

LaGuardia Community College  
CUNY Language Immersion Program

Instructor: Bill R Woodward  
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Semester: Fall 2015

Phone: 718-482-5966

Office: C223

Schedule: Monday-Friday 8:45am-2:30pm

### Water Power

Water is the driver of Nature. - *Leonardo da Vinci*

#### THEME

With two thirds of the Earth's surface covered by water and the human body consisting of 75 percent of it, water is clearly one of the prime elements responsible for life. Some cultures, like the ancient Greeks, even went as far as to worship gods who were thought to live in and command the waters. Whole cities have been built by considering the location and availability of pure drinking water. Water, or a lack of it, can also cause suffering and even take life. For example, in some areas, a severe lack of fresh water over an extended period of time, known as drought, has forced people to value and reconsider this essential element. Finally, as we will study in the FEMA course, water can present itself in a devastating force known as tsunami, as well as other phenomena.

The semester will be divided into Units: Drought, FEMA's "Are You Ready?" Course, and Tsunami.

\*In order to satisfy a grant from the Department of Labor, students will take an online test following the completion of the FEMA course. Also, each student will create a resume and practice interviewing skills. Finally, each student will retake the CATW and ACT Reading tests at the end of the semester.

#### UNITS

##### Unit 1: Drought

According to the California state website: "With California facing one of the most severe droughts on record, Governor Brown declared a drought State of Emergency in January and directed state officials to take all necessary actions to prepare for water shortages. The state has continued to lead the way to make sure California is able to cope with an unprecedented drought." Our study of this on-going natural disaster will involve numerous articles taken from the Internet. The articles I've chosen present a variety of academic concepts for us to explore. For example, we will study the drought in terms of Geography. Here are some questions for us to explore. How does California's location in the US and relative to the Earth relate to its drought condition? Where does water come from in California? How is the land used by people in California? We will also explore some questions related to Science and Technology. Does Climate Change play a role in the drought? What are some new ways that water can be obtained other than from snow melt? Finally, we will explore the drought in terms of Sociology, Economics and Politics. How do Californians need to adapt to the drought? How has the drought affected people differently based on their demographic (income, ethnicity, etc.)? What are some of the tensions and laws that have developed regarding the use and over-use of water by residential areas vs agriculture vs industry?

##### Texts for Unit 1:

- New York Times
  - "California Drought Tests History of Endless Growth"
  - KQED: Drought Watch 2015 articles (online)
  - "Parched California Farmers Hope to Tap Wastewater From Cities"
  - "Why Isn't Desalination the Answer to All California's Water Problems?"
  - "Amid California's Drought, Should Cemeteries Stay Green?"

##### Unit 2: FEMA's "Are You Ready?" Course

This unit will be taught using a workbook that is taken from an online course. As mentioned above, upon completion of the workbook, each student will take an online certification test. The test is multiple choice and we will do practice tests before taking the final.

Here is a description from [www.fema.gov](http://www.fema.gov): "*Are You Ready?* provides a step-by-step approach to disaster preparedness by walking the reader through how to get informed about local emergency plans, how to identify hazards that affect their local area and how to develop and maintain an emergency communications plan and disaster supplies kit. Other topics covered include evacuation, emergency public shelters, animals in disaster and information specific to people with access and functional needs. *Are You Ready?* also provides in-depth information on specific hazards including what to do before, during and after each hazard

type. The following hazards are covered: Floods, Tornadoes, Hurricanes, Thunderstorms and Lightning, Winter Storms and Extreme Cold, Extreme Heat, Earthquakes, Volcanoes, Landslide and Debris Flows (Mudslide), Tsunamis, Fires, Wildfires, Hazardous Materials Incidents, Household Chemical Emergencies, Nuclear Power Plant and Terrorism (including Explosion, Biological, Chemical, Nuclear and Radiological hazards).”

Texts for Unit 2:

- FEMA’s *Are You Ready?* Workbook (provided by CLIP)
- New York Times (online, especially the Science section)

Unit 3: Tsunami

Our third text will be the novel *The Killing Sea* by Richard Lewis which is an account of the devastating tsunami that hit Indonesia in 2004. Because we will have finished disaster preparedness (FEMA), I chose this book as an excellent representation of how people experience and recover from a devastating natural disaster that happened a few years back. Although it is unlikely that a tsunami will hit NYC, we have experienced other natural disasters such as Hurricane Sandy that require similar preparation. Here is a description of the book from the Internet.

“Novelist, surfer, and lifelong Bali resident (the son of missionaries), Richard Lewis volunteered in Aceh, Indonesia, after the 2004 tsunami. His fictionalized account of the tragedy is told from the viewpoints of two teenagers there: an American girl who is trying to save her sick brother and an English-speaking Indonesian boy looking for his missing father. In alternating suspenseful chapters, the struggles of Sarah and Ruslan are detailed. He must escape a military interrogation and interception by rebels as he gradually acquires a longer and longer list of "borrowed" items, from food to motorcycle, that he promises himself he'll repay. By the end of the story, he has hijacked a truck to help get Peter to a hospital, reassessed his religious views, and discovered his own deeply human values. Sarah, who couldn't be bothered to wear a headscarf to respect local custom at the beginning of the story, has been transformed as well by her own resourcefulness and by the help she receives from Ruslan and others as desperate as she. This is a grueling, spellbinding book, extremely important for both adults and younger readers. Monumental tragedy has to be brought to human scale for us to realize its enormity. As Lewis reports how Sarah and Ruslan each find water and food, attempt to clean their bodies, grab moments of privacy, and share with and help others, we realize the devastation in intimate, emotional terms. By focusing on the mission behind each young person's ordeal and breaking the tension with the mystic antics of Peter's pet, Surf Cat, Lewis relates a deeply moving story without overwhelming his youthful audience.”

Texts for Unit 3:

- *The Killing Sea: A Story of the Tsunami That Stunned the World* by Richard Lewis (provided by CLIP)
- New York Times (online, especially the Science section)

## READING

Students need to become avid readers, if not already. This is a crucial aspect of college classes. We will read every day in class, and you will have reading to do at home. Our texts include fiction and non-fiction. We will have short comprehension assignments and quizzes about assigned reading. Vocabulary development and comprehension will be important aspects of the weekly routine. Students will be given a vocabulary list taken from our texts at the beginning of each week. There will be several different kinds of practices for the lists.

While reading you are developing your English language and analytical skills by practicing different strategies. These strategies include awareness while reading, taking notes, defining the main theme and supporting ideas, paraphrasing and summarizing, comparing and contrasting, making connections to personal experiences, to real life situations and between different readings, and building vocabulary. Students will keep a reading journal for the novels to notate pages read and for responses to various elements within the books.

We will read The New York Times in this class every week. This is very challenging reading but extremely necessary for higher level learning and especially college work. Each student is required to complete a summary worksheet for a newspaper article each week. Students are encouraged to look at the Tuesday Science section. In addition, each student is required to bring the free Metro newspaper every Thursday.

Students will also have extra reading assignments to do in Newsela in and outside of class.

- [www.newsela.com](http://www.newsela.com) (Use Code: **EFEVHF**)

## WRITING

At this level, you will be expected to focus on organizing and developing your ideas into effective Response Essays. We will look at many example essays to notice important elements of organization and development. One of our goals is to create a portfolio of writing. The portfolio will be stored in Google Drive and then essays and presentations will be uploaded to ePortfolio during the semester.

The first draft (handwritten) will always be done in the classroom. Students may not finish first drafts at home. I will give topical comments (thesis, examples, etc.) only on this draft. Students will then type the essay in the lab. I will put mechanical (grammar, spelling, etc.) marks on the second draft. Students must be responsible to really understand the corrections and try not to repeat them in the next essay. The third draft shows the student's corrections. In some cases, you might be asked to do a fourth draft; otherwise, the third draft is the final draft.

## GRAMMAR

Each student is required to have the grammar book: *Understanding and Using English Grammar, Fourth Edition* by Betty Azar (obtained by students). Students will need to bring the grammar book to class every day unless the teacher indicates otherwise. We will have many different ways to study grammar including dictation and studying grammar in our texts.

## CRITICAL THINKING

Students need to continue to develop critical thinking skills for reading and responding to texts. Students with critical thinking skills can analyze a variety of different data and draw useful or productive conclusions. Also, as a critical thinker, you are able to question the validity of things. Many people just assume and believe what people tell them is the truth. Being aware enough to question, analyze, and evaluate means you are becoming an independent learner.

## SPEAKING AND LISTENING

We will have weekly listening and speaking practice in the classroom and the computer lab. Students will also be given an opportunity to read aloud and have discussions in class and speak with the teacher during conferences or any other time. We will have two guest speakers this semester. Students are expected to take notes and are encouraged to ask questions at the end. Finally, each student will accomplish a research project and then create a Presentation in Google Drive. Then the student will present the project to the class.

## ASSESSMENT

- Students will have a vocabulary quiz for each Set. If the results of any quiz are unsatisfactory, students will be given an opportunity to take the quiz again after studying and practicing with a classmate. The ultimate purpose of quizzes and tests in this class is to make sure that students know the material.
- Students will have comprehension quizzes based on the reading.
- Each student will take a midterm exam which consists of a scored CATW-like essay.
- Each student will retake the CATW and ACT Reading tests near the end of the semester.
- Each student will take the CLIP Writing Test and Michigan Grammar Test at the end of the semester.

## COLLEGE KNOWLEDGE

Several times during the semester, we will spend some time learning about the various departments and aspects of college that students need to know before registering for classes after the Immersion Program. Some of the topics include testing, ESL classes, registration, majors, academic skills, plagiarism, and time management.

## CAREER CONNECTION

We will have several sessions with a career counselor who will introduce students to some of the academic and job opportunities available in the areas of sustainability and emergency preparedness. Each student will create a resume that includes this semester and the FEMA Course as entries, and then engage in effective interviewing skills and practice.

## TECHNOLOGY

We will be in the CLIP Lab three times per week. Students must have a Google gmail account. You will use Google Drive to create and store Documents and Presentations. Google Drive is an effective way to create and store work. Students will also maintain an ePortfolio.

We will make extensive use of several websites: Our online vocabulary practice will be done with Quizlet.com. One of the better websites we will use for online grammar practice will be Englishpage.com. Students will use [www.newsela.com](http://www.newsela.com) for extra reading practice.

## FIELD TRIPS

We will visit two theme related sites in NYC this semester: Costs to the student will be minimal and likely include MTA fares and breakfast and/or lunch.

## IMPORTANT DATES

- September 16: Classes begin
- September 23: No classes (Yom Kippur)
- October 2: College Hour (C103)
- October 12: No classes (Columbus Day)
- October 23: College Hour for 1st and 2nd semester students (C103)
- November 12: No classes (Administrative)
- November 13: College Hour for 3rd and 4th semester students (C103)
- November 25-27: No classes (Thanksgiving)
- December 3: CLIP Writing Test
- December 7: CATW Test
- December 8: ACT Reading Test
- December 14: Michigan Grammar Test
- December 16: Last day of classes

## CLASSROOM REQUIREMENTS

- Students must bring a pen, pencil, notebook and dictionary to class every day. A binder or folder to keep handouts and returned papers is also highly recommended.
- Eating and chewing gum are not permitted during class.
- Use of cell phones to make or receive calls and/or text messages must be done during breaks and lunch periods.
- We will have a 15 minute break in the mid-morning and a 45 minute lunch every day.
- In the higher level classes, students are expected to use English most of the time.

## ATTENDANCE POLICY

Please be aware of the new Attendance Policy:

Absent 10% = fail/repeat the class  
Absent 15% = discontinuation in CLIP

\*If you are excessively late in the morning or returning from break and lunch (more than three times) I will deduct it from your attendance in 30 minute increments.

## GRADES/LEVELS

Your final grade for the class will be based on attendance and participation (50%), tests and assignments in and out of class (10%) and the writing portfolio (40%).

\*The grade for this class does NOT indicate your level placement in CLIP or your level placement in the ESL Department/College.

## CUNY Language Immersion Program LaGuardia Community College

Instructor: Bill R Woodward      Phone: 718-482-5966 Office: C223  
Email: bwoodward@lagcc.cuny.edu      1clipclass@gmail.com  
Semester: Spring 2014      Schedule: Monday-Friday 8:45am-2:30pm

### Sustainability

“Earth provides enough to satisfy a person’s needs, but not a person’s greed.”  
-Gandhi

“We need to defend the interests of those whom we've never met and never will.”  
-Jeffrey D. Sachs

#### THEME

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What is **sustainability**? Sustainability is based on a fairly simple principle: Everything that we need for our survival and well-being depends, either directly or indirectly, on our natural environment. For example, at a minimum, every person needs clean water, nutritious food, adequate shelter, energy and sanitation. We know that there are people who have much more than that and people who don't even have the minimum. Why is this important? Sustainability has emerged as a result of significant concerns about the unintended social, environmental, and economic consequences of rapid population growth, economic growth and consumption of our limited and/or fragile natural resources. In other words, if we don't start living in a way that is more balanced, many will suffer. Sustainability is concerned with how present and future generations can survive and thrive in a more balanced, healthy and responsible way with the natural world.

There are many companies, organizations, agencies, educational institutions and individuals dedicated to furthering various goals towards sustainability. In fact, we expect more and more jobs to emerge in the next years concerned with sustainability. LaGuardia Community College, for example, is initiating a new series of training programs in sustainability, also known as “green jobs.” In addition, a Google search of university “sustainability degrees” and courses yields more than 14 million results. Needless to say, sustainability is a growing interest and industry concerned with an extremely important topic.

Our goal as a class this semester is to learn about two vital areas of sustainability: water and waste. Of course, New York City is a particularly fascinating location for looking at concerns about these topics in action. Before we study these two units, however, we will spend a few weeks getting an overview of sustainability.

## UNITS

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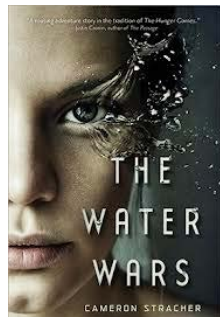
### Unit 1: Fundamentals of Environmental Literacy

During this Unit, we will strengthen our understanding of the interdependence of humans and the environment, and appreciate the interconnectedness of environmental quality and human well-being. The choice of focusing on Water and Waste comes from a broader curriculum based on 10 Modules including Fundamentals of Environmental Literacy, Water, Waste, Transportation, Energy, Building, Health/Food/Agriculture, Community Organizing & Leadership, Application & Practice and Financial Literacy & Social Entrepreneurship.

One of the texts students will read during this Unit is the first chapter of the book *The Sustainability Revolution: Portrait of a Paradigm Shift* by Andres R. Edwards. This chapter is important because it not only introduces the topic of sustainability but also gives background information going back to the Industrial Revolution and especially about the Environmental Revolution of the 1970's.

### Unit 2: Water

Water is the most important element on Earth. Life wouldn't be possible without it. Here are some facts about water which we will explore more of during this Unit. Water covers 71% of the Earth's surface, but only 2.5% of the Earth's water is freshwater, and 98.8% of that water is in ice and groundwater. Water on Earth moves continually through the water cycle of evaporation, condensation, precipitation, and runoff, usually reaching the sea. Access to safe drinking water has improved over the last decades in almost every part of the world, but approximately one billion people still lack access to safe water and over 2.5 billion lack access to adequate sanitation. Some observers have estimated that by 2025 more than half of the world's population will be facing water-based vulnerability. Water also plays an important role in the world economy, and approximately 70% of the fresh water used by humans goes to agriculture.



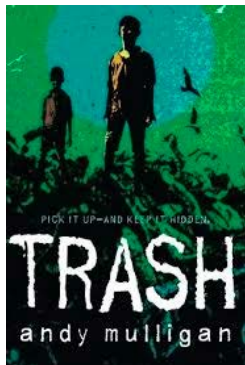
Our primary text during this Unit will be the novel *Water Wars* by Cameron Stracher. According to a summary of the plot in [goodreads.com](http://goodreads.com): "Welcome to a future where water is more precious than gold or oil—and worth killing for. Vera and her brother, Will, live in the shadow of the Great Panic, in a country that has collapsed from environmental catastrophe. Water is hoarded by governments, rivers are dammed, and clouds are sucked from the sky. But then Vera befriends Kai, who seems to have limitless access to fresh water. When Kai suddenly disappears, Vera and Will set off on a dangerous journey in search of him—pursued by pirates, a paramilitary group, and greedy corporations. Timely and eerily familiar, acclaimed author Cameron Stracher makes a stunning YA debut that's impossible to forget."

Although the book is fiction, it is highly rated because of its realistic portrayal of a possible future without enough clean water. We will also have additional texts from newspapers and the Internet (non-fiction) to read during this Unit to broaden our exploration of this topic.

### Unit 3: Waste

Waste is any unwanted material that is intentionally thrown away for disposal because we no longer have a use for it. There are many areas of waste which we will explore including solid waste, municipal waste, landfills and the three R's: Reduce, Reuse, and Recycle. The average American generates 4 pounds of trash a day, and NYC has to haul nearly 12,000 tons of residential trash out of the city at a cost of about \$1 million every day.

Our primary text for this Unit will be the novel *Trash* by Andy Mulligan. According to goodreads.com: "In an unnamed Third World country, in the not-so-distant future, three "dumpsite boys" make a living picking through the mountains of garbage on the outskirts of a large city.



One unlucky-lucky day, Raphael finds something very special and very mysterious. So mysterious that he decides to keep it, even when the city police offer a handsome reward for its return. That decision brings with it terrifying consequences, and soon the dumpsite boys must use all of their cunning and courage to stay ahead of their pursuers. It's up to Raphael, Gardo, and Rat—boys who have no education, no parents, no homes, and no money—to solve the mystery and right a terrible wrong.

Andy Mulligan has written a powerful story about unthinkable poverty—and the kind of hope and determination that can transcend it. With twists and turns, unrelenting action, and deep, raw emotion, *Trash* is a heart-pounding, breath-holding novel."

We will have many other texts from newspapers and the Internet to support this Unit.

### READING

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Students need to become avid readers, if not already. This is a crucial aspect of college classes. We will read every day in class, and you will have reading to do at home. Our texts include fiction and non-fiction. We will have short comprehension assignments and quizzes about assigned reading. Vocabulary development and comprehension will be important aspects of the weekly routine. Students will be given a vocabulary list taken from our texts at the beginning of each week. There will be several different kinds of practices for the lists.

While reading you are developing your English language and analytical skills by practicing different strategies. These strategies include metacognitive awareness while reading, annotating (taking notes), defining the main theme and supporting ideas, paraphrasing and summarizing, comparing and contrasting, making connections to personal experiences, to real life situations and between different readings, and building vocabulary. Students will

keep a reading journal for the novels to notate pages read and for responses to various elements within the books.

We will read The New York Times in this class every week. The NY Times is very challenging reading but extremely necessary for higher level learning and especially college work. Each student is required to keep a journal for work done with the newspaper. We will always look at the Tuesday Science section. In addition, each student is required to bring the free Metro newspaper every Thursday.

Texts:

*The Sustainability Revolution: Portrait of a Paradigm Shift* (Chapter 1)

by Andres R. Edwards

*Water Wars* by Cameron Stracher

*Trash* by Andy Mulligan

*The New York Times*, especially the Tuesday Science section

*Understanding and Using English Grammar* by Betty Azar

Dictionary (paper based)

## WRITING

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At this level, you will be expected to focus on organizing and developing your ideas into effective Response Essays. We will look at many example essays to notice important elements of organization and development. One of our goals is to create a portfolio of writing. The portfolio will be submitted via Google Drive at the end of the semester.

The first draft (handwritten) will always be done in the classroom. Students may not finish first drafts at home. I will give topical comments (thesis, examples, etc.) only on this draft. Students will then type the essay in the lab. I will give mechanical (grammar, spelling, etc.) notes on the second draft. Students must be responsible to really understand the corrections and try not to repeat them in the next essay. The third draft shows the student's corrections. In some cases, you might be asked to do a fourth draft; otherwise, the third draft is the final draft.

## CRITICAL THINKING

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Students need to continue to develop critical thinking skills for reading and responding to texts. Students with critical thinking skills can analyze a variety of different data and draw useful or productive conclusions. Also, as a critical thinker, you are able to question the validity of things. Many people just assume and believe what people tell them is the truth. Being aware enough to question, analyze, and evaluate means you are finding a truth for yourself, not just believing what is being given to you.



## **SPEAKING AND LISTENING**

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We will have weekly listening and speaking practice in the classroom and the computer lab. Students will also be given an opportunity to read aloud and have discussions in class and speak with the teacher during conferences or any other time. We will have two guest speakers this semester. Students are expected to take notes and are encouraged to ask questions at the end. Finally, each student will accomplish a research project and then create a Presentation in Google Drive. Then the student will present the project to the class.

## **ASSESSMENT**

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- Students will have a vocabulary quiz at the end of each week.
- Students will have comprehension quizzes to do online.
- Each student will take a midterm exam which consists of a scored CATW-like essay.
- Each student will retake the CATW test near the end of the semester.

## **COLLEGE KNOWLEDGE**

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Several times during the semester, we will spend some time learning about the various departments and aspects of college that students need to know before registering for classes after the Immersion Program. Some of the topics include testing, ESL classes, registration, majors, academic skills, plagiarism, and time management.

## **CAREER CONNECTION**

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We will have several sessions with a career counselor who will introduce students to some of the academic and job opportunities available in the area of sustainability. In addition, we'll learn about the NYDesigns Center located in the C-building of LaGuardia Community College. Finally, each student will create a resume that includes this semester as an entry, and then have an interview in the NYDesigns center.

## **TECHNOLOGY**

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We will be in the CLIP Lab three times per week. Students must have a Google gmail account. You will use Google Drive to create and store Documents and Presentations. Google Drive is an effective way to create and store work. Also, students will create and utilize a Google+ account. This account will allow the teacher to send updates and assignments at any time, especially over weekends. And of course, it allows students to interact online with each other.

We will make extensive use of several websites in particular for our theme: [epa.gov](http://epa.gov), [plaNYC.gov](http://plaNYC.gov), [water.org](http://water.org) and [NYC.gov/dsny](http://NYC.gov/dsny)(sanitation). Our online vocabulary practice will be done in [Quizlet.com](http://Quizlet.com). One of the better websites we will use for online grammar practice will be [Englishpage.com](http://Englishpage.com). Scores and progress notes will be posted in

Engrade.com and comprehension questions and quizzes for our texts will be posted in Proprofs.com.

## FIELD TRIPS

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We will visit two theme related sites in NYC this semester: one destination for the Waste Unit and another for the Water Unit. At this time, we are arranging a trip to the DEP Water Treatment Facility at Newtown Creek in Greenpoint, Brooklyn. We are also arranging a trip to the Build-It-Green Compost Site in Queens. Costs to the student will be minimal and likely include MTA fares and breakfast and/or lunch.

## IMPORTANT DATES

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- March 12: Classes begin
- April 18: No classes (Good Friday)
- April 22: Earth Day! We will participate in some of the college's activities.
- May 22: Reading ACT and CATW Writing Tests
- May 26: No classes (Memorial Day)
- June 6: Classes end

## CLASSROOM ETIQUETTE

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- Eating and chewing gum are not permitted during class.
- Use of cell phones to make or receive calls and/or text messages must be done during break and lunch periods.
- We will have a 15 minute Break in the mid-morning and a 45 minute lunch every day.
- In the higher level classes, students are expected to use English most of the time.

## ATTENDANCE POLICY

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**Please be aware of the new Attendance Policy:  
Absent 10% = fail/repeat the class  
Absent 15% = discontinuation in CLIP**

## GRADES/LEVELS

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Your final grade for the class will be based on attendance and participation (50%), tests and assignments in and out of class (10%) and the writing portfolio (40%).

\*The grade for this class does NOT indicate your level placement in CLIP or your level placement in the ESL Department/College.

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CUNY Language Immersion Program

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**Enviro-Crises: Natural and Man-Made**

*Saving our planet, lifting people out of poverty, advancing economic growth... these are one and the same fight. We must connect the dots between climate change, water scarcity, energy shortages, global health, food security and women's empowerment. Solutions to one problem must be solutions for all.*

Ban Ki-moon

THEME

People all over the world have to deal with a variety of environmental challenges, some of which are produced by Nature, others by us. Furthermore, some countries are better able to deal with these crises than others. The U.S. government, for example, wants all citizens to be prepared for almost any type of disaster. This semester, we will have a unique opportunity to study these issues. The class time will be divided into Units: Climate Change, Natural Disaster and FEMA's "Are You Ready?" course.

In order to satisfy a grant from the Department of Labor, students will take an online test following the completion of the FEMA course. Also, each student will create a resume and practice interviewing skills. Finally, each student will retake the CATW and ACT Reading tests at the end of the semester regardless of your semester in CLIP.

UNITS

Unit 1: Climate Change

It's important for us to have an understanding of Climate Change (also known as Global Warming.) Many scientists are concerned that if climate change is not stopped soon, it could lead to worse natural disasters such as hurricanes and flooding. We have an excellent book to read about this topic called *How We Know What We Know about Our Changing Climate: Scientists and Kids Explore Global Warming* by Lynne Cherry. An online description states that "When the weather changes daily, how do we really know that Earth's climate is changing? Here is the science behind the headlines - evidence from flowers, butterflies, birds, frogs, trees, glaciers and much more, gathered by scientists from all over the world, sometimes with assistance from young 'citizen-scientists.' And here is what young people, and their families and teachers, can do to learn about climate change and take action. Climate change is a critical and timely topic of deep concern, here told in an age-appropriate manner,

with clarity and hope. Kids can make a difference!" I chose a book that refers to "kids," but I promise you that this book is not childish!

## Unit 2: Natural Disaster

Our second text will be the novel *The Killing Sea* by Richard Lewis which is an account of the devastating tsunami that hit Indonesia in 2004. Because we will be studying disaster preparedness (FEMA), I chose this book as an excellent representation of how people experience and recover from a devastating natural disaster that happened a few years back. Although it is unlikely that a tsunami will hit NYC, we have experienced other natural disasters such Hurricane Sandy that require similar preparation. Here is a description of the book from the Internet.

"Novelist, surfer, and lifelong Bali resident (the son of missionaries), Richard Lewis volunteered in Aceh, Indonesia, after the 2004 tsunami. His fictionalized account of the tragedy is told from the viewpoints of two teenagers there: an American girl who is trying to save her sick brother and an English-speaking Indonesian boy looking for his missing father. In alternating suspenseful chapters, the struggles of Sarah and Ruslan are detailed. He must escape a military interrogation and interception by rebels as he gradually acquires a longer and longer list of "borrowed" items, from food to motorcycle, that he promises himself he'll repay. By the end of the story, he has hijacked a truck to help get Peter to a hospital, reassessed his religious views, and discovered his own deeply human values. Sarah, who couldn't be bothered to wear a headscarf to respect local custom at the beginning of the story, has been transformed as well by her own resourcefulness and by the help she receives from Ruslan and others as desperate as she. This is a grueling, spellbinding book, extremely important for both adults and younger readers. Monumental tragedy has to be brought to human scale for us to realize its enormity. As Lewis reports how Sarah and Ruslan each find water and food, attempt to clean their bodies, grab moments of privacy, and share with and help others, we realize the devastation in intimate, emotional terms. By focusing on the mission behind each young person's ordeal and breaking the tension with the mystic antics of Peter's pet, Surf Cat, Lewis relates a deeply moving story without overwhelming his youthful audience."

## Unit 3: FEMA's "Are You Ready?" Course

We will use the online materials to study for the certification test. Here is a description from [www.fema.gov](http://www.fema.gov): "*Are You Ready?* provides a step-by-step approach to disaster preparedness by walking the reader through how to get informed about local emergency plans, how to identify hazards that affect their local area and how to develop and maintain an emergency communications plan and disaster supplies kit. Other topics covered include evacuation, emergency public shelters, animals in disaster and information specific to people with access and functional needs. *Are You Ready?* also provides in-depth information on specific hazards including what to do before, during and after each hazard type. The following hazards are covered: Floods, Tornadoes, Hurricanes, Thunderstorms and Lightning, Winter Storms and Extreme Cold, Extreme Heat, Earthquakes, Volcanoes, Landslide and Debris Flows (Mudslide), Tsunamis, Fires, Wildfires, Hazardous Materials Incidents, Household Chemical Emergencies, Nuclear Power Plant and Terrorism (including Explosion, Biological, Chemical, Nuclear and Radiological hazards)."

We will have many other texts from newspapers and the Internet.

READING

Students need to become avid readers, if not already. This is a crucial aspect of college classes. We will read every day in class, and you will have reading to do at home. Our texts include fiction and non-fiction. We will have short comprehension assignments and quizzes about assigned reading. Vocabulary development and comprehension will be important aspects of the weekly routine. Students will be given a vocabulary list taken from our texts at the beginning of each week. There will be several different kinds of practices for the lists.

While reading you are developing your English language and analytical skills by practicing different strategies. These strategies include meta-cognitive awareness while reading, taking notes, defining the main theme and supporting ideas, paraphrasing and summarizing, comparing and contrasting, making connections to personal experiences, to real life situations and between different readings, and building vocabulary. Students will keep a reading journal for the novels to notate pages read and for responses to various elements within the books.

We will read The New York Times in this class every week. This is very challenging reading but extremely necessary for higher level learning and especially college work. Each student is required to complete a Worksheet for a newspaper article each week. We will always look at the Tuesday Science section. In addition, each student is required to bring the free Metro newspaper every Thursday.

Texts:

- *How We Know What We Know about Our Changing Climate: Scientists and Kids Explore Global Warming* by Lynne Cherry
- *The Killing Sea: A Story of the Tsunami That Stunned the World* by Richard Lewis (provided by CLIP)
- FEMA's *Are You Ready?* (provided by CLIP)
- *The New York Times*, especially the Tuesday Science section (online)
- Metro free daily newspaper (Thursdays)
- *Understanding and Using English Grammar* by Betty Azar (purchased by student)
- Dictionary (purchased by student)

## WRITING

At this level, you will be expected to focus on organizing and developing your ideas into effective Response Essays. We will look at many example essays to notice important elements of organization and development. One of our goals is to create a portfolio of writing. The portfolio will be stored in Google Drive and then essays and presentations will be uploaded to e-Portfolio during the semester.

The first draft (handwritten) will always be done in the classroom. Students may not finish first drafts at home. I will give topical comments (thesis, examples, etc.) only on this draft. Students will then type the essay in the lab. I will give mechanical (grammar, spelling, etc.) notes on the second draft. Students must be responsible to really understand the corrections and try not to repeat them in the next essay. The third draft shows the student's corrections. In some cases, you might be asked to do a fourth draft; otherwise, the third draft is the final draft.

## CRITICAL THINKING

Students need to continue to develop critical thinking skills for reading and responding to texts. Students with critical thinking skills can analyze a variety of different data and draw useful or productive conclusions. Also, as a critical thinker, you are able to question the validity of things. Many people just assume and believe what people tell them is the truth. Being aware enough to question, analyze, and evaluate means you are finding a truth for yourself, not just believing what is being given to you.

## SPEAKING AND LISTENING

We will have weekly listening and speaking practice in the classroom and the computer lab. Students will also be given an opportunity to read aloud and have discussions in class and speak with the teacher during conferences or any other time. We will have two guest speakers this semester. Students are expected to take notes and are encouraged to ask questions at the end. Finally, each student will accomplish two research projects and then create a Presentation in Google Drive. Then the student will present the project to the class.

## ASSESSMENT

- Students will have a vocabulary quiz for each Set.
- Students will have a comprehension quiz each week based on the reading.
- Each student will take a midterm exam which consists of a scored CATW-like essay.
- Each student will retake the CATW and ACT Reading tests near the end of the semester.
- Each student will take the CLIP Writing Test and Michigan Grammar Test at the end of the semester.

## COLLEGE KNOWLEDGE

Several times during the semester, we will spend some time learning about the various departments and aspects of college that students need to know before registering for classes after the Immersion Program. Some of the topics include testing, ESL classes, registration, majors, academic skills, plagiarism, and time management.

## CAREER CONNECTION

We will have several sessions with a career counselor who will introduce students to some of the academic and job opportunities available in the areas of environmentalism and emergency preparedness. Each student will create a resume that includes this semester and the FEMA Training as entries, and then engage in effective interviewing skills and practice.

## TECHNOLOGY

We will be in the CLIP Lab three times per week. Students must have a Google gmail account. You will use Google Drive to create and store Documents and Presentations. Google Drive is an effective way to create and store work.

We will make extensive use of several websites: Our online vocabulary practice will be done with Quizlet.com. One of the better websites we will use for online grammar practice will be Englishpage.com. I would also like for students to visit [www.newsela.com](http://www.newsela.com) for reading practice.

## FIELD TRIPS

We will visit two theme related sites in NYC this semester: Costs to the student will be minimal and likely include MTA fares and breakfast and/or lunch.

## IMPORTANT DATES

- March 11: Classes begin
- April 3: No classes (Good Friday)
- May 1: No classes (Administrative)
- May 8: No classes (Administrative)
- May 25: No classes (Memorial Day)
- May 29: CLIP Writing Test
- June 1: Michigan Grammar Test
- June 2: No classes (Administrative)
- June 3: CATW Test
- June 5: Last day of classes
- June 23: Summer classes begin

## CLASSROOM ETIQUETTE

- Eating and chewing gum are not permitted during class.
- Use of cell phones to make or receive calls and/or text messages must be done during breaks and lunch periods.
- We will have a 15 minute break in the mid-morning and a 45 minute lunch every day.
- In the higher level classes, students are expected to use English most of the time.

## ATTENDANCE POLICY

Please be aware of the new Attendance Policy:

Absent 10% = fail/repeat the class

Absent 15% = discontinuation in CLIP

## GRADES/LEVELS

Your final grade for the class will be based on attendance and participation (50%), tests and assignments in and out of class (10%) and the writing portfolio (40%).

\*The grade for this class does NOT indicate your level placement in CLIP or your level placement in the ESL Department/College.

**LaGuardia Community College**  
CUNY Language Immersion Program (CLIP)  
Fall 2015, September 16 – December 16, 2015  
Monday - Friday 1pm – 6pm

Level: Mixed/Intermediate

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Instructor:  
Linda Chin  
[lchin@lagcc.cuny.edu](mailto:lchin@lagcc.cuny.edu)

CLIP Office:  
Room C223  
718-482-5966

*"What started out as a natural disaster became a man-made disaster — a failure of government to look out for its own citizens."* President Barack Obama

*"You are an example of what's possible when, in the face of tragedy and hardship, good people come together to lend a hand."* President Barack Obama

### Course Description

The purpose of the CUNY Language Immersion Program (CLIP) is to develop your English skills and academic habits for success in college. We will focus on your skills in reading, writing, critical thinking, speaking and listening. You will use your skills when discussing and writing about themes brought up from the readings. Collaboration with others is another important focus. This is not a lecture class, every day you will work in pairs, small groups and as a whole class.

### **Theme: Ordinary People Doing the Extraordinary: An Interdisciplinary View of Natural and Manmade Disasters**

It seems every day we wake up and learn about a new disaster. You are not wrong to think it seems like a daily occurrence, according to the International Federation of Red Cross and Red Crescent Societies there were 364 natural disasters in 2012. Natural disasters catch our attention because of the devastating impact and the national and international recovery response. These natural disasters include earthquakes, floods, forest fires, etc. Manmade disasters include acts of terrorism. What happens in the outcome and what do we learn to lessen its impact and speed up recovery?

In this course, we are going to learn about natural and manmade disasters and how we can prevent disasters in the future or at least make them less severe. We will study disasters from the perspectives of the different academic disciplines that students study in college. These disciplines include *environmental science* (the study of the natural world and how human beings effect the environment) and *communications* (the study of the different ways people communicate with each other). Slowly, we will begin to think like environmental scientists and communications experts. Like environmental scientists, we will learn more about the natural world and how our behavior can help lessen the damage of disasters. Also, like communication experts, we will look at the use of different media (television, advertising, films, and social media) and how who sends the message influence how we think and react.

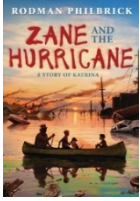
The Federal Emergency Management Agency (FEMA) is the governmental agency in the U.S. responsible for responding to national disasters and for assisting state and local governments and individuals prepare for emergencies. FEMA's structure assigns different roles and responsibilities in our national emergency management system. The base and its largest component are American citizens who are the first responders to an emergency. The different levels of government including local, state and federal that coordinate to provide funds, equipment, personnel and public education.



## Unit 1: Informing the Masses of a Disaster

What is the process of communication?

Given the frequency of natural and manmade disasters, informing the public of an incoming disaster is vital for the safety of its residents. We will look at examples of how the sender's, an institution or an individual, mode of communication, e.g., the television news media, radio, etc., affected the response to a disaster.



This semester we will focus on Hurricane Katrina that hit New Orleans in 2005 and the tsunami that occurred in Indonesia in 2004. Our first book is the novel *Zane and the Hurricane: A Story of Katrina* by Rodman Philbrick. Zane Dupree and his dog arrive in New Orleans to visit his great-grandmother, Miss Trissy, on the eve of Hurricane Katrina. From Zane's perspective, we experience the rescue efforts of residents finding out how they seek family, shelter, food, etc. We also learn about the duties of the government and the police.

## Unit 2: Identification of and Preparation for a Disaster

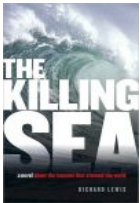
What systems have been put into place to prepare for disasters?

You will learn about the science to help identify of specific disasters. Preparation to mitigate the impact of the emergency includes precautions taken before the disaster's impact and safety measures to take during the disaster and its aftermath. Continuing with the importance of communication, we will learn about communication systems the government uses to inform about weather conditions including the National Weather Service (NOAA) and the Center for Disease Control and Prevention (CDC).

## Unit 3: Access to Resources

Who has access to resources in a culture?

After investigating examples of the communication of an impending disaster, we will review how individuals accessed or attempted to access available resources. According to FEMA, citizens have the responsibility to try to prevent an emergency from happening and to protect yourself and your family. State and local governments provide resources are needed. These resources include money, equipment and personnel. The state can offer training and coordination for emergency prevention and emergency response initiatives. The federal government provides resources throughout including public education, funding for equipment, training, response and recovery and technical assistance.



*The Killing Sea* by Richard Lewis is another novel set in Indonesia during the tsunami in 2004. The main characters are Ruslan, an Indonesian boy, and Sarah, an American girl, on vacation with her family in Aceh, Indonesia. We'll read about their survival efforts when they join together in the aftermath of the tsunami to find family and save family members. Their reactions to the disaster demonstrate their own individual cultural beliefs.

## Required Texts

- *Zane and the Hurricane: A Story of Katrina* by Rodman Philbrick
- *The Killing Sea* by Richard Lewis
- *Fundamentals of English Grammar* Fourth Edition by Betty S. Azar and Stacey A. Hagen  
ISBN-13: **9780137071692**

*You must purchase the grammar book. You are required to have a grammar book for each semester. So, during your year in CLIP, you could buy three grammar books, if you start at the beginner level and finish at the intermediate, but most students only buy two. If you do not have a grammar book, you will not make the improvement you need to be successful in college.*

- *Building Vocabulary Skills* Fourth Edition by Sherrie L. Nist  
ISBN-13: **9781591941880**

We will focus on the following skills:

### **Reading**

You will need to know about 40,000 words in order to understand college texts well. The only way to achieve this is to read in English everyday. Reading extensively in English on a daily basis is a habit needed for success in college.

To engage your interest in different themes and topics, you will read a variety of texts including fiction and non-fiction and types of texts including whole books, articles, short stories, etc. The required books will be our core reading as well as articles from newspapers and periodicals. You can expect to read articles and maintain a reading log on a weekly basis, especially from *The New York Times* <http://www.nytimes.com/> and the Newsela website [www.newsela.com](http://www.newsela.com).

You must go to the Newsela website, [www.newsela.com](http://www.newsela.com) and create an account.

Sign up as a Student and use the Class Code **XSDWAH**

While reading you are developing your English language and analytical skills by practicing different strategies. These strategies include annotating (taking notes), defining the main theme and supporting ideas, paraphrasing and summarizing, comparing and contrasting, making connections to personal experiences, to real life situations and between different readings, and building vocabulary.

### **Writing**

Essay writing and reading responses are the types of writings you will produce in this class. Writing well requires a process of brainstorming, outlining, prioritizing, organizing, making connections on a variety of levels including personal, real-life situations and to other texts, selecting appropriate vocabulary, reviewing and revising. The readings will inspire new ideas and will be used as models of good writing.

You will write an essay every week. Each essay will be revised two times, so you will have a total of three drafts for each essay. You must keep these essays organized in a folder, which will be your writing portfolio.

### **Speaking and Listening**

Each student will be required to produce a research project and make a presentation. This research project will help with evaluating the validity of resources and summarizing and paraphrasing.

### **Critical Thinking**

In addition to language skills, your success in college depends on your ability to think in a critical way. Critical thinking means asking questions about information and ideas, comparing different perspectives, exploring beliefs and assumptions, and coming up with conclusions by analyzing information from different sources. And you will learn from the examples of experts, critical thinking is learning how to solve problems effectively, concentrating and thinking positively. There will be many different perspectives you will consider and know that you don't have to agree with all that you read or hear. Remember it takes courage to say "I don't understand" or to present a different idea and these are the signs of a college student in America. Thinking critically is at the heart of college-level work.

### **Career Connection**

You will conduct online occupational research with the following [www.mynextmove.org](http://www.mynextmove.org) and the New York State Department of Labor website [www.careerzone.ny.gov](http://www.careerzone.ny.gov). You'll also learn about the career counseling services offered at LaGuardia's Career Development Center.

### **College Knowledge**

CLIP has coordinated College Hour sessions to learn about specific aspects of admission requirements of the City University of New York and of expected behavior in the American college classroom. In class you will learn more about your major requirements, professions of interest and about the American workforce. Much of the class room practices will simulate what you will experience in your required classes for your major. All LaGuardia students are required to create an ePortfolio (<http://eportfolio.lagcc.cuny.edu/scholars/fa12.html>) This semester you will create one. The ePortfolio demonstrates your academic progress.

### **Technology:**

You will be in the computer lab several times a week. In the lab, you will edit and type essays, do research, or work on other class assignments and projects/presentation. You will also create your own ePortfolio. In addition, you will use the computer for your research project.

Organizations that will inform our research are:

Federal Emergency Management Agency [www.fema.gov](http://www.fema.gov)

American Red Cross National Headquarters [www.redcross.org](http://www.redcross.org)

National Weather Service [www.nws.noaa.gov](http://www.nws.noaa.gov)

The computer lab is a continuation of class. Also, you are not permitted to use the computers for social reasons including email, social networking (e.g., Facebook), etc.

### **CLIP Program Attendance Policy**

Students who miss 10% (6 classes/30 hours) repeat the same level next semester.

***Lateness is arriving late at the beginning of class, returning from your break late or entering the computer lab late or leaving class early.***

***Every 4 Latenesses equals 1 Absence***

Students who miss 15% (9 classes/45 hours) or more class hours will not be able to come back to CLIP.

## Class Rules:

1. Students are expected to attend every class and to arrive to class on time.  
**Class starts exactly at 1 pm and ends at 6 pm with a 30 minute break.**
2. Please use ONLY English in the classroom.
3. Electronic devices including cellphones for non-academic use is not permitted in class.

If you are expecting an important call (for example, from your child) please put the cell phone on vibrate mode, and *briefly* take the call outside. Never answer your cellphone, text or make a phone call in the classroom.

When class is in session, you must not listen to music. You must not use headphones or ear buds when entering the classroom or in the computer lab.

4. If you are absent, you are responsible for requesting any missed class assignments. Presentations need to happen on the day you have been assigned to give it.
5. Final due dates for essays will be given, hand in your assignment on the due date.
6. Keep all your class assignments organized. Please do not throw out any class work.
7. You will use a paper copy of a dictionary.
8. Be respectful. Listen to your teacher and your classmates; speak out when it is appropriate.

## Grades:

Essays	25%
ePortfolio	15%
Project & Presentation	15%
Tests & Quizzes	25%
Class Assignments & Homework	20%

**The grade for this class represents your overall performance in the class and does NOT indicate your placement level in CLIP or your placement level in the ESL Department/College.**

All students will have a midterm essay exam and evaluation. In addition, you will have a weekly vocabulary quiz and exams based on the readings and grammar points learned in class. This evaluation will assess each student's work in the class such as attendance, participation, class work, homework, quizzes, etc. This essay exam is similar to the CATW. The purpose of the essay is to evaluate the student's language level and progress.

## Required Materials:

- A 3-ring binder and loose-leaf paper OR a notebook
- A flashdrive
- Pens, pencils, and a highlighter
- A folder for your readings and essay writings
- Paper dictionary

## Proposed Dates:

September 16	First Day of Class	December 7	CLIP Reading Day – No Class
September 23	Yom Kippur – No Class	December 7	CATW Essay Exam
October 12	Columbus Day – No Class	December 8	ACT Reading Exam
November 12	Professional Development – No Class (Required assignment)	December 9	Finish ACT Reading Exam
November 25 – 27	Thanksgiving Holiday – No Classes	December 14	Michigan Test
December 3	CLIP Essay Exam	December 16	Last Day of Class

**LaGuardia Community College**  
CUNY Language Immersion Program (CLIP)  
Fall 2014, September 11 – December 11, 2014  
Mondays - Fridays 1pm – 6pm

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Instructor:  
Linda Chin  
[lchin@lagcc.cuny.edu](mailto:lchin@lagcc.cuny.edu)

CLIP Office:  
Room C223  
718-482-5966

*“Bad things do happen in the world, like war, natural disasters, disease. But out of those situations always arise stories of ordinary people doing extraordinary things.” Daryn Kagan*

## Course Description

The purpose of the CUNY Language Immersion Program (CLIP) is to develop your English skills and academic habits for success in college. We will focus on your skills in reading, writing, critical thinking, speaking and listening. You will use your skills when discussing and writing about themes brought up from the readings. Collaboration with others is another important focus. This is not a lecture class, every day you will work in pairs, small groups and as a whole class. In order to satisfy a grant from the Department of Labor, students will take an online test following the completion of the FEMA course

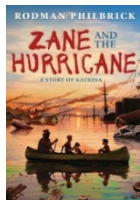
## Theme: Ordinary People Doing Extraordinary Things

*How do we react to catastrophic events?*

*During a natural disaster, what is the responsibility of the citizen, local & state governments and the federal government?*

It seems every day we wake up and learn about a new natural disaster. You are not wrong to think it seems like a daily occurrence, according to the International Federation of Red Cross and Red Crescent Societies there were 364 natural disasters in 2012. Natural disasters catch our attention because of the devastating impact and the national and international recovery response. These disasters include earthquakes, floods, forest fires, etc. What happens during the aftermath and what do we learn to lessen its impact and speed up recovery?

The Federal Emergency Management Agency (FEMA) is the governmental agency responsible for responding to national disasters and for assisting state and local governments and individuals prepare for emergencies. According to FEMA, there are different roles and responsibilities in our national emergency management system. Citizens have the responsibility to try to prevent an emergency from happening and to protect yourself and your family. State and local governments provide resources are needed. These resources include money, equipment and personnel. The state can offer training and coordination for emergency prevention and emergency response initiatives. The federal government provides resources throughout including public education, funding for equipment, training, response and recovery and technical assistance.



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- Pens, pencils, and a highlighter
- A folder for your readings and essay writings
- Paper dictionary

**Important Dates:**

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October 3	Holiday – Yom Kippur - No Class	December 4	ACT Reading Exam (4 <sup>th</sup> Timers)
October 13	Holiday – Columbus Day - No Class	December 5	CLIP Reading – No Class (Assign)
October 24	Teachers' Meeting – No Class (Assignment)	December 8	Portfolios Due & Complete ACT Reading (4 <sup>th</sup> )
November 26-28	Holiday – Thanksgiving - No Class	December 9	Michigan Test
December 2	CLIP Essay Exam	December 11	Last Day of Class





## Natural and Man-Made Disasters, Catastrophes, & Tragedies

### Theme

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Because we are human, it is natural for us to want our lives to be positive, happy, and free from negativity or difficulty, but sometimes that is not how life is. In fact, most of us have experienced challenging circumstances or maybe even something catastrophic and dangerous. If you have, then you might understand.

During this semester, we are going to read about and study man-made and natural disasters that have occurred at different points in human history. More importantly, we will look closely at the people who experienced these tragedies and what happened to them.

We will begin the semester by learning about the terror attacks that destroyed the World Trade Center in New York City on **September 11th, 2001**. Next, we will examine the great **San Francisco Earthquake**, which occurred in 1906. Afterward, we will study one of the most captivating man-made tragedies in history, **the Titanic**. Closing out the semester, we will look at one of the most devastating and deadly natural disasters from our lifetimes, the **Indian Ocean Tsunami**, which killed hundreds of thousands of people in 2004.

All of these disasters destroyed buildings and houses and many, many unsuspecting lives. They caused destruction and misery for all who were unlucky enough to experience them.

In this class, we will explore and discuss what it means to experience and survive a dangerous man-made or natural disaster.

## **Units**

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### **Unit 1: The Terror Attacks of September 11, 2001**

In this initial unit, we will begin learning about the attacks of September 11<sup>th</sup>, 2001. In addition to beginning to learn disaster-related vocabulary, the unit will focus primarily on the stories of the people who experienced this disaster first hand. A visit to the 9/11 Memorial and Museum will bring the events of that morning to life in the city where you living and studying today. By looking at this event first, we will be able to make stronger connections of understanding when we discuss the other disasters.

### **Unit 2: The Sinking of the Titanic**

In unit two, we will look at one of the most enduring disasters in the history of the western world, the sinking of the Titanic. Seeking to break through the current romanticized portrayals of this event, the class will examine the issue of class and how that affected the outcome of the event.

### **Unit 3: The San Francisco Earthquake of 1906**

In unit three, we will begin to understand the science behind the phenomena of the earthquake. What are they? Why do they occur? Are they predictable? Where do they occur most often? What should be done to keep safe in the event of an earthquake? Additionally, through podcasts, articles, and our book, you will begin to understand the story behind this horrible natural disaster that struck without warning and killed 3,000 people.

### **Unit 4: The Indian Ocean Tsunami of 2004**

Similarly to Unit 1, you will begin to learn about the science behind how these horribly destructive waves begin. Connected closely to earthquakes, you will learn the vocabulary with which to discuss these storms academically. Most importantly, through film, podcasts, radio accounts and various texts, you will begin to understand not only the magnitude and destructive power of this particular storm, but also the incredible human and monetary cost of it as well.

An important component of this class is that you will study for and take the examination to become a certified by **FEMA** in citizen preparedness.

## **Reading**

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How will you train your brain to understand how the English language works? How will you stop translating in your head? The answer is by reading a lot, all of the time, every day! Reading is the key to taking yourself out of the box of your home language and putting yourself into an English box. You will read every day, and you will focus on reading strategies that make it easier to understand what you are reading. Rely on what you already know to understand what you're reading. Rely on your experience to understand what you are reading. Learn how to target words and constructions you don't understand. Learn how to recognize advanced verb tenses. Learn at the word level how to recognize parts of speech and how they fit together. All of these things and more, you will begin to explore in this course.

### **Required Texts:**

**Disasters: Natural and Man-Made Catastrophes Through the Centuries** – Brenda Z. Guiberson

**I Survived The Attacks of September 11, 2001** – Lauren Tarshis

**Fundamentals of English Grammar** – Betty A. Azar & Stacy A. Hagen

### **Writing**

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In the same way that reading is important in order to learn a new language, so to is writing. In this course you will write a lot, every day, about everything we discuss. You will have many opportunities to write, and you will learn how to write for different purposes and audiences. Tell a story, compare and contrast information, do your best on the CLIP Writing Test and the CUNY CATW. Perhaps most importantly, you will keep a detailed log of your grammar mistakes because before you can fix the mistakes you make over and over again, you must identify what they are. You will do it all! In fact, in this course you will write a multi-draft essay every week. Essentially, these essays are your opportunities to use all that you will learn from day to day in a practical way. You will see that writing is an essential component to mastering the skills you will need in college.

### **Listening/Speaking**

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The primary focus of the class is reading and writing. However, listening and speaking will come from discussions, class work, presentations, watching movies, video clips, and other activities that you will engage with your classmates every day. It is up to you to speak English as often as possible, though I will not be shy about reminding you to speak English if I hear you speaking something else!

### **College Knowledge**

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In this course you will explore a lot of information you will need in order to familiarize yourself with being a college student in America. Each week you will explore a different topic. These topics will include the ‘soft skills,’ such as arriving to class on-time, being prepared for class, completing assignments on time, how to organize your ever-growing notebook, and how to work in class with others. You will also learn about the financial aid process, how to choose a major, how to look for alternative jobs in your chosen field, and how to navigate the school campus. The more you know, the easier your transition from CLIP to the University will be!

### **Computer Lab**

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In the lab, you will type your essays using Google Docs, do research on the Internet, and work on other projects related to our theme. The computer lab is a continuation of class. This means that all work in the lab should be done in **English**. It also means that you should be doing the work assigned to you – you should not be checking your e-mail, Facebook, or other sites that are not a part of the assignment. Some of the websites you will learn to use include the Merriam Webster Learner’s Dictionary, Typingweb, Fonetiks, The Times in Plain English, and Wordreference. You will become very familiar with how to use all of what the computer and the internet offer. By the end of the semester you will feel much more comfortable using the computer to further your own learning of English.

### **Grades**

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Essays .....25%  
ePortfolio.....20%  
Classwork, Homework.....20 %

Quizzes & Tests.....20%  
Attendance & Using English.....10%  
Clip Writing Score & Michigan Test.....5%

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**Attendance (Coming to Class)**

**This class is 300 hours!**

**Missing 10% of the class (30 hours / 6 days) = you will fail and will repeat the same level!**

**Missing more than 15% of the class (45 hours / 9 days) = you will fail **and** will not continue in CLIP!**

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## **Disasters, Survival, and Emergency Preparedness**

### **Theme**

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We are human, and it is natural for us to want our lives to be positive, happy, and free from negativity. However, sometimes that is not how life is. In fact, most of us have experienced difficult situations or maybe even something dangerous and catastrophic.

During this semester, we are going to study famous natural and man-made disasters that have occurred at different points in history. Additionally, we will learn about Emergency Preparedness, or in other words, how people, towns, and cities, prepare for them.

We will begin the semester by learning about the terror attacks that destroyed the World Trade Center in New York City on September 11th, 2001.

In the second part of the semester, we will examine how families, neighborhoods, towns, and large cities, like New York City, prepare for disasters. This is called “Emergency Preparedness,” and being prepared could save your life one day!

Next, we will travel back in time over one hundred years to study one of the most unexpected and enduringly captivating man-made tragedies in recent history, the sinking of the R.S.S. Titanic.

And last, we will study one of the most devastating, deadly, and heart-breakingly sad natural disasters from our lifetimes, the Indian Ocean Tsunami, which in 2004, killed many tens of thousands of people in just a few hours.

All of these disasters shattered lives. They caused destruction and misery for all who were unlucky enough to experience them. Nevertheless, studying these events and learning how to prepare for similar circumstances could one day save your life and the lives of your family and friends!

### **Units**

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#### **Unit 1: The Terror Attacks of September 11, 2001**

In this initial unit, we will begin learning about the attacks of September 11<sup>th</sup>, 2001. In addition to beginning to learn disaster-related vocabulary, the unit will focus primarily on the stories of the people who experienced this disaster first hand. A visit to the 9/11 Memorial and Museum will bring the events of that morning to life in the city where you living and studying today. By looking at this event first, we will be able to make stronger connections of understanding when we discuss the other disasters.

### **Unit 2: Emergency Management & Preparedness**

In unit two, we will examine how emergencies are best prepared for at the “citizen” level, the “local” level, and the “national” level. You will study how to prepare for a number of different kinds of disasters. Lastly, you take the FEMA test to become certified in citizen preparedness.

### **Unit 3: The Sinking of the Titanic**

In unit three, we will look at one of the most enduring disasters in the history of the western world, the sinking of the Titanic. Seeking to break through the current romanticized portrayals of this event, the class will examine the issue of class and how it affected the outcome of the event. In addition, comparing and contrasting circumstances between this disaster and 9/11 will support your critical thinking skills.

### **Unit 4: The Indian Ocean Tsunami of 2004**

Similarly to Unit 1, you will begin to learn about the science behind how these horribly destructive waves begin. Connected closely to earthquakes, you will learn the vocabulary with which to discuss these storms academically. Most importantly, through film, podcasts, radio accounts and various texts, you will begin to understand not only the magnitude and destructive power of this particular storm, but also the incredible human and monetary cost of it as well.

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### **Required Texts:**

- 1. I Survived: The Attacks of September 11, 2001** – Lauren Tarshis
- 2. Are You Ready? An In-Depth Guide To Citizen Preparedness - FEMA**
- 3. Disasters: Natural and Man-Made Catastrophes Through the Centuries** – Brenda Z. Guiberson
- 4. Titanic: Voices From The Disaster** – Debra Hopkinson
- 5. Fundamentals of English Grammar (4<sup>th</sup> Edition)** – Betty A. Azar & Stacy A. Hagen



**6. Groundwork For A Better Vocabulary (4<sup>th</sup> Edition) - Beth Johnson & Janet M. Goldstein**

**Writing**

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**Grades**

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Classwork & Homework.....25 %

Quizzes & Tests.....15%  
ePortfolio.....15%  
Using English.....10%  
Attendance.....10%

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