

11 college life words

First things first: Americans usually refer to college or university as just **"school"**. That's something I had no idea before actually going there. So, instead of saying *"What college do you go to?"*, most Americans just say *"Where do you go to school?"*

Also, it's important for you to understand the difference between **"college"** and **"university"**. We use the word **"college"** to refer to institutions that only offer undergraduate programs. If the institution also offers graduate degree programs, we will call it a university. Now that these common questions are out of the way, let's keep going. Here are some words related to **English at university** that you should know:

Freshman, Sophomore, Junior & Senior

Freshman is a term used to describe first-year students, the ones that are just out of high school. Second-year students are called **sophomores**, third-year students are known as **juniors**, and **seniors** are the ones that are in their last year of school.

Minor & Major

Every country's school system is unique, but many students outside the US have to choose their main field of study (such as engineering, nursing, journalism, law, psychology, etc) before being admitted to college. In the United States, it's different. Students spend their first two college years exploring different courses and then later they declare their **major**, which is the field of study in which they want to specialize. Besides that, they can also choose a **minor**, which is another academic discipline the student chooses to focus on. For instance, one can pursue a major in journalism and a minor in economics.

GPA

GPA stands for "grade point average" and it is a way to measure academic achievement in college. The GPA scale typically ranges from 0.0 to 4.0. If you are an outstanding student it is very likely that you will have a perfect 4.0 GPA. Most colleges require at least a 3.0 GPA for entry, but some community colleges accept 2.0 GPA.

This is how to pronounce different GPAs:

- 4.0 = four-point-oh
- 3.5 = three-point-five
- 3.0 = three-point-oh
- 2.75 = two-point-seven-five

First Things First What Americans Expect From The Public Schools

Clifford Lane



First Things First What Americans Expect From The Public Schools:

First Things First Jean Johnson, John Immerwahr, Steve Farkas, 1994 *Jet*, 1994-11-07 The weekly source of African American political and entertainment news *The American Dream and the Public Schools* Jennifer L. Hochschild, Nathan Scovronick, 2004-10-21 The American Dream and the Public Schools examines issues that have excited and divided Americans for years including desegregation school funding testing vouchers bilingual education and ability grouping While these are all separate problems much of the contention over them comes down to the same thing an apparent conflict between policies designed to promote each student's ability to succeed and those designed to insure the good of all students or the nation as a whole The authors show how policies to promote individual success too often benefit only those already privileged by race or class and often conflict with policies that are intended to benefit everyone They propose a framework that builds on our nation's rapidly changing population in order to help Americans get past acrimonious debates about schooling Their goal is to make public education work better so that all children can succeed **Essential Readings in Health Behavior: Theory and Practice** Mark Edberg, 2009-07-01 Essential Readings in Health Behavior Theory and Practice is ideal as a companion to the textbook Essentials of Health Behavior It complements the text in several ways First it offers selections from readings referred to and outlined in the text Second the annotations introducing the readings provide guidance and tie them to themes outlined in the basic text Third the readings provides students and the instructor with options for exploring issues in more depth Finally the reader includes case related articles concerning ways in which the theoretical approaches to behavior have been applied in real world settings both successfully and unsuccessfully **Making the Grade** Tony Wagner, 2003-12-16 This book provides a guide for a long overdue public dialogue about why and how we need to reinvent our nation's schools How has the world changed for our children what do all students need to know in light of these changes how do we hold students and schools accountable for results what do good schools look like and what must leaders do to create more of these schools These are some of the questions that drive this book The answers emerging to these questions may surprise many The most successful public schools of the 21st century look a lot more like our 19th century village schools than our current factory model of schooling This book describes these new village schools that have been created in the last decade and suggests that they are a prototype for the schools of the future Common Purpose Lisbeth Schorr, 2011-04-27 In her previous book Within Our Reach renowned Harvard social analyst Lisbeth Schorr examined pilot social programs that were successful in helping disadvantaged youth and families But as those cutting edge programs were expanded the very qualities that had made them initially successful were jettisoned and less than half of them ultimately survived As a result these groundbreaking programs never made a dent on the national or statewide level Lisbeth Schorr has spent the past seven years researching and identifying large scale programs across the country that are promising to reduce on a community or citywide level child abuse school failure teenage pregnancy and welfare dependence

From reformed social service agencies in Missouri Michigan and Los Angeles to idiosyncratic public schools in New York City she shows how private and public bureaucracies are successfully nurturing programs that are flexible and responsive to the community that have set clear long term goals and that permit staff to exercise individual judgment in helping the disadvantaged She shows how what works in small scale pilot social programs can be adapted on a large scale to transform whole inner city neighborhoods and reshape America On the heels of the federal government s dismantling of welfare guarantees Common Purpose offers a welcome antidote to our current sense of national despair and concrete proof that America s social institutions can be made to work to assure that all the nation s children develop the tools to share in the American dream Visions of Schooling Rosemary C. Salomone,2008-10-01 DIV

At no time in the past century have there been fiercer battles over our public schools than there are now Parents and educational reformers are challenging not only the mission content and structure of mass compulsory schooling but also its underlying premise that the values promoted through public education are neutral and therefore acceptable to any reasonable person In this important book Rosemary Salomone sets aside the ideological and inflammatory rhetoric that surrounds today s debates over educational values and family choice She offers instead a fair minded examination of education for democratic citizenship in a society that values freedom of conscience and religious pluralism And she proposes a balanced course of action that redefines but does not sever the relationship between education and the state Salomone demonstrates how contemporary conflicts are the product of past educational and social movements She lays bare some of the myths that support the current government monopoly over education and reveals how it privileges those of economic means Through a detailed case study of recent controversy in a suburban New York school district the author explores the legal and policy issues that arise when widely disparate world views stand in the way of political compromise on educational materials techniques and programs Salomone builds a case for educational governance that places the developmental needs of the child at the center of family autonomy She advances a plan that respects diverse values and visions of schooling while preserving the core commitments that bind our nation div

Learning To Teach in an Age of Accountability Arthur T. Costigan,Karen Kepler Zumwalt,Margaret Smith Crocco,2004-09-10 This book documents the brave new world of teacher administrator school and student accountability that has swept across the United States in recent years Its particular vantage point is the perspective of dozens of new teachers trying to make their way through their first months and years working in schools in the New York City metropolitan area The issues they grapple with are not however unique to this context but common problems found today in urban suburban and rural schools across the United States The stories in this book offer a compelling portrait of these teachers encounters with the new culture of accountability and the strategies they develop for coping even succeeding within such demanding settings Learning to Teach in an Age of Accountability introduces research on teaching and engages the big ideas concerning teacher research highlighting what we know and where that leads us offers a rich set of teacher narratives that are organized to

widen the angle of vision from biography to classrooms schools and society and includes questions and activities to encourage discussion and further research about the ideas raised and addresses the possibilities for best practice and curricular decision making in light of the issues and ideas presented in the book This volume unique in its portrayal of new teachers encounters with issues of accountability makes a singular contribution to the educational literature on new teachers It is relevant to everyone interested in the contemporary world of teaching and is particularly appropriate as a text for preservice and in service students All readers who believe that the key to a good school lies in attracting and keeping good teachers will find the issues presented here both personally engaging and deeply troubling Who Governs Our Schools? David T. Conley, 2003-01-01 This book provides valuable insights into a dynamic structural change that is being experienced but not completely understood by educators and policymakers alike the transfer of power from the local to the state and national levels What will become of our public schools in this new era of leadership The author traces the origins of this process examines the implications and considers where these changes might lead This extremely timely volume Explores the direction of education policy and the ways in which both policymakers and educators can adapt and provide leadership in this new landscape Offers a concise accessible summary of a multitude of specific programs and policies helping us to think more systematically about the shifts in power relationships among education governance levels Presents an outline of actions that can be taken at the local state and national levels to help facilitate better working relationship and to help improve schools Examines the new federal role and recent federal legislation including the No Child Left Behind Act of 2001 *Toward Wiser Public Judgment* Daniel Yankelovich, Will Friedman, 2010 Polls tell us almost nothing about how people make up their minds The Tracking Wars Tom Loveless, 2011-10-01 In the 1980s a nationwide reform movement sprang up in opposition to tracking the controversial practice of schools grouping students by ability and organizing curriculum by level of difficulty Officials in two states Massachusetts and California adopted policies urging middle schools to reduce or abandon tracking In this book Tom Loveless describes how schools reacted to these recommendations and discusses why some schools went along with detracking while others bitterly resisted the reform Loveless explains that the state policies were adopted without strict mandates financial incentives legal threats or new bureaucratic structures They were also adopted without convincing evidence that detracking brings lasting benefits to students But advocates framed tracking reform as a policy supporting greater educational equity In response urban schools low achieving schools and schools serving disadvantaged children have reacted sympathetically to the reform Suburban schools high achieving schools and schools serving wealthier families have been less willing to detrack Drawing on extensive survey and case study data Loveless concludes that this reform s fate is in the hands of local decisionmakers Schools formulate tracking policy based on their own institutional organizational political and technical considerations All school reform entails risks One troubling implication of this study is that the risks of detracking are being assumed by schools with some of society s most vulnerable youngsters **Handbook of Research on**

Teaching Literacy Through the Communicative and Visual Arts James Flood, Diane Lapp, Shirley Brice

Heath, 2004-09-22 In an era characterized by the rapid evolution of the concept of literacy the Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts focuses on multiple ways in which learners gain access to knowledge and skills The handbook explores the possibilities of broadening current conceptualizations of literacy to include the full array of the communicative arts reading writing speaking listening viewing and to focus on the visual arts of drama dance film art video and computer technology The communicative and visual arts encompass everything from novels and theatrical performances to movies and video games In today's world new methods for transmitting information have been developed that include music graphics sound effects smells and animations While these methods have been used by television shows and multimedia products they often represent an unexplored resource in the field of education By broadening our uses of these media formats and genres a greater number of students will be motivated to see themselves as learners In 64 chapters organized in seven sections teachers and other leading authorities in the field of literacy provide direction for the future I Theoretical Bases for Communicative and Visual Arts Teaching Paul Messaris Section Editor II Methods of Inquiry in Communicative and Visual Arts Teaching Donna Alvermann Section Editor III Research on Language Learners in Families Communities and Classrooms Vicki Chou Section Editor IV Research on Language Teachers Conditions and Contexts Dorothy Strickland Section Editor V Expanding Instructional Environments Teaching Learning and Assessing the Communicative and Visual Arts Nancy Roser Section Editor VI Research Perspectives on the Curricular Extracurricular and Policy Perspectives James Squire Section Editor VII Voices from the Field Bernice Cullinan and Lee Galda Section Editors The International Reading Association has compiled in the Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts an indispensable set of papers for educators that will enable them to conceptualize literacy in much broader contexts than ever before The information contained in this volume will be extremely useful in planning literacy programs for our students for today and tomorrow

Defending Standardized Testing Richard Phelps, 2005-03-23 Although much has been written on standardized testing policy most of the material has been written by opponents The contributing authors of this volume are both accomplished researchers and practitioners who are respected and admired worldwide They b

Market Education Andrew Coulson, 2017-09-08 Discontent with public education has been on the rise in recent years as parents complain that their children are not being taught the basics that they are not pushed to excel and that their classrooms are too chaotic to encourage any real learning The public has begun to reject school bond levies with regularity frustrated by what it perceives to be mounting education costs unaccompanied by increased achievement or accountability Coulson explores the educational problems facing parents and shows how these problems can best be addressed He begins with a discussion of what people want from their school systems tracing their views of the kinds of knowledge skills and values education should impart and their concerns over discipline drugs and violence in public schools Using this survey of goals

and attitudes as a guide Coulson sets out to compare the school systems of civilizations both ancient and modern seeking to determine which systems successfully educated generations past and which did not His historical study ranges from classical Greece and ancient Rome through the Islamic world of the Middle Ages to nineteenth century England and modern America Drawing on the historical evidence of how these various systems operated Coulson concludes that free educational markets have consistently done a better job of serving the public s needs than state run school systems have He sets out a blueprint for competitive free market educational reform that would make schools more flexible more innovative and more responsive to the needs of parents and students He describes how education for low income children might be funded under a market system and how the transition from monopolistic public education to market education might be achieved Coulson s Market Education touches on a wide range of issues including declines in academic achievement minority education the role of public school teachers and mismanagement and corruption in educational bureaucracies Coulson examines alternative reform proposals from vouchers and charter schools to national standards for school curricula This timely and engaging book will appeal to parents educators and others concerned with the quality and cost of schooling and will serve as an excellent resource in college courses on the economics and history of education

The War Against Excellence Cheri Pierson Yecke, 2005-05-12 The War against Excellence provides a chronology of the middle school movement including its shift away from academics and proposes solutions to this rising tide of mediocrity

Developing Democratic Character in the Young Roger Soder, John I. Goodlad, Timothy J. McMannon, 2002-02-28 Sponsored by the Institute for Educational Inquiry How are students going to function effectively in a democratic society This collection of original essays outlines the critical role of our schools in helping create the conditions necessary for a democracy and helping create in students the characteristics or dispositions critical to maintaining a democracy

Testing Student Learning, Evaluating Teaching Effectiveness Williamson F. Evers, Herbert J. Walberg, 2013-09-01 This book takes a hard look at the professional technical and public policy issues surrounding student achievement and teacher effectiveness and shows how testing and accountability can play a vital role in improving American schools

The Politics of Teacher Education Reform National Commission on Teaching & America's Future (U.S.), 2000-04-18 Yearbook of the Politics of Education Association A competent caring and qualified teacher for every student in the United States This audacious goal is taken right from the opening pages of the report of the National Commission on Teaching and America s Future NCTAF What Matters Most Teaching for America s Future The NCTAF findings are so powerful and unique that The Politics of Teacher Association PTA uses them as the basis for this 2000 Y yearbook Editors Gallagher and Bailey along with leading educators explore the controversies and ramifications of the Commission s major recommendations Get serious about standards for both students and teachers Reinvent teacher preparation and professional development Overhaul teacher recruitment and put qualified teachers in every classroom Encourage and reward teaching knowledge and skill Create schools that are organized for

student and teacher success The contributors to this book speak to the underlying assumptions research bases and values found in the recommendations Long time and persistent issues about teaching teacher education programs and public policy making are examined under the new light of the latest research Real life successes of the recommendations in action are shown in two state level stories and an urban school partnership This PEA 2000 yearbook will prove a valuable resource for students researchers and all educators interested in teacher education reform in the 21st century **The Superintendent of the Future** Robert Richard Spillane,Paul Regnier,1998 American education has been and will continue to be a high profile subject and in the end it is school superintendents who carry the weight of the effort when it comes to school improvement This book provides an inside perspective on the superintendency today and where it s headed tomorrow with a focus on practical action Case studies developed around actual school systems highlight key issues in this must have book *Waging Peace in Our Schools* Linda Lantieri,Janet Patti,1998-07-01 From the largest and most successful school initiatives in social and emotional learning in the country The Resolving Conflict Creatively Program now active in more than 350 schools nationwide comes a powerful practical guide for teaching young people to empathize mediate negotiate and create peace The authors address everything from minor schoolyard conflicts to violent outbursts and offer educators and parents proven strategies for enhancing children s emotional social and conflict resolution skills

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