

VOLUME 1 ISSUE 1

S P R I N G S

HONORS
PROGRAM



NEW YORK CITY COLLEGE OF TECHNOLOGY
of The City University of New York

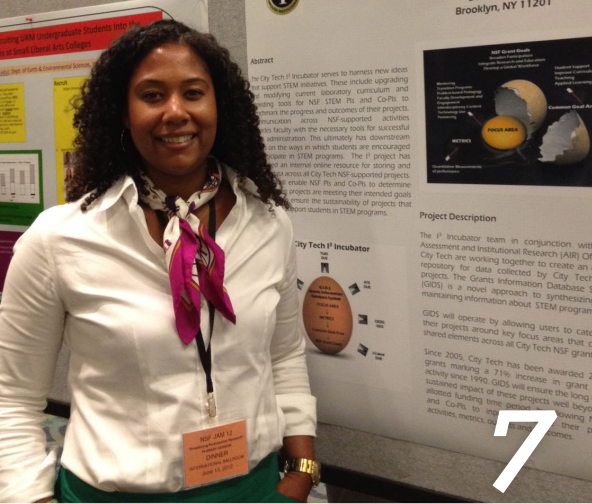
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MY JOURNEY TO THE WALL OF HONORS

I was always the kind of person who did not believe in grades. Grades, I thought, don't determine how well or bad you can perform in your field, so why worry? This was my mentality for my first four semesters at City Tech.

I often sat and read stories about students' success and recognitions while at their undergraduate level. I admired and envied them; their drive, determination and "smartness," and I wished that could be me. That was my Cinderella dream, but then again it was just a dream! After all I was not schooled in the USA, and my English is far from being perfect. Those were just some of my many excuses.

One day, my mentality all started to change when one of my professors, Dr. Katz, recommended me to take an Honors class. All I could think of at that time was: Me! Honors? I even asked him, "Don't you have to be smart to take that class?" I obviously did not think much of myself. I am in no way saying that I thought I was dumb, but I certainly did not think I was "special." I saw "special" as those students whose names appear on the walls of the school or in the headers of the local newspapers.

Prof. Katz believed I could do it. I resigned my job so that I could take this early morning class (I figured it was only for one semester and I had some savings). This was such a big deal to me. I obviously saw this as an opportunity being handed to me, and the fact that someone I admire believed that I belonged here, helped me believe in myself.

For the first time, I was in a class and I was really trying to just prove to myself that I could do it. I wanted that A and only an A. Taking this Honors class also introduced me to the Honors Scholars Program of which I had no previous knowledge and now I am a part of. I do not mean to sound melodramatic, but I felt somehow "special."

Thanks to all the activities organized by the program, I got to meet a lot of people, people I had seen before, the people on the walls! As I got to know them, I found out how they do it; some of them made it sound so easy. All you need to do is study and have an idea of what you want in life; put your main focus on your school life and definitely worry about your grades. Even if you do not have a drive for what you want to do, there are a lot of wonderful professors at City Tech

who will devote their valuable time to help you find one by getting you involved in various research projects, and you definitely want to impress them at least with your grades. I started to really get into the idea that I could really be one of them. After all, we did not seem to be as different as I thought, but I did have to put a little bit more focus on my school life. This is life!

It has already been several semesters since I took my Honors class (in which I got an A). I am now a more active member of the Honors Scholars Program. I researched Projective Tests in the field of Psychology with Prof. Rodriguez. I also became a part of the Research Experience for Undergraduates (REU) program headed by Dr. Reginald A. Blake, which is sponsored by the National Science Foundation (NSF) and is involved in research with the National Oceanic and Atmospheric Administration (NOAA). This program allows undergraduates in the STEM disciplines to get involved in current environmental research. I also conducted research with Dr. Nir Krakauer in global drought patterns over the world. We are using data that have been obtained remotely by satellites for the period of 1983-2008.

Being involved in research as I am now has been made possible because of some great people that I have met through the Honors Scholars Program's functions. They have not only helped me to get inside different programs, but they have also shared with me ways of getting scholarships and jobs on and off campus, not to mention help when I am stuck with my classes (which happens pretty often). For this, I thank those in the Honors Scholars Program who are always there for us: Prof. Janet Liou-Mark, Laura Yuen-Lau, and all my peers; for all the support shown to all the students without distinction, for always being there and caring.

The truth is I wish everyone could benefit from all that the Honors Scholars Program has to offer. To be a part of it is, for certain, priceless. **Alma Cabral Reynoso**

RE-COUNTING THE 51%

A Workshop on Women in STEM Fields

Minerva Francis



"Faces" from the American Anthropological Association

On March 6, 2012, high school students from City Poly, P-Tech, and Urban Assembly Young Women in Math and Science along with City Tech students and faculty came together for Navigating the STEM Pipeline: Women's Perspectives on Succeeding in Science, a workshop for young women in Science, Technology, Engineering, and Mathematics (STEM). The event included a panel of graduate students and professionals, some of whom were City Tech alumni, representing various STEM fields such as molecular biology, environmental science, and engineering. Panelists discussed a range of topics related to who provided them with moral support during college to acceptable work attire, and the activities they enjoy during their leisure time. Following the discussion, panelists were paired with City Tech faculty and staff to conduct six concurrent breakout sessions. The sessions included: 1) A Woman's Guide to Shameless Self-Promotion; 2) Making the Transition: Preparing Yourself for College; 3) Making the Transition: Preparing Yourself for Graduate School; 4) Closing the Gap: Opportunities for Women of Color in STEM; 5) You are Not an Island: Finding a Mentor; and 6) A Balancing Act: School, Home and Work. Each breakout session highlighted concepts that promoted the theme of overcoming barriers.

As a public health social scientist and former coordinator for the Louis Stokes Alliance for Minority Participation (LSAMP) program, an undergraduate research initiative aimed to enhance the diversity of students who pursue STEM degrees and careers, I am accustomed to interacting with engineers and scientists. However, while attending the workshop, I felt a sense of synergy from being surrounded by female mathematicians, scientists, health professionals, engineers, and prospective leaders in STEM. I was truly inspired by the educational experiences and career trajectory stories shared by panelists: Ms. Barbara Juncosa (Molecular Biology Doctoral Candidate, Rockefeller University), Prof. Kim Smith (Electrical & Telecommunications Engineering Technology Department, City Tech alumni), Dr. Julie Vernon (LSAMP International Program Director & Environmental Engineer), Ms. Danielle Saint Louis (IceStone LLC, Engineering Director), Prof. Lisette Santisteban (Nursing Department, City Tech alumni), and Mrs. Janet Naranjo (Project Manager, MTA 2nd Avenue Subway Project/Computer Engineering Technology Department, City Tech alumni). I believe the panelists were authentic in addressing concerns about being women in their respective STEM fields and the realities of balancing their personal lives to achieve academic and professional



Panelists at the Navigating the STEM Pipeline: Women's Perspectives on Succeeding in Science workshop held in the Atruim Audortium.
Pictured (left to right): Ms. Barbara Juncosa, Dr. Julie Vernon, Prof. Lisette Santisteban, Prof. Kim Smith, Ms. Danielle Saint Louis, and Mrs. Janet Naranjo.

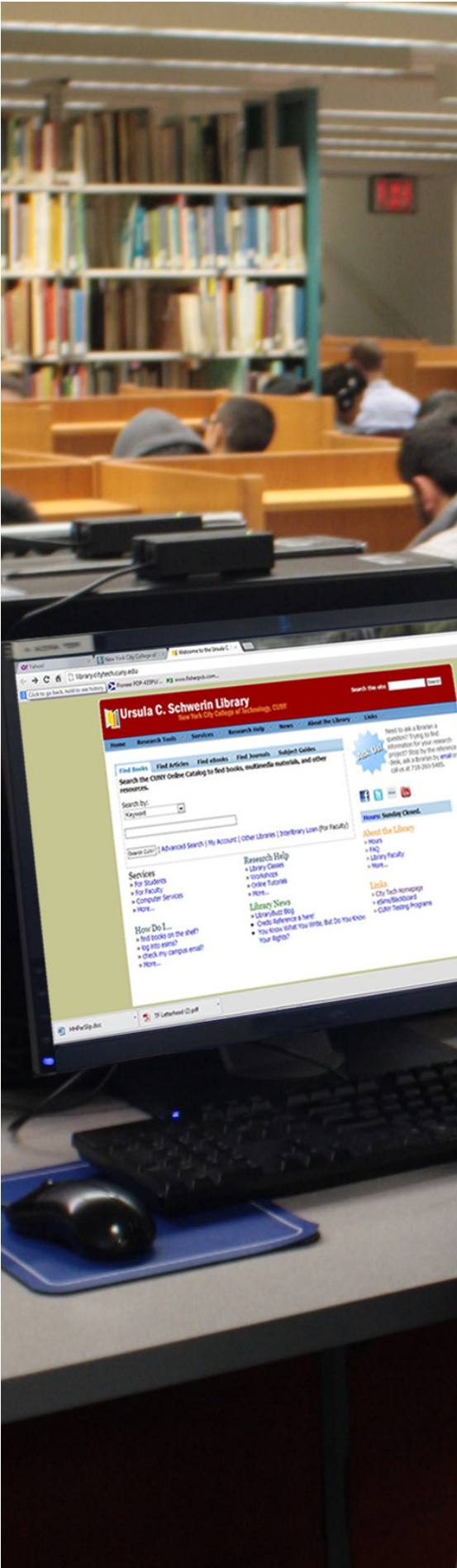
I felt a sense of synergy from being surrounded by female mathematicians, scientists, health professionals, engineers, and prospective leaders in STEM.

development. When a panelist was asked how she managed to complete her doctoral degree as a married, mother of two young children, she offered, “make time for oneself even if it’s only for fifteen minutes, but also get used to the idea of not sleeping as late.”

Overall, I am glad the college administration deemed the Women in STEM workshop necessary. Prior to the workshop I joined Nona Smith (Project Director, Access for Women), Dr. Janet Liou-Mark (Director of the Honors Scholars Program/ Professor of Mathematics), and Dr. Cinda P. Scott (Program Manager, The City Tech I³ (Innovation through Institutional Integration) Incubator: Interdisciplinary Partnerships for Laboratory Integration and Coordinator of Integrated STEM Projects) on the event organizing committee. More importantly, I am pleased to have co-facilitated a breakout session, Closing the Gap: Opportunities for Women of Color in STEM with Dr. Reneta D. Lansiquot (Associate Professor/

Assistant Director of the Honors Scholars Program). Participants seemed to display an interest in the topic based on the number of questions they had for us. At the conclusion of our breakout session, a City Tech sophomore majoring in Civil Engineering confirmed that “attending the panel discussion and breakout session helped [me] to address reoccurring fears of being in a non-traditional field.” According to the Bill & Melinda Gates Foundation, there are expected to be 2 million jobs created in STEM-related fields by 2014. Knowing at least one student benefited from the content and structure of the workshop, which she voiced increased her confidence to enter a competitive, male-dominated market, is considered a success for us.

Navigating the STEM Pipeline: Women's Perspectives on Succeeding in Science workshop was sponsored by the NSF I³ Project #0930242, NSF OEDG #1108281, NSF STEP #0622493, MAA Tensor Foundation, NSF REU #1062934, and Access for Women.



The First Step to Success Navigating your Library

Tamrah Cunningham

In order to confidently present a topic, one has to know everything there is to know about that topic. If students do not understand the best method to go about researching their chosen topic, attending the Advancing Library Research Techniques workshop is the first place for them to go. This workshop is taught by Prof. Smale every semester. It is highly recommended that students who are a part of the Honors Scholars Program or Emerging Scholars Program and are presenting in the poster presentation event attend this workshop in order to get a start in the right direction.

After a presentation such as this, the only complaint a student researcher could have is that there's too much good information to use.

In this workshop, Prof. Smale introduces to students the City Tech Library database. The Ursula C. Schwerin library can be accessed by students anywhere as long as the student has his or her City Tech ID card activated by the library (library.citytech.cuny.edu). All of these databases can be accessed anywhere, so you do not even have to be at school to do your research. On this website, students have access to a massive online database that contains a plethora of articles, scholarly journals, and other materials that can be used for the students' needs. She also pointed out a few popular databases that could be of help such as Academic Search Complete (EBSCO) and Lexis Nexus for those who need to look up things more geared towards law and court rulings. This workshop is a vital and exciting portal into the incredible amounts of information that students have at their disposal; after a presentation such as this, the only complaint a student researcher could have is that there's too much good information to use.

Buttonholing Your Audience

Walter Rada

When presenting a project, one has to capture the audience. It's not so much what the subject is, but what an average person is going to see first. Casual viewers walk around aimlessly looking for something interesting and people who know what they're talking about. The first thing that they will see is an abstract. How do you make a captivating abstract? Well, that's why Profs. Perlmutter and Lothes held a workshop on it.

Making a presentation is difficult, but it's even more difficult to make the first impression. An abstract is a summary of your

project and also your personal look on it, your interest and aims. An abstract must include methods, problems, motivation, implications, and the conclusions of any experiments. During the workshop, students examined previously written abstracts in order to achieve a better understanding of how they are written as well as their different aims. One abstract had rather complicated and detailed information on a project as it was targeted more towards people experienced in the field. Another abstract was written as an introduction to the student's field, but it gave too much general information as opposed to information on the subject. One student in attendance felt that these portions were especially useful as he is trying to capture audiences for business purposes. He wants to attract the audience without going too into detail with the subject and confusing them.

Overall, the workshop was informative, but a tad short. The professors gave great insight into what an abstract was made of, as well as some prime examples, but I felt they could have expanded on the portion about approaching the audience as well as the number of examples the students

Making a presentation is difficult, but it's even more difficult to make the first impression.

were given. Nevertheless, the professors displayed interest in the students' questions and wanted to be emailed further ones. Honors workshops like these shouldn't be missed.

Best Face Forward

Tamrah Cunningham

Presentation Skills and Professionalism

The Honors and Emerging Scholars Poster Presentation allows students to think about how to put all that they have researched onto a poster. But, before actually designing the poster, students need to learn how to make themselves presentable for this event. To help students with this daunting task are Profs. Davis and Rosen, who, every semester, host a workshop together. It is a requirement for students to attend the Developing and Delivering Effective Research Presentation workshop, but it offers very helpful and useful skills that are effective in any presentations that students may have to give in the future.

At the start of the workshop, students are given a handout that contains several bullet points on giving a presentation. All are important, but some of the points include topics students should focus on like anticipating talking points. By thinking of possible questions that they may be asked during the poster presentation, students can prepare a short response in advance so they do not have to keep on referring to their poster board and breaking eye contact with their audience.

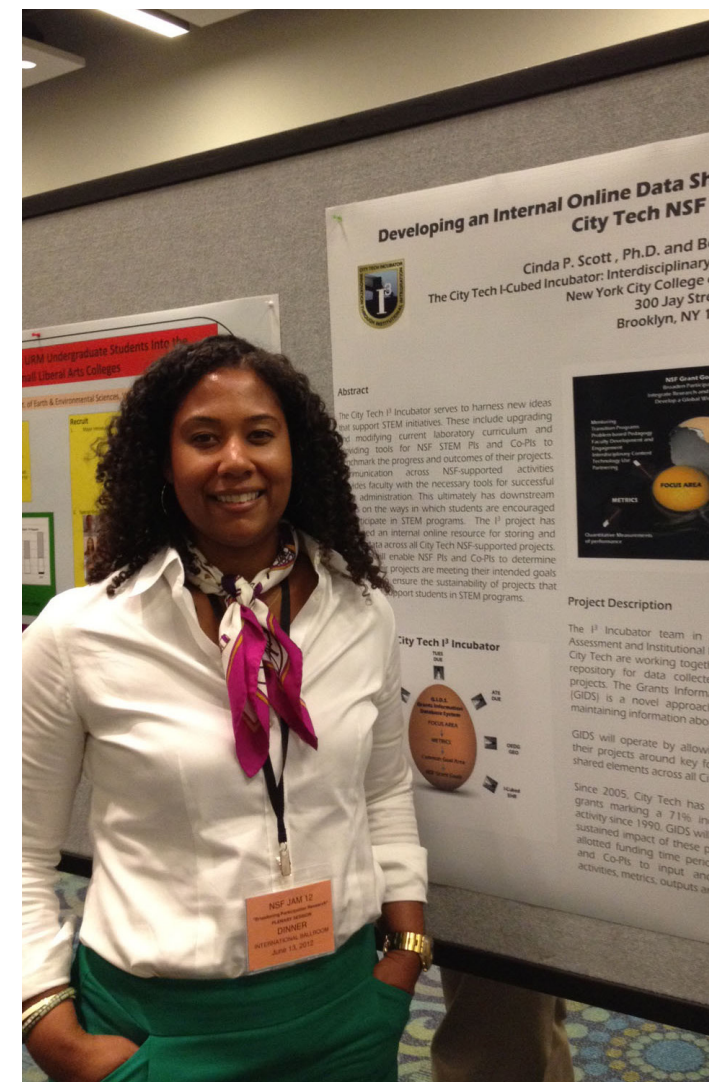
Another useful point was how to manage anxiety. According to Profs. Davis and Rosen, the best way to manage anxiety before any presentation is to practice beforehand. If you know your topic, you will feel more confident, and it will be easier to talk about it. And it is okay not to know everything

The best way to manage anxiety before any presentation is to practice beforehand.

about your topic. By calmly acknowledging that fact, you can tell your audience that you do not know and you will get back to them once you look up more information about their questions.

Attending this workshop for the first time is a great way for students who are new to the idea of presenting to learn a few helpful tips on proper presentation.

POSTERS



Importance, Preparation & Presentation

Cinda P. Scott

The research poster. Some people dread creating it, some find the task daunting, others find it annoying, and most find it cumbersome. However, a well-designed poster has the potential to help students hone presentation skills and have a more dynamic understanding of their research. A poster is a tool that allows students to present their ideas and research at conferences while at the same time enabling them to remain competitive with their peers from other institutions. A poster is not just a piece of expensive paper; it is a portal into

the student's thoughts on a subject, their ideas for change, and, most importantly, it provides the means for a student to make a contribution to the larger research community.

On April 5, 2012, a poster workshop was given to students in the Honors and Emerging Scholars Program. The purpose of the workshop was primarily to make students aware that posters are an important part of the research process in that the conversations that are born from standing around a piece of paper can often develop into collaborations and partnerships. Posters, therefore, provide interested students and faculty with a miniature glimpse into areas of study in which they may not have much expertise. In addition, posters help guide student's explanations of their research, and they can build students' confidence to interact with people they wouldn't necessarily come in contact with on a regular basis.

Students were reminded during the workshop that poster presentations are indeed presentations and can be added to their resumes to promote their professional skills. The workshop also instructed students on how to create and design a poster using PowerPoint. The specific requirements for poster presentations such as height and width, font, font color, background, and general layout were outlined. Topics such as how many images (tables, graphs, photographs) to include, word choice, and flow were also discussed in detail. Following the workshop, students asked questions specific to their own projects.

Too often, posters are considered secondary and not as important as, for example, plenary talks. However, in my experience, I've found that poster sessions are where people communicate and come together to come up with solutions to complex and interesting problems. Poster sessions in general provide intimate settings for real conversations about research to occur and are essential parts of most major conferences. In essence, posters remind us that no idea is insignificant and that all research, big or small, is worth sharing. As one of my graduate advisors once told me, "If it's not being shared, then it's not research." I hope students walk away feeling that their contribution to research is indeed important, and that, by sharing their work, they too are now part of a larger research community.

I am overjoyed that City Tech has made strategic steps toward providing students with a professional outlet for presenting their work. A well-designed poster, together with a well-thought-out explanation, is, in my opinion, just as brilliant if not better than any plenary talk a student could give. The benefit to the student is immense, and, most importantly, the process lets the student know that, yes, you can do research and, yes, your work is important. I would like to thank Dr. Janet Liou-Mark (Director of the Honors Scholars Program/Professor of Mathematics) for the opportunity to give this workshop and share my experience with the students. I would also like to acknowledge the National Science Foundation Innovation through Institutional Integration Project for supporting my participation in student development workshops.

NATIONAL RECOGNITION LOCAL FOCUS

An Interview with the
President of City Tech's
National Society of
Collegiate Scholars

*Tamrah
Cunningham*

Ruchoma A. Kaganoff

During the Fall Semester, the NSCS welcomes Tamrah Cunningham, a Computer Systems major, as the new chapter president of the NSCS. To honor her acceptance of the position, we sat down for an interview in order to learn more about Tamrah and her plans for the NSCS.

As a current member of NSCS, I have seen the wonderful things that we have accomplished. I also know that, as president, Tamrah will be the driving force behind NSCS's success both locally in our college community and nationally as part of a nationwide honor society. Though her term has just started, it is already apparent that Tamrah's enthusiasm and dedication will drive her to complete her goals for NSCS. We wish Tamrah much success. NSCS can look forward to a great year, with many events being planned and service activities being scheduled.

The National Society of Collegiate Scholars (NSCS) is a nationwide honor society that values academics and community. The NSCS offers its members a variety of benefits and opportunities, not the least of which is an enriching experience for all involved. Members are invited to join by the national office of the society. Candidates for membership have achieved a 3.7 GPA in their freshman or sophomore year in college. Upon receipt of an invitation to join and payment of dues, students are accepted as members of NSCS. New members are formally inducted into their college's chapter at an Induction Ceremony, which is held each semester. At the Induction Ceremony, new members are introduced to their chapter's officers, who are tasked with organizing events that the chapter will host during the year.

The goal of an NSCS member is to attend the meetings held by the chapter, and to participate to the extent possible in the events scheduled by the chapter. NSCS members aim to help their community in various ways, including fundraising, charity events, and other community service activities on and off campus. Not only are NSCS members involved in the community, but in the college as well, through hosting tutoring and various other workshops in such disciplines as mathematics and writing.



When did you join NSCS?

I joined the National Society of Collegiate Scholars in Fall 2010 semester. I had never heard of NSCS before that, but I was still thrilled to become a member all the same. Once I learned more about NSCS and its goal, I was honored to become a part of this.

How did you become president?

I was approached by the chapter advisor and asked if I was interested in becoming the Chapter president. Our previous president, due to unforeseeable events, became unavailable to serve a complete term and had to resign. So, I agreed to take over as president of the chapter.

Do you have any plans for NSCS this semester?

With the help of the officers and our newly inducted members, I plan to host several events that are geared to help the community, and to connect members so that they will understand NSCS to be a family in which members are always there for each other.

What are your goals for your term as president?

My goals as president is to give back to our community in any way practically achievable, whether it is raising money for an organization, or showing support by doing a walk. I want to see the chapter involved in the world around it. Not only that, but I want to be able to provide support for the members of NSCS. Also, I would like to increase NSCS's visibility on campus so that more people will become interested in us.

How has NSCS affected you?

I am grateful that I took the chance to join NSCS and become a part of this prestigious honor society. NSCS has given me the strength and courage to become a leader and to become more involved in my community. I have met many wonderful

people. They have helped me along the way, and continue to support my academic career. I am very thankful for all their support. NSCS has been a great opportunity for me, and I hope it will be the same for all the members as well.

What was your time as a member of NSCS like before you became the president?

Even before I became president, I was a very active member of NSCS, and was very involved in helping out the current officers. During my time as a member, we successfully implemented many ideas. Although it was a challenge to accomplish so much, in the end we were able to complete them and have fun doing it. It was very fulfilling seeing how much we could accomplish when we worked together.

What was your fondest memory of NSCS?

My fondest memory of NSCS was my own Induction Ceremony. I remembered feeling proud as I placed my hand over my heart and recited the pledge before accepting my pin. I will never forget the subtle feeling of recognition, and knowing that I was taking my first step to doing something meaningful in my life. Looking about me and seeing the same demeanor on everyone else let me sense the unity we all felt. It was a very memorable milestone.

Do you have anything you would like to say to the new members of NSCS?

To the new members of NSCS, I want you all to know that joining NSCS is like joining a family; it is a family that will always be there for you if you need a shoulder to lean on or someone to talk to. NSCS leads to a chance to meet new people and to experience new things that you may never have had the opportunity to experience before. It is a real joy to be a part of NSCS, and I hope that once you all join, you share the same feelings that I do.

INSIDE OUT

Seeing the Body Anew

Tamrah Cunningham and Walter Rada



BODIES... The Exhibition

As students journeyed through halls of corpses broken down and frozen in various positions, they witnessed the human body at work, as it always has. We viewed the organs used every day: the brain conjuring endless thoughts of genius and nonsense, the heart, racing like horses pumping oxygen to blood cells, and the muscles like 500 cranes holding our body up. Each room held a different specimen dissected in a different way. Seeing the complicated inner workings and capabilities of the body makes one wonder if humans have a limit.

On March 9, 2012, City Tech honors students took a walk through halls filled with the mysteries of death and creation, Bodies: The Exhibition. The trip oozed with information both general and specific, but it really captured the wonders of our own inner tapestry, the mechanisms working

at this very moment. The exhibition started in the halls of bodies; it was filled with multiple sections, each detailing several aspects of information found through history. The beginning sections covered the general aspects of the body such as muscles and organs used when playing sports. They

showed real corpses, maintained with silicon, in various positions detailing the inner workings of the bodies, such as muscle contractions and their variations as one ages. There was even a section displaying the conception of a child from the zygote stage to a thirty-six-week-old fetus. Another section focused on the diseases of the bodies. They displayed the hazardous effects of smoking and horrifying effects of cancer eating at one's body from the inside out. However, all of the experiences were not merely watching and reading.

One experience, Mind Ball, captured the interest of many students. The game revolved around two players, each using his or her brain waves in order to move a ball into the other player's goal, but not with force; the players had to relax. This provided a struggle for some, but not others. The students seemed to show the most difficulty winning seeing as how they would get overjoyed and lose their calm nature when they were about to win. Personally, I viewed this game as one of self-control and it could prove difficult for the average, overly stressed student.

While the entire body is an incredibly complex system, we next focused on just one aspect of the body in a very interesting attraction—Dialogue in the Dark. This exhibit at the South Street Seaport was a wonderful and highly unexpected experience. The whole exhibit was blanketed in complete darkness, and we had to navigate our way through each section without the use of the thing humans always take for granted: vision.

The Dialogue in the Dark Exhibit was an incredible learning experience from start to finish. The purpose of the exhibit was to experience all New York City had to offer in a way most of us had never considered, as being blind. The whole exhibit was in complete darkness and our only guidance was a walking stick

and our guide, Romeo. At first, losing complete sight was disconcerting since vision is such an integral part of our lives and losing it so quickly was disturbing to say the least. From there, we met our guide who explained to us that we were going to be exploring different parts of New York City in the dark while using our other senses of smell, touch and hearing to find out where we were. A lot of us fumbled around as soon as we stepped into the new environment, but our guide was able to quickly guide us onto the right path with an ease that made us wonder if he had night vision goggles and knew where we were. As we traversed through each new environment, ranging from Central Park to the subway, we slowly but surely became more comfortable in the dark, and our fears slowly melted away upon each new discovery we made. At the end of the tour, we sat down at a small area to discuss our experience.

After this ordeal, we realized we should not take anything for granted, even something as simple as vision because not all are gifted with sight. But those who are blind continue to go on with their lives and see their disability as just an obstacle in their life that they can and will overcome, finding their own light in the dark.



From Cows to Coney Island

The Evolution of BROOKLYN

Walter Rada

Imagine looking at Brooklyn from the 1780s—the huge farmlands everywhere with little to no buildings anywhere. One wouldn't even imagine that it would become the place it is today. On March 23, 2012, City Tech honors students visited the Brooklyn Historical Society (BHS), located at 128 Pierrepont Street right passed Clinton Street, not too far from our school. The trip was an amazing look at Brooklyn's evolution. Students were sent through a tour detailing paintings, a massive archive, and even an exhibit created by high school students. There are also two other exhibits in the BHS: a detailed architectural view of Brooklyn and an overview of the Brooklyn Dodgers. These two exhibits were optional and not covered in the tour.

The first stop on my group's tour was a group of paintings covering Brooklyn after the Revolutionary War. The tour focused on urban development, so it was really a matter of seeing Brooklyn age into the modern era. Brooklyn was originally the spot of many farmlands and its name originated from the Dutch word "Breuckelen," meaning "broken land" and was used because of the numerous hills which Brooklyn had contained at the time. These hills have since been removed and turned into landfill. One third of Brooklyn's population were actually slaves because of the heavy focus on farming. While most of the pictures showed farmlands, one displayed a look at old Manhattan before the Brooklyn Bridge was built. During this time period, boats were the primary forms of transportation between Brooklyn and Manhattan.

The next spot on the tour was the library. The library was a massive archive on Brooklyn's history built through the donations of others. While our group was there, the students found the location of City Tech on an 1886 fire insurance book map along with other various locations of their choosing. The fire insurance maps were used to price people's fire insurance depending on where they lived. For example, if you lived near wooded areas, you would pay more than a person who lived near stone areas. We also discovered that many of the names used to map Brooklyn were created from land sellers. During the time, people who owned large amounts of farmland would sell land in portions as lots, and these lots would be named according to the owner.

Last on the tour was the EX lab. The exhibit was a collaboration of work from students from various high schools. It contained pictures along with news articles and other remnants from the past, like a cannon ball

from the Revolutionary War. This section was a combination of the previous two sections which mostly captured the interest of students due to how much things have changed. There was a great discussion on the vast improvements caused by the Brooklyn Bridge's establishment: the spike in immigration and production was created due to the ease of travel where tremendous. After the tour, students were so interested in learning more that they went on to visit the optional exhibits.

Overall, if one is doing research or merely wants a quick reminder of the past, visit the Brooklyn Historical Society. It is a great trip that you won't forget, and it's free if you show your student ID.

Elbows off the Table

and other wisdom

Venezia Moorer



No one ever knows when he or she may be invited to a business dinner, to an interview, or even to mingle with your employees and boss at an upscale restaurant. However, at a five-star restaurant, there is something that an individual must possess called etiquette.

On March 13, 2012, Prof. Goodlad held a workshop on Cultivating Fine Dining Etiquette for City Tech honors students. Honors students were to be dressed in business attire in order to look appropriate and approachable to the interviewer. The dining hall was nicely arranged, and the waiters were dressed in proper uniform. Once we were seated at our tables, it was time for us to introduce ourselves. At an upscale restaurant, introductions go by rank. During our introductions, we were to meet and greet other guests

Etiquette is a quality that every individual should possess at some point in his or her life.

with a firm handshake and provide them with a sample of who we are. This sample consisted of our names, where we live, what we do for a living and an interesting fact about ourselves.

When our food arrived, the etiquette

was to place a folded napkin on your lap, not within your shirt (save this for a buffet). The first course served was an appetizer. We chose between sautéed scallops and a soup. The second course served was an entrée, either steak and potatoes or a Caesar salad. The third course served was dessert, varied simple pastries. When eating the appetizer, entrée, and dessert, we were informed that the knife is held in the left hand and the fork is held in the right hand. This is applied when cutting food into smaller pieces. While eating, never chew with your mouth full, but eat just enough so you can consume it in a short amount of time. This is beneficial so you can answer a question without having a delay.

Etiquette is a quality that every individual should possess at some point in his or her life.

Peer-Led Team Learning

City Tech Leadership Seminars

TUESDAYS, 1 PM - 2 PM, NAMM 804

FACILITATORS: PROF. AE DREYFUSS & PROF. JANET LIOU-MARK

FALL 2012

Gladwell, M. (2008). *Outliers*. New York: Back Bay Books

Session	Date	Topic
1	August 28, 2012	Introductions Understanding Good Leadership Behavior: Establishing Ground Rules and Upholding Best Practices
2	September 4, 2012	Outliers Introduction and Chapter 1: The Mathew Effect Building Your Resume: Citing presentations and publications
3	September 11, 2012	Outliers Chapter 2: The 10,000 Hour Rule Making Formal Introductions and an "Elevator Speech"
-	September 18, 2012	No Session
-	September 25, 2012	No Session
4	October 2, 2012	Outliers Chapter 3: The Trouble with Geniuses, Part 1 Establishing Professional Boundaries
5	October 9, 2012	Outliers Chapter 4: The Trouble with Geniuses, Part 2 Polishing your Communication Etiquette
6	October 16, 2012	Cultivating Fine Dining Etiquette (12:45 PM - 2 PM) Janet Lefler Dining Room, 2nd Floor, Namm Building
7	October 23, 2012	Outliers Chapter 5: The Three Lessons of Joe Flom Finding Summer Research and Internship Opportunities
8	October 30, 2012	Outliers Chapter 6: Harlan, Kentucky Identifying Gender and Cultural Stereotyping
9	November 6, 2012	Outliers Chapter 7: The Ethnic Theory of Plane Crashes Upholding Academic Integrity
10	November 13, 2012	Outliers Chapter 8: Rice Paddies and Math Tests Polishing the Personal Statement
11	November 20, 2012	Outliers Chapter 9: Marita's Bargain and Epilogue: A Jamaican Story Empowering and Inspiring Others: Affirmative Evaluation
12	November 27, 2012	Celebration Evaluating the Leadership Seminar

Supported by NSF STEP #0622493, MAA Tensor Foundation, Honors Scholars Program, and BMI



Honors Scholars Program

250 Jay Street, Midway 308, Brooklyn, NY, 11201

718.254.8668

FALL 2012

schedule subject to change

SEPTEMBER 2012

- Thursday, 6** **Honors Scholars Program Orientation**
12:45 PM - 2:00 PM
Atrium Amphitheater
- Tuesday, 25** **Sony Wonder Technology Lab**
10 AM - 12 PM
www.sonywondertechlab.com
- Thursday, 27** **Writing Abstracts for Research Projects**
1 PM - 2 PM and 4 PM - 5 PM
Namm 119

OCTOBER 2012

- Friday, 5 and Friday, 12** **Capstone Workshop
Resume and Personal Statement**
10 AM - 3 PM
G604
Prof. AE Dreyfuss
- Thursday, 11** **Contract for Honors in a Regular Course due**
- Tuesday, 16** **Cultivating Fine Dining Etiquette**
11:45 AM - 1:45 PM
Janet Lefler Dining Room, 2nd Floor, Namm
Prof. Karen Goodlad
- Thursday, 18** **Advancing Library Research Techniques**
1 PM - 2 PM and 4 PM - 5 PM
Atrium 540
Prof. Maura Smale
- Friday, 26** **Thomas Edison National Historical Park**
9 AM - 4 PM
www.nps.gov/edis/

NOVEMBER 2012

- Friday, 2** **Brookhaven National Laboratory**
7:30 AM - 5 PM
www.bnl.gov
- Thursday, 8** **Developing and Delivering Effective
Research Presentations**
1 PM - 2 PM and 4 PM - 5 PM
Namm 119
Prof. Justin Davis and Prof. Jody Rosen
- Friday, 9** **New York Hall of Science**
2 PM - 5 PM
www.nysci.org
- Thursday, 15** **Designing a Research Poster Presentation**
1 PM - 2 PM and 4 PM - 5 PM
Namm 119
Prof. Cinda P. Scott
- Tuesday, 20** **Research Poster Design Workshop**
4 PM - 5:30 PM
G604
Prof. AE Dreyfuss

DECEMBER 2012

- Wednesday, 5** **Research Mixer**
3:30 PM - 5 PM
Namm 119
- Wednesday, 5** **Honors and Emerging Scholars
Poster Presentation**
11 AM - 4:00 PM
- Thursday, 6** **Honors and Emerging Scholars
Poster Presentation**
Awards ceremony will begin at 12:30 PM
10 AM - 3 PM
- Thursday, 20** **Bowling at Maple Lanes
End of the Year Celebration**
10 AM - 4 PM
Namm 119

SPRING 2013

JANUARY 2013

- Tuesday, 22 and Thursday, 24** **Ethics in Science Workshop**
1 PM - 5 PM
Mount Sinai School of Medicine
Dr. Nada Gligorov

FEBRUARY 2013

- Thursday, 7** **Honors Scholars Program Orientation**
12:45 PM - 2 PM
Atrium Amphitheater
- Thursday, 21** **Writing Abstracts for Research Projects**
1 PM - 2 PM and 4 PM - 5 PM
Namm 119

- Friday, 22** **The Museum of Mathematics**
www.momath.org

MARCH 2013

- Thursday, 7** **Contract for Honors in a Regular Course due**
- Friday, 8** **New York Public Library**
10 AM - 12 PM
www.nypl.org
- Tuesday, 12** **Cultivating Fine Dining Etiquette**
11:45 PM - 1:45 PM
Janet Lefler Dining Room, 2nd Floor, Namm
Prof. Karen Goodlad

- Thursday, 14** **Advancing Library Research Techniques**
1 PM - 2 PM and 4 PM - 5 PM
Atrium 540
Prof. Maura Smale

- Thursday, 21** **Developing and Delivering Effective
Research Presentations**
Namm 119
Prof. Justin Davis and Prof. Jody Rosen

- Friday, 22** **Theodore Roosevelt Birthplace**
10 AM - 12 PM
www.nps.gov/thrb/

APRIL 2013

- Friday, 12** **Federal Hall National Memorial**
9:30 AM - 12 PM
www.nps.gov/feha/
- Thursday, 18** **Designing a Research Poster Presentation**
1 PM - 2 PM and 4 PM - 5 PM
Namm 119
Prof. Cinda P. Scott
- Tuesday, 23** **Research Poster Design Workshop**
4 PM - 5:30 PM
G604
Prof. AE Dreyfuss

MAY 2013

- Wednesday, 8** **Research Mixer**
3:30 PM - 5 PM
Namm 119
- Wednesday, 8** **Honors and Emerging Scholars
Poster Presentation**
11 AM - 4 PM
Namm 119
- Thursday, 9** **Honors and Emerging Scholars
Poster Presentation**
Awards ceremony will begin at 12:30 PM
10 AM - 3 PM
- Thursday, 30** **Honors Scholars and BMI Graduation Ceremony**
10 AM - 4 PM

JUNE 2013

- Friday, 7-Sunday, 9** **Boston, MA**

Peer-Assisted Learning Mathematics Workshops



Peer-Assisted Learning (PAL) workshops are based on the Peer-Led Team Learning instructional model, which emphasizes student achievement through active learning in a peer-led environment (Gosser et al., 2001). Studies have shown that students who are actively involved in the learning process and work in small groups retain more than students that work alone (Arendale, 2004; Gafney & Varma-Nelson, 2007; Treisman, 1985). These workshops are designed to foster critical thinking skills and problem-solving abilities. Through the assistance of peers, students are actively discovering how to solve problems themselves.

FALL 2012

Course	Days	Times	Room
MAT 1180: Mathematical Concepts and Applications	Thursdays	4 PM - 5 PM	M308
MAT 1175: Fundamentals of Mathematics	Tuesdays	2:30 PM - 3:30 PM	M308
	Wednesdays	12 PM - 1 PM	M308
	Thursdays	3:30 PM - 4:30 PM	M308
MAT 1275: College Algebra & Trigonometry	Mondays	2:30 PM - 3:30 PM	M308
	Wednesdays	1 PM - 2 PM	M308
	Thursdays	4:30 PM - 5:30 PM	M308
MAT 1375: Precalculus	Mondays	11:30 AM - 12:30 PM	M308
	Wednesdays	2 PM - 3 PM	M308
	Thursdays	3 PM - 4 PM	M308
MAT 1475: Calculus I	Tuesdays	2:30 PM - 3:30 PM	M308
	Wednesdays	3 PM - 4PM	M308
	Thursdays	10:30 PM - 11:30 PM	M308
MAT 1575: Calculus II	Mondays	1 PM - 2 PM	M308
	Thursdays	3:30 PM - 4:30 PM	M308
MAT 2675: Calculus III	Thursdays	4:30 PM - 5:30 PM	M308
MAT 2572: Statistics with Probability I	Thursdays	2:30 PM - 3:30 PM	M308

For more information, please contact Prof. Janet Liou-Mark at jliou-mark@citytech.cuny.edu or Ms. Laura Yuen-Lau at lyuen-lau@citytech.cuny.edu
Supported by NSF STEP #0622493, MAA Tensor Foundation, Honors Scholars Program, and BMI

WHAT IS OPENLAB?

The **OpenLab** is a new open digital platform for learning and collaborating, created by City Tech students, faculty, and staff. Anyone at City Tech can join the OpenLab.

The **OpenLab** allows its members to share their work with one another and with the world beyond City Tech. Almost 4000 people are already using the OpenLab for their courses, projects, clubs, and portfolios.

The **OpenLab** is a key part of the U.S. Department of Education Title V grant-funded project, "A Living Laboratory: Revitalizing General Education for a 21st-Century College of Technology."



GET STARTED!

Have a look around the OpenLab and sign up today:
openlab.citytech.cuny.edu

GET INFORMED!

COME TO AN OPENLAB STUDENT EVENT!

WHAT IS THE OPEN LAB? What can you do there?
Why should you use it?
Tuesday, November 6, 2:30pm - 3:45pm | Rm G604

OPENLAB SHOWCASE What are others doing there?
How can you do it, too?
Thursday, December 5, 1:00pm - 2:15pm | Rm G604

GET INVOLVED!

Interested in working on the Community Team?
Become student Community Builders and Bloggers.

GIVE BACK!

Help us make the OpenLab better! Let us know your ideas, complaints, and suggestions.

Contact our friendly Community Team at
OpenLab@citytech.cuny.edu



THE OPENLAB IS HIRING!

City Tech's OpenLab, our new, open-source digital platform for students, faculty, and staff, is looking for enthusiastic Student Community Builders and Bloggers.

Go to openlab.citytech.cuny.edu for details or contact us at openlab@citytech.cuny.edu.