"Creating better teachers to better serve our students."

**CTL Mission:**

In keeping with Hostos tradition, the Center for Teaching and Learning promotes excellence in teaching and learning with innovative pedagogies and state-of-the-art technologies by fostering interdisciplinary and cross-divisional collaborations.

Goals and Objectives: In order to fulfill its mission, the Center for Teaching and Learning strives to accomplish the following goals and objectives:

- Promote teaching innovation
- Provide faculty professional development activities
- Support Scholarship of Teaching and Learning (SoTL)
- Create and disseminate instructional resource materials, including a faculty handbook
- Support curriculum development and revision
- Promote and showcase faculty work and research through conferences such as CTL Professional development Day (SPA Day), Bronx EdTech Showcase, CUE Conference, CUNY IT Conference and others.

Additional offerings by the Center for Teaching and Learning include:

- Support for student participation programs (honors programs, WAC, Study Abroad Program, etc.)
- Collaboration with the Grants office to:
  - Propose strategies to support faculty engagement in grantsmanship
  - Provide development support for faculty research initiatives (assistance locating funding sources, grant writing workshops, etc.)

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**CTL MISSION**

**CTL TEAM**
Enhancing retention with Blackboard

Juan Preciado
Education Department

Professor Preciado has been working over the last three decades in the Education Department, and he was one of the first faculty to use Blackboard in the Classroom. In this interview, he explains how he uses Blackboard to make an online course more engaging.

Why Blackboard now?

Let me clarify that without a doubt better advisement, mentoring and related students’ services are critical because we can improve graduation by retaining students. Aside from well tested student services interventions, I believe that how we engage students in the classroom is a major factor in retention.

I am a firm believer that the tools available on Blackboard can help us deliver the material to better engage students and to provide consistent positive and corrective feedback. By doing so, instructors can have a positive impact on retention. Let me just say at the onset that Blackboard is just a tool, a way for faculty to deliver content. It is the instructor who decides how to present the material and design ways to engage students to promote lifelong learning.

Let’s talk about BB now and how it can be used to retain students. What would you do first if you were to take advantage of this technology?

It all begins with planning your course delivery. The Syllabus sets the tone, and it is a good way to start the planning process. Students get a general sense of the overall expectations. Also, I talk about what students should do to succeed in an online class. And to ensure that students read said documents, I create a quiz.

What are the typical assignments for a Learning Unit?

I usually have an average of 3 assignments per week depending upon the content and the complexity of the Learning Unit. Typically, I have quizzes and Discussion Board Forum assignments.

How do you keep them engaged?

In addition to your typical test/quiz of the chapter, I also add brief quizzes about short readings or videos about relevant topics to spark additional interest. As for the quiz presentation, I found that having up to three attempts (in which the last attempt is the one that counts) is a good strategy. Students are asked to study before attempting a quiz again. Since most students want to get a better grade, they welcome the opportunity. After each attempt, they know their score, but they don’t know which questions they got wrong. The quiz randomly presents questions from a large and diverse pool of items, so they usually get different questions in each attempt. Plus, to avoid taking three attempts in a row, students must wait 30 minutes between attempts to encourage them to study more. The rationale is to have students engaged with the content as much as possible.

What are the Discussion Board Forum Assignments about?

The use of the Forum is as a way for students to comment on their understanding of weekly readings. I believe that by carefully planning, one can come up with queries that elicit participation and interest in the topic at hand. I usually provide a model or detailed step by-step instructions so that students
know how to complete the assignment. I encourage the use of the avatar to facilitate interaction. I make sure feedback is given to the first two students who respond to the Forum so their peers can be motivated to do the same. Finally, I use the grading notes to provide individualized feedback for students who fail to complete the assignment correctly and to congratulate those who excel.

**BIOGRAPHICAL PROFILE**

Prof. Preciado arrived at Hostos Community College in Spring 1988. He is past President of the World Congress Committee, and currently holds leadership positions in several international organizations including Founder and President of the Iberoamerican Congresses of Health Psychology. Preciado has made numerous presentations at national and international conferences. Dr. Preciado’s areas of interest include global health, online education, and disseminations of scientific information via international conferences. He has been the recipient of international recognition/awards.

For more information about the video, visit our Website: [https://commons.hostos.cuny.edu/ctl/teaching-tidbits/](https://commons.hostos.cuny.edu/ctl/teaching-tidbits/)

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**More Teaching Tidbits**

Prof. Juno Morrow: Novel Strategies for Classroom Engagement

Dr. Juan Preciado: How to Use Blackboard to Improve Retention

Prof. Juan Soto-Franco: Tools to Enhance Reading Comprehension Using Smartphones

Prof. Ronette Shaw: Team-Based Learning and Technology Infusion

Mr. Fabián Wander: How to Create a Healthy and Safe Learning Environment

Dr. Damaris-Lois Y Lang: You Aim At Nothing, You Will Hit It (Nothing!)

Prof. Laura Andel: Smartphones as a Self-Reflection Tool for Learning

Dr. Jacqueline DiSanto: How To Use Rubrics as Teaching Tools
Hostos Reads

The 2019-2020 Hostos Reads! selection is Angie Thomas' thought-provoking novel, *The Hate U Give*. The novel's themes of inequality, social justice, and self-identity are sure to start discussions in the classroom and the Hostos community.

Pick up a copy or arrange for your class to read the book at the Center for Teaching and Learning (B-418).

The Hate U Give, this year’s Hostos Reads selection, tells the story of a young girl who struggles to find her voice after witnessing her friend’s murder by a police officer. This semester, join us in a series offered in conjunction with the Bronx Defenders to learn how to protect your rights and find your civic voice.

**Spring Activities**

**Thursday, February 20th 2-4 pm,**
**Know Your Rights Workshop**
Room: B-413

**Wednesday, March 25th, 1-3 pm,**
**Leadership Series, US history through a social justice lens**
Room: B-413

**Monday, March 16th 3-5 pm,**
**Leadership Series: Government 101**
Room: C-559

**Thursday, April 23rd, 2-4 pm,**
**Leadership Series, Civic engagement 101**
Room: B-413

For more Info Visit the Hostos Reads website and Libguide for additional resources, information, Community Reading events, and much more.

Website: commons.hostos.cuny.edu/hostosreads
Day Zero

On January 23rd, faculty and staff convened in the Savoy Building Multipurpose Room to participate in a day of collaboration and communication at the second annual Day Zero event. This year’s theme was “Reflections About Learning,” and Welcome Remarks from Provost Mangino underscored the importance of a forum like Day Zero for facilitating conversations about learning among faculty and staff. After an introduction to the day’s program from CTL Co-Director, Carlos Guevara, the first set of speakers offered helpful tips and tools to enhance learning. From creating a classroom community through icebreaker activities and cultural competencies, to improving writing and research skills through the use of scaffolded activities and writing prompt exercises, Hostos colleagues shared some of their best practices and responded to questions from the audience.

Through role play, peer leaders demonstrated the art of listening when offering feedback. Presentations from HALC, the Writing Center, the Library, the Counseling Center, and the Wellness Center illustrated the variety of resources on campus that foster learning and support students holistically. During the afternoon session, we were joined by CUNY colleagues from Lehman College, Profs. Jermaine J. Monk and Brenda Williams-Gray, for a panel discussion on Microaggressions and the Workplace.

This culminating talk helped to continue the earlier conversations about developing cultural competencies and creating inclusive spaces that promote learning. In this spirit, Prof. Cynthia Jones, Co-Director of CTL, led us to consider our shared goals as educators through reflective journaling and a reading of the Langston Hughes poem “Harlem (Dream Deferred).” It was an energizing day of community-building to help kick off the new semester. For more information about specific sessions and quick tips to integrate into your classroom, see the Day Zero program on CTL’s website.

Visit the Center for Teaching and Learning website for more Day Zero content: https://commons.hostos.cuny.edu/ctl/day-zero/. There you will find images, resources, and Quick Tips from last year’s Day Zero event.

Highlights from Day Zero 2019 include:

• Engaging Students Through Questions
• Common Blackboard (Bb) Problems and Solutions
• Research Boosters: Strategies for Building Student Skills
• Helping to Ensure a Healthy & Safe Learning Environment
• iPads in the Classroom
• and much more!
Why do I teach? I frequently engage that question. I think, why am I in the classroom? And I’m not referring to the day to day or the charge as an English professor at Hostos Community College to help students write and organize essays, and guide them through learning research skills. Those and other student learning outcomes (SLOs) are clearly stated on my syllabus, and I intimately understand the responsibility of delivering on them. Although, I respect and honor those SLOs, they are only part of what motivates me to teach. What drives my teaching are the principles of General Education and how they facilitate my pledge to help students connect their education to articulating their purpose. Discovering or becoming conscious of purpose is challenging at any age but if I can begin to engage students with the idea that coming to class and doing their assignments in my class, and all their classes, is connected to something greater in their lives, then that possibility fuels me.

General Education, at one point, was thought of as a uniform classical education with a common core of classes. With the rise of science in the 20th Century, colleges moved from a broad general education to specialization or areas of study and the concept of general education was sidelined. But Gen Ed has undergone rethinking at several pivotal moments in time. In 1977, studies by Harvard College, the U.S. Commissioner of Education and the Carnegie Foundation for the Advancement of Teaching ushered in one of the biggest transformations in General Education which still echo in today’s ideologies. Those studies sparked a movement toward braiding into teaching the skills, knowledge and manners that everyone needs to live by to be successful people in work, family life, community and society (and the world). Hostos, like most colleges and universities, is set up by majors or areas of study, but general education asks us to apply skills across the curriculum that include critical thinking and writing; public speaking, presentations and self-expression; learning about a variety of cultures and diversity (race, gender, religion, class, age, sexual orientation and ethnicity); interweaving subjects and ideas from across disciplines to develop and understand the value of integration; among other Gen Ed competencies to connect the classroom to skills that will translate to their lives outside of college and for employability in the workforce.

The Hostos Community College General Education Core Competencies vibrate with the ideas listed above and help connect my lessons and selected materials to the lives of my students beyond the classroom. My classes range from developmental and required composition classes (including introduction to literature) and electives, from the Creative Writing Workshop to Studies in Fiction. So, learning the building blocks of an essay, unlocking the meaning of a poem, identifying the dramatic structure of narrative, identifying and explaining the themes in a work are all directly connected to students living intentional, fulfilling lives. I discuss how being able to construct an essay is also gaining an understanding of structure and how to organize thoughts and ideas. I share that the way a slow read of a text reveals deeper meaning, so in life we may need to slow down to achieve a deeper understanding of ideas. The same way that questioning an assumption in a newspaper article or short story leads to students being critical thinkers, thus questioning the assumptions of their cultures and beliefs and can lead to deeper affirmations of their beliefs or an expanded notion of what they understood.
at the start of their exploration. I share that if they can excel in writing an essay, they’ve gained a skill with which they can help their child or a neighbor’s child. Simply, I build on the principles of general education and the Gen Ed Core Competencies to help me weave intellectual and social expectations of the real world into the course work, and to connect what happens in the classroom to life. Teaching in the English Department naturally lends itself to engage students in critical thinking and to delve into experiences and cultures that are different from their own as we read and analyze essays that deal with life and the world, and explore fiction, poetry and drama that navigate the terrain of human emotion and where characters face obstacles and figure out ways around them. This creates the natural environment for the examination of life and purpose. When I turn those questions the characters face toward the students, they can discover and shape their own purpose.

It’s through this teaching approach and learning exchange that I hope students begin to develop a greater sense of purpose, and the role of purpose as it relates to education and well-being. It’s difficult for most of us to connect to our own purpose let alone to teach and to foster it in others. Yet, by connecting purpose to why they are in the classroom enables them to imagine, then develop, meaningful and thriving lives. This idea is supported by several studies, including that of William Damon, the author of Greater Expectations, who says that “the key ingredient for the highly engaged is that they have developed a clear sense of purpose in their lives that motivates them and gives them direction.” Sometimes simply raising the question of “what matters to them most?” or “if you can change something in your world, what would that change be?” can have students begin to engage with purpose. I also encourage them to bring in their dreams and to imagine their vision for a better life. Then, I leverage the knowledge they have and compliment it with the texts, lessons and assignments that develop skills – mainly reading, writing and critical thinking. Then, I connect how their knowledge along with learned skills brings them closer to achieving their visions of a better life because the utility of that knowledge and those skills aren’t limited to the classroom.

Again, this might seem like a natural fit in an English class or in the Humanities and Behavioral Sciences, but this exploration has a place in math, chemistry, criminal justice, nursing and across all classes.

Heather Malin’s book, Teaching for Purpose, states that “Students who cannot connect their learning to any sense of purpose are less likely to be motivated by or engaged in what they are doing at school.” She shares that if we can shift students away from being only motivated by grades and required classes, and to connect how those classes, collectively, help them become better thinkers, that that is a first step toward purpose. I add to that idea by stating to my students that every class and every assignment is an opportunity for them to grow closer to achieving success and attaining the skills to build a better life.

So whether it’s in an ENG 100 class where we are charting a path to deeper understanding of texts and writing about them critically within a structure or in a Creative Writing Workshop where students are crafting narratives, the capacity to funnel or redirect those Gen Ed skills to engage the greater purpose of their education is what I braid into my teaching practice and is what ignites my passion for teaching.
Works Cited


BIOGRAPHICAL PROFILE

Charles Rice-González, born in Puerto Rico and reared in the Bronx, is a writer, LGBTQ activist, co-founder of BAAD! The Bronx Academy of Arts and Dance and an Assistant Professor at Hostos Community College. His novel, Chulito, received recognition from the American Library Association and the National Book Critics Circle, he co-edited From Macho to Mariposa: New Gay Latino Fiction, and his play I Just Love Andy Gibb was published in Blacktino Queer Performance: A Critical Anthology. His writing’s has been published in nearly a dozen anthologies including Ambientes: New Queer Latino Writing (University of Wisconsin Press 2011), Love, Christopher Street (Vantage Point 2012), QED: A Journal in GLBTQ Worldmaking (Syracuse University 2016), and his article on Culturally Relevant Pedagogy will appear in Teaching Black (University of Michigan Press 2020). His honors include the Lambda Literary Foundation’s Dr. Betty Berzon Emerging Writer Award in 2014, an award from the New York City Council in 2016, the Men(cion) Award from 100 Hispanic Women in 2017 and a Gay City News Impact Award in 2017 for his activism and contributions to advancing the lives of LGBTQ people. He’s the chair of the board for The Bronx Council on the Arts and The National Association of Latino Arts and Cultures.

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SPA Day

CTL SPA Day – Hostospalooza: the 10th Annual Hostos “SPA Day”

Faculty from across the college met together in the final week before summer break for CTL’s 10th annual “SPA Day” professional development event. This year the planning team sought to provide a complement to the content-rich “Day Zero” event that took place in January, looking for ways to prompt reflection and critical discussion via activities that are deeply engaging, relaxing, and fun—in other words, working intentionally to get a little bit of “SPA” back into “SPADay.” Juno Morrow, Assistant Professor in the Humanities Department, facilitated an “Event Jam,” loosely based on an activity pioneered by game designer Stone Librande. Faculty convened in cross-disciplinary groups, and each group was charged with planning a hypothetical event on campus, limited by certain constraints, such as audience, event type, topic, and budget/location/schedule.

As an example, one group designed a week-long workshop series to teach recent Somali refugees how to facilitate art therapy sessions in Bronx public schools, using the A building atrium and a meager budget of $100. The group had to work together creatively in order to accommodate the interests and needs of their audience, and through discussion they considered myriad issues, realizing the limitations of their own cultural awareness. At the end of the morning session, Professor Lisa Tappeiner and Silvia Reyes, Director of Hostos’ Title V initiative, unveiled Angie Thomas’s The Hate U Give (HarperCollins, 2017) as Hostos’ 2019-2020 Hostos Reads! selection. Without giving too much away, this award-winning work of fiction follows a teenager as she navigates the intricacies of race and place and dignity and danger in her world. In the coming academic year, faculty and students will explore the novel’s narrative and its connections to the college curriculum and students’ lives.

After a presentation by Gena Farmer and Tanieka Wright of the College Connects program, who led participants in an exploration of the concepts of self-care and mental well-being, the “Carnival” segment of the day provided an opportunity for faculty to let down their hair, relax, and have fun together. Individuals were able to select from among several activities, including: a fast-action matching card game; a couple of reflective practices, one using a predictive text generator to create a collective story of the year and another using an iPad drawing and painting app to develop personal visual reflections of the day’s experiences; a card game that builds quantitative reasoning (QR) skills; mask-making; and juggling. The final reception included a “6-word story” reflective activity, along with celebratory photos and much conversation and merriment. All-in-all, the day-long “Hostospalooza” event met several goals shared by the planning team: the activities were both engaging and enlightening, and provided space for discussion of issues that are sometimes difficult or simply absent from consideration; faculty had opportunities to work collaboratively across disciplines in new ways; and we got to relax a little and have fun together.

Our next SPA Day event will be on Wednesday, May 27 at Hostos Café from 9:00 am - 4:00 pm.
Family members and/or friends of cancer patients, do everything in their power to help their loved ones who have cancer to become cancer free. I personally lost my nephew, Zion to cancer at the age of only four years. As a matter of fact, Zion's father, my brother, Dr. Kosj Yamoah, has both his MD and PhD degrees in oncology—the study of cancer; and rightly so, he did everything in his power to try to save his son Zion from a rare and fast growing cancer known as Atypical Teratoid Thabdoid Tumor (ATRT). ATRT most often affects children age 3 or younger. After Zion passed on, the organization, Out-Of-Zion Incorporated was born. Out-Of-Zion has both a free creative arts program component and a research component known as Hope4ATRT. The creative art program is geared towards children with medical and special needs, to create a joyful and supportive environment for these children and their families who are fighting similar medical battles; while the Hope4ATRT research entity of Out-Of-Zion Inc., is dedicated to support ATRT research and additionally, direct resources and available research to families in the fight.

I was called upon recently to share and speak at a Relay for Life Cancer Awareness event. The Relay for Life Cancer awareness fundraising event was begun by Dr. Gordon Klatt, who had successfully battled stomach cancer. In May 1985, Dr. Gordon Klatt walked and ran for 24 hours around a track, to raise money to help the American Cancer Society in their effort to fight cancer. His friends, family, and patients watched and supported him as he walked and ran, circling the track. He raised $27,000 through pledges to help save lives from cancer. Dr. Klatt imagined having teams participate in walking tracks as an attempt to have a 24-hour fundraising event. The following year, several individuals were involved, forming teams who engaged in the first Relay For Life event, raising $33,000.

I am also a member of the youth council board at Hastings on Hudson. One of the goals of the board among many others is to raise the preventative awareness consciously in our youth, who are our future generation and leaders. At Hastings on Hudson, the first Relay for Life event was organized where I was called upon as a speaker to share on preventative and curative measures associated with cancer. Some of those participating in the event together with me were Dr. Elizabeth Galletta, organizer and co-chair of the Youth Council Board; Nicola Armacost, Mayor of Hastings on Hudson; Peter Swederski, the former Mayor; and Tracy Pyper, cancer survivor and the wife of Peter Swederski.

Frankly, the fight against cancer is everyone's fight and not only the individuals or families or friends affected by it. As a matter of fact, we all are constantly fighting off cancer in every single cell of our bodies, without being consciously aware of the process. Basically, cancer results from either internal and/or external environmental signals impacting our cells and causing the cells to deviate from their normal state into a cancerous state. Thus our loved ones who end up with cancer are subjected to what I call a cellular tug of war between the cancer cells and the normal cells housing their bodies; mind you, both of these cell categories – cancer cells and normal cells, are rightful inhabitants of the body, just that cancer cells are our normal cells that have lost their way. Relay for Life, Hope4ATRT, together with other cancer organizations are all advocating for the fight against cancer by increasing the awareness of both preventative and curative measures to help eradicate the signaling molecules of cancer, both in our foods and the environment.
What can we all do? For preventative measures, we should personally embrace and be the voice that will encourage policies and lifestyles, and support programs geared towards healthy choices and cleaner, toxic free, greener environment for ourselves our loved ones, and future generations. Furthermore we should get routine check ups to foster early detection and hence treatment.

For curative measures, we can support ongoing research that focuses on genomic based cancer research. This means that natural scientists study the cells in the patient’s body that have become cancerous, by focusing on the underlying or controlling mechanisms going on within these body cells that are causing them to become cancerous. These mechanisms may differ from patient to patient and/or cancer type to cancer type. Medications are then designed to disrupt the signaling pathways within the body cells that may be causing the normal cells to become cancerous, and hopefully produce a regression that will switch the cancer cells back to normal cells. That way we reduce the current way of just focusing on the destruction of the cancer cells in the body via chemotherapy and radiation. We have to remember that cancer is just our very own normal cells that have “lost their way” meaning lost the normal way in which they operate biochemically, and/or metabolically, and/or physiologically, and have become cancerous. Genomic based treatment of cancer, utilizes a person’s genes, proteins, and environment to prevent, diagnose, and treat cancer. In cancer, personalized medicine uses specific information about a person’s tumor to help diagnose, plan treatment, find out how well treatment is working, or make a prognosis.

Current research on genomic based cancer treatment is underway globally. One such study conducted by Dr. Kosj Yamoah’s research team, is the VANDAAM - Decipher study that focuses on prostate cancer. The study helps to determine the specificity of the genomic based bio-molecular impact in each cancer cell, from patient to patient.

References:

Relay for Life Team (n.d) Our History. Retrieved July 16th, 2019, from Relay for Life. Website: https://secure.acsevents.org/site/SPageServer?pagename=relay_learn


Dr. Damaris-Lois Yamoah Lang is a Behavioral Neuroscientist. Apart from having a doctoral degree in Biology, she attended medical school and in addition has two master degrees in Biology. Dr. Lang has over fifteen years of experience in higher education and is currently an Associate Professor at The City University Of New York – Hostos C.C. In addition to her faculty role, she serves as the program coordinator for both the Forensic Science/Dual Degree and the Liberal Arts and Science A.S. Degree Programs, at Hostos; and CUNY-Wide. She is the Vice Executive Director and Awards Program Director for the CUNY Academy for Humanities and Sciences. Dr. Lang’s research interests include exploring external inputs that influence the neuronal development of paternal care; and sensory pathways in learning.
After my Math Murder Mystery presentation at the 3rd Annual Mathematics Day, students and faculty made some comments to me. The students said that they never saw any math problems presented this way and that they had actually enjoyed doing Math and English in solving the Math Murder Mysteries. The faculty said it was an excellent idea connecting Math and English in a mystery setting. At the presentation, I presented four of my Math Murder Mysteries. I have included the Math Murder Mystery that involved James Bond in this article as everyone knows who James Bond is. The James Bond Mystery is at the end of this article. A faculty member asked me if there was a way that more students, especially students who did not attend the presentation, could see and work on the mysteries. I have decided that to get more students interested to work on the mysteries what better way than to create a Math Murder Mystery contest that would be open to all of the students at Hostos Community College. The 1st Math Murder Mystery Contest was held in the Spring of 2019. I presented the winners with their certificates and prize money at the 4th Annual Mathematics Day.

As I explained at the presentation, originally, the list of suspects was not the current list of students in the class, but students that I had in my classes fifteen years ago. One day, in one of my classes after the students had finished the 1st mystery, one of my students had asked me if she could be the next murderer. In the next Math Murder Mystery that I did in this class, I made her the murderer and she enjoyed it. From then on, I have used the names of the current students in my classes as the list of murder suspects and the first thing that the students realize is that their names are on the list of suspects!

Also, at my presentation of my Math Murder Mysteries, I said that the student that I had picked to be the murderer for the mystery that the class was to be working on that day was absent and I then asked the audience what do you think happened in the class. Some of the students said he got an F. What actually happened is more interesting. When I went to this group to help them with the mystery, every student in the group that the absent student had always worked with had told me they had texted him and they had asked him why did he do it. He then texted them back and he asked them did what. I then told all of the students to send the mystery to him and then each of the students did.

The James Bond Mystery: James Bond was just handed the case file number 007 from M. After reading the file, James Bond discovers that each victim had exactly $3.35. Investigating further, he notices that for each victim they had twice as many quarters as dimes and two more nickels than

Math Murder Mystery

Terence Brenner
Mathematics

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Exactly how many nickels, dimes, and quarters did each victim have? He then notices that each victim had a tablet with the same strange and unusual barcode. Is someone making illegal copies of the tablet? Is this the reason M put him on the case? Does Q know what the barcode means? The tablet is unusual because the length of the tablet is four less than five times the width, and the perimeter is 28 millimeters. What is the length and width? After many days of investigating, he discovered that when he subtracts the number of nickels from the number of quarters and then adds this result to the sum of the length of the tablet, and a third of the width of the tablet he will have the murder’s number. **Who did it? M demands answers now!!!!!** Please help Mr. Bond by setting up the equations, solving them, and showing all the work, so that he will have time to finally take Moneypenny out for dinner.

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### BIOGRAPHICAL PROFILE

In 2012, a colleague and I developed the new math course: MAT 15, a one semester course that combines MAT 10 and MAT 20. Starting in the spring of 2019, I started the Math Murder Mystery Contest which is based on the original Math Murder Mysteries activity that I have been using in my classes. I have been the editor of the Hostos Community College Mathematics Journal since its beginning. Among the seven textbooks that I have co-authored, includes the current textbook being used in MAT 150. Over the years, I have published math papers in Quantum Mechanics, and other papers at the community college mathematics level.
Spring 2020 Important Dates

**February**

- February 12
  - Lincoln’s Birthday
  - College Closed

- February 17
  - Presidents Day
  - College Closed

- February 20
  - Hostos Reads: Know your rights Workshop
    - (Shannon Barber) @B-413
    - 2:00 pm - 4:00 pm

**March**

- March 6
  - Open Pedagogy: Wikipedia as Student Writing Space
    - (Wacha) @FDR
    - 9:30 am - 12:30 pm

- March 11
  - Using Classroom Strategies to Support System...
    - (Varelas, DiSanto & Nuñez-Rodriguez) @B-413
    - 12:30 am - 1:30 pm

- March 16
  - Hostos Reads: Leadership Series: Government 101
    - (Shannon Barber) @C-559
    - 3:00 pm - 5:00 pm

- March 25
  - Hostos Reads: Leadership Series: US History...
    - (Shannon Barber) @B-413
    - 1:00 pm - 3:00 pm

- March 26
  - Professional Success for Faculty...
    - (Nuñez-Rodriguez) @B-413
    - 12:30 pm - 1:30 pm

**April**

- April 1
  - Queering the Curriculum: How to integrate LGBTQ information into coursework
    - (Rice-González) @C-559
    - 3:30 pm - 4:30 pm

- April 7
  - Classes follow Wednesday schedule

- April 8
  - April 16
  - Spring Break

- April 23
  - Hostos Reads: Leadership Series: Civic engagement 101
    - (Shannon Barber) @B-413
    - 2:00 pm - 4:00 pm

**May**

- May 1
  - Bronx EdTech Showcase "Tomorrow’s Learning Environment: Promises from the Past"
  - @Bronx Community College
  - 9:00 am - 4:00 pm

- May 5
  - Teaching Day @Savoy Multipurpose Room
  - 10:00 am - 4:00 pm

- May 14
  - Innovation Celebration
  - Last day of classes

- May 15 - May 22
  - Final Examinations

- May 25
  - Memorial Day College Closed

- May 27
  - SPA Day @Hostos Café
  - 9:00 am - 4:00 pm

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Grades Due
CTL Flashback
This past year Touchstone has continued its mission of documenting and sharing the work and the ideas of the Hostos community. Touchstone accepts essays from faculty and staff on any aspect of academic life. Not only does publication in Touchstone help faculty move a project closer to publication in peer-reviewed journals, but it also helps faculty share their work with the rest of the community at Hostos.

The upcoming issue, for instance, represents a range of topics, from the use of language by native speakers to a lesson plan that uses the New York Times application. Along with the help of the entire Center for Teaching and Learning Council, Touchstone is grateful to its editorial board whose hard work has helped the upcoming issue come together.

In linking the power of teaching to a broadening of our vision, Eugenio María de Hostos affirmed the power of education. In honor of our namesake’s belief, Touchstone, a journal devoted to the scholarship produced by the community of Hostos, was created. The journal is published yearly by the Magda Vasillov Center for Teaching and Learning.

The goals of Touchstone are to increase awareness of the scholarly and creative work of the faculty at Hostos and provide an outlet for work that is on its way to external publication. In accordance to these goals, Touchstone publishes a diverse range of scholarship from the Hostos Community. This diversity of imaginative and creative work represents the many talents of the faculty here at Hostos.

Touchstone accepts works in English or Spanish on any of the following:

- original scholarship on teaching and learning
- scholarly articles from any discipline
- best practices
- conference Presentations or Reports
- classroom-based research
- teaching challenges, experiences, and lessons
- personal Essays or Editorials
- WAC and beyond
- book reviews
- creative works

In addition to the above criteria, Touchstone would be interested scholarship, essays, or pedagogical material connected the Book of the Year: The Hate you Give by Angie Thomas

Send your articles using discipline appropriate citation to Dr. Jason Buchanan (jbuchanan@hostos.cuny.edu) by December 31, 2020.