 hours
6. **NUMBER OF CREDITS:** 1
7. **COURSE PREREQUISITES AND COREQUISITES**
 - A. **PREREQUISITES:** None
 - B. **COREQUISITES:** Learning Community Student Group
 - C. **PRE OR COREQ:**
8. **BRIEF RATIONALE TO JUSTIFY PROPOSED COURSE TO INCLUDE:**
 - A. **ENROLLMENT SUMMARIES, IF PREVIOUSLY OFFERED AS AN 82: 20-25 per section, per semester**
 - B. **PROJECTED ENROLLMENT: 20-25 per section, per semester**
 - C. **CLASS LIMITS: 25**
 - D. **FREQUENCY COURSE IS LIKELY TO BE OFFERED – Fall & Spring semesters**
 - E. **ROLE OF COURSE IN DEPARTMENT’S CURRICULUM AND COLLEGE’S MISSION**
Part of the college’s mission is to provide an excellent general education to all students. The AAC&U LEAP Report identifies integrative learning as an essential student learning outcome for a liberal education. Therefore, the integrative seminar furthers the colleges mission.
9. **LIST OF COURSES, IF ANY, TO BE WITHDRAWN WHEN COURSE(S) IS (ARE) ADOPTED:**
N/A
10. **IF COURSE IS AN INTERNSHIP OR INDEPENDENT STUDY OR THE LIKE, PROVIDE AN EXPLANATION AS TO HOW THE STUDENTS WILL EARN THE CREDITS AWARDED. THE CREDITS AWARDED SHOULD BE CONSISTENT WITH STUDENTS’ EFFORTS REQUIRED IN A TRADITIONAL CLASSROOM SETTING:**
N/A

- 11. PROPOSED TEXT BOOK(S) AND/OR OTHER REQUIRED INSTRUCTIONAL MATERIAL(S):**
Materials are chosen to reflect learning community themes.
- 12. REQUIRED COURSE FOR MAJORS AND/OR AREA OF CONCENTRATION? (If course is required, please submit a separate transmittal with a degree requirement sheet noting the proposed revisions, including where course fits into degree requirements, and what course(s) will be removed as a requirement for the degree. NYSED guidelines of 45 crs. of Liberal Arts coursework for an A.A. degree, 30 crs. for an A.S. degree and 20 crs. of Liberal Arts for an A.A.S. degree must be adhered to for all 60 cr. programs).**
N/A
- 13. IF OPEN ONLY TO SELECTED STUDENTS (specify):**
Learning Community Students only
- 14. EXPLAIN WHAT STUDENTS WILL KNOW AND BE ABLE TO DO UPON COMPLETION OF COURSE:**
By the end of this course students will be able to articulate connections among the courses in the learning community, demonstrate integrative thinking for the shared assignment, and apply concepts to real world problems.
- 15. METHODS OF TEACHING --eg., LECTURES, LABORATORIES, AND OTHER ASSIGNMENTS FOR STUDENTS, INCLUDING ANY OF THE FOLLOWING: DEMONSTRATIONS, GROUP WORK, WEBSITE OR E-MAIL INTERACTIONS AND/OR ASSIGNMENTS, PRACTICE IN APPLICATION OF SKILLS:**
Teaching methods will vary but active learning pedagogies will predominate.
- 16. ASSIGNMENTS TO STUDENTS:**
Culminating shared integrative learning community assignment.
- 17. DESCRIBE METHOD OF EVALUATING LEARNING SPECIFIED IN #15:**
50%- 80% In class assignments
20%-50% Final Shared Integrative Learning Community assignment
- 18. TOPICAL COURSE OUTLINE (WHICH SHOULD BE AS SPECIFIC AS POSSIBLE REGARDING TOPICS COVERED, LEARNING ACTIVITIES AND ASSIGNMENTS):**
Weekly outline will reflect topics covered in the linked courses. See attached syllabus.
- 19. SELECTED BIBLIOGRAPHY AND SOURCE MATERIALS:**
Bibliography and source materials relevant to learning community theme. See attached syllabus.

Please contact your Department Chairperson or Associate Dean Stanley Bazile at the Office of Academic Affairs x5328, if you require any assistance completing a course proposal according to this format. Copies of this format are available electronically.

**Kingsborough Community College
BEH 082 Spring 2014**

Integrative Seminar

Application of the Business and Computers to Career Development

Prof. Theresa Mastrianni

TMastrianni@kbcc.cuny.edu

M331- X 5515

Course Description:

Integration of learning combines fundamentals of business and computer knowledge emphasizing the achievement of future personal goals and career success through active exploration of careers, professions, companies, and senior college opportunities.

This is a career-focus link class and it is linked with BA11 Prof. Margaret Irizarry and BA60 Dr. Edward Martin.

Outcomes:

Students will be able to

- describe connections between computers and the world of business
- connect their career goals and academic plans
- express understanding of career paths in accounting
- articulate the importance and implications of business ethics
- identify senior colleges with appropriate programs in their areas of interest
- recognize characteristics of companies for which they might like to work.

Methods of Evaluation:

Attendance, assignments, participation.

All seminars activities are to be completed within the class meeting times (there is no preparation or "homework"). Additionally, there will be no tests given for this course. Therefore, it is important that you attend regularly, complete all the assignments given for the seminar, and participate to the fullest extent of your ability.

Additionally, this class is linked with Fundamentals of Business BA11 and Introduction to Computer Concepts BA60. It is an advantage for you to attend regularly and make as much progress as you can on the shared assignments. Every moment you can devote in the seminar to completing your Fundamentals of Business and Introduction to Computer Concepts assignment is a moment of your own free time that you can save and use as you please, or to fulfill other responsibilities you may have.

Finally, there are a few activities shared by all three courses that will occur ONLY in the Integrative Seminar, and you MUST attend for those dates, since otherwise you will have great difficulty completing the requirements for the other two courses.

Kingsborough Community College is committed to the highest standards of academic and ethical integrity, acknowledging that respect for self and others is the foundation of educational excellence.

Civility in the classroom and respect for the opinions of others is very important in an academic environment. It is likely you may not agree with everything, which is said or discussed in the classroom, yet courteous behavior and responses are expected. Therefore, in this classroom, any acts of harassment and/or discrimination based on matters of race, gender, sexual orientation, religion, and/or ability are not acceptable.

Whether we are students, faculty, or staff, we have a right to be in a safe environment, free of disturbance, and civil in all aspects of human relations.

**BEH 082 Spring 2014
Integrative Seminar
Course Activities**

Class #	Date	Activity
1	March 3	Course Orientation; Student Reflections
2	March 10	Library Research Skills; Time Management Assignment
3	March 17	Time Management Outcomes & Work on Business Professionalism assignment
4	March 24	Assignment Business Professionalism due
5	March 31	Profile of the Business World Assignment
6	April 7	Profile of the Business World due
7	April 23	Spring break April 14-22 Research-a-Transfer College Wed. April 23 rd is a Monday schedule
8	April 28	Share Research-a-Transfer College oral presentation
9	May 5	Research-a-Company
10	May 12	Research-a-Company oral presentation
11	May 19	Review of personal datebooks Student Reflections May 26 Memorial day –No Classes
12		PowerPoint Presentations

Finals June 6-June 12

Dates to remember:

- Word assignment due in BA60 & History report in BA11 – March 27
- Excel project due in BA 60 & Income and data chart in BA11 – May 1
- PowerPoint assignment due in BA60 & Power point in BA11 – May 29
- Final Presentation for all classes in Integrative seminar – June 2

BEH 082 D01DD
Time Management

Make up a record of a general typical school day for you from the time you get up in the morning until when you go to bed at night. Form provided on BB.

Answer the following questions:

1. Did or do your days often flow smoothly for you?
2. Do you keep a calendar or date book do you use it or refer to it? Does it help you stay organized?
3. Are you organized or does life just happen to you?
4. What could you do to make yourself better organized? Might this help you in your schoolwork and on the job?
5. Do you have a time period plan for yourself?
6. What are your goals? Graduating from KCC? Transferring to a four-year college? Getting an advanced degree?
7. Do you see how getting organized in school can help prepare you for success in the future?
8. What do you plan to change about how you organize your schedule this semester to make positive changes in you?

BEH 82 D01DD
Business Professionalism

1. What is the dress code of a type of firm you hope to work for? First define the field you are preparing to work in, i.e.: general business, accounting, hospitality, fashion, do each of these types of businesses have different clothing requirements?
2. How important are meeting deadlines to the industry that you plan to work in? What is something that you as a professional can do to insure that you and the people that you supervise are meeting the deadlines that are important to your company?
3. Many companies and some specific industries are getting more relaxed about their dress codes and work policies like allowing, sometimes encouraging employees to work out at lunch time, allow casual Friday attire, offer summer hours. Why do you see these changes being offered by certain companies? Which do you think are the most effective motivators and why?
4. What are three business terms that you learned in BA 11 this semester define them. How does knowing this terminology help you to understand more about the world of business?
5. Get a date book and start to use it. You will be graded on your use of it at the end of the term. Fill in all important school assignment dates, your social activities and even personal appointments like a dentist appointment. This is easy if you do it as you go along, but a challenge if you are trying to fill it in from memory.
6. Next week you will be required to show the teacher your date book, please make sure to bring it in filled in. You will also be required to show this to the instructor on Monday, November 25, 2013. Failure to do so will result in a drop in the BEH seminar grade.

7. What will you as a business professional wear on the day of your final power point presentation? How does what you wear impact the value of what you present?

4

BEH 82 D01CD
Profile of the Business World

1. How has the work environment changed in the past few years?
2. How have the tasks performed by business professionals changed?
3. Which part of the job do you think you would like the most? Which would you like the least? Why?
4. What are the advantages of completing a summer internship in the area of business you are interested in?
5. The business world needs many computer skills in our ever-changing society. From what you have learned about computers in BA 60 and business skills in BA11, what applications will be useful to you in your career in business? Do you possess the ability to become successful in today's ever-changing world of business? If not, how might you change?
6. What other skills do you think individuals need in business? Some might be the ability to work independently, working in groups, communication skills both oral and written, being timely in arriving at work and possessing the ability to meet deadlines, getting along with a difficult boss, dressing and acting appropriately at work.

Please Note:

This is a written assignment and a copy of your responses is needed in order to obtain a grade for this assignment.

BEH 82 D01CD
Research-a-Transfer College

Here is a list of colleges that Accounting and Business Administration students often attend after Kingsborough.

1. CUNY

- a. Bernard Baruch College
- b. Brooklyn College
- c. College of Staten Island

2. Private Colleges

- a. Pace University
- b. Adelphi
- c. The Berkeley College

Prepare a report to answer the following questions, as appropriate:

1. Do the requirements to complete Accounting majors look interesting to you? Does anything put you off?
2. What majors do they offer aside from Accounting that might be of interest to you?
3. What are their admissions requirements for transfer students, sometimes referred to as "Advanced Standing Students?"
4. How many credits do they require for a Bachelor's degree? How many transfer credits will they accept?
5. Do you know anyone who attends/attended this college? Did they have a good experience?
5. Where are they located? How will it be for you to commute to this college?
6. What are the costs?
7. Do they offer financial aid for community college transfers?

Using the information that is outlined in sections (1-7) put together a power point presentation answering the questions posed in your presentation.

BEH 82 D01CD
Research-a-Company

Pick a company for whom you would like to start your career. You can start by logging on to www.vault.com and search for accounting or other companies that have "snapshots." In addition, www.hooversonline.com may help you obtain the information to answer the following questions, as appropriate:

1. Pick an industry you are interested in...
 - a. What is the current state of the industry and trends for the future?
 - b. What are the top companies in the industry?
2. Pick a company in that industry for which you would like to work...
 - a. Give a general overview of the company.
 - b. What are the major development, trends and issues at the company?
 - c. Which of the product lines or services the company provides would you like to be involved with?
 - d. Which types of clients the company works with attracts you to the company?
 - e. What are some key positions or attractive jobs at the company?
 - f. What makes you to want to work for the company?
 - g. What do you think it would be like to work at this company?

Using the information that is outlined in sections (1&2) put together a power point presentation answering the questions posed in your presentation.

Integrative Seminar BEH 8201 – 02(9510)
Wednesdays 10:20-12:30 in M111
2 hrs., 1 cr.; Corequisites: Phil 77 and Eng 24

Spring 2015

Prof. Janine Graziano
M391; 718-368-6612; janine.graziano@kbcc.cuny.edu

Karma



Do you believe that “what goes around comes around”? If so, do you ever wonder why “good” things happen to “bad” people and why “bad” things happen to “good” people”? If you do, then this is the course for you!

The Integrative Studies Program (ISP) and the Integrative Seminar

ISP is a learning communities program where two or more courses are “linked.” This means that a group of students—like you!—register for the same courses and faculty, such as Profs. Beveridge and Repetti and I, who are teaching these courses, collaborate to integrate course content.

Our particular learning community link Phil 77, *Philosophy of Religion*, with ENG 24, *Freshman Composition II*. This course,

BEH 82, the *Integrative Seminar*, is designed to support you in the skills you need to be successful in, and integrate the content of, these two courses. This semester, we will be exploring why we believe what we believe, and in this course, we will think about belief in the idea of karma. We will be reading one book this semester—*Exploring Karma and Rebirth* by Nagapriya. It can be ordered online and there is a kindle version available. Please get it as soon as possible. We will also be extending and integrating conversations you will be having in your other two courses, so I invite you to come with questions and observations. I see this course as driven by your needs and your interests, so please be prepared to take the wheel—but maybe not the wheel of samsara!

Academic Integrity

It is very important that you do your work with integrity. This means not copying the work of others—including classmates and outside sources. Of course, you will learn to use outside sources this semester, such as films, texts, and internet sources, but you must be sure to cite them. If you don't, you are plagiarizing and your work will be penalized.

Team-Based Learning

In this course, we will be taking what is known as a team-based approach to learning. What does this mean for you? It means that you will be assigned to a team, you will be working with that team all semester, and at the end of the semester, you will give a "grade" to each of your team members and each of them will give a grade to you.

Every week, you will have a reading assignment and when you come to class, you will have a short-answer, closed-book quiz based on the reading. After I have recorded your quiz scores, you will have time to discuss your answers with your team and take a team quiz *on the same questions*; your team score will also be recorded. The class will then discuss the answers, and everyone will have an opportunity to challenge the "correct" answer and make arguments for answers they think are "better." All challenges must be supported by the text and a solid, logical argument. In the case of successful challenges, scores will be adjusted.

Teams will be permanent, but if you want to leave your team, you must construct a good argument for leaving your team *in writing*. Further, you must also, *in writing*, request acceptance into another team. No changes will be considered during the first two weeks of class.

Student Learning Objectives

By the end of this course, you will be able to...	You will demonstrate that you've met this objective by...
Contribute in a collegial way to a team as well as to community of readers, writers, and thinkers on the subject of why we believe what we believe..	<ol style="list-style-type: none"> 1. Arriving to all classes on time and ready to work <ol style="list-style-type: none"> a. More than 20 minutes late will count as a one-hour absence b. Since we only meet once a week for two hours, missing two classes (four hours) may cause you to receive a WU for the course 2. Doing well in individual quizzes 3. Doing well on team quizzes 4. Doing well on individual classwork 4. Treating everyone (including your instructor!) with respect. This includes: <ol style="list-style-type: none"> a. Holding up your end of any group work that we do b. Working well on your own and not doing anything to distract anyone else from working <p style="text-align: center;">(80% - 70% from instructor; 10% from teammates)</p>

Student Learning Objectives (con't.)

Thoroughly discuss and integrate the notion of why we believe what we believes as discussed this course into a shared assignment where you connect and apply ideas among the three courses.	1. Writing a paper for the shared assignment that receives a high score based on a rubric that all three instructors will create and will make available to you. <p style="text-align: right;">(20%)</p>
---	---

Calculating Grades

- To calculate your participation grade (70% of your total grade), I will give you 12 points for each class. Since we have a total of 12 classes, the maximum you can get for participation is 144 points. I will divide the total number of points you earn by 2, for which the maximum is 72 pts., giving everyone 2 "grace points." :) Points will be distributed as follows:
 - On time = 2 points
 - Individual Quiz = 5 points max
 - Group Quiz = 5 points max
- To calculate peer participation grades (10% of your total grade), each day, for 11 classes starting Week 2, you will give each of your team members a score from 0-10. Then, for each of you, I will total the scores you receive from each of your team members to a maximum of 100 pts.; I will then calculate the average grade you received across your team members, and add 10% of that average grade to your participation grade.
- To calculate your shared assignment grade, we will use a rubric and 25% of the total number of points you receive will be counted toward this class.

Class Climate

I think we would all like this class to be a place where we can learn without distraction, and feel safe taking "risks" in our thinking. On the back of this syllabus, please jot down a things that we can do - and not do! - to create that kind of supportive class climate and then let's discuss. :) I am looking forward to getting to know you and working with you this semester! I am counting on you to make this class a good learning experience and FUN for all of us!

Course Outline

Date	Topic	Assignment
3/4	Course Introduction:	Check ID; order book; Read Author's note, Intro & Ch. 1; also Campbell: Pathways to Bliss (3-10)
3/11	Introducing Karma and Rebirth (Change; Myth)	Ch. 2
3/18	Origins of Karma and Rebirth (Commonality of Myth)	Ch. 3
3/25	Karma and Dependent Origination (Occam's Razor; Indra's Net; Compassion)	Ch. 4
4/1	Choices	Ch. 5 & 6
4/15	Fruits of Karma; Bending the Iron Law	Ch. 7 & 8
4/29	"Self" and Rebirth; Six Realms	Ch. 9
5/6	Rebirth	Ch. 10
5/13	Evidence for Rebirth	Ch. 11
5/20	Rebirth: Making Sense of It and Does it Matter?	Ch. 12
5/27	Work on Shared Assignment	Ch. 13
6/3	What is Karma? Conclusions; Wrap-Up	

Shared Assignment: Everything Happens for a Reason

Here is a belief that is shared by followers of most religions and spiritual paths (those who believe in some sort of higher power or cosmic goodness, order, or justice):

“Everything happens for a reason.”

Let's call this belief “the Proverb.”

View 1 (ENG 24)

- Explain how one of the following would interpret and evaluate the Proverb: Freud, Edwards, Tillich, or Marx

View 2 (PHIL 77)

- Explain how one of the following EVIDENTIALISTS would interpret and evaluate the Proverb: Dawkins, Hume, Clifford, Scriven, Everitt, Peirce, Ayer, McKim, Johnson, Russell, or Occam

View 3 (PHIL 77)

- Explain how one of the following PRAGMATISTS would interpret and evaluate the Proverb: Dennett, James, or Pascal

View 4 (BEH 82)

- Karma is often cited as a “reason” for why things happen (i.e., good things happen because we intend/do good, bad things happen because we intend/do bad). Given that, how would Nagapriya interpret and evaluate the Proverb? In your response, address the following:
 - What contradictions does Nagapriya cite as the evidence AGAINST this view of Karma?
 - How do those who believe in Karma AND rebirth explain these contradictions?
 - How does Nagapriya explain these contradictions without appealing to rebirth?

Your Informed (!) View

- Explain which of the above views makes the most sense to you; cite specific reasons for why you find that view superior to EACH of the other views you discussed.



Spring 2015*

COURSE/SECTION: BEH 8201 - 03 (9511): Human Services Seminar

INSTRUCTOR: Dr. Kevicha Echols

DAY/TIME/ ROOM: Mondays 9:10a - 11:20a, Room M111

PHONE/EMAIL: (718) 368-5716; Kevicha.Echols@kbcc.cuny.edu

OFFICE/HOURS: Room G-308; Mon. 12:30p-3:30p; Wed. 11:30a-2:30p

Please see Barbara in G-201 or call 718-368-5696 to make an appointment.

Course Description

This seminar is offered as a part of the Integrated Studies Program (ISP). The Human Services Seminar serves as the course link for students majoring in health related programs. This seminar links two courses: BIO 11 - *Human anatomy and Physiology* and PSY 32 - *Developmental Psychology*. Students will focus on obesity as the subject that will link the subject matter both courses. Students will explore the cause of obesity and its effects from biological, psychological, and social perspectives. Students examine the obesity epidemic at the local and national levels and will be introduced to initiatives that address obesity through community and public health efforts. Additionally, students will conduct research on an issue related to obesity.

Course Goals & Objectives

By the end of this course, you (the student) will be able to:

1. Differentiate between overweight, obese, and morbidly obese.
2. Explore the biological, psychological, and social factors that influence obesity.
3. Examine the impact of obesity on the physical and mental health.
4. Describe the potential health complications of obesity.
5. Define the terms community health and public health.
6. Describe the role of the government organizations and health organizations in addressing obesity.
7. Differentiate among the various types of allied health professionals that work with persons and communities with obesity issues.
8. Discuss the impact of socioeconomic status and access to healthy foods and adequate spaces for physical activity.
9. Discuss obesity disparities.
10. Students will collaborate with a partner to investigate an issue related to obesity.

***Course syllabus and outline is tentative and may change at the discretion of the instructor.**

Seminar Readings and Resources

1. NYC Obesity Taskforce Report
http://www.nyc.gov/html/om/pdf/2012/otf_report.pdf
2. NYC Obesity Taskforce: Interim Progress Report
<http://www.nyc.gov/html/nycfood/downloads/pdf/obesity-task-force-scorecard-12-31-13-final.pdf>
3. Obesity Statistics: New York State.
http://www.health.ny.gov/prevention/obesity/statistics_and_impact/
4. Overweight and Obesity: Centers for Disease Control and Prevention
<http://www.cdc.gov/obesity/>

*****Additional readings and materials will be handed out in class.**

Course Requirements and Grading

Assignments	30%
Quizzes	20%
Research Paper	40%
Participation	10%

(Participation includes attendance & punctuality, contributing to class and online discussions/activities)

Required Coursework

Exploring the Community (10 points)

You will be required to explore community resources and health care services dedicated to addressing obesity. You are required to describe the organizations goals and programs designed to promote health and decrease obesity. You will address the following in your assignment:

1. What is the name of the community health organizations/agency?
2. What is the mission or goals of the organization?
3. Describe the services and/or programs offered and for what population. If there is a website, please provide the link.
4. What evidence is available to show that the organization has reached the goal of decreasing obesity? Provide any statistics, testimonials, or other evidence provided by the organizations that discusses their progress or success in addressing/decreasing obesity.

Personal Reflection Assignments (20 points)

We will discuss various topics related to obesity that may provoke different reactions to the information presented and discussed. You will write **two** personal reflections on at least **two** topics of your choice, unless otherwise guided by a question I provide, on a health issue discussed in class and/or information you read in the textbook. Discuss your thoughts/feelings on the topic, how the issues affect the community, and any efforts to address such issues in the discussion board forum on Blackboard. **You will write your own reflection in a short paragraph and respond to at least two other classmates.**

ALL assignments must be uploaded or posted to Blackboard by 11:59pm on the due date. LATE AND EMAILED ASSIGNMENTS WILL NOT BE ACCEPTED!

Quizzes/Exams (See course outline for dates)

There will be a total of **two** quizzes. Quizzes may consist of a combination of multiple choice, True/False, fill in the blank, short answer or essay questions.

Course Outline

*****Required course readings are available in the Course Document section on Blackboard. Some readings will be distributed in class.**

Week	Topics:	Required Readings
1 March 9 th	Course Overview/Introduction <i>Obesity: A community and public health issue</i>	Class Handout: Obesity Maps
2 March 16 th	<i>The biological basis of obesity</i>	Biology of Obesity p. 600 – 602
3 March 23 rd	<i>Calculating Obesity: Body Mass Index</i> Submit Group names/topic for research project Exploring the Community assignment due 3/23 (Assignment Section)	Class Handout: BMI worksheets
4 March 30 th	<i>Obesity and genetics: A family history</i>	How Much of Weight is Genetic?
5 April 6 th	NO CLASS – SPRING BREAK	
6 April 13 th	<i>Childhood Obesity and School Health Programs</i> Submit background information about your topic 4/13 Quiz #1 (Quizzes/Exams)	NYC Obesity Taskforce Report p. 8 – 12
7 April 20 th April 22 nd	<i>Obesity in Adolescents and Young Adults</i> <i>Body Image, Binge Eating, and Eating Disorders</i> Personal Reflection #1 due 4/20 (Discussion Board) First draft of research paper due 4/22	Class Handouts: TBA
8 May 4 th	<i>Adulthood Obesity: Impact on Organ Systems and Chronic Diseases</i>	Adult Obesity in NY State
9 May 11 th	<i>Obesity and Health Disparities</i>	Obesity Health Disparities in: Fact Sheet
10 May 18 th	<i>Obesity Treatments: Diets, Exercise, and Medical Procedures</i> Final draft of research paper due 5/18 Quiz #2 (Quizzes/Exams)	Class Handouts: TBA
11 May 25 th	NO CLASS – Memorial Day	
12 June 1 st	<i>Group Debates</i> Personal Reflection #2 due 6/1 (Discussion Board)	

METHODS

This course will be facilitated through lectures, group discussions and activities, and the use of media, and online interaction. Evaluation methods include written assignments, exams, and presentations.

Blackboard

You should familiarize yourself with the functions and sections of Blackboard. Documents for the course are stored on Blackboard. All work for the course will be submitted on Blackboard in the assigned sections in parenthesis () next to the due dates listed in the course outline. Please allow up to 48 hours for responses to your posts and assignments in Blackboard. If you do not have access to a computer please see the schedules for the computer labs around campus. There is a computer lab in L - 100 in the library, as well as a laptop lending program in the Media Center in the Library. An additional computer lab is located at the Cyber Lounge on the second floor of the M - building. You can find the Blackboard user guide at the following link

<http://www.kbcc.cuny.edu/bb/Pages/BlackboardUserGuide.aspx> If you have additional questions or need any help with Blackboard please feel free to email me, or contact the campus Helpdesk at 718-368-6679.

COURSE POLICIES

Attendance

You, the student, are required to come to class prepared everyday with the assigned books and materials required. In education and the workplace, regular attendance is necessary if individuals are to excel. There is a direct correlation between attendance and academic success. To achieve the best maximum grade in the course attendance is very important. Students are responsible to get the information missed in class, as some information or assignments may only be given in class. Thus, multiple absences may consequently lower your grade.

Class delays/cancellations

If for any reason the instructor is late and there is no sign up sheet with an explanation, please begin class on your own by reviewing the chapter assigned for that or the previous day. OR, you may work in your groups on your research project. After 10 minutes, someone may call to see if class is cancelled. Call the Health and Physical Education office at **718-368-5696**. If class is cancelled, create and sign an attendance sheet and leave it in G201 or designate someone to keep it for the next day, and turn it in to the instructor. Please accept sincere apologies for any inconvenience!

Participation

This course is discussion based and involves activities that require active participation in the class. Your interpretations, experiences, insight, and point of view are necessary components of the classroom process throughout the course, which helps facilitate the learning process.

Copies

Every student is expected to retain and be able to produce, if necessary, a copy of any written assignment. Please keep a back up copy of everything you turn in for class. I suggest you keep a thumb drive to save all assignments.

Late Assignments/Projects

All assignments/projects must be handed in on time. In extreme or excused circumstances lateness will result in the loss of points on the assignment/project grade if it is late.

Academic Integrity: Plagiarism

Academic dishonesty or the misrepresentation of other's work as a student's own **WILL NOT** be tolerated. "Plagiarism is the academic and literary equivalent of robbery, taking somebody else's property."
(<http://people.brandeis.edu/~teuber/usemplagiarism.html>) Plagiarism, if suspected, will be questioned. If plagiarism is found, the paper will be returned ungraded and assignment will be considered not done). Please provide appropriate citations and acknowledgments for the work others have done.

Library

The librarians at KCC are at your service, ready to show you how to find information you need for any of your assignments. We will have a library orientation and sessions to help you with your research project. Make good use of the library and its resources.

Absences

If you are absent for more than **3 classes** you may be dropped from the course and given a grade of WU. Please note that if you drop from one section of the linked courses, you must drop all three sections (i.e. BEH 8201, BIO 1100, and PSY 3200). Excused absences will require proper documentation, and should be notified in advance.

Personal Lateness/ Early Departure

As a courtesy to yourself and fellow students, do not be late to class. If you do walk in late please do so quietly so that it does not distract everyone else. **Every three late attendances = one hour of absence. Please inform me at the beginning of class if you need to leave early.**

Discipline

It is expected that all students maintain a respectful classroom environment. Some topics may provoke responses and debates, which is a part of the classroom learning process. Instances of disruptive or inappropriate classroom behavior **WILL NOT** be tolerated and will be reported immediately to the Office of the Dean of Student Services.

Disruptions

Avoid disrupting class by talking or by leaving the class while it is in session unless it is really necessary. NO material other than class assignments should be read during class (not even other school work!).

ALL phones ***must be turned off or on silent mode (not vibrate)*** when KBCC professors and staff members enter the classroom and remain off when class is in session, including test periods (except for students with college-approved accommodations). Other electronics such as games, radios, CD players, iPods, Blackberries, Sidekicks, etc. should be left at home or in your car. **If any one is caught using any of the above, you will be dismissed from class, marked absent for the day, and will lose points off your final grade.**

Illness

If you are ill or can't stay awake, please report to Health Services, room A-108, for immediate attention. **IF YOU'RE REALLY SICK, STAY HOME!**

BEH 8201 – Shared Assignment: Controversial Issues on Obesity Project (40 points)

The common assignment linking BIO 11 and PSY 32 is a group research project on obesity. You and a partner are required to research a debatable issue about obesity. Each of you will generate a position paper defending your side of the issue. Then you will defend your positions in class in a debate. All components of the project are to be submitted in class.

Your position paper must include the following:

1. Background information on your topic and explanation of the position you represent, and explain why you took the position. **(2.5 points)**
2. Discuss at least 3 – 4 major points on your side of the issue. Include examples of measures taken to address the issue on your side [by health workers, advocate groups, communities, government, etc.] and a review of literature that supports your argument **(5 points for the draft)**
3. The revised position paper should be 2 - 3 pages. **(15 points)**
4. Include a bibliography of sources used **(2.5 points)**.
5. Grammar, spelling, punctuation, and clarity. **(2.5 points)**

The presentation component of the project includes a debate defending the positions you took, which will be presented in front of the class **(10 points)**. You will also need to create a one-page handout reflecting the main points from each position to provide to your classmates **(2.5 points)**.

Suggested topics

Can one be healthy and fat?

Does obesity affect life expectancy?

Is BMI a good indicator of obesity?

Should appetite pacemakers be allowed as an option for weight loss?

Do neighborhoods contribute to obesity?

What are the advantages and disadvantages of bariatric surgery?

Is obesity a disease?

Should severe obesity in children be considered child abuse?

Should parents pay a fine for obese children?

Are fast food restaurants responsible for childhood obesity?

Is obesity the governments' business?

Are schools responsible for increased rates of obesity?

Do fad diets work for weight loss?

NOTE There may be other topics that are considered controversial related to obesity that are not listed here. If there is an issue of interest you would like to research please seek my approval first. NO two groups should have the same topic.**

Timeline for the project:

3/23 Submit names of each group member and topic.

4/13 Submit background information and position.

4/20 Submit draft of position papers with supporting literature.

5/18 Submit revised position papers.

6/1 Group Project Class Debates

BEH 8201 – Shared Assignment: Controversial Issues on Obesity Project (40 points)

The common assignment linking BIO 11 and PSY 32 is a group research project on obesity. You and a partner are required to research a debatable issue about obesity. Each of you will generate a position paper defending your side of the issue. Then you will defend your positions in class in a debate. All components of the project are to be submitted in class.

Your position paper must include the following:

1. Background information on your topic and explanation of the position you represent, and explain why you took the position. **(2.5 points)**
2. Discuss at least 3 – 4 major points on your side of the issue. Include examples of measures taken to address the issue on your side [by health workers, advocate groups, communities, government, etc.] and a review of literature that supports your argument **(5 points for the draft)**
3. The revised position paper should be 2 - 3 pages. **(15 points)**
4. Include a bibliography of sources used **(2.5 points)**.
5. Grammar, spelling, punctuation, and clarity. **(2.5 points)**

The presentation component of the project includes a debate defending the positions you took, which will be presented in front of the class **(10 points)**. You will also need to create a one-page handout reflecting the main points from each position to provide to your classmates **(2.5 points)**.

Suggested topics

Can one be healthy and fat?

Does obesity affect life expectancy?

Is BMI a good indicator of obesity?

Should appetite pacemakers be allowed as an option for weight loss?

Do neighborhoods contribute to obesity?

What are the advantages and disadvantages of bariatric surgery?

Is obesity a disease?

Should severe obesity in children be considered child abuse?

Should parents pay a fine for obese children?

Are fast food restaurants responsible for childhood obesity?

Is obesity the governments' business?

Are schools responsible for increased rates of obesity?

Do fad diets work for weight loss?

NOTE There may be other topics that are considered controversial related to obesity that are not listed here. If there is an issue of interest you would like to research please seek my approval first. NO two groups should have the same topic.**

Timeline for the project:

3/23 Submit names of each group member and topic.

4/13 Submit background information and position.

4/20 Submit draft of position papers with supporting literature.

5/18 Submit revised position papers.

6/1 Group Project Class Debates