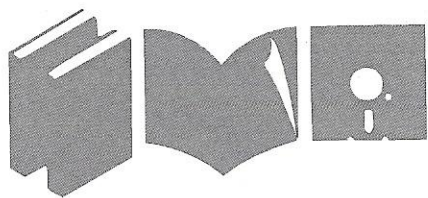


Faculty And Staff NOTES

LaGuardia Community College/CUNY • Fall 2006

Books, Articles, Software Published



Dawn Amsberry and **Alexandra Rojas** published "Connecting Academic Libraries and Early Childhood Literacy: Story Time on Campus" in *JLAMS (Journal of the Library Administration and Management Section of the New York Library Association)* 2.1 (2005-2006): 5-16. The article is available online at: http://www.nyla.org/content/user_10/JLAMS_Fall 2005.pdf

Lenore Beaky published "How to Read a Website (and Evaluate It)" in *Designed for Learning Sampler*. LaGuardia Center for Teaching and Learning, 2005. With Peter Hogness, she published "School of Professional Studies to Offer Undergraduate Degree—Online" in *PSC/CUNY Clarion*.

January 2006: 4. She also published "How I Learned to Stop Worrying and Love the Internet" in *In Transit*. 2: Spring 2006.

Andrew Berry published the following: "Trailing Zeros of N Factorial." Reader Reflections, *Mathematics Teacher*, National Council of Teachers of Mathematics, Vol. 98, Num. 8, April 2006; and "Root Average Equals Turning Point Average." Reader Reflections, *Mathematics Teacher*, National Council of Teachers of Mathematics, Vol. 99, Num. 9, May 2006.

Evelyn Burg and **Patti Juza** with **Ali Abdallah** of IT designed and wrote the Common Reading website for 2005-2006 for Art Spiegelman's *Maus*.

Evelyn Burg and Jose Fabara published an article in Vol 2 of *In Transit*, titled "Literacy and Propaganda: A college reading course is born, grows up and goes to high school."

Remi Castonguay published the following:

"Information Habits of Second Year Computer and Information Systems Students" in *In Transit*, Spring 2006; "Using the Library's Website: Take the Test!" in *LiveWire*, April 2006; *Maus*: Common Reading 2005-06. Library Website <http://www.lagcc.cuny.edu/Library/commonreading/maus/default.htm>; "A Virtual Tour of EBSCO HOST MagillOnLiterature Plus" http://www.lagcc.cuny.edu/library/publications/magill_intro_biog.htm; "Opening Session Library Research Guide: Educating for Global Citizenship" <http://www.lagcc.cuny.edu/openingsessions/2005/researchguide.htm>; and "My Faculty Website (Mon bloguette bilingual!!)" <http://faculty.lagcc.cuny.edu/rcastonguay/>.

J. Elizabeth Clark published the following articles in 2005-2006: "Versus Verse: Teaching Poets Against the War," *Radical Teacher*, 74 (Fall 2005); "Making Connections: Integrated Learning, Integrated Lives," co-authored with Paul Arcario and Bret Eynon, *Peer Review*, 7.4 (2005); and had the following accepted for publication (forthcoming): "Policing, Politicizing, Poeticizing the Virgin/Whore Split: Contemporary American Women's Poetry about AIDS," *Illuminating Gender II: Gender and Disease*, a special issue of *Gender Forum: An Internet Platform for Gender and Women's Studies*, Ed. Beate Neumeier, Forthcoming, 2006; "Defining Post-Protease AIDS Poetry: Continued on page 2

Books...

Continued from page 3

LaGuardia Community College" for the *Leadership Journal for Post-Secondary Leaders*.

Ting Man Tsao published three articles: "Representing 'Great England' to Qing China in the Age of Free Trade Imperialism: The Circulation of A Tract by Charles Marjoribanks on the China Coast," *Victorians Institute Journal* 33 (2005): 179-95; "Open Admissions, Controversies, and CUNY: Digging into Social History through a First-Year Composition Course," *The History Teacher* 38.4 (2005): 469-482; and "Don't be Shy of 'I': Empowering Student Voice through a Career Research Paper," *In Transit: The LaGuardia Journal on Teaching and Learning* 1.1 (2005): 59-63.

Phyllis van Slyck published "Charting an Ethics of Desire in *The Wings of the Dove*" in *Criticism: A Quarterly for Literature and the Arts*, Spring 2005 issue and "Classroom Strategies for Learning Community Faculty: Situated Knowledge for Global Citizenship" in *Diversity, Educational Equity and Learning Communities*. Emily Lardner et al. eds. Learning Communities and Educational Reform. The Washington Center for the Improvement of Undergraduate Education, Summer 2005.

Eduardo Vianna and **A. Stetsenko** published the paper Embracing history through transforming it: Contrasting Piagetian versus Vygotskian (Activity) theories of learning and development to expand constructivism within a dialectical view of history in *Theory & Psychology*, 16 (1), 81-108. By contrasting social-interactional (a merger of Piaget and Vygotsky) and activity theoretic constructivism illustrated with our own observation of an elementary mathematics educational practice, this article offers activity theory as an approach to teaching and learning that is the dialectical co-authoring of development and history, thus honoring the inextricable link between individuals and humanity.

Leonard Vogt published two Teaching Notes in *Radical Teacher: A Socialist, Feminist, Anti-Racist Journal on the Theory and Practice of Teaching*. The two Teaching Notes are on 1) the song "self evident" by Ani DiFranco; and 2) the novel *Poisonwood Bible* by Barbara Kingsolver, the film *Lumumba* directed by Raoul Peck, and the art book *A Congo Chronicle: Patrice Lumumba in Urban Art* from the Museum of African Art. He also continues to write the feature column, "News for Educational Workers" for *Radical Teacher*.

Frank Wang's book *Physics with Maple: The Computer Algebra Resource for Mathematical Meth-*

ods in Physics was published in April, 2006. In this book Dr. Wang exploited the power of symbolic computation and applied it to analytical and numerical techniques in mathematical physics. This book is distributed internationally by Wiley.

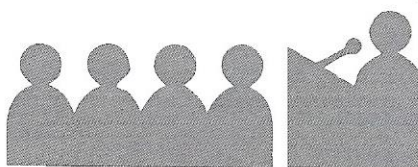
Kenneth J. Yin of the Department of Education and Language Acquisition published an introduction to and English-language translation of the Dungan folktale "Jondaje the Pheasant Hunter" in the Fall 2005 issue of *Esopus* (Issue 5), pages 80-92. In October 2005 he published on the *Esopus* Web Site (www.esopusmag.com) an English-language synopsis of Boris Riftin's Russian-language plot analysis of the same tale. He also published the article "Teaching English to Students from China" in the

NYS TESOL Idiom dated Winter 2005-2006, Volume 35, Number 4, page 5.

Joyce Zaritsky and **Andi Toce** published the chapter "Supplemental Instruction at a Community College: The Four Pillars," in G. Jacobs, & M. Stone (editors), *New Visions for Supplemental Instruction (SI) for the 21st Century*. San Francisco, CA: Jossey-Bass, A Wiley Imprint. The chapter outlines the four pillars that support SI: SI supervisors, SI leaders, faculty and administration.

Joyce Zaritsky published the short story "Roosevelt in the Rain" in *The Westchester Review: A Literary Journal of Writers From the Hudson to the Sound*.

Speeches, Papers, and Workshops



Tony Allicino participated in the following conference presentations: Facilitator, *Fires of Transformation*, Shantigar Institute, Rowe, MA, August 3-7, 2005; Coordinator, *Complementary and Alternative Health & Healing Fair*, LaGuardia, October 1, 2005; Intention Guide, *Naraya: the Shoshone Ceremony of Healing and Renewal*, Port Jervis, NY, December 16-18, 2005; Facilitator, *Practicing Shamanism: Integrating Shamanic Skills*, The Open Center, New York, NY, May 16 - June 27, 2006.

Dawn Amsberry and **Marie Cimino Spina** presented "Searching Not Surfing: Teaching Effective Strategies for Searching the Web" at the CUNY Instructional Technology Conference at John Jay College of Criminal Justice, December 2005. The presentation is available online at: <http://www.cen-terdigitaled.com/events/conference.php?confid=263&past=1>

Paul Arcario and **Carolyn Sterling-Deer** presented on "ESL Learning Communities: Linking

Language Development and the Disciplines" at the 53rd Annual Northeast Conference on the Teaching of Foreign Languages, New York. Sterling-Deer also served as Session Chair on "Theory and Ideology in L2 Writing" at the Sixth Annual Symposium on Second Language Writing at Purdue University, West Lafayette, Indiana, Spring 2006.

Marian Arkin and **James Wilson** presented "Staging Change," a film about WID at LaGuardia, at the Eighth Annual National Writing Across the Curriculum Conference in Clemson, South Carolina on May 19, 2006.

Lenore Beaky organized the CUNY University Faculty Fall 2005 Conference, "Why Academic Freedom is Imperiled and What to Do About It," and convened a workshop on Academic Freedom. At the PSC/CUNY Conference, "How to Survive (and Thrive) in Your First Five Years at CUNY," April 7, 2006, she served as a panelist on Academic Freedom.

Jennifer Horton Benichou, TELC adjunct faculty member, represented The English Language Center in a Colloquium called Evaluating CALL (Computer Assisted Language Learning) in Six ESL/EFL Programs at the March 2006 TESOL (Teachers Of English to Speakers of Other Languages) convention in Tampa, Florida. The session evaluated language learning potential, meaning focus, learner fit, authen-