2013

CTI Fellows Handbook

Table of Contents

Welcome to Charlotte Teachers Institute

April 25, 2013

Dear 2013 CTI Fellow,

Congratulations on your selection as a 2013 Charlotte Teachers Institute (CTI) Fellow. On behalf of the Institute and its partner institutions, Davidson College, The University of North Carolina at Charlotte and Charlotte-Mecklenburg Schools, we are thrilled to welcome you as a member of the 2013 cohort and as an essential part of the CTI legacy. Teachers are the heart of CTI. We look to you to uphold the Institute's values of collaboration and collegiality, as you work closely with your Seminar Leader and Coordinator and with one another to learn new content, share ideas and create a curriculum unit to extend your new insights to students in your own classroom.

The Teachers Institute model, developed 35 years ago by the Yale National Initiative and its League of Institutes, strives to create an environment in which teachers from diverse schools, grade-levels and experiences learn and work together. You and your CTI colleagues are instrumental in helping Charlotte build an Institute that encourages full participation from each individual and the use of civil discourse and creative collaboration by all.

As a CTI Fellow, you will be treated as a member of the campus community at both Davidson College and UNC Charlotte. This Fellows Handbook serves to introduce you to each campus, and briefly outlines facilities and services. We hope it will answer many of your questions and help you take advantage of the abundant resources available on both campuses. In addition, CTI will offer campus tours and orientations for all CTI Fellows on both campuses: Tuesday, April 30, on the UNC Charlotte main campus, and Thursday, May 2, on the Davidson College campus.

Charlotte Teachers Institute is a teacher-led, teacher-focused collaboration. As a member of CTI, you have the unique opportunity to help shape the Institute for future cohorts. If you have ideas for ways to improve your own experience or CTI in general, please share your thoughts with your Seminar Coordinator, a CTI Steering Committee member or School Contact, or with the CTI staff.

Thank you for your commitment to the program, to your teaching and especially to your students. We look forward to working with you!

Cheers,

Scott R. Gartlan
Executive Director
Charlotte Teachers Institute

Seminar Information and Calendar

2013 CTI Seminars

Charlotte as a New South City:
Using the Collections of the Levine Museum of the New South
Seminar Leader: Shep McKinley, History, UNC Charlotte
Seminar Coordinator: Alex Edwards, Social Studies, Bailey Middle School

The Nature of Energy:
How We Use and Store It to Power Our Everyday Lives
Seminar Leader: Susan Trammell, Physics and Optical Science, UNC Charlotte
Seminar Coordinator: Julie Ruziska Tiddy, Science, Carmel Middle School

Math and Sports
Seminar Leader: Tim Chartier, Mathematics, Davidson College
Seminar Coordinator: Minnie Griffin, 3rd Grade, Oakdale Elementary

Imagining Modern Bodies:
Disability and Art at the Bechtler Museum of Modern Art
Seminar Leader: Ann Fox, English, Davidson College
Seminar Coordinator: Lucy Beaube, K/1, Barringer Academic Center

Grammar for the Real World
Seminar Leader: Ralf Thiede, Linguistics, UNC Charlotte
Seminar Coordinator: Torrie Edwards, English, Hough High School

Human Social Groups
Seminar Leader: Lisa Slattery Walker, Sociology, UNC Charlotte
Seminar Coordinator: Tamara Babulski, World History, Independence High School

Chemical Magic
Seminar Leader: Durwin R. Striplin, Chemistry, Davidson College
Seminar Coordinator: Janet Raybon, Science, Myers Park High School

Urban Encounters: Hispanic and African American Literature
Seminar Leader: Brenda Flanagan, English, Davidson College
Seminar Coordinator: Stefanie Carter-Dodson, Language Arts,
Martin Luther King, Jr. Middle School

Charlotte as a New South City:
Using the Collections of the Levine Museum of the New South
Shep McKinley, History, UNC Charlotte

This seminar will explore Charlotte's transition to a New South city during the century after 1870. Using the Levine Museum of the New South's "Cotton Fields to Skyscrapers" exhibit and working with historians Shep McKinley (UNC Charlotte) and Tom Hanchett (Levine), CTI Fellows will explore this unique time in the city's history to gain a better understanding of present-day Charlotte-Mecklenburg. How did Charlotte evolve from a cotton trading hub into one of the nation's premier banking cities while becoming increasingly segregated? What subcultures developed during this period? Was Charlotte a "typical" southern city? What are some of the lingering effects of this era in modern Charlotte? Study and discussion will focus on some of the historical literature and the various aspects of this era – including the cotton economy and sharecropping, the rise of textile mills and mill villages, Populism and Jim Crow, music and religion, banks and transportation, and residential segregation and busing.

The Nature of Energy:
How We Use and Store It to Power Our Everyday Lives
Susan Trammell, Physics and Optical Science, UNC Charlotte

What does a scientist mean by energy? How does a solar panel work? How and why does a nuclear reactor generate energy? In this seminar, we will explore different ways of generating energy. For each topic we will discuss the science behind the energy generation method and then discuss the cost, benefit and problems for using these methods to generate electricity. First we will explore the concept of energy – a fundamental idea in physics, including discussion of the forms of energy (kinetic, potential, chemical, thermal, light and nuclear) and energy conservation (energy is never destroyed but can be converted from one type to another). Next, we will talk about the ways we generate electricity today, starting with coal-fired power plants. How much coal does it take to generate electricity for a city like Charlotte every day? We will also explore the basic operation of a nuclear reactor, including a description of nuclear fission reactions and radioactive decay, and will examine the nuclear accident in Japan in 2011 and the future of nuclear power. Green energy – or renewable energy – is an important topic of conversation today. We will discuss five types of green energy: hydropower, solar power, wind power, geothermal power and biomass. We will discuss the science behind each of these energy sources and the challenges of introducing these energy sources as major producers of electricity.

Math and Sports
Tim Chartier, Mathematics, Davidson College

A batter stands at the plate, or two basketball teams match up in March Madness. Mathematics can indicate what may happen along with its likelihood. Sports analytics is a popular and ever growing field of study in which students can engage. Sports teams are often ranked by the fraction of wins over their total games. Other times, more methods are employed. For instance, the teams that play on New Year's are selected by the Bowl Championship Series. Two of their ranking methods use systems of equations. Sports also include topics beyond these avenues of study – If one looks at a plot of lap times in NASCAR, one sees that the cars tend to slow down each lap after a pit stop. Why? Their tires are wearing. If Usain Bolt were racing Jesse Owens, by how many feet would Bolt win the 100 yard dash if they both ran their gold medal times? Charlotte offers rich resources for exploring math in the field of professional sports. Some possible resources for study include: the NASCAR Hall of Fame; visiting a minor league team to learn how sports analytics influence the game; talking with the Bobcats or Panthers about how math influences their game and seeing math in the arena— from hash marks on the field being 10 yards apart and other aspects; connecting with Davidson coaches about how they use and analyze data; and much more!

Imagining Modern Bodies:
Disability and Art at the Bechtler Museum of Modern Art
Ann Fox, English, Davidson College

Disability? What could disability have to do with art and literature? Isn't it only the province of those involved in medicine, therapy or special education? We're not used to thinking of disability as belonging to all of us as educators, or as a liberating, creative force; we're used to thinking of it as something to be cured or overcome, or even, sadly, vilified or hidden away. But this seminar, premised on the ideas of an academic field called disability studies, will challenge our conventional ideas that disability equals only sentiment, pity or tragedy. Our work will first be based on the following assumptions:

- Disability is a culture and a community, with a history all its own
- The study of disability is interdisciplinary, relating to literature, art, medicine, history, science and social studies
- Disability is relevant to all of us, because we all may be ourselves disabled, may know or love someone who is disabled, or at the very least, we all live in bodies that are susceptible to illness, injury or aging
- Better understanding the possibilities disability represents makes us better able to embrace a wider range of identities and embodiments in our world as a whole.

More specifically, this seminar will be about using disability to question bodily ideals in art and literature. We'll use works from the Bechtler as catalysts for our discussion, and we'll also use literature and popular culture, embracing the idea that disability generates exciting new ideas about the body.

Grammar for the Real World
Ralf Thiede, Linguistics, UNC Charlotte

Explicit instruction in grammar has, for various historical reasons, declined in public schools, but it appears to be making a comeback via SAT, AP and common core curriculum. We will look at grammar (not necessarily only school grammar, but also paying attention to more current linguistics) with an eye on two areas of application:

- First, grammar for writing – the grammar one must know in order to discuss and do professional (non-intuitive) editing.
- Second, grammar for the workplace – the grammar one must know to prepare for studies towards a career in any of the many language-related industries.

This seminar is not exclusively intended for English/Language Arts teachers, but also for all those who think grammar (linguistics) has its rightful place among the STEM disciplines. For example, a teacher in social studies or mathematics/statistics may be interested in developing curriculum involving topics such as diagnosing linguistic deterioration in Alzheimer's patients, forensic linguistics (establishing authorship), computer applications (data mining, corpus analysis), etc. Cooperation between ELA and STEM teachers is welcome and encouraged.

Human Social Groups
Lisa Slattery Walker, Sociology, UNC Charlotte

This seminar is designed to examine the current knowledge about social groups. Both intra-group relations, i.e., how small groups function within themselves, and inter-group relations, i.e., how groups interact with one another, will be covered. Potential topics may include conformity, minority influence, leadership, decision making, stereotyping, discrimination and inter-group conflict. Examples from groups such as families, work teams, political parties and voluntary associations will be used throughout the seminar. Major current theories and the history of the study of small groups will be presented. Much of the seminar will be experiential, with the Fellows participating in various group activities to demonstrate the group dynamics under discussion. Discussion topics may include: why and how humans work in social groups; how and when group-based work is, and is not, an effective tool for improving outcomes of various kinds of tasks; and various group techniques for improving student learning, inclusion and classroom climate.

Chemical Magic
Durwin R. Striplin, Chemistry, Davidson College

The use of chemical demonstrations to assist teachers in providing eye-catching visuals for their classes is a time honored teaching tool. There is no reason these methods should be just for science classes! The goal of this seminar is to help teachers feel comfortable measuring and mixing chemicals, to help them put together low-cost, quick demonstrations of sufficient quality so the teacher can reference them throughout the semester, and along the way learn a bit of chemistry. Fellows will learn to build a unit of study using chemical demonstrations that could be used in the teaching of the timely subjects of energy, fuels, sustainability, conservation and more. As the semester progresses, we will plan and set-up for a full, one hour long, "Chemistry Magic Show," learning the basics of preparation, measuring and mixing chemicals, appropriate safety precautions, proper waste clean-up and stage craft, as well as some basic chemistry. The goal in this context is to build a show that entertains as well as teaches! We will also build databases that identify websites and books to mine for ideas, places to find chemicals and materials, and a network of like-minded folks who can help us brainstorm ideas for good demonstrations – ones that don't require a lot of resources and are appropriate for students, the subject and the teacher, and some that require class participation. We plan to spend as much time as we can, playing in the lab!

Urban Encounters: Hispanic and African American Literature
Brenda Flanagan, English, Davidson College

Some 30 years ago, Sandra Cisneros's delightful novel, The House on Mango Street, introduced readers to members of a Mexican-American family, the neighborhood in which they live, and, most importantly, their dreams and hopes of being fully American. Writers such as Cisneros, Judith Ortiz Cofer (Puerto Rico), Cristina Garcia (Cuba), Junot Diaz (Dominican Republic), and a host of others, have enriched American literature thematically, stylistically and certainly linguistically. As the American population changes, and as more students of Hispanic heritage enter school systems, the need for an understanding of what it means to be Hispanic/Chicano/Latina-American is imperative. That awareness can often come from a study of culturally specific literary texts, and can be enhanced through a comparison of such texts with those from another American ethnic group: African American. This seminar will introduce Fellows to the literature Hispanics – an all-consuming even if problematic term – have written, and several texts written by African Americans. The focus will be on novels set in major American cities, as this will afford an interesting basis of dialogic comparison and contrast.

2013 CTI Seminar Meeting Locations

Dinner and Announcements: 5:15-5:50pm
Seminar Meetings: 6:00-8:00pm

Davidson Seminars

Seminar groups meeting on the Davidson College campus will have dinner in Vail Commons (Bldg. #53 on the Davidson College campus map/Fellows Handbook, p. 37). Dinner for the *Imagining Modern Bodies* seminar will be provided at the Bechtler Museum of Modern Art.

Chemical Magic Seminar:	328 Martin Chemistry Laboratory Davidson College – Bldg. #53 on campus map
Math and Sports Seminar:	3146 Chambers Davidson College – Bldg. #54 on campus map
Urban Encounters Seminar:	Multicultural House Lounge Davidson College – Bldg. #12 on campus map
Imagining Modern Bodies Seminar:	Level 2 Seminar Room Bechtler Museum of Modern Art 420 S. Tryon St. – Uptown Charlotte

UNC Charlotte Seminars

Seminar groups meeting on the UNC Charlotte campus will have dinner in Crown Commons in the Student Union (Bldg. #69 on the UNC Charlotte campus map/Fellows Handbook, p. 40). Dinner for the *Charlotte as a New South City* seminar will be provided at the Levine Museum of the New South.

*_Please note:_ On **May 16** the UNCC dinner will be in Room 200 in the Student Union.

The Nature of Energy Seminar:	120 Burson/Labs meet in 114 Burson UNCC Bldg. #13 on campus map
Grammar in the Real World Seminar:	167 College of Education (COED) UNCC Bldg. #52, across from Student Union
Human Social Groups Seminar:	032 College of Education (COED) UNCC Bldg. #52, across from Student Union
Charlotte as a New South City Seminar:	Turner Conference Room Levine Museum of the New South 200 E. Seventh St. – Uptown Charlotte

9

2013 CTI Calendar

Thursday, April 25, 5:15-8:00pm: Fellows Orientation & 1st Seminar Meeting (Discovery Place)

Tuesday, Apr. 30, 4:30-7:30 pm: Campus Connection (UNC Charlotte)

Thursday, May 2, 4:30-7:30 pm: Campus Connection (Davidson College)

Thursday, May 9, 5:15-8:00pm: 2nd Seminar Meeting

Thursday, May 16, 5:15-8:00pm: 3rd Seminar Meeting

Friday, June 14: Fellows submit prospectuses to seminar leader by email (no meeting)

Thursday, July 11: Seminar Leaders return prospectuses/bibliography via email (no meeting)

August 12-16: Fellows meet 1:1 with Seminar Leader (no dinner or full seminar meeting)

Thursday, Sept. 12, 5:15-8:00pm: 4th Seminar Meeting

Thursday, Sept. 19, 5:15-8:00pm: 5th Seminar Meeting

Thursday, Sept. 26, 5:15-8:00pm: 6th Seminar Meeting – 1st draft of CU due

Thursday, Oct. 3, 5:15-8:00pm: 7th Seminar Meeting

Thursday, Oct. 10, 5:15-8:00pm: 8th Seminar Meeting (1st draft returned to Fellows)

Thursday, Oct. 17: Fellows meet 1:1 with Seminar Leader (no dinner or full seminar meeting)

Thursday, Oct. 24, 5:15-8:00pm: 9th Seminar Meeting

Thursday, Oct. 31: 2nd draft of CU due (*No seminar meeting*)

Thursday, Nov. 7, 5:15-8:00pm: 10th Seminar Meeting

Thursday, Nov. 14, 5:15-8:00pm: 11th Seminar Meeting (2nd draft returned to Fellows)

Thursday, Nov. 21, 5:15-8:00pm: 12th Seminar Meeting

Monday, Nov. 25: Final CU due to Seminar Leader by email *(No seminar meeting)*

Tuesday, Dec. 3: Fellows Questionnaire due online

Thursday, Dec. 5: Seminar Leaders email all final approved CUs to CTI (may submit earlier)

Thursday, Dec. 12, 5:15-7:30 pm: 2013 Fellows Finale Celebration

Friday, Dec. 13: Seminar Leaders email feedback questionnaires to CTI

Color Key

BLUE – Scheduled Seminar Meetings, Summer Reading Period, and Fellows Final Celebration

GREEN – Campus Connection events

PURPLE – 1:1 Meetings with Seminar Leader

RED – Important deadlines

* Fellows are required to attend the Campus Connection event on their host campus and are welcome to attend both Campus Connection events. All Fellows are eligible to receive campus ID cards to access privileges at both Davidson College and UNC Charlotte.

2013 CTI Seminar Participants

Italics denote Seminar Coordinator and asterisks (*) denote Steering Committee

Charlotte as a New South City:
Using the Collections of the Levine Museum of the New South
Shep McKinley, swmckinl@uncc.edu

Brad Baker	Civics & Economics	Providence HS	sean1.baker@cms.k12.nc.us
Sheena Burrus	First Grade	Clear Creek ES	sheena.burrus@cms.k12.nc.us
Calen Clifton	Eighth Grade	Martin Luther King MS	calenr.clifton@cms.k12.nc.us
Jennifer Dalesandro	Mathematics	Bain ES	jennifer.dalesandro@cms.k12.nc.us
Barbara Devine	Second Grade	Whitewater Academy	barbarab.devine@cms.k12.nc.us
Alexandra Edwards	Social Studies	Bailey MS	alexandra.edwards@cms.k12.nc.us
Angela Gile	Social Studies	James Martin MS	angelal.gile@cms.k12.nc.us
Nikki Guevara	First Grade	Bain ES	nichole.guevara@cms.k12.nc.us
Elizabeth Kennedy	Language Arts	Randolph MS	elizabethh.kennedy@cms.k12.nc.us
Adell Treadwell	Fifth Grade	Bain ES	adell.clarkson@cms.k12.nc.us
Roshan Varghese	History	Butler HS	roshan.varghese@cms.k12.nc.us
Barbara Wesselman*	Apparel & Design	Northwest School of the Arts	barbara.wesselman@cms.k12.nc.us
Katie Willett	History	Independence HS	katie.willett@cms.k12.nc.us

The Nature of Energy:
How We Use and Source it to Power Our Everyday Lives
Susan Trammell, srtramme@email.uncc.edu

Mary Fabian	Science	CATO Middle College HS	marys.fabian@cms.k12.nc.us
Miesha Gadsden	Third Grade	Lansdowne ES	mieshad.brayboy@cms.k12.nc.us
Becky George	Seventh Grade	Randolph MS	rebeccal.george@cms.k12.nc.us
Trista Harris	Biology	Providence HS	tristal.harris@cms.k12.nc.us
Chris Herman	Science	West Mecklenburg HS	christopherd.herman@cms.k12.nc.us
Deb Jung	Media Skills	Winding Springs ES	d.jung@cms.k12.nc.us
Melanie Kirschner	Kindergarten	Albemarle Road ES	melanie.kirschner@cms.k12.nc.us
Julie Ruziska Tiddy	Science	Carmel MS	julie.ruziska-tiddy@cms.k12.nc.us
Deb Semmler*	Physics	East Mecklenburg HS	debra.semmler@cms.k12.nc.us
Thelia Stevens	Fifth Grade	Oaklawn Language Academy	theliap.stevens@cms.k12.nc.us
Edwin Tranquilino	Physics	Harding University HS	edwin.tranquilino@cms.k12.nc.us
Glenda Winborne	First Grade	Bain ES	glenda.winborne@cms.k12.nc.us
Cindy Woolery*	Science	Elizabeth Traditional ES	cindy.woolery@cms.k12.nc.us

2013 CTI Seminar Participants

Italics denote Seminar Coordinator and asterisks (*) denote Steering Committee

Math and Sports
Tim Chartier, tichartier@davidson.edu

Lisa Ashworth	Seventh Grade	Barringer Academic Center	lisa.ashworth@cms.k12.nc.us
Cassandra Black	First Grade	Ashley Park Pre-K-8	c.black@cms.k12.nc.us
Stephanie Coggins	Science	Bailey MS	stephaniem.coggins@cms.k12.nc.us
Madalina Corneanu	Mathematics	Harding University HS	madalina1.corneanu@cms.k12.nc.us
Lew Davidson	Mathematics	Mallard Creek HS	lewis.davidson@cms.k12.nc.us
Monica Echols	Mathematics	Francis Bradley MS	monica.echols@cms.k12.nc.us
Minnie Griffin	Third Grade	Oakdale ES	minnie.griffin@cms.k12.nc.us
Cynthia Hicks	Kindergarten	Steele Creek ES	cynthia.hicks@cms.k12.nc.us
Susan Jones	Kindergarten	Steele Creek ES	susan1.jones@cms.k12.nc.us
Mindy Passe	Fourth Grade	Barringer Academic Center	m.passe@cms.k12.nc.us
Michael Pillsbury*	Mathematics	Randolph MS	michael.pillsbury@cms.k12.nc.us
Elijah Swift Jr.	Mathematics	North Mecklenburg HS	elijahr.swift@cms.k12.nc.us
Amber Wagner	Mathematics	Elizabeth Traditional ES	amber.wagner@cms.k12.nc.us

Imagining Modern Bodies:
Disability and Art at the Bechtler Museum of Modern Art
Ann Fox, anfox@davidson.edu

Lucy Beaube	First Grade	Barringer Academic Center	lucy.klein@cms.k12.nc.us
Laura Brosi	Visual Arts	Albemarle Road ES	laura.brosi@cms.k12.nc.us
Brooke Colby	Visual Arts	Mallard Creek HS	brooke.colby@cms.k12.nc.us
Tiffany DiMatteo*	English	Myers Park HS	tiffanyn.dimatteo@cms.k12.nc.us
Dawn Franchina	History	West Charlotte HS	dawnl.franchina@cms.k12.nc.us
Marva Hutchinson	English	Providence HS	marva.hutchinson@cms.k12.nc.us
Matthew Kelly*	Spanish	Independence HS	matthew.kelly@cms.k12.nc.us
Stephanie Misko	English	W.A. Hough HS	stephaniea.misko@cms.k12.nc.us
Courtney Pender	Kindergarten	Elizabeth Traditional ES	courtney.pender@cms.k12.nc.us
Katie Semmler	Chemistry	North Mecklenburg HS	katherinea.semmler@cms.k12.nc.us
Teresa Strohl	Visual Arts	Barringer Academic Center	teresas.strohl@cms.k12.nc.us
Amy Strong	History	North Mecklenburg HS	amye.strong@cms.k12.nc.us
Emily Wegener	Literacy	Albemarle Road ES	emily.ferrell@cms.k12.nc.us

2013 CTI Seminar Participants

Italics denote Seminar Coordinator and asterisks (*) denote Steering Committee

Grammar for the Real World

Ralf Thiede, rthiede@uncc.edu

Gifty Allen	English	West Charlotte HS	giftys.allen@cms.k12.nc.us
Jennifer Buskey	Kindergarten	Albemarle Road ES	jennifere.buskey@cms.k12.nc.us
Mawuena Dabla-Egui	French	Harding University HS	mawuenaa.dabla@cms.k12.nc.us
Torrie Edwards	English	W.A. Hough HS	torriek.edwards@cms.k12.nc.us
Ana Hummel	French	North Mecklenburg HS	ana.hummel@cms.k12.nc.us
Tara Lee	Language Arts	Bailey MS	tara.lee@cms.k12.nc.us
Rhonda McClain	English	West Charlotte HS	rhonda.mcclain@cms.k12.nc.us
Melissa Mitchell	English	North Mecklenburg HS	melissal.mitchell@cms.k12.nc.us
R. Matthew Nuccio	English	Mallard Creek HS	richard1.nuccio@cms.k12.nc.us
Furika Reed	English	W.A. Hough HS	furika.reed@cms.k12.nc.us
Margo Tripsa	English	Smithfield ES	margaretav.tripsa@cms.k12.nc.us
Michelle Tufano	English	West Mecklenburg HS	michelle1.tufano@cms.k12.nc.us
Ullanda Tyler	Fourth Grade	John M. Morehead STEM Academy	ullanda.tyler@cms.k12.nc.us

Human Social Groups

Lisa Slattery Walker, lisa.walker@uncc.edu

Tamara Babulski	History	Independence HS	tamara.babulski@cms.k12.nc.us
Janet Bevis	Science	Bain ES	janet.bevis@cms.k12.nc.us
Daryl Bradshaw	Psychology	Mallard Creek HS	daryl.bradshaw@cms.k12.nc.us
Devin D'Aurizio	Kindergarten	Irwin Academic Center	devin1.daurizio@cms.k12.nc.us
Weston Fairchild	History	Bailey MS	weston.fairchild@cms.k12.nc.us
Jedidiah Gist	History	West Charlotte HS	jedidiah.gist@cms.k12.nc.us
StaceyAnne Hartberger	Science	James Martin MS	stacey.hartberger@cms.k12.nc.us
Delee Marciano	Language Arts	Randolph MS	deleeh.marciano@cms.k12.nc.us
Katelyn Quinn	Second Grade	Irwin Academic Center	katelynm.quinn@cms.k12.nc.us
Michelle Rines	Chemistry	Mallard Creek HS	michelle.rines@cms.k12.nc.us
Sarah VanWyhe	English	Vance HS	sarah.vanwyhe@cms.k12.nc.us
Megan Woazeah	Language Arts	Francis Bradley MS	megann.woazeah@cms.k12.nc.us
Tamara Wood	Language Arts	Albemarle Road MS	tamara1.wood@cms.k12.nc.us

2013 CTI Seminar Participants

Italics denote Seminar Coordinator and asterisks (*) denote Steering Committee

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Chemical Magic
Durwin R. Striplin, dustriplin@davidson.edu

Bonnie Bosworth	Chemistry	Mallard Creek HS	bonniec.bosworth@cms.k12.nc.us
Lyndsay Burns	Fourth Grade	David Cox Road ES	lyndsay.burns@cms.k12.nc.us
Phil Carver	Science	James Martin MS	philh.carver@cms.k12.nc.us
Nicole Fraser*	Fifth Grade	Davidson ES	nicole.fraser@cms.k12.nc.us
DeNise Gerst	Science	Barringer Academic Center	denise.willis@cms.k12.nc.us
Christie Johnson	Mathematics	Lincoln Heights Academy	christiec.jones@cms.k12.nc.us
Nancy Kuzniar	Eighth Grade	Francis Bradley MS	n.kuzniar@cms.k12.nc.us
Heather Layman	Chemistry	South Mecklenburg HS	heatherr.layman@cms.k12.nc.us
Elizabeth Lehman	First Grade	John M. Morehead STEM Academy	elizabethh.lehman@cms.k12.nc.us
Lisa Lewis	First Grade	Collinswood Language Academy	lisam.lewis@cms.k12.nc.us
Janet Raybon	Chemistry	Myers Park HS	j.raybon@cms.k12.nc.us
Jen Thompson	Science	James Martin MS	jenniferr.thompson@cms.k12.nc.us
Kory Trosclair	Science	Bailey MS	korym.trosclair@cms.k12.nc.us

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Urban Encounters:
Hispanic and African American Literature
Brenda Flanagan, brflanagan@davidson.edu

Jennifer Aldridge	English	North Mecklenburg HS	jenniferc.aldridge@cms.k12.nc.us
Gloria Brinkman	Visual Arts	Harding University HS	gloria.brinkman@cms.k12.nc.us
Stefanie Carter-Dodson	Language Arts	Martin Luther King MS	sa.carter-dodson@cms.k12.nc.us
Liz Craig	Language Arts	Martin Luther King MS	elizabeth1.craig@cms.k12.nc.us
Michael Dodson	English	West Charlotte HS	michael1.dodson@cms.k12.nc.us
Torrieann Dooley*	Second Grade	David Cox Road ES	torrieann.dooley@cms.k12.nc.us
Intisar Hamidullah*	Language Arts	Whitewater MS	ntisar.hamidullah@cms.k12.nc.us
Jennifer Ladanyi	Language Arts	Bailey MS	jennifer.ladanyi@cms.k12.nc.us
Beth Lasure*	Visual Arts	Mallard Creek HS	elizabeth.lasure@cms.k12.nc.us
Jashonai Payne*	Fifth Grade	Clear Creek ES	jashonai.payne@cms.k12.nc.us
Jann Peck	Language Arts	Bailey MS	jannt.peck@cms.k12.nc.us
Melissa Pratt	Language Arts	Francis Bradley MS	melissa1.pratt@cms.k12.nc.us
Ambrosia Wilson	Spanish	Marie G. Davis Academy	ambrosiaj.wilson@cms.k12.nc.us

CTI Leadership

Teacher Leadership

Steering Committee Members

Steering Committee members work to establish contacts at schools (including schools other than their own), and help plan, organize, conduct and evaluate the programs intended to benefit them and—through them—their students. The Steering Committee is responsible for communicating to other teachers the Institute's mission: *to impact schools by strengthening teaching and learning*. They select seminar topics and encourage teachers to apply and enroll, and serve on the CTI Admissions Committee, along with Seminar Coordinators. Each January, Steering Committee members are chosen by the Director, as recommended by other Steering Committee members and/or Seminar Coordinators. Steering Committee members must demonstrate great interest in the continuing development of the Charlotte Teachers Institute. Additionally, Steering Committee members must have completed at least one National Seminar and must agree to participate in a local seminar in the year of Steering Committee service. Steering Committee members each receive a $1500 stipend for their year of service. *CTI Steering Committee members for 2013 include:*

Torrieann Dooley	Second Grade	David Cox Road ES
Tiffany DiMatteo	English	Myers Park HS
Nicole Fraser	Fifth Grade	Davidson ES
Intisar Hamidullah	Language Arts	Whitewater MS
Matthew Kelly	Spanish	Independence HS
Beth Lasure	Visual Arts	Mallard Creek HS
Jashonai Payne	Fifth Grade	Clear Creek ES
Michael Pillsbury	Mathematics	Randolph IB MS
Deb Semmler	Physics	East Mecklenburg HS
Barbara Wesselman	Costume Design	Northwest School of the Arts
Cindy Woolery	Science	Elizabeth Traditional ES

Seminar Coordinators

Seminar Coordinators (one per seminar) act as liaisons between Seminar Leaders and Fellows. They promote collegiality and ensure seminars meet the expectations and needs of all involved. Coordinators work closely with the Director and Steering Committee members throughout the application review process. Coordinators meet regularly throughout the seminar period with other Coordinators and the Director, as a means of assuring smooth operation of seminars in progress. Each January, Coordinators are selected by the Director, in consultation with the CTI Teacher Steering Committee. Coordinators must be, and intend to remain, full-time classroom teachers, and must demonstrate great interest in the continuing development of the Charlotte Teachers Institute. They must be experienced in the writing of curriculum units, having served at least once as a CTI Fellow. Seminar Coordinators each receive a stipend of $1000 for their year of service. *CTI Seminar Coordinators for 2013 include:*

Tamara Babulski	Human Social Groups	History	Independence HS
Lucy Beaube	Imagining Modern Bodies	First Grade	Barringer Academic Center
Stefanie Carter-Dodson	Urban Encounters	Language Arts	Martin Luther King MS
Alexandra Edwards	Charlotte as a New South City	Social Studies	Bailey MS
Torrie Edwards	Grammar for the Real World	English	Hough HS
Minnie Griffin	Math and Sports	Third Grade	Oakdale ES
Janet Raybon	Chemical Magic	Science	Myers Park HS
Julie Ruziska Tiddy	The Nature of Energy	Science	Carmel MS

School Contacts

School Contacts serve as ambassadors to CTI, working at their respective school(s) to inform teachers and administrators of CTI's activities, report teachers' needs and interests to CTI, and encourage Institute participation. Each January, School Contacts are chosen by the Director, as recommended by Steering Committee members and/or Seminar Coordinators. School Contacts must be, and intend to remain, full-time classroom teachers in CMS, and must have participated in either a local or national seminar at some time. School Contacts play an important role in the Institute as voluntary advocates and ambassadors. *CTI School Contacts for 2013 include:*

Emily	Abernathy	JV Washam ES	emilyh.abernathy@cms.k12.nc.us
Kristin	Arko	Croft Community ES	kristin.arko@cms.k12.nc.us
Courtney	Armstrong	Jay M. Robinson MS	courtney.armstrong@cms.k12.nc.us
Lisa	Ashworth	Barringer Academic Center	lisa.ashworth@cms.k12.nc.us
Tamara	Babulski	Independence HS	tamara.babulski@cms.k12.nc.us
Allison	Baker	Vance HS	allison.sellers@cms.k12.nc.us
Lucy	Beaube	Barringer Academic Center	lucy.klein@cms.k12.nc.us
Larry	Bosc	East Mecklenburg HS	lawrence.bosc@cms.k12.nc.us
Gloria	Brinkman	Harding University HS	gloria.brinkman@cms.k12.nc.us
Lyndsay	Burns	David Cox Rd ES	lyndsay.burns@cms.k12.nc.us
Stefanie	Carter-Dodson	Martin Luther King MS	sa.carter-dodson@cms.k12.nc.us
Colleen	Casey	Bradley MS	colleen.casey@cms.k12.nc.us
Madalina	Corneanu	Harding University HS	madalina1.corneanu@cms.k12.nc.us
Jennifer	Dalesandro	Bain ES	jennifer.dalesandro@cms.k12.nc.us
Karen	Donaldson	Collinswood Language Academy	karena.donaldson@cms.k12.nc.us
Alexandra	Edwards	Bailey MS	alexandra.edwards@cms.k12.nc.us
Torrie	Edwards	Hough HS	torriek.edwards@cms.k12.nc.us
Lindsey	Elkins	Providence HS	lindsey.elkins@cms.k12.nc.us
Miesha	Gadsden	Lansdowne ES	mieshad.brayboy@cms.k12.nc.us
Minnie	Griffin	Oakdale ES	minnie.griffin@cms.k12.nc.us
StaceyAnne	Hartberger	James Martin MS	stacey.hartberger@cms.k12.nc.us
Lakesha	Heath	Lincoln Heights Academy	lakeshac.heath@cms.k12.nc.us
Sarah	Hunt	Randolph IB MS	sarah1.hunt@cms.k12.nc.us
Marva	Hutchinson	Providence HS	marva.hutchinson@cms.k12.nc.us
Christie	Johnson	Lincoln Heights Academy	christiec.jones@cms.k12.nc.us
DeShea	Jones	Nathaniel Alexander ES	kristiand.jones@cms.k12.nc.us
Deb	Jung	Winding Springs ES	d.jung@cms.k12.nc.us
Melanie	Kirschner	Albemarle Road ES	melanie.kirschner@cms.k12.nc.us
Jennifer	Ladanyi	Bailey MS	jennifer.ladanyi@cms.k12.nc.us
Stephanie	Misko	Hough HS	stephaniea.misko@cms.k12.nc.us
Mindy	Passe	Barringer Academic Center	m.passe@cms.k12.nc.us
Elouise	Payton	Barringer Academic Center	elouise1.payton@cms.k12.nc.us
Jann	Peck	Bailey MS	jannt.peck@cms.k12.nc.us
Courtney	Pender	Elizabeth Traditional ES	courtney.pender@cms.k12.nc.us
Janet	Raybon	Myers Park HS	j.raybon@cms.k12.nc.us
Julie	Ruziska Tiddy	Carmel MS	julie.ruziska-tiddy@cms.k12.nc.us
Jennifer	Sieracki	JV Washam ES	jennifer1.sieracki@cms.k12.nc.us
Amy	Strong	North Mecklenburg HS	amye.strong@cms.k12.nc.us
Kathy	Vey	Bradley MS	k.vey@cms.k12.nc.us
May	Winiarski	East Mecklenburg HS	m.winiarski@cms.k12.nc.us
Megan	Woazeah	Bradley MS	megann.woazeah@cms.k12.nc.us
Michelle	Zachrich	Independence HS	michelle.zachrich@cms.k12.nc.us

Faculty Leadership

University Advisory Council (UAC) members are recommended by the Director and appointed by the President of Davidson and the Chancellor of UNC Charlotte. The Council consists primarily of full-time professors, with ex-officio membership held by Deans and other administrators with an interest in the program. The UAC meets with the Director twice each year and is responsible for the following:
a) recruiting and suggesting faculty for leading seminars; b) addressing the needs of public schools through the selection of seminar topics; c) providing feedback on the Annual Review required by the Yale National Initiative; d) offering advice on the progress of the Institute. This group may also be asked to take part in special CTI events throughout the year. One or two faculty members will be asked to become members of the National University Advisory Council which meets during the first week of the Yale National Intensive Seminars each July. CTI has identified faculty members for membership on the University Advisory Council. All individuals have written letters of commitment. Upon approval by the Yale National Initiative, each UAC member will receive an official letter of appointment from the UNC Charlotte Chancellor and the Davidson College President.

Kathryn Asala: Lecturer and Undergraduate Coordinator, Department of Chemistry, UNC Charlotte
Ruth Beeston: Professor, Department of Chemistry, Davidson College
Anita Blowers: Associate Professor, Department of Criminal Justice and Criminology, UNC Charlotte
Andy Bobyarchick: Associate Professor, Department of Geography and Earth Sciences, UNC Charlotte
Lil Brannon: Professor of English and Education, Department of English, UNC Charlotte
Banita Brown: Associate Dean for Student Services, College of Liberal Arts and Sciences, UNC Charlotte
Jurgen Buchenau: Professor and Chair, Department of History, UNC Charlotte
Mary Lynne Calhoun: Dean of the College of Education, UNC Charlotte
Tim Chartier: Associate Professor, Department of Mathematics, Davidson College
Suzanne Churchill: Associate Professor, Department of English, Davidson College
Mitchell Cordova: Professor and Chair, Department of Kinesiology, UNC Charlotte
Phil Dubois: Chancellor, University of North Carolina at Charlotte
Dan Dupre: Associate Professor, Department of History, UNC Charlotte
Jae Emerling: Assistant Professor, Department of Art and Art History, UNC Charlotte
Brenda Flanagan: Associate Professor, Department of English, Davidson College
Ann Fox: Associate Professor, Department of English, Davidson College*
Richard Gay: Associate Professor and Chair, Department of Education, Davidson College*
Dan Grano: Associate Professor, Department of Communication Studies, UNC Charlotte
Nancy Gutierrez: Dean, College of Liberal Arts and Sciences, UNC Charlotte
Jennifer Hartman: Assistant Professor, Department of Criminal Justice and Criminology, UNC Charlotte
Cindy Hauser: Associate Professor, Department of Chemistry, Davidson College
Christine Haynes: Assistant Professor, Department of History, UNC Charlotte
Laurie Heyer: Associate Professor, Department of Mathematics, Davidson College
Burkhard Henke: Professor and Chair, Department of German/Russian, Davidson College*
Yvette Huet: Professor, Department of Biology, UNC Charlotte
Charles Hutchison: Associate Professor, Middle/Secondary K-12 Education, UNC Charlotte
Marcus Jones: Assistant Professor, Department of Chemistry, UNC Charlotte
Michael Kelly: Professor and Chair, Department of Philosophy, UNC Charlotte
Robert Kravchuk: Professor and Chair, Department of Political Science, UNC Charlotte
Ken Lambla: Dean, College of Art and Architecture, UNC Charlotte
Oscar Lansen: Senior Lecturer, Department of History, UNC Charlotte
Jeffrey Leak: Associate Professor, Department of English, UNC Charlotte
Chance Lewis: Distinguished Professor and Endowed Chair of Urban Education, UNC Charlotte
Janet Levy: Associate Professor and Chair, Department of Anthropology, UNC Charlotte

Barbara Lom: Associate Professor and Chair, Department of Biology, Davidson College
Joan Lorden: Provost and Vice Chancellor for Academic Affairs, UNC Charlotte
Ronald Lunsford: Professor/Director of Graduate Programs, Department of English, UNC Charlotte*
David Martin: Professor and Chair, Department of Economics, Davidson College
Shepherd McKinley: Lecturer, Department of History, UNC Charlotte
Adriana Medina: Assistant Professor, Department of Reading/Elementary Education, UNC Charlotte
Ross Meentemeyer: Professor, Department of Geography and Earth Sciences, UNC Charlotte
Gregory Mixon: Associate Professor, Department of History, UNC Charlotte
Donna Molinek: Professor and Chair, Department of Mathematics, Davidson College
Patrick Moyer: Associate Professor, Department of Physics and Optical Science, UNC Charlotte
Jeanne Neumann: Professor and Chair, Department of Classics, Davidson College
Akinwumi Ogundiran: Professor and Chair, Department of Africana Studies, UNC Charlotte*
Christopher Paradise: Associate Professor, Department of Biology, Davidson College
Luis Pena: Professor, Department of Spanish, Davidson College
Magdalena Pena: Professor and Chair, Department of Spanish, Davidson College
Malin Pereira: Executive Director, Honors College, UNC Charlotte
David Pugalee: Professor, Department of Middle and Secondary K-12 Education, UNC Charlotte
Carol Quillen: President, Davidson College
Harold Reiter: Professor, Department of Mathematics and Statistics, UNC Charlotte
Shelley Rigger: Brown Professor of East Asian Politics, Department of Political Science, Davidson College*
Amy Ringwood: Associate Professor, Department of Biology, UNC Charlotte
Susan Roberts: Associate Professor, Department of Political Science, Davidson College
Joanne Robinson: Associate Professor, Department of Religious Studies, UNC Charlotte
Clark Ross: Vice President for Academic Affairs and Dean of Faculty, Davidson College
John Smail: Dean of University College, UNC Charlotte
Heather Smith: Associate Professor, Department of Geography and Earth Sciences, UNC Charlotte
Shaw Smith: Professor, Department of Art, Davidson College
Durwin R. Striplin: Associate Professor, Department of Chemistry, Davidson College
Jessica Taft: Assistant Professor, Department of Sociology, Davidson College
Ralf Thiede: Associate Professor, Department of English, UNC Charlotte
Peter Tkacik: Assistant Professor, Department of Mechanical Engineering, UNC Charlotte
Susan Trammell: Associate Professor, Department of Physics and Optical Science, UNC Charlotte*
Lisa S. Walker: Professor and Chair, Department of Sociology, UNC Charlotte
Jennifer Warner: Vice Chair for Academic Programs, Department of Biology, UNC Charlotte
Dave Wessner: Associate Professor, Department of Biology, Davidson College
Mark West: Professor, Department of English, UNC Charlotte
J. Daniel White: Associate Professor, Department of Religious Studies, UNC Charlotte
Anne Blue Wills: Associate Professor, Department of Religion, Davidson College
Mark Wilson: Associate Professor, Department of History, UNC Charlotte
Diane Zablotsky: Director of the Levine Scholars Program, UNC Charlotte*

*Indicates member of the UAC Executive Committee

CTI Staff

The offices for Charlotte Teachers Institute are housed in the College of Liberal Arts and Sciences at UNC Charlotte in 324 Fretwell on the main campus. Please contact any of our staff members with your questions, suggestions or comments. We look forward to assisting you!

Scott Gartlan, Executive Director	scott.gartlan@uncc.edu	704-687-0078
Robin Mara, Program Associate	rmara@uncc.edu	704-687-0047
Lakia Scott, Graduate Research Assistant	lscott33@uncc.edu	704-687-0047
Orrie Brand, Student Education Intern	obrand@uncc.edu	704-687-0047
Niya Johnson, Student Education Intern	njohns70@uncc.edu	704-687-0047

Curriculum Unit Information

Guidelines to Writing a Curriculum Unit

The Institute attaches great importance to the process for writing curriculum units, which includes a prospectus and two drafts before submission of a completed unit. These steps for writing a unit provide you the opportunity to develop your ideas in collaboration with your seminar leader and your fellow teachers, who are the main audience for whom you are writing. Because of the importance of the writing process and the care with which the Institute schedule has been designed, it is imperative Fellows meet all deadlines. *Units which have not been prepared in accordance with this process cannot be accepted.*

The prospectus, each draft and completed unit should be submitted to your seminar leader by the dates indicated below. Individual assistance with questions about these Guidelines is available by making an appointment with your Seminar Coordinator.

Curriculum Unit Process and Schedule

Unit Topic, Prospectus & Reading List: due via email to Seminar Leader – Friday, June 14.
Each Fellow, in consultation with the seminar leader and other seminar members, refines his or her topic and chooses basic readings for research. An essay of two-to-four pages describes what the Fellow intends the final unit to contain. This provides each seminar member with an overview of his or her colleagues' work. Your seminar leader will provide feedback on each prospectus along with a recommended reading list for each Fellow by July 11.

First Draft: due in 6th Seminar Meeting – Thursday, September 26.
This is your first draft of the prose statement of the unit's content objectives and teaching strategies. Whether developed as a unified essay or as separate sections, this draft should consist of paragraphs of sustained narrative, exposition or argument. It should be at least 7-8 single-spaced pages in length (even though your seminar leader may suggest that the draft be double-spaced for convenience in revising and editing). The seminar leader will provide written comments on this draft by October 10.

Second Draft and Synopsis: due on Thursday, October 31 (no seminar meeting).
This draft includes a rewriting of the content objectives and teaching strategies of your unit, based on comments from your seminar leader and colleagues, and a first writing of the examples of classroom activities and annotated lists of resources. At this point you should prepare the entire unit in a form as close as possible to the completed unit: 15-25 single-spaced pages, with full citation of bibliographical data for items in notes or bibliographies, and full annotations for the bibliographies. The draft and synopsis will be returned with your seminar leader's comments by November 14.

Completed Unit: due via email to Seminar Leader Monday, November 25.
This is the third rewriting and refinement of the prose section of the unit and the final version of the entire unit. Fellows should consult the Mechanical Specifications (Fellows Handbook pp. 26-28) for the appearance of the completed unit, including any illustrations, images, graphs and tables; special characters or formulas; and use of any copyrighted material.

The Elements of a Curriculum Unit

After reading widely about your chosen topic and participating regularly in your seminar, you should complete a curriculum unit consisting of:

1) Content objectives - a clear statement of what the unit seeks to achieve;

2) Teaching strategies - a unified, coherent teaching plan for those objectives;

3) Classroom activities - three or more detailed examples of actual teaching methods or lesson plans;

4) Resources - three annotated lists of materials you have reviewed: (1) a bibliography for teachers, (2) a reading list for students, and (3) a list of materials for classroom use. You should explain in the prose section of the unit how these resources relate to your objectives.

5) Appendix -- no more than one page in which you briefly annotate - and not merely list - those school district or Common Core academic standards your unit will implement in a significant way. Please title this appendix *Implementing District Standards*.

You may present the first three elements in a unified essay or in separate sections. Whatever organization you devise, the discussion of objectives and strategies must consist of paragraphs of sustained narrative, exposition, or argument. This discussion must constitute at least two thirds of your completed unit – that is, at least 10 single-spaced pages, not including worksheets and images. Outlines, lists and worksheets, when included, belong in the section devoted to classroom activities. In selecting examples of classroom activities, you should present methods you have developed, rather than those gleaned from other sources. Considered together, the units prepared in your seminar should reflect a variety of methods.

Remember that the main audience for your unit is other teachers. The presentation of work-in-progress in Institute seminars will provide you with responses from one group of teachers - ideas you can use in revising your unit to make it as widely useful as possible.

Use of Copyrighted Materials

If you want to include in your curriculum unit excerpts (i.e. passages exceeding a few lines) from copyrighted material, you should first obtain permission from the copyright owner. If use of such material is not granted free of charge, you must also obtain advance approval from the Institute for paying any fees. Copyrighted material must be properly credited in an endnote, as described in the discussion of "Notes" in the Mechanical Specifications. *The Institute cannot accept units that contain copyrighted material for which you have not obtained prior authorization.* Because of the delays you may encounter in obtaining permission from copyright owners, you should seek such permission well in advance of completing your unit. We suggest you request such

permissions while preparing your first draft. For further information, please consult the detailed instructions and forms provided for obtaining copyright permissions.

Submitting the Completed Unit

Final units must be formatted as described in the *Mechanical Specifications of Writing a Curriculum Unit* section of this handbook and submitted by **Monday, November 25** in electronic form to your seminar leader. Please be sure to include "CU" and your name in the subject line of your email and copy the CTI Director and Program Associate on your emailed submission. After a final review, your seminar leader will forward your final approved unit to the CTI Director and Program Associate by **Thursday, December 5**.

Your final unit must be accompanied by the cover sheet (including unit synopsis), indexing form and appendix titled "Implementing District Standards." Each document should be saved as a separate file. Name the files with your first initial and surname and the submission date in a manner that will make it easy to distinguish them, i.e. "jjoyce_unit_11-25-13," "jjoyce_coversheet_11-25-13," "jjoyce_index_11-25-13" and "jjoyce_appendix_11-25-13."

Your cover sheet must include a synopsis of the unit to inform other teachers who may wish to use the material you develop. The cover sheet also includes your recommendation of subject(s) and grade level(s) for teaching your unit.

Also by December 5, the seminar leader will review and indicate to the CTI Director whether each Fellow has participated fully in the seminar and the writing process.

Upon successful completion of the seminar and the unit, as well as completion of CTI's online Fellows' Questionnaire, Fellows who are in good standing will be issued a stipend of $1500 from the CMS payroll department. (Individuals who do not fulfill all Institute requirements for full participation cease being Fellows and do not receive the stipend). Fellows also receive 3 continuing education credits for their full participation.

To increase availability and use of the curricular resources developed by Fellows, the Institute places each Fellow's synopsis (abstract) and curriculum unit on its website (www.charlotteteachers.org) and on the Yale National Initiative website; both are searchable for content using a guide and keywords provided by Fellows on their Indexing Forms. CMS public school teachers, other teachers around the world, and the general public may consult these curriculum units and other Institute resources online.

CU Checklist: Formatting/Submitting Final Units

Margins and Font
- ☐ 1.5" at top
- ☐ 1.25" at left, right and bottom
- ☐ 12 pt Times New Roman font

Spacing
- ☐ Double space between unit title and name
- ☐ 3 spaces between name and body of unit
- ☐ Single spacing in body text (for final unit)
- ☐ Double space before and after headings
- ☐ Double space between paragraphs
- ☐ No paragraph indentation immediately after headings and unit title
- ☐ Indentation (5 spaces) for all other paragraphs

Headings
- ☐ **Level 1 – Main sections: bold**
- ☐ Level 2 – Subsections: not bold
- ☐ *Level 3 – Further subdivisions: italics*
- ☐ Headings flush with left margin

Notes and Block Quotations
- ☐ Endnotes, not footnotes
- ☐ Notes on separate page using[1] or (1) in text
- ☐ Block quotes indented 10 spaces

Other
- ☐ Unit length: at least 15 pages** (see note below)
- ☐ Copyright permissions
- ☐ No page numbers

> **Sample Annotated Resource:**
> Schwartzman, Myron. *Romare Bearden, Celebrating the Victory*. New York: Grolier Publishing, 1999. This very easy to read book is a concise history on the life and art of Romare Bearden. Schwartzman was a personal friend of Bearden's and the conversational tone is evident in the text. Color plates and several Bearden drawings are included.

Final Unit includes:
- ☐ Content Objectives**
- ☐ Teaching Strategies**
- ☐ Classroom Activities** (provide outlines, lists & worksheets here or as labeled appendices)
- ☐ Resources – 3 Annotated Lists (*See Sample Annotated Resource above right for an example.*)
  - o 1. Bibliography for Teachers
  - o 2. Reading List for Students
  - o 3. List of Materials for Classroom Use
- ☐ Appendix for "Implementing Common Core Standards" – no more than <u>one page</u> in which you <u>briefly annotate</u> - and not merely list - those academic standards your unit implements in a significant way. Please title this appendix *Implementing Common Core Standards*.
- ☐ Email four (4) final documents to your Seminar Leader
  - ☐ Copy scott.gartlan@uncc.edu and rmara@uncc.edu on your email
  - ☐ Include "CU" and Your Name in the Subject line of your email
    - ☐ 1. Cover Sheet including Synopsis/Abstract, labeled: Jjones_coversheet_11-25-13
    - ☐ 2. Indexing Form, labeled: Jjones_index_11-25-13
    - ☐ 3. Final Unit (**minimum of 15 pages**), labeled: Jjones_unit_11-25-13
    - ☐ 4. Appendix ("Implementing Common Core Standards"): Jjones_appendix_11-25-13

***NOTE: The <u>Content Objectives, Teaching Strategies and Classroom Activities</u> sections must constitute at least 2/3 of your unit – and should be **<u>at least 10 single-spaced pages</u>** not including images and worksheets. The Resources and Appendix pages are in addition to the 10 page minimum constituting the body of your unit.*

Mechanical Specifications for Final Units — How Your Unit Should Look
(Title not in all cap; first words capitalized)

Author's Name

[Skip 3 lines]

This document describes and displays the specifications for formatting your final curriculum unit. By following these specifications you will help the Institute maintain a consistent appearance of the curriculum units, both in print and online.

Title and Author's Name

Give the unit a clear, concise, and descriptive title, and center the title on the first page, as shown above, using **bold** type. (Do not include a title page.) Your name should appear centered and in ***bold italics*** two lines below the title. Skip an additional three lines after your name before beginning the body of your unit.

Margins and Font

 Allow 1.5 inches at the top of each page and 1.25 inches on the left, right, and bottom. To create a uniform appearance of the published text, you should use **12-point type** and Times New Roman font. The right margin should not be justified.

Spacing and Unit Length

When formatting your unit, **single space** between lines and double space between paragraphs and headings (as shown here). <u>Indent five spaces to begin all paragraphs - except those that immediately follow a heading</u>. (Do not use tabs.) The completed unit should be **at least 15 but not more than 25** single-spaced pages in length. The Institute cannot accept units that do not meet the minimum or that exceed the maximum length.

Headings

If you decide to use headings for different sections and subsections within your unit, which the Institute recommends, please use the following conventions. As displayed in this document, double space before and after all headings.

 Level-one headings identify the main sections of your unit, e.g. objectives, strategies, classroom activities, resources. These headings should be in **bold** and flush with the left margin. The heading **"Headings"** that appears above is an example of a level-one heading.

Level-Two Headings

Level-two headings identify subsections within the main sections of your unit. These headings should be flush with the left margin but not in bold. The heading "Level-Two Headings" above is an example of a level-two heading.

Level-Three Headings

Level-three headings identify further subdivisions within your unit. These headings should be in *italics.* The heading *"Level-Three Headings"* above is an example of a level-three heading.

Notes and Block Quotations

When crediting sources or directing readers to further information, do not use footnotes at the bottom of the page. Instead, place notes on a separate page at the end of your unit and title them "Notes." Refer to individual notes within the body of your text by using a superscript number,[1] if possible, or a number in parentheses (1).

> Because of the brevity of units, avoid lengthy quotations. Any block quotations you use should be indented ten spaces (as shown in this paragraph). Use of material copyrighted by others must be properly acknowledged.

No Page Numbers

Do not include page numbers in your unit. In cases where you think it necessary to refer to another part of your essay, say "above" or "below."

Illustrations and Images

Do not include photographs, illustrations, student worksheets or similar material from works copyrighted by others, unless you have obtained written permission from the copyright owner and have attached that permission to your completed unit. As you cannot refer to illustrations or images by page number, you should number them sequentially and refer to this number within a parenthetical remark, e.g. "(See Figure 1.)". Any illustrations not prepared in this manner will be omitted.

Each illustration or image should be embedded in the curriculum unit. Image size should not be smaller than l" x l" and should not exceed 8" x 10". The minimum image resolution is 300 dpi. The total file size should not exceed 1 MB. Images may be in color or in black and white.

Special Characters and Math Formulas

Fellows who write curriculum units that contain math formulas and special characters should use "Microsoft Equations" under "Insert Object" in Word. More detailed instructions will be provided for seminars in which math notations will be used heavily. For special characters such as alpha (a), beta (P), etc., Fellows should use "Insert Symbol" to generate the characters in Microsoft Word.

Notes

[1]This is an example of how your notes should appear. See the attached Institute style sheet on Editorial Matters and the document titled "Copyright Permissions" for more detailed information. The *Chicago Manual of Style* should be your guide in matters of style. See also *Sources: Their Use and Acknowledgement* (Renza, Louis A., et. al. Dartmouth College: 1996, Hanover), which is online at http://www.dartmouth.edu/~sources/; and *Some Matters of Form* (Yale University, Department of English), which is online at http://english.yale.edu/sites/default/files/some_matters_0.pdf

Copyright Permissions

Copyright owners have the exclusive rights to reproduce, distribute, perform, display and create derivative works. Others usually must obtain permission from the copyright owner to lawfully engage in any of these activities. Once the Fellow, in preparing his or her curriculum unit, decides to include an excerpt from a book, or a chapter from a book, or an article from a periodical or newspaper, or a poem, or an excerpt from a unit of music (song, movement, etc.), or a short story, etc., he or she may need to secure permission from the copyright owner to use the work. The following steps should be performed:

Step I.

No matter how long the material excerpt (that is, how much is used) from the total work, the Fellow should be aware that the total work may have outlived its copyright protection and may be in the public domain. Once in the public domain, there are no restrictions on the use of the work.

At this time, works which were under a statutory copyright before 1923 are definitely in the public domain. This in effect means that any work published in the United States before 1923 is in the public domain. Therefore, the Fellow should realize that there is a great deal of valuable material already in the public domain and available for use. However, original contributions may be made to works in the public domain. These contributions may be copyrighted and may not be in the public domain.

As an example, all of Shakespeare's plays are in the public domain. However, if a new edition of one of the plays is annotated, then this new edition would be copyrightable because of the original contributions of the editor. The Fellow should be aware of these possibilities. The original language of the Shakespeare play should be used where there is a question.

In order to acquire information as to the public domain status of certain works, the Fellow should send the form on the following page to the Register of Copyrights.

This may also be done online at http://www.copyright.gov/records/

Last revised by Yale's Office of General Counsel: February 11, 2008

Form A

Register of Copyrights
Library of Congress
Washington, D.C. 20559

Dear Register:

Please provide information on the copyright status of the following item(s).

Name of Work:
Author(s) or Composer(s):
Original Date of Publication:
Original Holder of Copyright:

STATUS:
             _____ Public Domain
             _____ Copyright Held By:

               (Name of Owner):
               (Address):
               Signature for the Copyright Office:

A duplicate copy of this form and a self-addressed envelope are enclosed to expedite reply. Thank you.

               Sincerely,

               (Signature)

Step II.

If the work, (or excerpt) is not in the public domain (or it is not clear whether it is), it may be necessary for the Fellow to secure permission from the copyright owner to duplicate the material for inclusion in the curriculum unit. The same rules that apply in the context of publishing written materials apply in the context of publishing materials online. Yale requires that all participants comply with these rules.
(Please see: http://ogc.yale.edu/legal_reference/copyright.html)

The following information is designed to help the Fellow locate holders of copyright and secure permission.

The title page or the reverse of it is the appropriate place for the copyright notice, which consists of the year of publication, the name of the copyright owner, and in general, any acknowledgements of other copyrighted material used in the book. The word "acknowledgement" indicates that some materials were originally published elsewhere, and that the copyright for these materials remains with the original owner.

The address of most copyright holders is printed with a copyright notice, but be aware that publishers may move or the copyright rights may be sold or transferred to another company. The publishers' associations listed below can help in supplying information:

Association of American Publishers
1920 L. Street, N. W. Suite 750
Washington, D.C. 20036

Magazine Publishers Association
575 Lexington Avenue
New York, New York 10022

Music Publishers of the United States
Third Floor
130 West 57th Street
New York. New York 10019

National Music Publishers Association
110 East 59th Street
New York, New York 10022

Also, the U. S. Register of Copyrights keeps records of all deposits and transfers. (Form Letter A should provide this information.) The Copyright Office will, for a fee, conduct a search on request if there is real difficulty in locating the current owner of a copyright.

Securing Permission

The Fellow should send a request, together with a self-addressed return envelope, to the copyright owner. (If the owner is a publisher, send to the permissions department.) Also, send a photocopy of the copyright page and the page or pages on which permission is requested.

Contents of Request (see example on the following page)

1. Title, author and/or editor, and edition
2. Exact material to be used, how much, page numbers, chapters, and, if possible, a photocopy of the material
3. That material is to be used in curriculum units; explain units will appear on a Web site for teachers, students, parents and other educators and learners
4. That material is provided for non-commercial, educational purposes
5. That because of non-profit distribution for teaching purposes, it is requested that no royalty or fee be charged.
6. Specify that, in addition to publication online, curriculum units will receive limited circulation in printed form in school libraries; reproduction of fewer than 200 copies will be in photo-copy form rather than in a glossy professional publication.

Do not hesitate to request that a reply be furnished promptly. If permission is obtained and the item is included in the unit, the following notice should appear in notes at the end of the unit.

'Reprinted by permission from (Book, etc. Title), ©(date) by (copyright owner).

Alternatively, copyright permission can be obtained through the Copyright Clearance Center at www.copyright.com, although generally for a fee.

Sample Request Letter

Dear [Sir or Madam] [Permissions Editor] [Personal Name, if known]:

I am a teacher in Charlotte-Mecklenburg Schools, and through the Charlotte Teachers Institute I am preparing a curriculum unit for my own and my colleagues' use in school courses. I want to include in my unit the following material to which you hold copyright.

1. Title, author and/or editor, and edition:
2. Material to be used (photocopy attached):

My unit, containing this material, will be compiled with other curriculum units which the Institute will publish online and disseminate free of charge. The Web sites on which the curriculum units are posted are www.charlotteteachers.org and www.teachers.yale.edu. They are also reproduced in photocopied form for circulation in school libraries in Charlotte. The units are intended to suggest appropriate materials which teachers may decide to use in their own classrooms. Teachers in the Institute assemble these materials under grants from various private and public funders. Because of the non-profit distribution for teaching purposes, we request that no royalties be charged.

I would greatly appreciate your consent to my request. If you require additional information, please do not hesitate to contact me at: _____. Because units must be available to teachers at the beginning of the school year, your prompt consideration and reply will be greatly appreciated.

A duplicate copy of this request has been provided for your records. If you agree with the terms as described above, please sign the release below and send one copy in the self-addressed envelope I have provided, or you may respond electronically to [your e-mail address].

Sincerely,

(Your Signature)
Your Name
Institute Fellow

Address:

_____
_____

Permission granted for use of the above material as described below:

Agreed to: _____ Name and Title: _____

Company/ Affiliation: _____ Date: _____

Instructions for Indexing

Each year, CTI will publish Fellows' curriculum units on its website www.charlotteteachers.org. In order to assist teachers who are interested in finding units that pertain to a specific topic, CTI uses an indexing system. Please help assist us in creating this index by listing two to four **subject-matter** categories under which your unit can be listed. Include sub-topics where appropriate. The categories should be simple one- or two-word headings (see examples below). Please complete the 2013 Indexing Form (Fellows Handbook, p. 63).

The five following examples indexing illustrate the presentation of main topics, sub-topics and sub-sub-topics.

Architecture
American
Colonial

Biology
Animals
Invertebrates

Health
Environmental
Lead Poisoning

Literature
African American
Autobiography

Mathematics
Geometry
Three Dimensional

Campus Maps and Parking Information

Davidson College Campus Map

(See next page for Campus Locator)
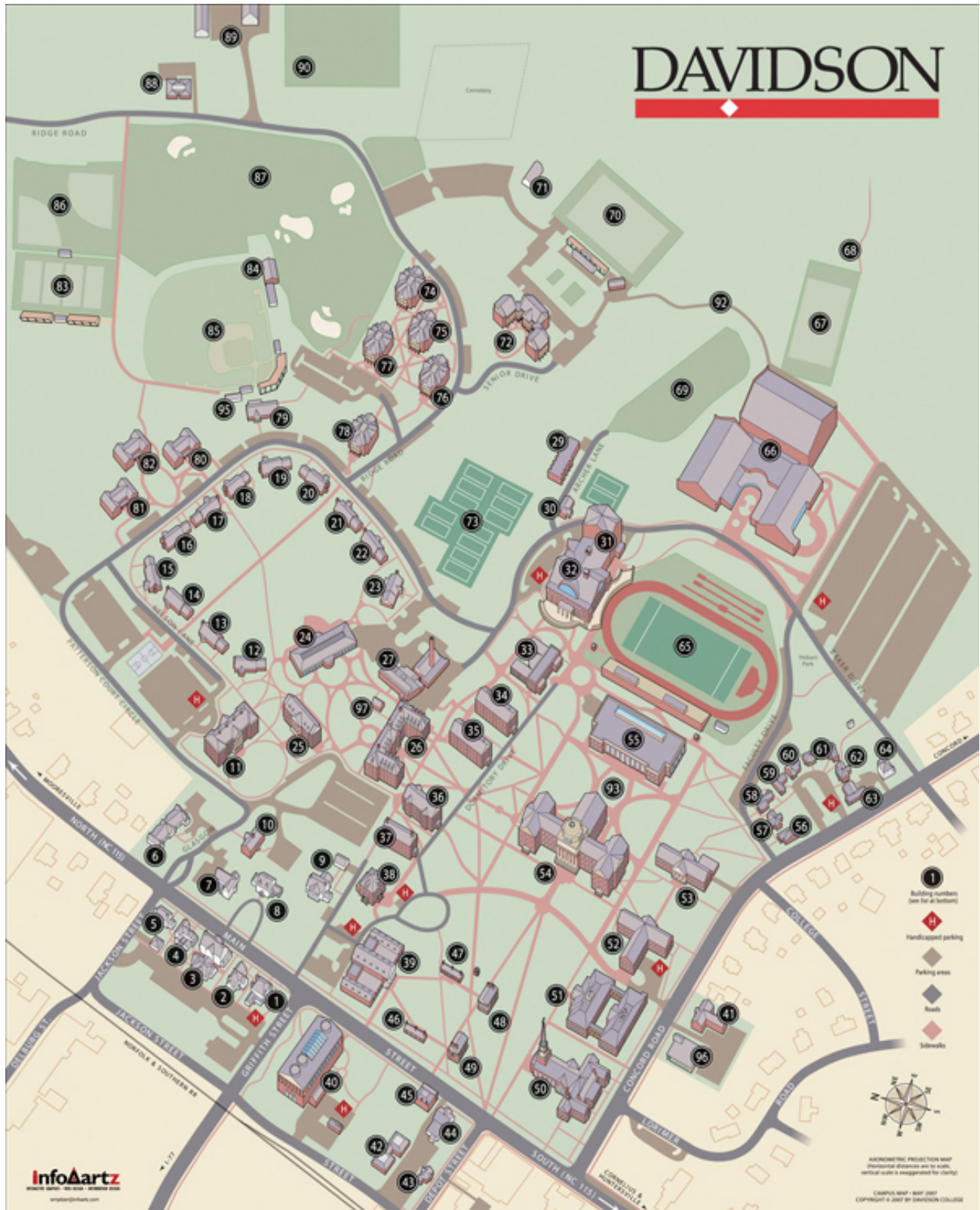
Davidson College Campus Locator

Directions to Davidson College

Davidson College is located 19 miles north of Charlotte, just off Interstate 77 at Exit 30. For maps and directions, please visit: http://www3.davidson.edu/cms/x925.xml

From Charlotte via I-77

1. North on I-77
2. Take Exit 30
3. Turn right on Griffith Street.
4. Griffith Street will intersect with Main Street right in front of the Davidson campus.

From North of Davidson via I-77

1. South on I-77
2. Take Exit 30
3. Turn left on Griffith Street.
4. Griffith Street will intersect with Main Street right in front of the Davidson campus.

From Charlotte via I-85

1. North on I-85
2. Take I-77 North and proceed to Exit 30
3. Turn right on Griffith Street.
4. Griffith Street will intersect with Main Street right in front of the Davidson campus.

Parking at Davidson College

Visitor parking is free on Davidson College's campus. **After 5:00 pm only**, on-campus parking is available to Fellows on Faculty Drive (convenient to seminar meetings at Chambers and Martin Chemistry Buildings).

The most plentiful visitor parking is located in the **Baker Visitor Parking Lot**, convenient to both the Chambers Building and the E. H. Little Library. To get to the Baker Visitor Parking Lot from Griffith Street, turn right onto Main Street. Turn left at the traffic light onto Concord Road. Travel approximately .5 miles and then turn left onto Baker Drive and into the Baker Visitor Lot.

Please note: Baker Sports Parking Lot and Faculty Drive parking will not be available on home basketball game days.

For those who wish to park on the Vail Commons side of campus (closer to the dinner location), the Belk parking lot is also available. If you are coming from I-77 to the college, turn left at the light on Main Street. Take the next right onto Glasgow Street and continue to the stop sign. At the stop sign on campus, look to your right and you will see parking for about 100 vehicles (this is Belk parking lot; the smaller lot is Glasgow parking lot). **After 5:00 pm**, the Glasgow lot and the Tomlinson 2 lot (other side of the construction site) will also be available if the Belk lot is full.

UNC Charlotte Campus Map
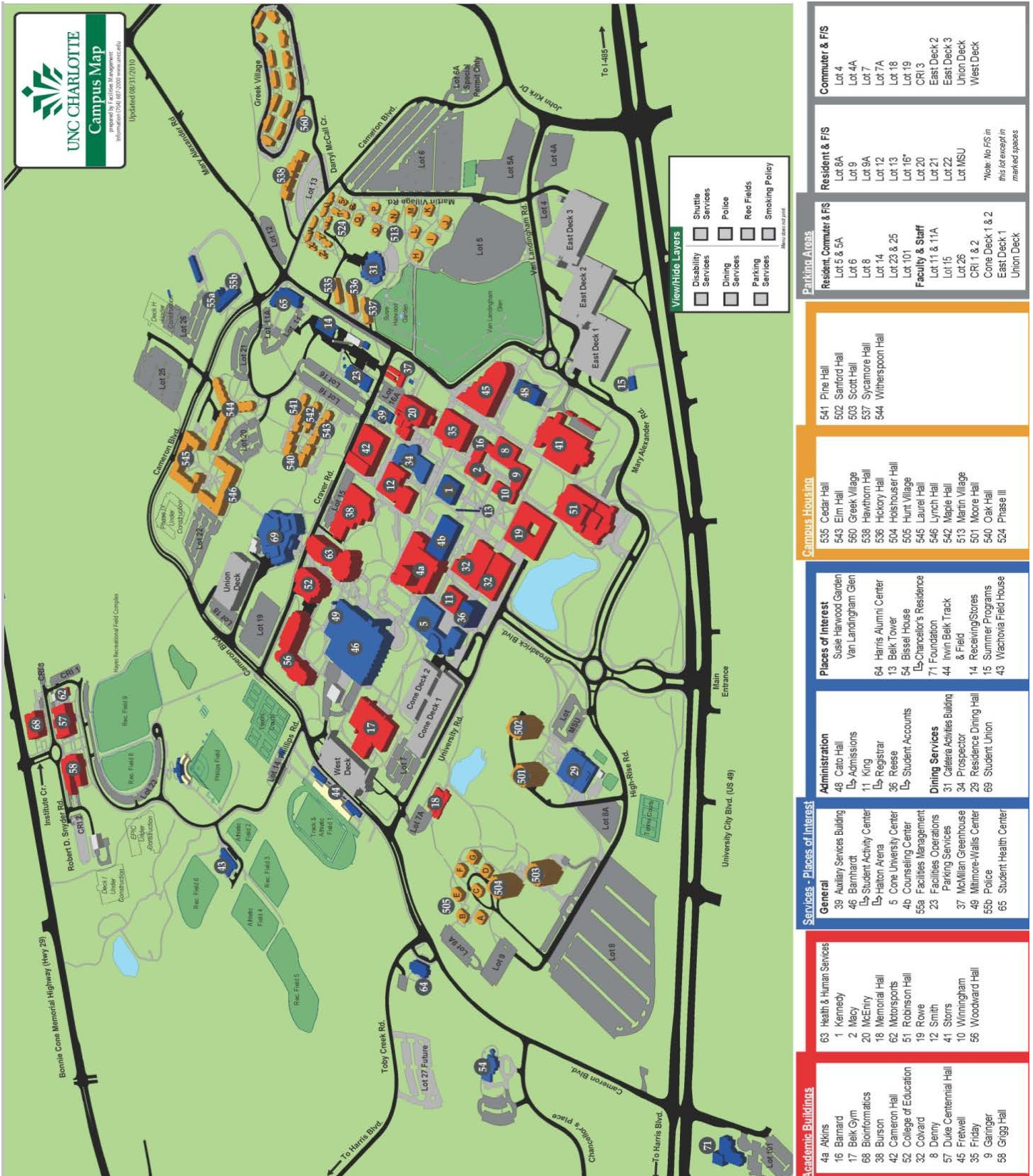
Directions to UNC Charlotte

UNC Charlotte's main campus is located at 9201 University City Blvd, Charlotte, NC 28223. For a map to the campus and driving directions, please visit http://www.uncc.edu/directions.

Parking at UNC Charlotte

CTI Fellows have two options regarding parking on campus at UNC Charlotte: Visitor Parking or purchasing a Temporary Parking Permit. If you have additional questions, please contact the UNC Charlotte Parking and Transportation Services office at 704-687-0161.

Visitor Parking

You may park in any visitor lot on campus. The Union Deck is closest to the dinner location (Student Union building) and the seminar meeting locations (College of Health and Human Services and the College of Education buildings). The Cone Deck is closest to the Atkins Library.

Directions to Union Deck parking: From NC 49 (University City Blvd.), enter campus via Cameron Blvd. Drive past University Road and Craver Road (on the right). The visitor entrance to Union Deck is on the right just past Craver Road.

Directions to Cone Visitor Parking Deck: From NC 49 (University City Blvd.), enter the main entrance to the University on Broderick Blvd. and go through the roundabout, continuing on Broderick Blvd. toward the 49er statue. At the end of Broderick Blvd., turn left onto University Rd. Cone Parking Deck is just ahead on the right.

Cost: $1 per every 30 minutes; $10 maximum charge.

Parking Permits

You may purchase a temporary parking permit (designating a particular day or days) that will allow you to park for $5 per day. With this permit, you may use commuter parking.

How to obtain a parking permit: Visit the Facilities Operations & Parking Services Building (Bldg. # 23 on campus map) to register your car and purchase your permit. Present your UNC Charlotte 49er ID Card, vehicle license number and payment at the front desk and explain you need a temporary parking pass for your specific seminar dates (see CTI calendar on p. 10). If you drive to campus on an un-registered day or in an unregistered vehicle, be sure to use Visitor Parking or re-register for that day. (Tickets for improper parking on campus are expensive!)

Cost: $5 per day.

41

Directions and Parking Information
for Uptown Charlotte CTI Seminar Locations

Bechtler Museum of Modern Art

The Bechtler Museum of Modern Art is located at 420 South Tryon Street at the Levine Center for the Arts in Uptown Charlotte. For maps and directions, please visit: http://bechtler.org/Visit/Getting-here

Parking is available in the Levine Center for the Arts garage, located below the Duke Energy Center at 550 South Tryon Street. The visitor entrance to the parking garage is located on West Stonewall Street (directly across the street from the entrance to The Charlotte Observer).

Discount parking is available to the public after 5 pm for $5. If you park before 5 pm, you must pay the full hourly rate for your full parking stay, so please be sure to enter the garage after 5 pm.

Levine Museum of the New South

The Levine Museum of the New South is located at 200 East Seventh Street in Uptown Charlotte. For maps and directions, please visit: http://www.museumofthenewsouth.org/visiting/directions/

Parking is available in the 7th Street Station Parking garage, with entrances on 6th and 7th Streets between N. College and N. Brevard Streets.

Parking is free after 5 pm to CTI Fellows who bring their 7th Street Station parking tickets to be validated at the Levine Museum during the seminar meeting.

ID Cards and Campus Facilities Information

Davidson College CatCard Services and Facilities

Your Davidson College CatCard identifies you as a member of the Davidson College community and provides access to various facilities. You should carry it while you are on campus and present it upon request to College officials whose responsibilities authorize them to seek proper identification. Information on the front of the card includes your photograph, name, "CTI Fellow" classification and ID number. The magnetic strip on the back provides access to designated campus buildings and allows you to purchase on- and off-campus items using a declining balance account.*

Your Davidson CatCard will expire March 1, 2014.

CatCard Services
Location: West Terrace of Belk Residence Hall (Building # 26 on campus map)
Hours: 8:30 am-5:00 pm, Monday-Friday. (Please call the office at 704-894-2951 or 704-894-2952 before coming to campus to ensure the office is open.)

Please note: The CatCard office will remain open until 6:00pm on Thursday, May 2 for CTI fellows.

Getting your CatCard
To receive your Davidson CatCard, you must visit CatCard Services and present a photo ID. The staff will take your picture and print your CatCard.

*You may make deposits into your CatCard account and use your CatCard to make purchases at campus dining locations, vending machines, copiers/printers or the College Store, and at Davidson's off-campus partners including Ben& Jerry's, CVS, and Domino's Pizza (Domino's is delivery only), Subway, Sabi Asian Bistro and Toast of Davidson. To make a deposit, please bring a check or cash to the CatCard Office. Please make all checks out to Davidson College. Card balances over $5 will be refunded at the end of the CTI term.

Please note: Davidson College does not offer personal discounts to faculty or staff at their bookstore and therefore does not offer discounts to CTI Fellows.

Replacement Cards
Lost, stolen or damaged CatCards should be reported immediately to CatCard Services during business hours or to the College's Department of Public Safety (704-894-2178) at other times. Replacement cards are available from CatCard Services. Malfunctioning cards are replaced at no charge.

Any Fellow no longer in good standing loses the above privileges and must return the identification card to the CTI office.

CatCard Privileges
Your Davidson CatCard will give you privileges similar to that of Davidson College faculty members, including access to the following:

Academic building(s) in which your seminar takes place
>> Building(s) may be locked during seminar hours. Swipe your CatCard at building entrance for access.

E.H. Little Library (See Davidson College Library Services on page 51 for more information.)
>> (Building #55 on campus map)
>> You will be able to check-out books, request articles and request inter-library loans.
>> You will have access to library computers.

Knobloch Campus Center/Alvarez College Union/ (including Fitness Center)
>> (Building #32 on campus map)
>> The Campus Center is the hub of student activities. It features the Fitness Center, the Davis Café, the Duke Performance Hall and offices for many student organizations. The Information Desk sells tickets to campus events as well as discounted movie tickets at local theatres. The building, including the Fitness Center, may be locked during seminar hours. Swipe your CatCard at building/fitness center entrance for access (see below for hours of operation).

Davidson College Lake Campus
>> To reach the Lake Campus from Davidson, take Main Street in Davidson (Hwy 115) north approximately 2-1/2 miles to Langtree Road. Turn left on Langtree and drive two miles to Lake Campus Drive (when you reach the roundabout on Langtree, continue ahead west on Langtree). Turn right on Lake Campus Drive and continue to the gatehouse entrance. Parking is available. Be sure to bring your Davidson CatCard to the Lake Campus (see below for hours of operation).

Davidson College facility access hours can vary between the College's academic year and the summer:

Library	Summer	Monday-Friday: 8 am – 5 pm Saturday & Sunday: Closed
	Academic Year	Monday-Thursday: 8 am – 1 am Friday: 8 am – 9 pm Saturday: 10 am – 9 pm Sunday: 10 am – 1 am
Fitness Center		Monday-Friday: 7 am – 9 pm Saturday & Sunday: 7 am – 7 pm
Lake Campus	Apr. 2 – Oct. 31	7 days a week: 7 am – 9 pm
	Nov. 1 – Apr. 1	7 days a week: 9 am – 7 pm

47

Davidson College Library Services

The Davidson College Library welcomes Charlotte Teachers Institute Fellows and can provide a number of resources and services to support you. Some are highlighted below, but please be sure to consult the library's website http://www.davidson.edu/library to learn more about the library's full array of services.

Research Assistance
Need help finding information? Call (704-894-2425), stop by or email (referencedesk@davidson.edu). Davidson College librarians are happy to assist you.

Information Resources

- *Books*
  To find books, search Davidson Library WorldCat, our online catalog, which is accessible from the library homepage

- *Journals and other periodicals*
  To see if the library has a particular journal, search the Periodical Title List, which is accessible from the library homepage.

- *Databases and e-resource collections*
  Choose the "Research Guides" link on the library homepage and select an appropriate subject category. We've also created a special set of guides just for CTI Fellows; see http://davidson.libguides.com/cti. If you are off campus, simply use the links on these guides and login with your Davidson network username and password. (We've also included links that you can use after your CTI fellowship ends.)

  - *Please note*: some licensed databases and electronic resources are restricted and can only be accessed by students enrolled in degree programs at Davidson College and faculty and staff employed by the College; these restrictions are set by our license agreements with database vendors. We regret that we cannot provide you with access to these restricted resources.

- *Other materials*
  The library also has videos, federal government documents, microform collections, rare books and archival resources -- all listed in Davidson Library WorldCat. Librarians are happy to assist in using any of these materials.

Computers and Equipment
The library provides dual-boot iMacs as well as access to the campus wireless network; simply log on with your Davidson network username and password. We also have scanning workstations, digital microform equipment and photocopiers available.

Interlibrary Loan
If you need an article or book that the library doesn't have, you may request a copy using the interlibrary loan service. To use the service, follow the "interlibrary loan" link on the Library homepage and log in with your Davidson network username and password.

Questions? Want more information?
- *Ask a Librarian!*
  General information, research help and more. Email referencedesk@davidson.edu or call 704-894-2425.

UNC Charlotte 49er ID Card Services and Facilities

Your UNC Charlotte 49er ID Card identifies you as a member of the UNC Charlotte community and provides you with services and access to various facilities on campus. You should carry it while you are on campus, and present it upon request to University officials whose responsibilities authorize them to seek proper identification. Information on the front of the card includes your photograph, name, "Affiliate" classification, ID number and bar code. The bar code provides identification for the library. The magnetic strip on the back provides access to designated campus buildings and allows you to purchase campus items using a 49er Account.*

Your UNC Charlotte 49er ID card will expire March 1, 2014.

49er Card Office
Location: Auxiliary Services Building (Bldg. #39 on campus map)
Hours: 8:00am-5:00pm, Monday-Friday (Please call before visiting the office to ensure it is open.)
Phone: 704-687-7337

ID Card Office
Location: Student Union, Room 127 (Bldg. #69 on campus map)
Hours: 8:00am-5:00pm, Monday-Friday (Please call before visiting the office to ensure it is open.)
Phone: 704-687-7040

Getting your 49er ID Card
In order to receive your UNC Charlotte 49er Card, you may visit the 49er Card Office or the ID Card Office and present a photo ID such as a license, passport, etc. and your assigned UNC Charlotte 800#. The staff will then take your picture and print your 49er ID Card.

*Please note you may make deposits into your 49er Account and conveniently use your 49er ID Card to purchase items at campus dining locations, vending machines, copiers, printers or the bookstore. To make a deposit, please visit the 49er Card Office in the Auxiliary Services Building or the ID Office in the Student Union.

Replacement Cards
If your 49er Card is lost or stolen you should report this immediately to the 49er Card Office during normal business hours to have your card suspended and avoid any unauthorized use of your card. Replacement cards are available from the 49er Card Office. Malfunctioning cards are replaced at no charge. Lost/stolen cards, and cards deliberately damaged or damaged through negligence, are replaced at a fee of $15.

Any Fellow no longer in good standing loses the above privileges and must return the identification card to the CTI office.

49er ID Card Privileges

Your UNC Charlotte 49er ID Card will give you privileges similar to that of UNC Charlotte faculty members including access to the following:

1) **Academic building in which your seminar takes place**
   Building will be open during seminar hours.

2) **J. Murrey Atkins Library** (see UNC Charlotte Library Services on page 51 for more information about library privileges)
   (Bldg. #4 on campus map)
   The Library will be open during seminar hours (see next page for hours of operation).
   > You will have access to library computers.
   > You may check out books, request articles and request inter-library loans with your 49er ID Card.

3) **Belk Gymnasium and Fitness Center**
   (Bldg. #17 on campus map)
   Building will be open during seminar hours**. S**how your 49er ID Card to receptionist at front desk (see below for hours of operation).

4) **UNC Charlotte Barnes & Noble Bookstore – Faculty Discount**
   (Bldg #69/Student Union – on campus map)
   CTI Fellows are eligible for a 20% discount on UNC Charlotte clothing & gifts, school supplies and general books. Show your 49er ID Card at check-out to request this discount.

UNC Charlotte facility access hours may differ during the summer versus the regular school year:

Library	Library hours are subject to change; please refer to the website for up-to-date information: http://library.uncc.edu/hours/	
Belk Gymnasium	Summer and School Year	Monday-Thursday: 7am – 10pm Friday: 7 am – 8 pm Saturday: 2 pm – 8 pm Sunday: 4 pm – 8 pm

UNC Charlotte Library Services

As a CTI Fellow, your valid UNCC identification card allows you to use the many resources of the J. Murrey Atkins Library. The Library's homepage is your guide to what is available to you: http://library.uncc.edu. Some of these privileges include:

Full Use of the Library's Resources
As a CTI Fellow, your UNC Charlotte ID username and password will give you access to any of the 200+ computers in the Atkins Library. You can search the Library catalog to discover its more than 1 million titles, and you can access its extensive collection of electronic journals and databases from the Library or remotely from home (click Login from Home at the top of the homepage). Your professor may take advantage of our Electronic Reserves service, in which we scan articles/chapters from our collection and make them available electronically: http://library.uncc.edu/reserves. In addition, you are welcome to ask for assistance from Subject Specialist Librarians who can help you navigate the resources of your discipline. Just ask for help at the Research Services Desk.

Borrowing Privileges
CTI Fellows have a **60-day loan period** for items from the General Collection, and 2 renewals. However, all material is subject to recall for other users after 3 weeks (21 days). Other types of materials may have a different loan period, and you will be told at checkout when the item is due.

Interlibrary Loan Privileges
If you need resources that are not owned by Atkins Library, the Interlibrary Loan staff will locate the material at another library and borrow it for you. Requests can be made online at http://library.uncc.edu/ill/.

Atkins Express Services
You can request any articles from our print periodical collection to be scanned and sent to you electronically. Most requests are filled within 24 hours and delivered to your desktop the next business day. You can request the items using our interlibrary loan service (http://library.uncc.edu/ill).

Where to Get Help:
- *Your Personal Librarian:* Judy Walker, Education Librarian • 704-687-1157 • Email: jwalker@uncc.edu
- *Online Research Guide:* http://guides.library.uncc.edu/cti
- *Information Desk* • 704-687-0494
  A great place to get started! Staff can provide general information or refer you to the appropriate specialist.
- *Reference/Ask Atkins Services* • 704-687-1164 • Email: askatkins@uncc.edu or go to http://library.uncc.edu/ask/
  Onsite help with research and finding what you need. Live online assistance via email and chat.
- *Circulation Desk* • 704-687-1141 • Email: circdesk@uncc.edu
  Check out and return materials.
- *Special Collections* • 704-687-2449 • Email: spec-coll@uncc.edu
  Located on the 10th floor, contains rare books, university archives, manuscripts, oral histories and local documents.

Information Technology Accounts and Services

Davidson College IT Accounts and Computer Services

A personal IT account has been established to give you access to the Davidson College computer network and services. You will receive a letter with account information at the orientation. This account allows you to access the college's computer network, including internet access, from any computer on campus, as well as the E. H. Little Library website and online databases from your home computer (www.davidson.edu/library).

Davidson College IT Help Desk
If you have questions about these resources and services or need computer assistance, please e-mail the Davidson College Help Desk (helpdesk@davidson.edu) or, if support is urgent, call 704-894-2900, option 1. The HelpDesk is open Monday-Friday, 8:30 am – 5:00 pm.

Davidson College Computer Facilities Available to CTI Fellows
Most on-campus Davidson computers require you to log in with your username and password before you can begin working on them. Clusters of both Windows and Macintosh computers are available for use in E. H Little Library (bldg. #55 on campus map).

Most computers in E.H. Little Library are networked to printers. Printing is free, but you need to swipe your Davidson College CatCard to release print jobs.

Important Information about Your Davidson IT Account

Your Davidson IT Account should be activated by your first seminar meeting.

Your account includes an assigned **username** and **password** (see personal letter from Davidson College).

- This account will allow you to log into a campus Windows/Mac computer and use standard software applications. No email account is provided.
- Charlotte Teachers Institute is responsible for this account, and the CTI Director decides who should have access to this account. Therefore, you should consider this information confidential and not share the username and password information with anyone.
- If any inappropriate or illegal behavior is reported related to this account, the account will be disabled immediately. You will be held responsible for any inappropriate or illegal behavior.

Connecting Your Computer to the Davidson Wireless Network
1. On your personal computer,
    a. Windows: turn on or verify that your wireless antenna is on.
    b. Macintosh: turn on or verify that your Airport is on.
2. View Available Wireless Networks.
    a. Windows: (Right-click the wireless antenna icon in the bottom right corner of your Windows screen, usually next to the system clock.) Select DavidsonGuest then choose Connect.
    b. Macintosh: Click the Airport icon (fan) and choose DavidsonGuest.
3. Open your web browser and attempt to load a web page.
4. The Guest User registration page will open. (If the registration page does not immediately open, try accessing another website such as www.cnn.com.)
5. Type your email address.
6. This access provides Internet connectivity for up to eight hours per session. You may renew the session by entering a valid email address.

Please read the following Davidson College Acceptable Use Policy. The AUP applies to everyone who uses a network account at Davidson College.

Davidson College Acceptable Use Policy

Permission is granted to faculty, students, and staff by Davidson College for academic and administrative, non-commercial use of its computing facilities and services according to the terms of this policy. The computing facilities and services include, but are not limited to: microcomputers provided for office use, public computer labs, associated peripherals and files, host computer systems, and Davidson College's networks and network services as well as any other machine or network to which Davidson College provides access or is connected. Faculty, students, and staff granted access to computer systems or services may not use them in any way, which deliberately diminishes or interferes with the use of those systems by others

Ownership of the contents of all disk storage on college-owned systems is retained by Davidson College. The College, and its designated staff, may inspect, when necessary as a function of responsible system management or when there is reasonable cause, all files stored on the ITS computers and systems.

On college computers, permission is granted for the use of licensed software according to the terms of the licensing agreements between Davidson College and the software licensors. Anyone using the software agrees to abide by the terms of those agreements, acknowledging that these software programs are proprietary and therefore are subject to copyright or patent restrictions as defined in the license agreements. Users must agree not to copy, transfer, or remove from college facilities any licensed software, including programs, applications, databases, and code. Davidson College's computer facilities, equipment or software may not be used to violate the terms of any software license agreement or applicable Federal or State laws and regulations pertaining to copyright violations.

Accounts on networks, databases and servers are password protected. Accounts are for the sole use of the individual to whom they are assigned and passwords are strictly confidential. Revealing a password to anyone is a violation of this policy. Anyone with reason to believe that someone else knows his or her password must change it immediately.

Persons with accounts are responsible for any and all use of their account. All mail and notices originating from a machine are the responsibility of the owner. The amount of disk space available for directories on network servers is limited. Account owners will maintain only active and frequently used files on these servers.

Unauthorized use of facilities and services includes, but is not limited to the following illustrative examples: illegal or criminal activities, including copying or distribution of copyrighted material without permission; sending fraudulent electronic mail; the unauthorized use, deletion or alteration of accounts or files belonging to other users; use, attempted use, or possession in one's account of programs intended to crash the system, fraudulently imitate system responses, or gain unauthorized access to privileges, accounts, data, software, computers, or networks; harassing or intimidating others; interfering with the reasonable and normal use of the facilities and services by others; sending unsolicited email to large groups or forwarding "chain letters;" copying licensed, proprietary software; or deliberately altering or damaging facilities, hardware, software, system files, or operating system software in any way that would prevent or interfere with the intended use of the computer system by others.   In the case of student-owned computers connected to the network, this also includes: connecting devices to the campus network to provide connections from outside of the campus; modifying the network topology (i.e. extension of wiring, transmission of signals), troubleshooting problems with data jacks; setting up servers, bulletin boards, and networked games; using packet capture devices or software without permission.

The College, and its designated staff, will take action necessary to prevent such misuse and may immediately suspend the computing privileges of anyone suspected of violating Davidson College policies. Upon violation of the terms of this policy, the College retains the right to permanently deny all future computing privileges and services. Anyone violating this policy may also be subject to further disciplinary action by Davidson College authorities and, in the case of students, by the Honor Council, as well as legal action by the proper authorities where violations of state or federal law are involved.

Security of hardware, software, or data, whether personally owned or institutionally owned is the responsibility of those who own or use it. Davidson College is not responsible for any hacker attempts, break-ins, viruses, or other unauthorized activities. Securing sensitive data on local or network drives is a responsibility of employment by the College.

Federal regulations govern the use and distribution of information concerning students. A statement of policy concerning the release of student information is available from the Registrar's office, or at http://www3.davidson.edu/cms/x7717.xml.

Questions about whether a specific use of Davidson College facilities or services is authorized should be directed to the Executive Director for Information Technology. Ignorance of the policies that govern access and use may not be used as an excuse for actions that violate this agreement.

UNC Charlotte NinerNET Accounts and Services

Your NinerNET account has been established to give you access to the UNC Charlotte computer network and services. This account allows you to access the institution's computer network (including internet access) from any computer on campus as well as email and other online resources from your home computer. You will also have access to UNC Charlotte's J. Murrey Atkins Library website and online databases (library.uncc.edu).
*** *Find out about connecting to the NinerWiFi-Secure wireless. For more information go to our IT Services website: http://itservices.uncc.edu/ninerwifi.*

UNC Charlotte IT Service Desk
If you have questions about these resources and services or need computer assistance, please contact the UNC Charlotte IT Service Desk at 704-687-5500, option 1 or via e-mail at help@uncc.edu**.**

UNC Charlotte Computer and Printing Facilities Available to CTI Fellows:
Most on-campus UNC Charlotte computers require you to log in with your username and password before you can begin working on them. Over 200 computers (both PCs and Macs) are available for use in Atkins Library (Bldg. #4 on campus map).

Most computers in Atkins Library are networked to printers. The cost for black and white printing is $.09 per page and color printing is $.30 per page. You must use your UNC Charlotte 49er ID Card to print. There are two machines in the library where you can add money to your 49er Account. One machine is located near the public printer on the first floor near the stairs. The second machine is located in the Ricoh copy center on the 2nd floor. Both machines take only bills and will not give change. You can also add money to your 49er ID Card online: https://ecard.sequoiars.com/uncc/eCardCardholder/
Important Information about Your UNC Charlotte NinerNET Account

Directions to Activate your UNC Charlotte NinerNET Account:
1. Go to PW Manager located at: http://pwmanager.uncc.edu.
2. Click on the "Activate my NinerNET Account" button.
3. Agree to abide by the listed University policies (please read all, particularly Policy #66, listed below).
4. Complete the form requesting basic information about the new account owner, including UNC Charlotte ID number (see personal letter from UNC Charlotte).
5. Answer at least 6 of the 10 security questions presented.
6. Create a password.
7. Take note of your username.

Your NinerNET account consists of your **username** and self-created **password**. Passwords must be reset every 90 days for security reasons. **You must re-set your password, in order to keep your account active during the time you are a CTI Fellow.**
- This account will allow you to log into an on campus Windows/Mac computer and use standard software applications.
- Charlotte Teachers Institute is responsible for this account, and the CTI Director decides who should have access to this account. Therefore, you should consider this information confidential and not share the username and password information with anyone.
- If any inappropriate or illegal behavior is reported related to this account, the account will be disabled immediately. You will be held responsible for any inappropriate or illegal behavior.

UNC Charlotte Policy Statement #66: Responsible Use of University Computing and Electronic Communication Resources   http://www.legal.uncc.edu/policies/ps-66.html
Note: See Peer-to-Peer Supplemental Regulation at: www.legal.uncc.edu/policies/p2p.html

I. Introduction
The computing and electronic communication resources that UNC Charlotte provides for faculty, staff, and students are essential to carrying out the University's primary missions of instruction, research, and public service. Protecting and preserving University computing and electronic communication resources is a cooperative effort that requires each member of the University community to act responsibly and guard against abuses.
The University's computing and electronic communication resources include its servers, networking facilities, e-mail system, personal computers, software, video distribution system, and telephone system. This policy applies to all users of UNC Charlotte computing and electronic communication resources, including faculty, staff, students, guests, individuals not otherwise affiliated with the University, and external organizations and individuals accessing external network services, such as the Internet, through University facilities.

II. Standards of Responsible Use
Responsible use of University computing and electronic communication resources demonstrates respect for unobstructed access, intellectual property rights, truth in communication, ownership of data, system security and integrity, and individuals' rights. Responsible use includes, but is not limited to, respecting the rights of other users, sustaining the integrity of systems and related physical resources, and complying with all relevant policies, laws, regulations, and contractual obligations.

Use of University computing and electronic communication resources is conditioned upon the obligation of each user to adhere to the following standards of responsible use:

1. Observe all federal and state laws, as well as policies of UNC Charlotte and the University North Carolina Board of Governors in the use of University computing and electronic communication resources. The University may take any immediate steps necessary to deal with alleged violations of law or policy, including removing illegal material from the University server or other University computing or electronic communication resources.

2. Respect the privacy and personal rights of others by ensuring that use of University computing and electronic communication resources does not constitute invasion of privacy, harassment, defamation, threats, intimidation, unwarranted annoyance or embarrassment, or discrimination based on race, sex, national origin, disability, age, religion, or sexual orientation.

3. Respect and preserve the performance, integrity, and security of University computing and electronic communication resources. Ensure that use of those resources does not circumvent system security and does not achieve or aid others to achieve unauthorized access. The University may take any immediate steps necessary to deal with threats to performance or degradation of its computing and electronic communication resources.

4. Protect the purpose of University computing and electronic communication resources to carry out the University's primary missions by ensuring that use does not result in improper commercial gain for the University, or personal commercial gain or private profit, except as allowed under University research and intellectual property policies; Policy Statement #1, "External Professional Activities of Faculty and Other Professional Staff Exempt from the State Personnel Act"; and corresponding policies and rules applicable to employees covered by the State Personnel Act.

5. Respect the intellectual property rights of others by ensuring that use of University computing and electronic communication resources does not violate any copyright or trademark laws, University licensing agreements (including licensed software), or Policy Statement #7, "Patent Policy."

57

III. Authorization

The University provides a NinerNET account to students, faculty, and staff when they commence enrollment or employment at the University. Logging in to University computers using NinerNET credentials (username and password) provides access to basic computing services such as use of email, access to office automation software, the Internet, and access to systems and information that are provided based on the group the person belongs to or the position he or she holds at the University. Applicable departments or units will provide access to additional resources as appropriate.

IV. Appropriate Uses

Examples of computer and network uses that are encouraged, with the appropriate authorization if necessary, include, but are not limited to, the following:

- Use of microcomputers in student labs for class assignments;
- Instructor preparation;
- Thesis and dissertation research support;
- Publishable research;
- Personal computing to improve computing literacy, or to learn new computer hardware and software;
- Use of public computers for review of generally available individual or campus information;
- Use of computers provided by the university to faculty and staff in support of their work;
- Approved use of the university's information and administrative systems; and
- Use of Internet resources to promote collegial interaction and research.

V. Violation of Policy

Violations of responsible use of University computing and electronic communication resources include, but are not limited to, the following:

1. Use of another person's NinerNET credentials without his or her authorization;
2. Accessing or transmitting information that belongs to another user or for which no authorization has been granted;
3. Any attempt to make unauthorized changes to information stored on the University's computer systems;
4. Unauthorized copying of information stored on the University's computer systems;
5. Tapping phone or network lines in violation of any federal or state law;
6. Any action that jeopardizes the availability or integrity of any University computing, communication, or information resource;
7. Use of IT resources that interferes with work of other students, faculty, or staff or the normal operation of the University computing systems;
8. Any attempt to bypass the University IT security systems;
9. Copying or distributing without authorization software licensed to UNC Charlotte;
10. Violation of federal, state or local laws, including copyright infringement;
11. Use of University-owned IT resources for commercial purposes; and
12. Use of electronic mail messages or Web pages that constitute invasion of privacy, harassment, defamation, threats, intimidation, unwarranted annoyance or embarrassment, or discrimination based on race, sex, national origin, disability, age, religion, or sexual orientation.

Failure to use UNC Charlotte computing and electronic communication resources responsibly in accordance with the standards set forth in this policy threatens the atmosphere for the sharing of information, the free exchange of ideas, and the secure environment for creating and maintaining information. Any member of the University community who violates this policy may be subject to disciplinary action under appropriate University disciplinary procedures.

The University may take such action as may be necessary in its discretion to address any use violation(s) under this policy, including termination of a user's account. In addition, UNC Charlotte reserves the right to limit or restrict the use of its computing and electronic communication resources when there is evidence of a violation of applicable University policies, contractual agreements, or state or federal laws.

Yale National Initiative Online Resources

The Yale National Initiative Web Site

The Yale National Initiative to strengthen public schools is a long-term endeavor to establish Teachers Institutes, following the approach first developed in New Haven in 1978, in states throughout the country. There are currently five members of the Yale National Initiative League of Institutes – New Haven, Charlotte, New Castle County (DE), Pittsburgh and Philadelphia. These cities all have local Teachers Institutes based on the Teachers Institute model.

In addition to local Teachers Institutes, the Yale National Initiative hosts an annual Summer Intensive Session – two weeks of seminars at Yale University for teachers participating in local Teachers Institutes or teachers from cities considering launching a Teachers Institute.

The Yale National Initiative website (http://www.teachers.yale.edu) contains an extensive collection of documents, including most of the curriculum units written by Fellows participating in local or national seminars. You may search or browse the curriculum units at http://teachers.yale.edu/units/. Once CTI Fellows complete their curriculum units, Yale will post these units on this website, and teachers from all over the world will have access to the work of CTI Fellows. CTI will also post the units on its website (http://charlotteteachers.org/curriculum-units.html). Retrieving and browsing through these units is easier than going through shelves of volumes and can be done from any computer with access to the Internet. In addition, the website includes the topical indexes and guides to units, which can be searched using keywords of your choice. The website also contains numerous other Institute publications.

CTI and the Yale National Initiative encourage teachers who use these curriculum units to provide comments through the Yale National Initiative and CTI websites regarding the efficacy of the units and student response. Selected comments by unit users appear on the web site.

CTI Forms to Complete

2013 Revised Unit Topic, Reading List and Prospectus Form

Your choice of a revised topic and readings should be based on an individual meeting with your seminar leader, as well as on your preliminary research and discussion with other Fellows in your seminar. *The following information should be submitted to your seminar leader by **Friday, June 14.***

Fellow:

         (last name)   *(first name)*   *(middle name)*

Revised Unit Topic *(descriptive and concise)***:**

Ideas for readings you might use for researching your topic:

Questions you have about resources you may need:

Please attach a Prospectus (2-4 pages) describing what you intend the unit to contain.

2013 Curriculum Unit Cover Sheet

*The following information must be submitted to your seminar leader and the CTI office with your final curriculum unit by **Monday, November 25**.*

Complete all sections and sign below. Be sure to include your synopsis.

Author:
   (Fellow's full name as it should appear in printed volume of units)
School:
    (School name)
Curriculum Unit Title:
   (Descriptive and concise)

I recommend this curriculum unit for the following school courses. *(List middle and high school courses, and elementary school curriculum areas and grade levels, for which you believe the unit is most suitable.)*

Course/Curriculum Area: **Grade Level:**

I personally plan to teach the unit during the coming year in the following courses or curriculum areas:

		Expected Total
Course/Curriculum Area:	**Grade Level:**	**Student Enrollment:**

What word processing program did you use for the electronic version of your unit and synopsis? (*Microsoft Word is preferred*)

What are the file names? (*Please see file name format on p. 26 -- Fellows Handbook.*)

I give permission for the Institute to publish my curriculum unit and synopsis in print and online. I understand that I will be credited as the author of my work.

   (Signature – electronic signature is acceptable)   *(Date)*

Please provide a succinct, 200-word synopsis of your unit:

2013 Indexing Form

The following information must be submitted to your seminar leader and the CTI office with your final curriculum unit by **Monday, November 25**.

For Completion by Fellow:

Author:
(Fellow's full name as it should appear in printed volume of units)

Curriculum Unit Title:
(Descriptive and concise)

Please list below no more than four main topics by which to index your curriculum unit. Include sub-topics under main topics, where appropriate.

> **Subject-matter Main topic(s)**
> > **and Sub-Topic(s)**
> > > **and Sub-Sub-Topic(s)**

1. Main Topic:
   > Sub Topic:
   > > Sub-Sub-Topic:

2. Main Topic:
   > Sub Topic:
   > > Sub-Sub-Topic:

3. Main Topic:
   > Sub Topic:
   > > Sub-Sub-Topic:

4. Main Topic:
   > Sub Topic:
   > > Sub-Sub-Topic:

Comments by Seminar Leader : *(The seminar leader reviews the information provided above by the unit's author and provides here any alternate or additional topics and sub-topics for indexing the unit.)*

2013 Final Checklist

Submit to Seminar Leader:

_____ Revised Unit Topic, Reading List and Prospectus Form **(June 14)**

_____ Curriculum Unit Draft #1 **(September 26)**

_____ Curriculum Unit Draft #2 **(October 31)**

_____ Final Curriculum Unit **(November 25)**

_____ Curriculum Unit Cover Sheet, including synopsis **(November 25)**

_____ Indexing Form **(November 25)**

_____ Appendix: Implementing Common Core Standards **(November 25)**

Submit to CTI Office:

_____ Final Curriculum Unit **(November 25)**

_____ Curriculum Unit Cover Sheet, including synopsis **(November 25)**

_____ Indexing Form **(November 25)**

_____ Appendix: Implementing Common Core Standards **(November 25)**

_____Online Evaluation: Fellows Questionnaire **(December 3)**

_____Updated Personal Contact Information **(December 3)**

Davidson College and UNC Charlotte:

_____ Return all books/periodicals

2013 Fellows Handbook Agreement

I, _____(print name), have read and agree to the expectations of the Charlotte Teachers Institute set forth in the 2013 CTI Fellows Handbook. I will do my best to attend all the seminar meetings, complete my curriculum unit work in a timely fashion, and be a positive member of my learning community. I understand that this is a significant part of my professional development and I support the values of the Charlotte Teachers Institute: collaboration, creativity, leadership, and dedication to content knowledge linked to pedagogy.

Fellow's Signature:_____Date:_____

Please remove this signed page from your handbook and return to your Seminar Coordinator no later than Thursday, May 9, 2013.