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ABSTRACT
          Focusing on English as a second language (ESL)
students' cognitive difficulties in content courses, a study
evaluated the Retention Exemplary Model Project for 1986-87 of Hostos
Community College of the City University of New York. The project's
goal was to help advanced and post-ESL students acquire the language
and cognitive skills required to succeed in their course work through
the use of weekly tutor-led groups concentrating on a particular
content course. Seven graduate and undergraduate student tutors were
selected on the basis of grades and writing abilities, and were given
intensive and ongoing training. Participants--65 students registered
in Advanced ESL and enrolled in one of three content courses targeted
by the program (Concepts in Science I, Public Administration, and
History of the Caribbean)--were divided into seven tutorial groups.
During the group sessions, students were given opportunities for
expressive, exploratory talk and writing. Specific sessions elicited
student paraphrasing of course concepts, the use of learning logs,
tutor- or pupil-generated writing assignments, reading aloud of
student papers, and group discussion. Project effectiveness was
evaluated using pre- and post-test student questionnaires, faculty
questionnaires, and student grades. Results indicated that the
Exemplary Model assisted adult advanced ESL students in
English-language content courses in improving their comprehension of
course material. (A bibliography of tutor training materials, a
collection of tutor-generated materials, and 11 references are
appended.) (MM)

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Talking and Writing Across the Curriculum:
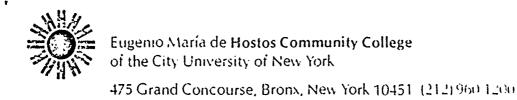
A Tutorial Model for Adult ESL

Students in Content Courses

Prepared for:
City University of New York
Retention Exemplary Model Project
Self-Study Report, 1987

Submitted by: Dr. Linda Hirsch
Hostos Community College, CUNY
June 1988

CUNY Retention Exemplary Model Project
Self-Study Report, 1986-87

Objectives of the Project

It has become almost impossible to remain unaware of
America's growing national literacy crisis. Indeed, present-day
popular media continues to present us with a picture of our nation's
young people as increasingly illiterate, unable to synthesize facts
or think critically. We are no longer merely concerned with why
students can't read, but must also address their inability to write
or perform simple mathematical calculations. At a time when the
demands of the workplace and a free society call for higher levels
of literacy, the situation is indeed serious.

If the manipulation of the English language is becoming in-
creasingly difficult for its native speakers, the linguistic prob-
lems of second-language learners, who continue to enter our schools
in ever-growing numbers, are even greater. Required in most colleges
to take increasing amounts of course work in English, these students
are frequently unable to compete successfully in academic courses.
Institutions with few such pupils need not confront their language
difficulties with widespread changes in curriculum or classroom
approach. But Hostos Community College, with an incoming freshman
class that is presently 63% Spanish-dominant, cannot ignore the
language problems of its predominantly English-as-a-second language

(ESL) population. While Hostos is a bilingual institution offering ESL students the opportunity of taking college level courses in English or Spanish, it also offers graduated sequences of ESL instruction. At each point in the sequence, ESL students are required to take more and more of their academic coursework in English. The planned outcome of this transitional model is that eventually all of a student's courses will be taken in English. Yet for the majority of these students, the ability to successfully manipulate the English language in subject area courses is still beyond their grasp. Their poorly developed language skills, combined with traditional lecture and textbook mode pedagogies which bombard them with English they do not understand, result in an insufficient understanding of course material. Their subsequent poor grades lead to a pronounced sense of failure which frequently causes them to abandon their studies.

In response to this negative effect on student retention, Hostos' Exemplary Model Project sought to address the ESL student's cognitive difficulties in content courses by grouping advanced and post-ESL students into weekly tutor-led groups focused on a particular content course. Based on our earlier FIPSE Tutorial Model (Hirsch, 1984, 1986), the project's overarching goal was to help these students acquire the language and cognitive skills required to succeed in their course work so that they might maintain their academic matriculation and ultimately attain their personal career goals. It was expected that implementation of this tutorial project would lead to:

a) enhanced student learning of the content discipline and a corresponding successful completion of the targeted course;

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b) an increase in the amount of writing produced by ESL students
in the content classroom;

c) an increase in the verbal participation of ESL students in
content courses; and

d) corroboration of earlier statistically significant findings
of the effecitveness of expressive function speech and writing as
learning tools with ESL students across the curriculum.

Instruction

The project described here rests on the assumption that language
may be used for different purposes and that one of these purposes is for
learning. For example, much of the literature in this area proposes that
writing has a heuristic function. It is a way of knowing and a unique
tool for learning. Our tutorial model then is rooted in the present-day
writing across the curriculum movement which recognizes that writing
is a means of learning subject matter. Yet much of the research looks
not just at the value of writing throughout the curriculum, but also
of talking. It emphasizes the interaction between talk and writing and
their significance for learning. In drawing on this research, the model
incorporates not only principles of writing across the curriculum, but also
of language across the curriculum as vehicles for ESL student content
learning and in particular, that kind of language termed "expressive."

Expressive language is defined by James Britton (1975), a noted British
educator and theorist, as language closest to natural speech. Britton
explains that expressive speech is language close to the speaker, and
unlike the more public "transactional function," whose purpose is to
convey information, expressive language focuses on fluency rather than

explicitness or correctness. Britton maintains that it is in expressive speech that we are likely to rehearse the growing points of our formulation and analysis of experience. Expressive language reveals the thinking process. It is a means by which the new is tentatively explored and is related to what is already known. It is the function through which we frame ideas and express tentative conclusions. Because expressive language is a powerful learning tool that externalizes our first stages in solving a problem, it is the means by which project participants manipulated and learned the subject matter of their content area discipline.

In addition, the model used here reflects research which suggests that learning is an active, ongoing process in which an individual mind makes meaning from experience (Berthoff, 1981; Britton, 1970; Kelly, 1963) and that language--both talk and writing--plays an important role in the learning process. In this view, learning is more than the passive acceptance of factual material. Knowledge, it holds, cannot be given; pupils must make it for themselves. Learning is dependent upon students' abilities to make connections between new material and their existing understanding. True learning can occur only when students are able to engage material in a personally meaningful on the basis of previous experience and make it their own through the use of their own immediate language resources. Through talk and writing, and in particular expressive talk and writing, students are able to formulate conceptions and make the connections between new knowledge and what they already know (Britton et al., 1975; Martin, D'Arcy, Newton & Parker, 1976). This view of learning also holds that teachers and students are partners in the learning process and that instructors provide a context for a more genuine kind of learning. They are fellow inquirers rather than evaluators, and they create an environment that encourages the

active use of pupils'   language in the classroom (Barnes et al., 1969; Martin et al., 1976).

The tutorial model described here was designed to incorporate the use of language for learning in a student-centered learning environment and apply these principles to the learning needs of adult ESL students across the curriculum. The tutorial group process was selected as the mode of choice because it can incorporate many of the principles outlined above. For example, it readily elicits the oral discourse vital to the development of written discourse and the comprehension of course material. In addition, the small size of the peer groups enables ESL students to learn language by engaging in it. They are using language not to prove their mastery of it (the pedagogy of traditional ESL classes), but rather to communicate and elicit information important to them.

Through the use of expressive speech and writing in an unthreatening small group environment, students were able to formulate ideas and manipulate the concepts of their subject-area courses. During group sessions participants were given sufficient opportunities for expressive, exploratory talk and writing. Tutors played a less dominant role in the learning process by encouraging students to learn from each other through reciprocal discussion and shared writings. Specific sessions elicited student paraphrasing of concepts in their own words, the use of learning logs, tutor- or pupil-generated writing assignments, reading aloud of student papers, and frequent group discussion. A group that spent one session drafting and revising written work might find itself only talking the next. The format and subject matter of each session was determined by the learning needs

of the individual students and the demands of the particular course. Participants met with tutors for one class period per week (1½ hours), for ten weeks in an assigned available classroom.

Selection of Students

In the fall of 1986, students served in the program were registered in Advanced ESL (ESL 1332), the final semester of the Hostos ESL sequence, and were enrolled in one of three content courses targeted for the program. These courses, Concepts in Science I, Public Administration, and History of the Caribbean, were selected by Hostos department chairpeople for inclusion in this model program. Students in these courses had tutorial hours blocked into their schedules. Sixty-five students, divided into 7 groups, were served that semester.

In the spring of 1987, lower than expected enrollments in the three originally targeted courses enabled us to provide tutoring to ESL students in other content courses as well. Upon consultation with the Office of Academic Affairs, it was decided that in accordance with the project's goal of providing tutorial support to ESL students across the curriculum, additional student participants would be selected from among registrants in those English-language content courses that contained large numbers of ESL students registered in Advanced ESL (ESL 1332) or Basic Composition (ENG 1300), a transitional composition course specifically designed for second-language students who have completed the college's ESL sequence but do not yet have the writing skills required for admission into Freshman Composition (ENG 1302). These content courses encompassed a wide range of liberal arts offerings and included Contemporary Health Issues, Introduction to Sociology, Women in Management,

Interpersonal Relations, Early Childhood Education, and General Biology. Students were assigned to groups on the basis of a common free period during which at least three and no more than eight students were able to meet. In the spring of 1987, 99 students, assigned to 14 groups, were served by the project, resulting in a total of 164 project participants for the academic year, 1986-87.

Tutors

Tutors, of course, are an essential component of this model, and their selection and training are crucial to the model's success. Tutors were selected from both within and outside the college based on their knowledge of the content discipline and their proven abilities as writers. Selection criteria included a grade of B or better in the subject area discipline and demonstrable writing abilities. These were assessed by means of tutor performance on the writing test administered to prospective Hostos Writing Center tutors. This test requires potential tutors to respond to a sample of writing representative of the kinds of writing done by ESL students in content courses as if it were a tutee's essay. Tutors then met with the project director (playing the role of tutee) to discuss the paper and any corrections or suggestions they have made. It was assumed that most interviewees would not be familiar with a "process-oriented" approach toward writing but that tutor training would acquaint them with this stance. While the project subsequently trained tutors to provide a more student-centered, language-rich learning environment, tutors had to enter the project with those personal qualities that enhance tutor effectiveness such as friendliness, warmth, and a desire to work with and help others.

Given that the average Hostos student is 27 years old, the seven tutors who worked with the project were graduate as well as undergraduate tutors. Five women and two men, they came to the project with diverse academic backgrounds. Yamila, a Communications major, had a B.A. from New York University. Jennice was receiving her M.A. in Political Science from New York University, and Lynn was completing her M.A. in Communications at Fordham University. Thomas had received his B.A. in English and Philosophy from Bard College, and Stephen had a B.A. in Philosophy from Stroudsbourg State College. Ivania, a former Hostos student, was completing her undergraduate work at The City College, and Christine, a senior at Forunam University, majored in Business and Finance.

To enable tutors to perform their function as facilitators of student learning, they participated in intensive and ongoing training. As an integral part of this training, tutors met as a group under the leadership of the project director, twelve hours a week, for three weeks prior to group assignment and thereafter once a week for an hour and a half. They worked together to formulate and articulate ideas on topics generated by the group leader, group interaction, or content faculty with project participants. Tutors orally explored ideas, wrote drafts of papers using expressive mode discourse, and occasionally presented final versions of papers in the transactional function. Thus, the tutor group provided tutors with the first-hand experience they would need to lead their own groups. Specifically, tutors were helped to gain awareness of themselves as writers and their composing processes, to understand the importance of oral discourse as a means of exploring and formulating new ideas, to familiarize themselves with the uses of Britton's

expressive mode speech and writing, and to appreciate the tutor's role as a facilitator of the group learning process.

Basic texts for tutor training were <u>The Tutor Book</u> (Arkin & Shollar), <u>Learning to Write/Writing to Learn</u> (Mayher, Lester & Pradl), and <u>Teaching Writing in the Content Areas: College Level</u> (Tchudi). In addition, tutors read and discussed research on second-language acquisition, the composing process, and writing across the curriculum. (See Appendix A for research read by tutors). They were required to keep a journal (a traditional vehicle for expressive mode discourse) on their tutoring experiences, and their weekly training sessions enabled them to share problems and successes as well as to obtain support and feedback on their work as leaders of peer learning-groups. Tutors were observed and evaluated by the project director and were closely monitored to see that they were comfortable with their tasks and were affording students the opportunity to help themselves and each other increase their comprehension of content course material.

In addition to facilitating the activities of the peer learning group and participating in tutor training sessions, tutors performed a number of other tasks. Primary of these was the development of curriculum materials which would improve student understanding of course material. Working with the Project Director and Co-Tutor Trainers, tutors designed a variety of curriculum aids including study guides, "writing to learn" assignments and vocabulary reviews. These materials were a direct response to student needs and incorporated principles of "language for learning." (Appendix B provides samples of tutor-generated curriculum materials.) In addition, once a week

tutors attended the content area classes which group participants were taking. This insured that tutors were aware of the material covered in class and instructor's expectations of student performance. It also provided for greater continuity between content class and tutoring group activities. Tutors also maintained office hours (1 hour per week, per group) for individual conferencing. Tutors were required to submit detailed accounts of each group session, reporting group discussions, written work including mode and peer response, significant aspects of individual member's participation, and an overall assessment and evaluation of the session. Tutors were also expected to meet with content faculty who had project participants to keep instructors informed of student performance and obtain faculty input as to topics for group discussion. Most tutors worked between fourteen and twenty-one hours a week and ran no more than three groups.

Outcomes

As specified in our original proposal, project effectiveness was evaluated through both quantitative and qualitative measures. Qualitative techniques included student responses to a pre- and post-test consumer satisfaction questionnaire and instructor responses to a faculty questionnaire. In addition, tutors kept logs comparing student participation in the class and the tutor group and collected samples of student writings.

As per our evaluation plan, a number of quantitative measures were also employed. One centered on the percentage of students who passed   'eted courses with a grade of C or better. Another compared   course grades of students in this model project with those   .ontrol group of our earlier FIPSE-funded study as a means of assessing corroboration of previous statistical findings. The broader

than anticipated implementation of this project (see Self-Study Report, pp.6-7) enabled us to further enhance our evaluation by providing experimental and control groups for this academic year as well. We have thus evaluated the project's effectiveness in even greater depth than originally stated.

Findings

Quantitative analyses of the project's effectiveness indicate that the project was enormously successful in meeting its goals. An analysis of student final grades reveals that 84% of project participants passed their courses as compared with 63% of the control group. Significantly, 82% of the experimental group received a grade greater than or equal to C as compared with only 56% of the control sample. Thus, a grade of C or better was earned by one-quarter more of the students who received tutoring than by those who did not.

Another strong indicator of the project's success is the percentage of students who received outstanding grades (A) as compared with those who failed (F). Ten percent of the students not receiving tutorial support received a final grade of A and 26% of them received F's. However, 35% of those receiving tutoring earned A's and only 7% failed their courses. The difference in outstanding grades and failure rates between the two sample means is substantial, with 25% more A's received by project participants and a 20% higher failure rate among non-participants. As in our previous study, the tutoring groups appear to have had a large positive influence on student learning and performance.

Our statistical findings are also quite significant with regard to attrition. Of those students receiving F's because they stopped attending class (too late, it is assumed, for an official withdrawl), 50% more were in the control group. Again, 13% of the control sample

received an F as a final grade with no assigned reason as compared with only 3% of the tutoring sample. There was little difference between controls and experimentals in terms of incompleded coursework, i.e., 5 and 7% respectively. However, a large difference appeared in the percentage of official withdrawls with 6% of the control group and only 2% of the experimental group withdrawing from courses. These findings of the Exemplary Model Project appear to substantiate earlier indications of this tutoring model's significant effect on student retention.

In a different analysis of the final grades students received in content courses, each student's alphabetic grade was converted into the following numeric system: A=4, B=3, C=2, D=1, and F=0 and the mean scores for each independent group calculated. These measures do not include consideration of incompletes and withdrawls. When combining fall and spring semester mean class grades during the academic year 1986-87, it was revealed that students in the tutoring project received a final mean grade of 3.01 in their content course while the control group received a score of 1.87, a difference of more than one full higher grade. A one-sided t-test for significance of differences between the means of two independent variables of unequal sample size and unequal variances was used to assess the significance of difference between experimental and control group means. As hypothesized, students in the tutoring groups performed better than those in the control groups, t=5.21 or 136° of freedom, statistically significant at the .001 level. It should be noted that the probability of this large a difference between means arising by chance alone is fewer than once in a thousand trials.

A comparison of the findings above with those of our earlier FIPSE-funded study reveals that the association between tutor group

participation and higher grades was much stronger in the current year
1986-87 than in even previous tutoring years, 1982-84. Final mean grades
for the earlier period were 2.56 for the experimental group and 2.02
for the control group, statistically significant at the .05 level,
$\underline{t}$=3.68. As discussed earlier, the difference between experimental and
control mean grades for 1986-87 was substantially larger: 3.01 for
tutored students and 1.87 for controls, a t-value of 5.21, p= less than
0.001. In addition, 35% of the participants this year received A's as
compared to 15% in the earlier study. Again, in 1982-84, 19% of the con-
trols and 2% of the experimentals received F's, compared with the 1986-87
control rate of 26% and experimental rate of 7%. While two other
variables must be taken into account this academic year,[1] the value of
the tutoring cannot be overemphasized. The quantitative indicators of
project effectiveness are strong and consistent.

As described earlier, a number of qualitative techniques were also
employed. These included consumer satisfaction and pre- and post-test
questionnaires and faculty evaluation of the project. Student responses
indicated tremendous satisfaction with the project. For example, 97% of
all participants agreed that the tutoring improved their comprehension of
course material. Ninety-five percent indicated that they felt comfortable
expressing their opinions in tutor group discussions, and 84% stated that
they participated more in the tutoring group than in their class. These
assessments were corroborated by tutor observations of student behaviors

[1] Three out of the fourteen targeted courses were specially designed
for ESL students, and all students in these classes had blocked
schedules which permitted attendance at tutoring. Thus, self-
selection bias was not eliminated for the students in these
courses.

in the two settings. As our previous study indicated, the more student-centered pedagogy and less threatening atmosphere of the tutor groups appear to encourage greater student input and responsibility for learning. Indeed, 93% felt they had a responsibility to attend and participate in group meetings. It is note.orthy that 93% anticipated earning a higher course grade as a result of project participation, an expectation confirmed by our statistical analysis. Student satisfaction with the project is perhaps best indicated by the high percentage of students who said they would join a similar group again: 100% in the fall, 1986 and 91% in the spring, 1987.

Faculty evaluation of the project was also overwhelmingly favorable. The ten instructors who participated in the tutoring project in the spring were nearly unanimous in their evaluation of the tutoring program as highly successful. Specifically, 100% noted improvement in student comprehension of course material. Ninety percent reported that project participants were able to write more fluently and better as a result of the group experience. Eighty percent stated that students increased their class participation as a result of project participation, and 100% said that students in the project attended class regularly. These are comparable to the results of faculty response in fall, 1986 where two out of three instructors categorically ranked the project as highly successful in these areas.

The following statements by professors with project participants are indicative of the positive attitude faculty had toward the project:

> I am very pleased with the tutorial project. It has really helped my students' performance...I hope the project continues, and I wish to be a part of it.

> Instructor, Early Childhood Education

> The tutorial project is an excellent idea. I was
> impressed with the tutor for my class and pleased
> that when she attended, she participated in the
> class (as opposed to being an "outsider" or ob-
> server), and I'm sure this had a "demonstration
> effect" on the students.
>
> Instructor, Introduction to Sociology

Now comprehensively evaluated for more than three years, the student-centered, language-rich tutoring model presented here appears to be a valuable tool for helping advanced and post-ESL students increase their comprehension of English-language content course material and successfully complete their course-work. As the findings demonstrate, our CUNY Exemplary Model Project was tremendously successful in meeting its goals. The tutoring provided made a substantial contribution to improved ESL student comprehension of course material as reflected in the final grades of project participants and the assessments of both student and faculty. We are highly gratified by the positive academic outcomes of students who participated in the learning groups and anticipate that the higher grades and personal satisfaction experienced by these students will result in more general academic pleasure and increased motivation in future coursework. Project participation has, indeed, proven to be a discernible factor in improved student academic performance and retention.

Recommendations

It is our hope that greater numbers of educational institutions will recognize the limitations inherent in the lecture mode for ESL-student content learning and will incorporate the student-centered "language for learning" model presented here. To help facilitate the implementation of this model, we offer the following recommendations:

1. Successful implementation of this learning model requires
intensive and ongoing tutor training. This is primarily because the
model's emphasis on student-centered learning and student use of
language for learning runs counter to traditional pedagogies and
requires frequent reinforcement. The tutor's logs and discussions
revealed a growing understanding of and comfort with the expressive
function and its use with an ESL population. Like most college
faculty, tutors were unaware of the value of expressive language, and
the theoretical basis for its use was not part of their previous teach-
ing experience. Primarily trained in traditional pedagogies which empha-
sized teacher-control and a more passive student stance, the tutors at
first felt insecure and uncertain about letting students learn from
each other and encouraging so much student talk. Yet by a semester's
end, tutors related an increasing confidence in their role as language
and learning facilitators. It has been our experience that an intensive
support and feedback system must thus be an integral component of tutor
development.

2. The project's emphasis on a student-centered learning model
in which tutors/teachers play a less dominant role and students take
responsibility for their own learning ran counter not only to the
tutors' expectations, but also to the students'. While tutors were
trained to provide s idents with opportunities for a more genuine
learning which entails more than the rote recall of facts and stresses
a more in-depth comprehension of course material, students were often
strongly motivated by the desire to receive good grades and often
wished only to cover items that might appear on a test. They sometimes
had little patience with tutor insistence that they orally paraphrase
course material or write about it in their own words. Instead they

complained that such time-consuming activities detracted from time
tutors could spend providing them with more answers to possible exam
questions or homework assignments.

Yet the pedagogical approach used here sought to foster what
researcher and educator Douglas Barnes (1976) has termed "active knowledge,"
or knowledge assimilated to the learner's own purposes, as distinct from
"school knowledge," or that knowledge presented by someone else and only
partly grasped. Tutors encouraged students to attain a kind of learning
which went beyond answering test or instructor questions to one that
stressed their ability to generalize from what they learned to what
they would encounter later. The view of learning presented here runs
counter to traditional teacher and student expectations. Successful im-
plementation of this model then also requires student reeducation as to
the purposes of learning and faculty support of the tutor's role.

Summary

The Exemplary Model Project described here provides ESL educators
and administrators with a tutoring model that enables adult, advanced
ESL students in English-language content courses to improve their compre-
hension of course material. Now successfully used for four years, the
model continues to underscore the importance of expressive language,
and especially expressive talk, as a contributor to ESL student
learning and demonstrates that ESL students, like their English-dominant
counterparts, can greatly benefit from a language-rich, student-centered
learning model which stresses the use of language for learning.

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APPENDIX A

Tutor Training Materials

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APPENDIX B

Tutor-Generated Materials

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CUNY Retention Exemplary Model Project, Spring 1987

Thomas Rodriguez, Project Tutor

Study Guide -- CUP #3208 (History of the Caribbean)

Refer to: Chapter #4, "Slavery and Imperialism," The Caribbean

Main Idea of Chapter: Transition from pioneering colonialism of the
                        Spanish to the organized imperialism of the
                        English, French and Dutch.

What is imperialism?

Wh⁻t is the difference between colonialism and imperialism in the
context of Chapter 4?

What were the three classes of men in the Caribbean society of the
1700's? (PAGE #67)

Who were the 1) masters 2) slaves 3) servants? Be sure to state the
difference between servants and slaves. (PAGE #67)

What does the word "balkanization" mean? (LOOK IN DICTIONARY)

What were the two types of society in the 1700's in the Caribbean?
(PAGE #68, PARAGRAPH #2)

What were the two forms of resistance to slavery? (PAGE #60, PARAGRAPH #2)

Who were the Moroons? (PAGES #70-72)

What was the main preoccupation of the Maroon villages? (PAGE #71, PARA.2)

How did the Moroons defend themselves against the possibility of
attack from the outside? (PAGE #71, PARAGRAPH #2)

What events/actions caused the downfall of Maroon society as an
alternative to slavery? (PAGE #72, PARAGRAPH #2)

Who were the Buccaneers? (PAGES #73-76)

What is the origin of the word "buccaneer?" (PAGE #73, PARAGRAPH #3)

What effect did the buccaneers have on the Spanish and their
holdings in the Caribbean? (PAGE #74, PARAGRAPH #2)

What was the main characteristic that set the Buccaneers apart
from the Maroons? (PAGE #76, PARAGRAPH #2)

The English, French and Dutch liked the buccaneers? Why? (PAGE #77, PARA 3)

(over)

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CUNY Retention Exemplary Model Program, Spring 1987
    Ivania Palacios, Project Tutor
Writing Assignment -- Health #6503 (Interpersonal Relations)

INSTRUCTIONS: Pretend you have received the following letter
from a friend who trusts in your knowledge of interpersonal
relations. Answer the letter based on what you have read about
anger on pages 20-25 in The Dynamics of Relationships. Start the
letter by saying, "Dear Peace-Lover." End by signing your name.

Dear_____,

     Sometimes when I feel hurt or disappointed by my wife, I don't
get angry. I don't say anything because I don't like to argue and
act uncivilized. I just ignore her for having made me feel bad. I
pretend that I don't see her, and if she asks me a question or makes
a comment, I pretend I don't hear what she is saying; I punish her
with my silence. It takes a lot of will power, but if I concentrate
really hard, I can continue acting this way all day and for many
days. I feel proud that I can maintain a cool exterior no matter
what happens. Please tell me if you approve or disapprove of my
behavior, and give reasons for your answer.

                                        Peace Lover,

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CUNY Retention Exemplary Model Program, Spring 1987

Ivania Palacios, Project Tutor

Writing Assignment -- Self-Evaluation (refer to letter writing)

Here is a chance to evaluate your own writing as far as content is concerned. Take the letter you wrote to Peace Lover, and number its lines. Read the statements that follow, and put a check mark in the proper column if the statement applies to the letter you wrote to Peace Lover. Also, in the proper column, write the line number(s) of your letter that corresponds to the statement. When you finish the evaluation, answer the additional questions that follow.

Statement	Check	Line #
1. Peace Lover's question was, "Do you approve or disapprove of my behavior?" I answered the question directly.		
2. I told Peace Lover that his behavior threatened his mental health.		
3. I told Peace Lover that his behavior threatened his pyhsical health.		
4. I told Peace Lover that his behavior threatened his marriage.		
5. I used direct or indirect quotations from my textbooks or from Prof. Rector's lectures.		
6. I told Peace Lover that he could express anger without acting uncivilized.		
7. I told Peace Lover that arguing in itself was not necessarily wrong.		
8. I encouraged or stressed the importance of communication.		
9. Besides telling Peace Lover what he should not do, I gave him suggestions for constructive alternative behavior.		
10. I think my letter had some good points, but it could be improved.		
11. I think my letter was thorough, so it could not be improved much.		

ADDITIONAL QUESTIONS

1. If Peace Lover's wife were a member of our interpersonal relations class, what could be her goal for the midterm project based on Peace Lover's letter.

2. Do you think Peace Lover's wife could reach her goal in four weeks?

3. What obstacles would Peace Lover's wife have in her way before reaching her goal?

4. What reference materials would you suggest that Peace Lover's wife use for the project?

5. What chapters or topics would you advise her to refer to?

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Review Lesson from class readings -- Health #6503 (Interpersonal
                                                            Relations)

Read each statement carefully. Indicate whether the statement is
correct or incorrect by writing either the word "True" or the
word "False" on the line to the right of the statement. If the
statement is false, make it true by rewriting the statement.

1. In some of us there is an inner child that affects our
    judgement and behavior as adults.

    _____

2. Double messages come from the child part of the parent,
    not the adult part of the parent.

    _____

3. The inner child possesses himself and makes decisions
    according to his/her wishes and best judgement.

    _____

4. "Songs and dances" are patterns of response between the
    child-like part of our parent and the adult-part of us.

    _____

5. All double messages have hidden meanings.

    _____

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CUNY Retention Exemplary Model Program, Spring 1987
    Lynn Comerford, Project Tutor
Study Guide -- Public Administration
"The Theory of Decision Making" -- A Guide for pp. 6-8;

1) What was the last decision you made?
   Did you have many alternatives?
   How did you chose the best alternative?

2) Define "programmed" and "non-programmed" decisions.

3) If Panchita Logez spoke up when her paycheck was reduced
   by $10.00, what would you call her decision?
      1) active 2) programmed 3) passive 4) non-programmed

4) What is the difference between an "objective" and a "goal"?
   What is an example of a rule?
   Do you have certain standards?
   Does your grocer meet your standards all of the time, even
   in the produce section?

5) What is a creative decision that you made this week?
   Is everyone creative?
   Can you be taught to be more creative;
   What would be a creative way to take the mid-term?

6) What is a creative advertising strategy that you really
   enjoy, (either on television or in print)?

Group Discussion Questions to help clarify the study-guide:

7) What is the United States position on Nicaragua?

8) What are nuclear weapons?
   How do you feel about them?

9) Who is Bishop Tutu?
   What is "appartied"? Is South Africa an appartied country?
   What is Bishop Tutu's position on appartied?
   Why would the government want to silence him?

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CUNY Retention Exemplary Model Program, Spring 1987
    Stephen Darrup, Project Tutor
Reading/Writing Assignment--STUDY GUIDE for Basic Chemistry
Language for Learning

ATTACHED IS A SHORT BUT WELL-WRITTEN ARTICLE DISCUSSING WHAT
COULD BECOME A MAJOR ECOLOGICAL UPSET FOR ALL LIFE HERE ON
EARTH. THE ARTICLE ENTITLED "THE GREENHOUSE THREAT" GIVES US
A GOOD IDEA OF THE CAUSES AND PROBABLE RESULTS OF SUCH AN
ATMOSPHERIC DISTURBANCE.

DIRECTIONS: PLEASE READ THE ARTICLE CAREFULLY, PAYING CLOSE
ATTENTION TO KEY SENTENCES AND OR PHRASES WHICH SERVE TO CLARIFY
MORE DIFFICULT POINTS THAT THE AUTHOR IS MAKING. AFTER READING IT,
PLEASE ANSWER THE FOLLOWING QUESTIONS BASED ON THE ARTICLE ITSELF.
BE SURE TO ANSWER THEM IN YOUR OWN WORDS. THIS WILL ENABLE US TO
DETERMINE JUST HOW WELL YOU UNDERSTOOD THE AUTHOR'S KEY POINTS.
TAKE YOUR TIME. THERE IS NO RUSH. AFTERWARDS, WE WILL ALL REVIEW
THE READING AND YOUR ANSWERS.

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CUNY Retention Exemplary Model Program, Spring 1987
    Lynn Comerford, Project Tutor
Writing Assignment #1--Early Childhood Education
Writing to Learn

PLEASE READ THE DIRECTIONS CAREFULLY. THE PURPOSE OF THIS
WRITING ASSIGNMENT IS TO ALLOW YOU TO CREATE YOUR OWN
SITUATION (BETWEEN YOU AND THE READER) BASED ON THE
INFORMATION PROVIDED. REMEMBER, THIS WRITING EXERCISE
SHOULD COME FROM YOUR OWN PERSONAL OR IN-CLASS EXPERIENCES.

DIRECTIONS:: WRITE A LETTER TO YOUR GRANDMOTHER PRETENDING
YOU ARE A FIVE YEAR OLD STUDENT IN KINDERGARTEN. TELL HER
WHAT YOU DID IN SCHOOL TODAY, AND WHAT YOUR SCHEDULE IS LIKE.
HAVE FUN!

1 THE GREENHOUSE THREAT

Carbon dioxide (CO_2) is not normally considered an atmospheric pollutant. We cannot see CO_2, we cannot smell it, it does not damage our respiratory system, and it does not change the color of the sky.

Yet, because of man's reliance on fossil fuels -oil, coal, and natural gas -for energy, CO_2 may be far more dangerous than any of the gases or solids previously identified as atmospheric pollutants.

Carbon dioxide is not in itself harmful. It is found naturally in the atmosphere. By volume it comprises about 0 03 percent of the air we breathe. The two largest constituents of the atmosphere are nitrogen and oxygen. Nitrogen accounts for about 78 percent of the atmosphere's composition, oxygen for just a little under 21 percent.

Carbon dioxide is what we exhale when we breathe. Plants and trees use CO_2 in the photosynthesis process. That is the process that combines CO_2 and water in the presence of chlorophyll and sunlight in order to manufacture carbohydrates. All life depends upon photosynthesis, either directly or indirectly. That is because all animals feed either on plants (carbohydrates) or on animals that eat plants. Obviously we need CO_2.

INCREASING AMOUNTS

The problem is, there is a lot more of it around now, and that—scientists have recently come to recognize -we do not need. There is

5

a lot more of it now because our activities, specifically the combustion of fossil fuels, are injecting more and more CO_2 into the air every year.

Fossil fuels are products of the fossilized remains of plants and trees. When we burn coal and oil, the CO_2 that was absorbed by plant life eons ago is released back into the atmosphere. But it is released at a much faster rate than plant life can use it. The result is that the concentration of atmospheric CO_2 annually increases by a few tenths of one percent. Altogether, the air now holds about 15 percent more CO_2 than it did a hundred years ago.

Because the world's population is growing—currently at the rate of 80 to 90 million people per year, or about four times the population of California—the demand for energy burgeons at an ever accelerating rate. More coal, oil, and natural gas are burned each year in order to satisfy that demand, and increasing amounts of CO_2 are forced into the atmosphere. Scientists would say this increase is *exponential* and not linear. That is, the concentration of airborne CO_2 does not increase by the same amount each year, it increases by a larger amount each year! A recent study by the National Academy of Sciences (NAS) found that by the end of the twenty-second century, the atmospheric CO_2 concentration might be four to eight times what it is now.[1]

But if carbon dioxide is not normally considered an atmospheric pollutant, and is not in itself harmful, why may increasing amounts of it be dangerous? The answer lies in a physical property of CO_2: it is relatively transparent to solar radiation—sunshine—but relatively opaque to the earth's heat radiation. Or, saying it another way, CO_2 allows sunshine to heat the earth but then traps much of the heat near the earth's surface, rather than permitting it to radiate back to space. This *greenhouse effect* warms the earth. This is not a problem, of course, as long as the amount of CO_2 in the air remains fairly constant; the amounts of incoming sunshine and outgoing heat remain in balance, and our climate remains relatively comfortable.

However, the amount of atmospheric CO_2 is increasing, and most scientists fear that this may lead to a significant warming of the earth's climate. Current estimates suggest that CO_2-induced warming may account for about a $1.8°F$ rise in global temperature by early next century.[2] Within a hundred years, global warming could be on the order of $11°F$, with temperature increases in polar regions as much as three times that.[3]

"The Greenhouse Threat"   (Topic)

<u>Prepared by</u>:   Stephen Darrup, Project Tutor

<u>To Be Used For</u>: Basic Chemistry, (Freshman Level Course)

I.)   Carbon Dioxide (CO_2) is not normally considered an
      atmospheric pollutant.   (Statement)

      A.) (List Reasons Why)

            1.) _____

            2.) _____

            3.) _____

                  _____

                  _____

II.) CO_2 may be far more dangerous than any of the gases or solids
      previously identified as atmospheric pollutants. (Statement)

      A.) (List Reasons Why)

            1.) _____

                  _____.

      1.) There is a rapidly increasing amount of CO_2 in our
           atmosphere.   (Statement A.1)

           (List Reasons Why)

            1. _____

                  _____

                  _____

                  _____.

                  _____.

                  _____

                  (see page #2)

III.) Increasing amounts of CO_2 into our atmosphere is dangerous, even though CO_2 is not harmful in itself. (Statement)

    A.) (List Reasons Why)

        1.) _____

            _____

            _____

            _____.

    a.) The result of this physical property of CO_2 on the earth is .... (Statement)

        (Fill-in answer here...)

        1. _____

            _____.

IV.) If significant global warmth resulting from the CO_2 "Greenhouse Effect" were to continue over a number of centuries, serious problems may occur. (Statement)

    A.) (List Reasons Why, or Results of the Above)

        1. _____

            _____

            _____

            _____.