



2003/2004
C.U.R.E. STUDENT ACCOMPLISHMENTS

Chancellor's Award for Student Excellence

Given by the SUNY Chancellor to students who have best combined academic excellence with significant contributions to the university community
 Torrance Walley

School of Arts & Science African American Studies

Seth N. Asumah "Uhuru" Award
Given for academic excellence & highest GPA in the African American Studies minor.
 Zenobia Perrin

Award for Excellence in Understanding Multicultural & Gender Issues

Torrance Walley & Mike Witkovich

School of Education C.U.R.E Award

Given to students with the highest GPAs in C.U.R.E. who have demonstrated best practices in urban education while student teaching
 Torrance Walley & Kathryn Smella

Senior Award for Academic Excellence

Given to the student with a cumulative GPA of 3.5 or higher and who has demonstrated excellence in field experiences
 Torrance Walley

School of Professional Studies Health

Katherine Allen Whitaker Award
Given to a senior health major based upon academic excellence, charm, and compassion
 TyaNisha Brown

College Foundation Scholarships Alpha Delta Junior Scholarships: Arts & Sciences

Given to students in the top 10% of the Junior class who have made substantial contributions to the College community.
 Mike Witkovich
 (Right: Mike Nobles, Tyanisha Brown & Adrian Lopez —>)

National Societies

National History Honor Society (Phi Alpha Theta)

Adrian Lopez
 Mike Witkovich

National Freshman Honor Society (Phi Eta Sigma)

Rose Graham
 Elyse Loughlin

National Opportunity Programs Society (Chi Alpha Epsilon)

TyaNisha Brown
 Adrian Lopez

National Spanish Honor Society (Sigma Delta Pi)

Daniel Cordaro

Phi Kappa Phi Honor Society

Analy Cruz

Challenge for Success Awards

Gold Award for Academic Excellence:

Adelina Primiano

Bronze Award for Academic Excellence

Rose Graham

Graduating Senior Scholar Award

Zenobia Perrin

SUNY Cortland Outstanding Student Leaders

2003-2004

TyaNisha Brown, Maria Fuentes, Rose Graham, Torrance Walley, Mike Witkovich

E.O.P Awards

Larry Newkirk Memorial Scholarship Award

Given to a student who has exhibited outstanding scholarship combined with service to the Program and the College
 TyaNisha Brown

James W. McKee/John N. Fitzgerald, Jr. Award

Given to an outstanding student who is majoring in Education with a concentration or minor in African American Studies,
 Mike Nobles

Academic Achievement Awards

Given to students who have maintained a cumulative GPA of 3.0 or higher.

TyaNisha Brown
 Adrian Lopez

Gold Awards

Given to students with a semester GPA of 3.2 or higher

TyaNisha Brown
 Adrian Lopez
 LaToya Paige

Silver Awards

Given to students with a semester GPA of 3.0 or higher.

Mike Nobles

R.H.A. Awards

Most Dedicated Officer

Elyse Loughlin



Inside this issue:

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7. Poem: "To Be a Teacher."

MY FIRST YEAR

BY RENÉ DASILVA

Hello, my name is René DaSilva, and I am a freshman at SUNY Cortland from Brooklyn, N.Y. I am part of the C.U.R.E. program majoring in Childhood Education. This first year at college has been quite an experience for me. I had to learn how to adjust to living with a total stranger, manage my time with a new workload, get acquainted with new people and adjust from the city life to life in a small town. Overall, I have enjoyed my first year. The classes I have taken have broadened my knowledge of issues ranging from urban education to the American government. It has been hard work, but I know that the professors here at Cortland are preparing us, the students, to be well-educated adults, ready to tackle the world!

Entering college is sometimes a difficult transition for students. There are so many new things that we have to adapt to. Our college years

are the times when we find ourselves and grow as individuals. This is the time when we learn who we are and develop stronger characters. The support I receive from the C.U.R.E. program has helped me tremendously.

My peer mentor, Alicia Avellaneda, the Project Coordinator, Claudia Tracy, the Graduate Assistant, Janise Ashe, and the Director of C.U.R.E., Dr. Michelle Kelly are individuals who I especially want to thank for making my transition to college life easier. It is very important to have a support network of people that you can go to for professional advice, help with career decisions, or just to hang out with. I know that if it weren't for the support C.U.R.E. gives me, I would not have enjoyed my first year as much. Now that the school year is almost at its end, I feel like I have accomplished so much; I got through some GE's and I'm ready to take more next year!

I have learned that college really is the prime time of our lives and we need to enjoy our experiences.

AWARDS CONT.

Graduation with Honors

Magna Cum Laude (3.5 to 3.749 GPA)

Katherine Smella
Tory Walley

Cum Laude (3.2 to 3.4999 GPA)

Christina DiPietrantonio
Zenobia Perrin

Seniors graduating with a 3.0 or above

Dave Killmore

Students in the Top 10% of their Classes

Freshmen

Rose Graham
Elyse Laughlin

Sophomores

Adelina Primiano

Juniors

Analy Cruz
Christina McCollough
Mike Witkovich

Seniors

Christina DiPietrantonio
Tory Walley

GRADUATE PROFILE: CHRISTINA DIPIETRANTONIO

Christina DiPietrantonio is a senior graduating from SUNY Cortland and the C.U.R.E. Program this spring. She is currently finishing her student teaching in a first grade classroom at Delaware Academy in Syracuse. Christina says, "The school is great and I am loving this age group. I am getting great hands on experience in the classroom and it really makes all those years of hard work worth it." Christina says she is ready to work in the classroom. "I feel very prepared to become a professional teacher ...being in the classroom makes a lot of the things we learned in our methods classes click." She continues, "...having the student teaching experience really helped to bring my college career full circle. It was what I worked for from the beginning and now that it is coming to a close I realize how far I have come as a person and as a teacher."

Next year, Christina will be living at home in Yorktown, N.Y. She plans on attending Manhattanville College in Purchase, New York, pursuing a Masters degree in Teaching English to Speakers of Other Languages (TESOL). She will also be working as a substitute teacher in her local school district.



Christina DiPietrantonio

PIÑATA NIGHT

Piñatas, which are very popular in Mexico, come from an Italian tradition. The Italian word *pignatta* describes a crude pot that was filled with toys or candies and broken open during celebrations. This tradition spread throughout Europe and was brought to Mexico by the Spanish. Mexican artisans, however, began to make these containers from papier-mâché and cardboard.

Urban and Multicultural Education Club members Maria Fuentes, Wendy Tsang, Pam Foot and Mike Witkovich organized a piñata night during the C.U.R.E. Peer Mentor meeting on Thursday, March 25. More than fifteen participants enjoyed this activity: getting their hands dirty while gluing paper strips on large balloons and laughing with friends.

Club members and C.U.R.E. students brought the piñatas to the Children's Museum at SUNY Cortland on Saturday, April 17 2004. Children had the chance to decorate piñatas while learning about their history.



Analy Cruz, Elyse Loughlin & Dana Guardarramas making piñatas.

DON'T SMILE UNTIL CHRISTMAS

BY MIKE NOBLES

The old teaching maxim "Don't smile until Christmas" is a suggested method of creating a serious, no-nonsense environment in the classroom. The reasoning behind this strategy of classroom management is that if a teacher is firm and rigid and does not laugh in the classroom, then that teacher will create a business-like atmosphere that is firmly grounded in curriculum objectives and heavily geared towards classroom management. Smiling, in this instance, is viewed as a form of submissiveness and weakness both of which should not be characteristics of a teacher. A teacher does not want his or her kindness, or in this case, smiling faces, to become a weakness to be exploited or taken advantage of.

Too much emphasis has been placed on the importance of a teacher withholding smiles, so much so that a date has been set for the proper time to show feelings of

delight. The current state of public schools is already considered to be one that is not healthy. In a place where textbooks are shared, computers are old and useless, and teachers are indifferent about student's education, why should something as easy as smiling be added to the list of things that students do not receive while at school? Students want to feel a sense of caring and humanity from teachers, smiling is something that most human beings love to do. Educational institutions are not military academies and teachers are not drill sergeants. Students should leave schools not as militaristic, stony-faced robots, but rather as intellectuals who are in tune with their feelings, know how to effectively communicate with others, and have a better understanding of the underpinnings of society.

Most great teachers are those who connect with students on both an educational and social level. All great teachers are confident enough in their own classroom strategies to not conform to fit some philosophical ideology that has been passed down from one generation to another. The failure of our educational system is that everyone looks for a small solution that fits the complex inner workings of a host of large problems. A teacher's smile, or lack of it, should not be considered a small solution.

Mike Nobles is a senior C.U.R.E. student who will be completing his student teaching next fall. Congratulations Mike, and thank you for all your thoughtful and thought-provoking contributions to this newsletter.

Cortland's
Urban
Recruitment of
Educators

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TO BE A TEACHER
BY ANGEL NIETO ROMERO

To be a teacher means
To be a parent, a friend, a companion,
A confidant, a nurse, a constant
counselor.

To be a teacher means:
To love, to cherish, to set an
example, to respect.
To push, to have patience (and to
lose it), to forgive.
To advise, to persevere, to
befriend, to listen
To explain, to apply, to not give
up, to appreciate.

To have charity and compassion,
strength and determination,
joyfulness and passion,
passion and love
for that madness
which implies creation.

To be a teacher means:
To repeat, to correct, to instill
pride, to require
To stimulate, to encourage, to be
humble, to reprimand.
To fulfill, to impose, to laugh, to
admire.

To imagine, to mold, to care, to
demand.
To persist, to struggle, to dare, to
understand.

To make rules and to break them,
to mistrust the obvious
to reject the comfortable
to escape routine.
To answer and to ask,
always to ask.
Not paying attention to what people
might say.

To sleep a little and dream a lot,
To dream asleep, and dream away
Always to dream and
reach for the impossible.
To learn, to share, to teach
And to learn again.
To discover, to shape, to achieve
And then to start all over again.

*(As appeared in Sonia Nieto (2000). Affirming
diversity: The sociopolitical context of multicultural
education. 3rd. ed. Addison Wesley Longman, (p.
iii))*

