

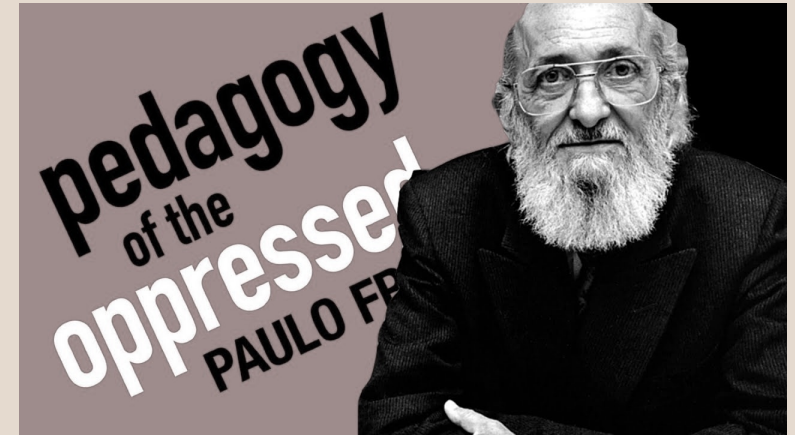
# Critical Pedagogy & Our Syllabus



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Baruch College

# The Banking Concept of Education

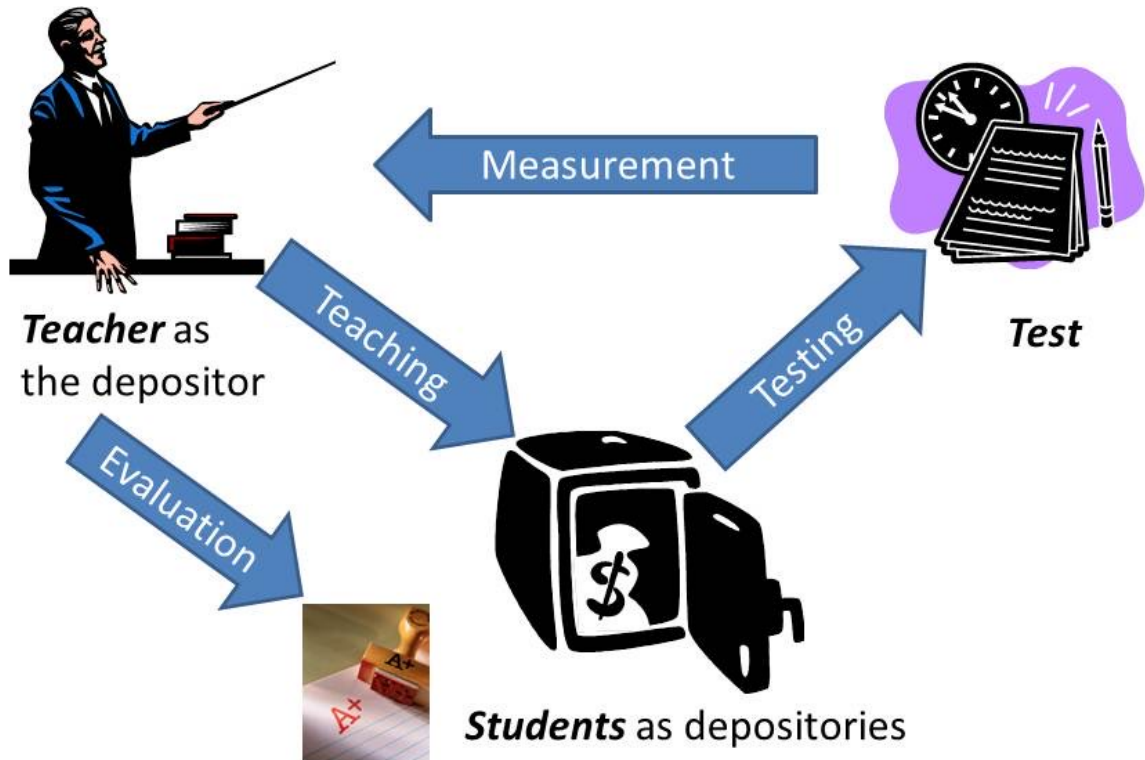
## Modelo Bancário de Educação



- Paulo Freire was a Brazilian scholar and philosopher who wrote *Pedagogy of the Oppressed*
- Coined “Banking Model of Education”
  - Metaphor based on his description of problematic modern education system.
  - Students are depositories, teachers are depositors.
  - System impedes critical thinking.
  - Effectively a normalization process of oppression

# The Consequences

## Banking concept of education



- I. Professors do not approach education in a way that is substantially different from elementary school teachers.
- II. We are taught to evaluate theory in the same way we were taught how to read: by being told how.
- III. This makes the fruit of education binary, in the sense that its outcome is predestined and further elaboration is not necessary.
- IV. Students learn what to think instead of how to think.
- V. Students are told what to do instead of how to do it.
- VI. Approaching questions and arriving at answers translates to approaching problems and arriving at solutions; both require the processes of trial and error as well as critical thinking. The process of becoming vessels for potential is far more valuable than having students become receptacles doomed to repetition.

# Syllabus Banking?

## What does a syllabus do?

- It sets the tone for the semester.
- Students have a reference for what to expect: deadlines, attendance, and course materials.

## What does it usually miss?

- Penalties are outlined without a gradient
- Clear limits on the nature of office hours
- How to approach extra credit opportunities
- How to approach unforeseen circumstances
- Expectations for response time
- Precise definitions for lateness, absence, disruptions, etc.

### PHYSICS 47100EF SPRING 2020 (MR408) M 4:00-5:00 (Lab: MR422)

Professor: Mark Shattuck  
([markdshattuck@gmail.com](mailto:markdshattuck@gmail.com))  
Office: Steinman Hall T1M-16 x8161, (MR419)  
Office Hours: M 2:00-4:00 (MR419)  
Website: <http://gibbs.ccny.cuny.edu/teaching.html>

Textbooks:  
[An Introduction to Error Analysis](#),  
John R. Taylor.  
[Experiments in Modern Physics](#),  
Adrian C. Melissinos and Jim Napolitano.  
Lab Manual:  
<http://gibbs.ccny.cuny.edu/teaching/s2018/labs>

Mon. Feb. 10	1 <sup>st</sup> Lab due	12 points
Mon. Feb. 24	2 <sup>nd</sup> Lab due	12 points
Mon. Mar. 9	3 <sup>rd</sup> Lab due	12 points
Mon. Mar. 23	4 <sup>th</sup> Lab due	12 points
Mon. Apr. 6	5 <sup>th</sup> Lab due	12 points
Mon. Apr. 27	6 <sup>th</sup> Lab due	12 points
Mon. May 11	7 <sup>th</sup> Lab due	12 points
Mon. May 22	Final Exam due	16 points
Mon. May 25	Absolute Last Day to turn in Labs	100 points total (+6 ex. crd)
No Class	3/2 (APS March Meeting)   4/13 (Spring break)	

### General Information

**Attendance:** Class sessions will focus on discussion of concepts, relevant theory for the experiments. Regular attendance, on-time arrival, and participation in entire class are required. The real work will get done at the lab (MR-422). Attendance of one 3-hour lab session per week is required, and every experiment should be completed in two lab sessions over 2 weeks. Robert Suhoke is in charge of the Lab ([suhoke@sci.ccny.cuny.edu](mailto:suhoke@sci.ccny.cuny.edu)).

**Reading Assignment:** The text material is covered in the lab description. You should read the corresponding sections in the lab manual before coming to laboratory. You may have to look up relevant textbooks for detailed information on some of the materials.

**Grades:** Grade will be based on the lab accomplishments and the laboratory reports. To obtain full credits students must submit the report before or on the due date indicated above. Overdue reports will be degraded at rate 10% per week. The reports should be **submitted electronically as a PDF file to [markdshattuck@gmail.com](mailto:markdshattuck@gmail.com)**. The e-mail subject line "P471 last name report #N" **must** be indicated.

**Academic Integrity and Plagiarism:** The CCNY Policy on Academic Integrity will be strictly adhered to. The document entitled, "CUNY Policy on Academic Integrity" is available from the link at the bottom of the CCNY Home Page. Make sure you have read the details regarding plagiarism and cheating, and be clear about the rules that the college follows. Cases where academic integrity is compromised will be prosecuted to the fullest extent according to these rules.

What has  
been done  
right?

What can  
improve?

## OUTLINE AND SYLLABUS

Zicklin School of Business  
Marketing 3520 Fall 2011  
Instructor – Susan Ascher

### Expectation from Students:

An outline of the class lecture is posted on Blackboard before every class. Reading the assigned pages in the textbook and reviewing your class notes every week are strongly recommended. **Class participation is important. Please don't hesitate to ask questions in class or during scheduled office hours. All related comments are welcome in class for discussion.**

Under no circumstances will the use of laptops or cell phones be allowed in my classroom. Students using a phone or laptop in class will automatically **have their grade lowered**. If you have a physical disability, kindly see me privately. However you may record the class for playback. Thank you.

### Grades:

**You earn the final grade based on: There are no makeup exams.**

Mid term	30%
Final exam	30%

Class Participation 40% (Attendance is taken into consideration)

At least two optional creative assignments will be announced in class.

### Attendance Policy:

Please be advised, that according to Baruch College policy, I am obliged to assign a WU grade to students absent in excess of four classes. All medical excuses must be documented by letter on your physician's legal stationery.

### Academic Integrity:

**KINDLY REFRAIN FROM PRIVATE DISCUSSIONS DURING CLASS.**  
**Students involved in private conversations will be asked to leave the class.**

If you are having difficulty with the course or a personal situation arises that affects your class participation please confer with me as soon as possible. In case you must leave class early, please inform me at the beginning of the session and take a seat near the door, so as not to disturb your neighbor.

**Students are expected to know and adhere to the Baruch College Academic Honesty Policy and to uphold its rules and ideals.**

## SYLLABUS

### BIOLOGICAL CHEMISTRY – Fall 2022

### BIOLOGY 300

Time: MW 5:30-6:45 PM  
Location: 714 HW

### LECTURER:

David A. Foster, Rosalyn Yalow Professor  
Office: 432 Belfer Research Building  
413 East 69<sup>th</sup> Street, NYC 10021  
(212) 896-0441  
[foster@genectr.hunter.cuny.edu](mailto:foster@genectr.hunter.cuny.edu)  
Office hr: Mon 2-4:00 BlackBoard Collaborator Chat Room?

### RECOMMENDED TEXT:

Lehninger Principles of Biochemistry, 8<sup>th</sup> Ed  
Nelson and Cox; WH Freeman

Other standard Biochemistry texts will suffice as will the 5<sup>th</sup>, 6<sup>th</sup> or 7<sup>th</sup> Ed of recommended text

### COURSE DESCRIPTION:

BIOL 300.00 is 5.5 hrs (two 1 hr and 15 min lectures/week; one 3 hr lab), 4.5 Cr.

Prerequisite: Biol 203; Co-Requisite: Chem 222

Basic principles of biological chemistry; physical properties of biological molecules, protein structure and function, mechanism of enzyme catalysis, membranes and lipids, carbohydrates. Metabolism is emphasized from bioenergetics, the principles involved in glycolysis, the Krebs cycle, and cellular respiration in the mitochondria. Nucleic acids are covered in the context of storing genetic information, transcription, and protein synthesis. Experiments in the laboratory cover a variety of techniques to analyze proteins, membranes, gene expression that involve the principles of Biochemistry. The emphasis and objective of this course is for students to develop an understanding and *appreciation* of the logic and principles that are inherent in Biological Chemistry that will form a foundation for more advanced endeavors in research and medicine. This course is intended for Biology majors and pre-medical students.

**Learning outcomes:** If students learn the material, they will gain an understanding of the core principles of biochemistry that make up the foundation for the life sciences and medicine.

# How can we communicate or clarify both the needs of educators and students?

“When education is not liberating, the dream of the oppressed is to become the oppressor.” — Paulo Freire



Suggestions for self advocacy?  
Tips on clarification?