

# VISIONS



Valentine's  
Day 2001

A Newsletter of the Staff Development Committee



## A Poem for Valentine's Day by W.B. Yeats

### The Folly Of Being Comforted

ONE that is ever kind said yesterday:  
"Your well-beloved's hair has threads of grey,  
And little shadows come about her eyes;  
Time can but make it easier to be wise  
Though now it seems impossible, and so  
All that you need is patience."

Heart cries, "No,

I have not a crumb of comfort, not a grain.  
Time can but make her beauty over again:  
Because of that great nobleness of hers  
The fire that stirs about her, when she stirs,  
Burns but more clearly. O she had not these ways  
When all the wild Summer was in her gaze."

Heart! O heart! if she'd but turn her head,  
You'd know the folly of being comforted.

## Glinski Elected to Hall of Fame

Congratulations to Professor Barry Glinski who was elected to the NJCAA (National Junior Colleges Athletic Association) *Baseball Coaches Hall of Fame* on Jan. 3, 2002. Barry will be formally inducted into the Hall on May 24, 2002, in Grand Junction, Colorado.

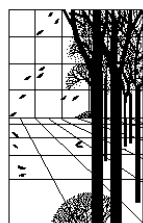
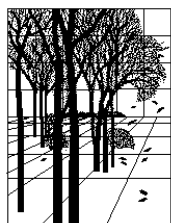
Barry has taught mathematics at QCC for 33 years, and has served as Athletic Director here for the past 23 years, on and off.

He has coached at Assumption College, as well as Quinsig, and has a record of 554 wins / 200 losses at QCC, while maintaining 133 wins / 37 losses at Assumption.

**Way to go Barry!**



Photo by  
Dan LaMarche



### Deadlines

3/8, 4/12, 5/2

### Publication

### Dates

3/14, 4/18, 5/9

# All College Day, January 22, 2002

## *GOT ANY GRAPES? (Ask Sandra!) Photos and Article by Paul Connell*

The theme of All-College Day was “*May you live in interesting times.*”

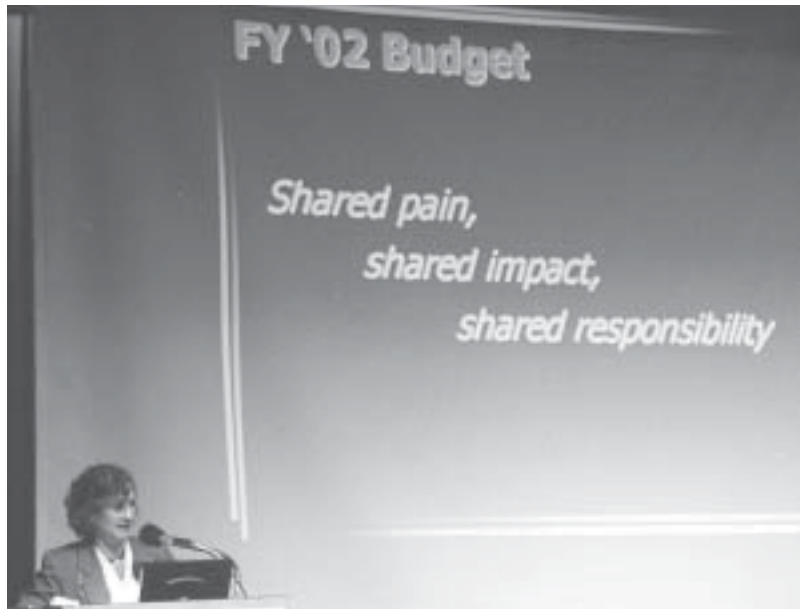
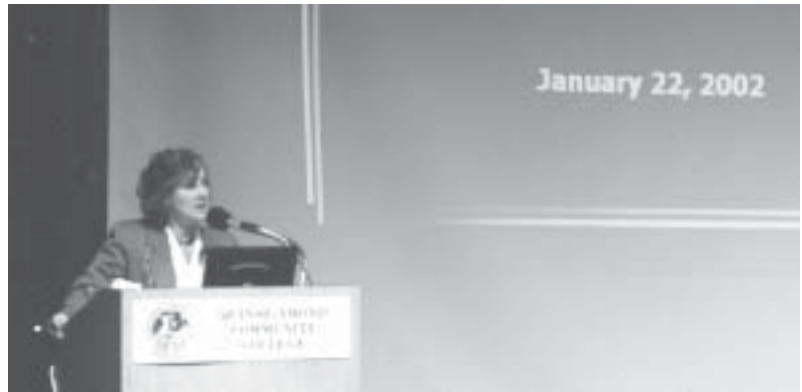
Sandra began with a humorous story about grapes, then welcomed new employees. She stated that although we were suffering budget cuts, some budgets (capital improvement, for instance—1.5 million dollars) were not necessarily impacted. She noted the irony in the fact that, even in these belt-tightening times, you could still ask for an office refurb.

The Fuller Student Center is finished, the parking lot expansion and the new library project are just beginning, while QCC College at the Mall provides a relatively high return for a modest investment.

Sandra also noted that QCC will continue to experiment with expanding time availability to our students, for instance, the Weekend College will offer courses on Friday evenings, Saturday mornings and afternoons, and Sunday afternoons.

She stressed proactive involvement—having a “sense of the possible” and sharing pain, impact, and responsibility—would go a long way to alleviate budget woes.

Lastly she noted that “We need enrollment growth,” and that the preceding strategies would help that happen.



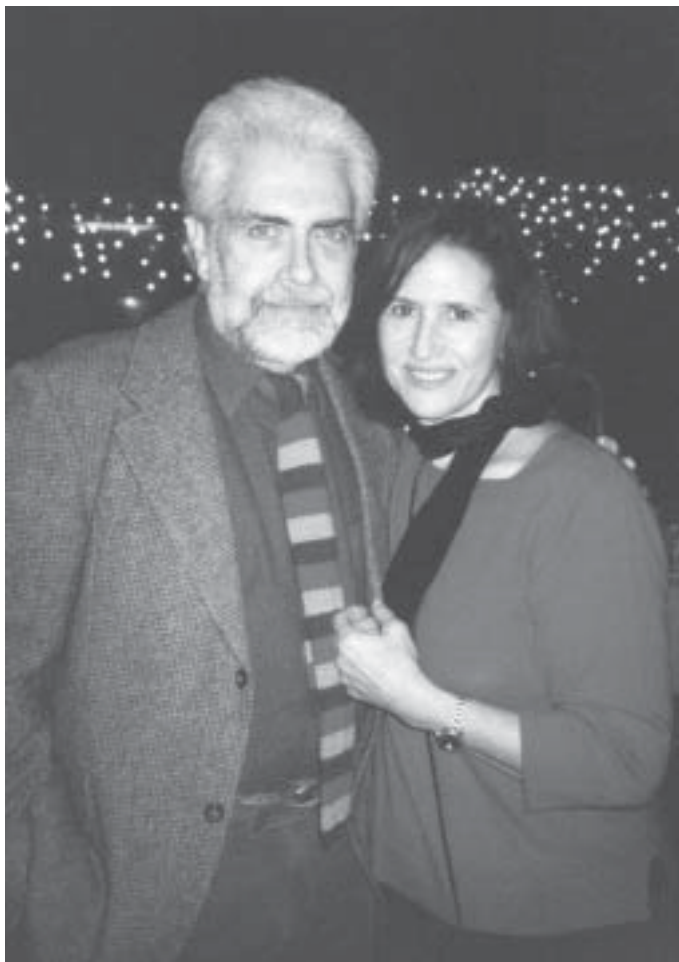
### **Academic Matters**

Cathy Livingston outlined the developments with various projects such as NEASC, Title II, Portfolio Assessment, and Program Review.

# Holiday Party Pics

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**In case you missed the Holiday Party, here are a few candid photos, kindly provided by Mara Gordon. Enjoy!**



# Toronto Math Conference—1 by Virginia Asadoorian

*[This article is the first in a series of three articles on this conference, by three different participants. I found it interesting to note the different approaches. I hope you do too — p.c.]*

During the second week in November, I had the opportunity, along with three other QCC colleagues, Steve Zona, Maureen Woolhouse, Elaine Previte, to attend the 27<sup>th</sup> annual AMATYC conference in Toronto, Canada. The theme of this conference, sponsored by the American Mathematical Association of Two-Year Colleges, was: “Decreasing the Boundaries, Increasing the Limits.” There were many workshops that were 2-4 hours in length as well as hour-long sessions to choose from, ranging from developmental mathematics to calculus, from lecture presentations to hands-on labs, from writing in a math class to using technology (computers and graphing calculators). My choices of sessions focused on developmental mathematics with emphasis on alternative teaching techniques, real-world applications and laboratory settings. I also chose sessions that dealt with college algebra reform. Here is a summary of the presentations that I attended.

The first session on Thursday morning attracted me because of its title: “Yes, Virginia, You Can Subtract.” I was disappointed though because the topic dealt with adding/subtracting signed numbers using manipulatives—which I already know about and use in my Basic Math classes. The next talk was called: “Strategies for Encouraging Interaction in Math Class.” The gist of this talk was to incorporate a game called “Wheel of Math” into the class. Although the activity was cute, it’s time consuming and so I probably won’t use it in my classes.

The third workshop of the day was: “Teaching an Activity-Based College Algebra Course.” I was looking very forward to this two-hour, ticket-required session and was extremely disappointed. It turned out to be a promotion for a textbook that the presenter wrote. Although I learned a few procedures on the TI-83 that I didn’t know before, I felt that the two hours were mostly wasted.

The last session of the day involved: “Motivating Students through Applications and Modeling.” The presenter used black and white transparencies with a small font size so that one could not read them. Since the handouts weren’t distributed until the end, it was difficult to follow the presentation while taking notes and concentrating on the topics too. Still, I got a few applications for College Algebra that I could use in my classes.

After a disappointing day of sessions on Thursday, I went to bed that night hoping that the next day would be better—and it turned out to be better than expected! At 8:00 am, I sat in a session titled: “Helping Students Succeed in College Algebra.” It turned out to be a summary of a web-based tutorial for using the TI-83 graphing calculator in a college algebra or precalculus class. I was very impressed. This one-credit course could be something that we could incorporate in our courses. Needless to say, I got a web address to research as well as a sample of the tutorial.

The next session that day proved to be informative also. It was called: “Multimedia Instruction—Standards-Based Instruction: Conflict or Harmony.” Since we are using multimedia instruction in some of our developmental classes, I felt that this

talk would be worthwhile to attend. The presenters were from Edison CC in Piqua, Ohio. At their school there are five dedicated classrooms for multimedia instruction. They use software called “the Learning Equation” and all the math faculty create lab activities for everyone to share. They presented a few labs to us and I thought that some of these could definitely be used in our courses. I plan on checking out their web page for more information on courses and credits offered.

A third presentation on Friday was probably the best session of all. The presenter was John Hornsby (the author of our developmental textbooks) and his talk had a catchy title: “Hollywood Goes to Math Class.” The idea here was to show clips from some Hollywood movies that involved math and then creating worksheets in the classes on these clips. He even passed out popcorn to all the attendees. The highlight was that he offered to make copies of his videotape if we would send him a blank tape. I left this session feeling upbeat and happy that I had come to the conference.

The last session on Friday had a cute title: “Humor in the Mathematics Classroom/? But Seriously.” The idea here was to share math jokes and cartoons with those attending. Although this session was enjoyable and light, it didn’t include any new ideas that I can actually use in my classes.

On Saturday, the sessions were just so-so. It started with a talk on “How Do I Start Teaching Math Over the Internet?” I stayed at this workshop only for about half-an-hour because I had to attend another session. Some of the suggestions here were helpful and I have a good handout with information on it too. Next, I went to a presentation on “The Best Little Math Program in Florida.” This turned out to be the best little math program in Miami-Dade and not in the entire state. The emphasis here was on how faculty at Wolfson Campus changed their approach to teaching developmental math courses by incorporating modules on study skills and math anxiety in their courses. Also they each focused on one particular course and created real-world activities for this course. I did obtain a good idea for teaching graphing lines, which I’ll try in the spring semester in my Beginning Algebra course.

The last session that I attended dealt with: “A Two-week Review to Hurdle Developmental Math.” The course is a two-week long, twenty-hour mini-course on basic math and beginning algebra topics for incoming freshman. Hopefully this course would cause the students to place higher on the placement exams so that they would not be required to take so many developmental courses. Although the idea is a good one, the actual talk was boring so I got the handout and left after about half-an-hour.

All in all I must say that the trip was helpful to me and to our department. Since we’re in program review this fall, many of the sessions discussed some of the ideas that we are working on. Also, I met many other faculty from around the country who agreed to stay in contact and offer ideas about practices at their schools. Some of the most helpful parts of the conference were the networking and sharing of ideas.

I look forward to next year’s conference in Phoenix, Arizona.

# Toronto Math Conference—2 *by Maureen Woolhouse*

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On November 14, as a colleague and I walked down the Logan Airport concourse toward our American Airline's gate, we were filled with the mixed emotions of trepidation and excitement. We were both looking forward to attending the AMATYC (American Mathematical Association of Two-year Colleges) 27P annual conference in Toronto, Canada. However, less than 36 hours before our departure, the announcement of yet another American Airline's disaster off the coast of Long Island had filled the local headlines and airwaves, lending to our feelings of discomfort. Our fears were quickly dispelled, however, as soon as we caught sight of our plane, The small turbo-prop designated to take us to Ontario, looked more likely to be found at the local Toys "R" Us store under the aisle designated "Ken and Barbie Accessories". Surely, no self-respecting terrorist would attempt anything with an airplane that would amount to a gnat striking a car windshield?

Upon landing in Toronto, our fears were dismissed and our enthusiasm for the conference immediately expanded. We excitedly poured over the program exchanging opinions on which of the many promising sessions we would attend. However, it did interest us to note later that day that over a half dozen sessions had been cancelled since the printing of the program book. Additionally, we noticed that the number of attendees at this wonderful conference was down compared to prior years. Apparently, my colleague and I were not the only fearful fliers.

I attended many interesting sessions and returned with useful information, reinvigorated to enter the classroom having been freshly inspired. Among the more interesting of the sessions that I attended was one appealing to the creative talents of students which are often neglected in a math class where analytical skills tend to reign. This instructor used the lives of mathematicians to inspire her students to research and produce amazing posters and scrapbooks. Through these projects, students gained an awareness and appreciation of the development of mathematics. Frequently, students related to the human side of the lives of these mathematicians, inspired by the examples of men and women overcoming the odds stacked against them.

A two-hour workshop had as its focus on hands-on activities for trigonometry. Most of the presentation was technology-based. The TI-83 calculator and the CBL (Calculator Based Laboratory) were used extensively. In one lab, using a motion detector and the calculator, participants' motions mimicked certain designated trigonometric graphs. In another lab, participants used the CBL microphone and the calculator to achieve a certain frequency while breathing over the top of a bottle filled to an experimental level with water. At the end of this session, using the many different frequencies that participants had managed to achieve, a concert was held, using the sounds made by all the different bottles. It was pretty amusing to see everyone at the front of the room blowing into bottles to produce the music to "Mary Had A Little Lamb."

Another interesting session discussed mathematics edu-

cation in Japan. One of the most distinctive qualities observed by the presenter was that Japanese schools do not place a high value on innate talents. Rather the schools praise and reward effort and interest. Among the Japanese learning is readily recognized as a lifelong pursuit. Japanese two-year post-secondary institutions tend to be schools of technology where most programs are calculus-based and few women are enrolled. Japanese faculty conduct all preparatory work in shared space and constructive criticism is widely accepted among colleagues.

One amusing session I attended featured games, skits, movie clips and entertaining collaborative activities for classes ranging in ability from algebra to pre-calculus. These activities are sure to enliven any math class and help the instructor to better impart difficult abstract concepts. Included in the hand-out from this session were some excellent web sites to entice students at all levels of mathematics.

I attended a workshop on creating a writing intensive Liberal Arts math course. This course was developed through the collaborative efforts of a math professor at Queensborough Community College and a writing fellow at CUNY Graduate Center. The faculty revised original textbook problems into scaffolded assignments. Breaking material down from one complex task into discrete parts gave students and faculty the opportunity for helpful intervention and advice. By translating "traditional" math problems into a comfortable context, students tend to see the material as more applicable to them and to more easily rely on the skills that they already possess. These translated problems also avoid the typical "dry" responses to math problems. For example, students read a study in their textbook titled "Is Using a Car Phone Like Driving Drunk?" The analysis of this study was then subdivided into three distinct tasks. While parts one and two involved specific questions involving the analysis of the study, part three was to send an e-mail message to a friend. The message would respond to a discussion the friends had conducted the prior week about how easy it would be to perform a study of the impact of cell phones on driving. In the process of enlightening the friend, the student would use information they had produced by accomplishing tasks one and two detailing the difficulties in producing an unbiased survey.

While I attended many other sessions, I feel that those I have listed above indicate the range and diversity of sessions that were available to the participants of this conference. Attending this conference is a wonderful opportunity to enliven and enrich math faculty's pedagogues. AMATYC is particularly suited to do his task because it is the only mathematical organization in the country designed to specifically address the needs and interests of two-year college faculty. It was a privilege to attend AMATYC, especially in this year of fiscal constraint. I thank the administration of Quinsigamond Community College for fulfilling their commitment to send me to the conference. It was a great opportunity.

# Toronto Math Conference—3 By Elaine Previte

American Mathematical Association of Two-Year Colleges (AMATYC) held its annual conference in Toronto, Ontario, Canada from November 15<sup>th</sup> through the 18<sup>th</sup>. It was the twenty-seventh annual meeting, hosted by the Northeast Region of AMATYC. The local affiliate, the Ontario Colleges Mathematics Association, expertly handled every detail of this massive undertaking. Nearly eleven hundred mathematicians were in attendance, which was off slightly from attendance in recent years. This was my eighth AMATYC conference. Upon my arrival, I was lucky enough to meet up with my new QCC colleagues (and old friends) Maureen Woolhouse, Ginger Asadoorian, Steve Zona, and Bonnie Wicklund.

I should note that there are several other professional mathematics organizations: NCTM deals with mathematics education at the K – 16 level, but primarily K - 12; both the MAA and AMS deal with graduate-level mathematics. AMATYC is **the** mathematics organization for the level of mathematics taught here at QCC, and has as its goal “to heighten awareness of the vital importance of the first two years of collegiate mathematics education.” The organization is committed to the following:

- To ensure the preparation of scientifically and technologically literate citizens
- To lead the development and implementation of the curricular, pedagogical, assessment, and professional standards for two-year college mathematics education
- To assist in the preparation and continuing professional development of a competent, professional mathematics faculty
- To be a network for communication, policy determination, and action among faculty, affiliates, other professional organizations, accrediting associations, governing agencies, industry, and the public sector.” (www.AMATYC.org)

Interestingly enough, in the early 1970s, AMATYC had its genesis in Massachusetts; Herb Gross, formerly of Bunker Hill Community College, founded the association that preceded AMATYC. Appropriately, Massachusetts’ community college mathematics educators continue to play a leading roll in AMATYC: the Northeast Regional Vice President is Jack Keating of Massasoit Community College and the new AMATYC President is Phil Mahler of Middlesex Community College. Phil is also President of MCCC.

This year’s theme was “Decreasing the Boundaries – Increasing the Limits,” a play on Calculus lingo, but an apt description of the diversity of topics presented in the one hundred twenty-four sessions, twenty-seven workshops, seventeen commercial presentations, poster sessions, forums, committee meetings, regional meetings, delegate assembly, and general opening session. The conference also features a huge exhibit hall where all textbook and software publishers exhibit their wares. Session topics ranged from incorporating math history in the classroom to using state-of-the-art graphing calculators and computer software to augment our presentations. Selecting from the myriad of topics was truly difficult, but I

managed to find some very useful sessions that relate directly to my positions as manager of the Math Center and an adjunct faculty member. In this report, I will describe the sessions I attended. I have organized them into three categories: those that apply to the management and services of the Math Center; those that apply to my classroom teaching; and those that are fun or of interest from a mathematician’s perspective.

## The Math Center

Several sessions fall under this category. The first was entitled **Training Undergraduates to be Effective Developmental Math Tutors**. The presenters were from the General College in the University of Minnesota. The General College serves a role similar to the community college in that it strives to remediate students’ skills in preparation for their acceptance into the other colleges of the University. The presenters noted that they hire undergraduates as teaching assistants for their Math Center; interestingly, they hire students of any major, not only mathematics, to tutor in the center. All that is required is that the student tutors have the ability to communicate effectively. The major thrust of this presentation was to encourage tutors to ask students to recall what they know, not simply be there to provide answers. Several scenarios were presented for the participants to discuss appropriate strategies. This session was a bit weak, but did offer some interesting food for thought.

Another session was most useful to me in my position in the College. Entitled **The Dynamics of a Successful Math Center**, this presentation was an updated version of one I had seen in a previous year. The presenter was from Montgomery College in Maryland, where she has run the Math Center for fifteen years. The Math enrollments at the college total over 4800 students, nearly twice QCC’s current Math enrollments. The Center is open approximately 80 hours per week, and her staff includes five full-time tutors, one part-time tutor, 8 to 15 student tutors per semester, and work-study students. In addition, Math faculty members hold an office hour or two per week in the Center.

Many of the managerial aspects of the Center were discussed, as were the numerous services provided to students and faculty. One new aspect of the Center’s services was the creation of a “fast track” basic math review course (modeled on one offered at Prince George’s County) that is offered two weeks before classes begin each semester. Students can review their skills and, upon completion, retake the placement exam or begin the next course in their math sequence. Preliminary results of this course look promising. This presentation offered several useful ideas that can be implemented here at QCC. I plan to stay in contact with the presenter and perhaps travel to Maryland to see first-hand what goes on at the Center.

Other presentations in this category include **How Do I Start Teaching over the Internet?** and **A Computer Interactive Algebra Course**. These sessions did provide useful information about the strategies required to begin and manage such projects.

## Toronto Conference—3 continued.

### Classroom Teaching

The session entitled *Collaborative/Interactive Activities for Solving Word Problems* offered some interesting strategies for teaching percent problems in Basic Math, and carried the same strategies over to the teaching of solution problems in Intro Algebra. Other useful strategies for teaching distance problems, coin problems, and others were presented. The use of spreadsheets to teach the logic required to do algebraic problems was also discussed. I found her approaches to these traditionally difficult topics to be quite useful, and I will integrate her ideas into these courses the next time I teach them.

One session, *Back to the Future: Connecting Math to Life Experience*, was totally misrepresented in the conference program. It was supposed to trace the evolution of “relevant” mathematics as presented in texts over the past hundred years, but in actuality was a truly awful session that spoke of *ethnomathematics* and other such things. I could take only a few minutes of this before leaving to find something more palatable. I feel I must maximize my conference experience, and rightly or wrongly, will leave a session quickly if it does not seem relevant to my teaching.

A two-hour workshop entitled *So Oscar Has Created A Hearty Trunk of Applications* presented some interesting group activities for a college trigonometry class. The presenters utilized the TI-83+ graphing calculator and the TI-CBR to gather real, physical data and to create appropriate mathematical models. While interactive and fun to do, these activities are quite time-consuming and live data collection is problematic. It took us two hours to conduct three experiments, and we were all quite comfortable with the technology. Due to the necessary investment of a large chunk of class time, I think it unlikely that I could incorporate many of these group activities into a college trig course with an already full syllabus.

Another session I attended was entitled,

*So Many Instructors! How Do Students Get the Same Course?* The presenters were from Grand Valley State University in Michigan. This college has over 20,000 students, and offers nearly **seventy** sections of Intermediate Algebra each semester. Needless to say, they rely quite heavily on adjunct faculty to cover these sections (32, to be exact). The Math department utilizes a common textbook for all sections of this course and mandates the integration of graphing calculators into all lower-level courses. After experimenting with several possible alternatives, the course coordinator has hit on a model that seems to provide a consistent course for all students. All adjuncts are provided with the following information: a week-by-week course outline; a listing of textbook sections to cover; a list of suggested homework problems to assign; notes that delineate which concepts best integrate the graphing calculator into each chapter or section; suggested activities for groupwork; even overheads for use at the beginning of the course. Each adjunct also receives a box of supplies that includes any

and all materials required for use in classroom activities. All these materials have been given a “test-drive” by the coordinator, who pilots the course and materials the summer before a book change is adopted. In addition, the course coordinator has several meetings with the adjuncts during the semester to check on course progress, incorporate new activities into the course, etc. The course coordinator also makes classroom visitations and writes formal reports about each adjunct. The presenters believed this intensive interaction with adjuncts provides opportunities for sharing and collaboration, while also ensuring that each section of the course provides for consistent content and pedagogy. I found this session to be of particular interest as the Math Department at QCC is undergoing a program review, and “quality control” is an important topic for discussion.

### Personal Interest

I always try to attend one or two sessions that are interesting from a mathematical perspective, even though I may not be able to incorporate the ideas into my classes. One such session was

*Math History: Beauty and Order in Numbers and Geometry*. In this presentation, the speaker traced all sorts of historical developments in mathematics – from the Pythagorean School to the Hindu-Arabic numeration system to Sanskrit poems to Fibonacci numbers and the Golden Ratio. A very interesting presentation!

Another fun presentation was *Hollywood Goes to Math Class*. The presenter used movie snippets in which mathematics is mentioned. These ideas are not very useful for the classroom (who ever has time to do activities that are not in the syllabus?), but fun for me nonetheless.

One more entertaining session was *Real World Mathematics Applications*. This speaker has been presenting fun uses and misuses of mathematics for quite a number of years and has an incredible treasure trove of mathematical jokes and misstatements. If I can remember some, I will definitely use them in my classes. This was a fun way to end a very hectic Saturday.

### Other Conference Business

Every year attendees from each region get together for a regional meeting. Information is disseminated; people are nominated to committees; and general socializing with local members takes place. In addition, as the state delegate for Rhode Island, I attended the Delegate Assembly session. This two-hour-plus meeting brings together all the association’s delegates from around the US and Canada in order to discuss issues pertinent to AMATYC’s constitution, dues structure, etc.

I feel every conference is a rewarding and renewing experience. I am looking forward to attending AMATYC in Phoenix next year.

# The “Responsible” Student—Editorial by Paul Connell

**V**isions had reprinted the following article a while back, but I thought that it deserved being said again. All of us who teach are feeling the ever-increasing weight of the responsibility for student learning being dumped in *our* laps. If Johnny or Jeannie can't read, write, or do math, then, obviously, something must be wrong with the instruction. It must have to do with “learning styles” or “curricula” or...you get the picture. And, if some students don't come to class, don't do the assignments, can't think critically, and have highly unrealistic expectations, fostered by an educational system that promotes an Alice-in-Wonderland mantra of “self-esteem” instead of self-responsibility and sacrifice—it doesn't matter. The ownership of student learning falls, more often than not, into our domain.

And if instructors have to compete with the World-Wide Web and the media that foster “whiz-bang,” prurient emotionalism, and senseless violence, within an ever-constricting orb of diminishing attention spans—that doesn't matter, either.

On a grimmer note, lately, a few younger students have been shooting (literally) at teachers and classmates (perhaps to express themselves?)—but we all *know* that it's “caused” by guns or by our failure to build their self-esteem. It's NEVER “caused” by the young individuals who actually DO it, or by the outrageously rude and violent pop-cultural icons their mythos embraces! Nope. Someone else has to own it.

I have always hoped to encounter an ideal class, a class consisting entirely of motivated, responsible, and dedicated students. Unfortunately, I have never encountered such a class. Many students do not meet my idealistic expectations. Are these students really irresponsible and not dedicated to the educational process, or are they simply unaware of what is expected of them at the college level? Being the eternal optimist, I have concluded that the actual problem is that many students really do not understand what is expected of them, perhaps not only in school but also in the workplace.

Desiring to more fully and clearly explain my expectations, I now include a “Letter to the Student,” in my syllabus. This letter not only describes my classroom expectations, it also describes workplace expectations to the student. The first semester that I included my letter in the syllabus, I was amazed by the number of students who said this was the first time that an instructor's expectations were so clearly expressed. While this letter may not guarantee the “ideal class,” my students are now more aware of my expectations and, as a result, are more willing to try to meet those expectations.

## **An Open Letter to My Students**

Attending college is analogous to being employed. Success on the job is achieved only with hard work and effort. This is also true of college.

Your employer expects you to be on the job everyday and to be on time and prepared to work each day. You are allowed only a specific number of sick days each year after which your pay is “docked.” This is also true of economics class. Regular and prompt attendance is essential, and your “sick” days are limited (see syllabus). Excessive absences will result in a loss of “pay” (grade).

Meetings are an essential part of the workplace, and everyone is expected to attend regularly and contribute to the discussion. If you miss an excessive number of meetings and / or do not share vital information, your employment success is in jeopardy. The same holds true for this class. You are not only expected to attend all of our “meet-

ings,” but you are expected to contribute to our discussion and analysis of issues. This requires that you come to each class prepared to discuss the assigned material. Failure to do so will put your success in jeopardy and can result in a reduction in your “salary” (grade).

Your employer requires you to submit all reports on time. Failure to do so will endanger your employer's business and your success. The same is true for this class. All “reports” (tests and papers) are due at the scheduled time (see syllabus). If, for a justified reason, you will not be able to meet the time schedule, you must notify me, just as you would contact your employer if you needed an extension. However, as in the workplace, such extensions do not come without a cost. Extensions result in a decrease in your “salary” (grade).

Performance reviews occur periodically in the workplace, and your employer determines the degree of your success during these reviews. Such is the case in this class. The “performance reviews” for economics class are quizzes and exams (see syllabus). These reviews require you to show not only your knowledge of the material, but also your ability to use this knowledge in real-world situations. Your “pay” (grade) depends upon the magnitude of your performance.

If you attend class regularly, participate in class discussions, and submit all materials, well-prepared and in a timely fashion, you have the potential to excel in this class. I am looking forward to working with you and to learning with you. I am always available if you need assistance. Welcome and good luck!

Joyce C. Bremer,  
*Assistant Professor, Economics*

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