

### 1: Supplementary Readings | Faculty

*Assigned readings are listed in the syllabus under each week. The list of "readings"--articles, blog posts, websites, videos, and other resources--below are suggested for additional readings for each week or specific topics.*

Does it make an appropriate demand for good reading habits and good taste? Does it have an intrinsic value in the subject matter which it presents, or in the emotions which it is capable of arousing in children? Silent Reading Silent reading should have the first place in the supplementary reading. Some one has said, "Silent reading is the agency which enables the child to look through the words to the thought in the same way that one looks through a clean window glass to the objects beyond. When the child acquires facility in word-recognition he is likely to read aloud too rapidly. It also is an aid in discipline; it helps the teacher to save her voice for a time when it is more necessary to talk; it makes an excellent medium of communication. It is now generally conceded that the more a teacher talks the more she must talk and the less is her power in the schoolroom. The following examples show how silent reading may be used at a very early stage: This lesson can be given for a class who are to leave the seats and go to the front of the room for a lesson. George runs to the front of the room and gets the drum. When teacher puts in the punctuation, George takes the mark as a signal to beat the drum and the pupils begin to move. When the pupils have reached their destination George puts the drum away. The teacher writes, Thank you, George. The teacher writes, Good morning, children. Pupils rise and say, "Good morning, Missâ€". When May returns teacher has written, Thank you, May. Just before the books are used in a reading lesson. The teacher writes, Please pass the books, James. Or if a guest comes in, You may give your book to our guest, Edith. Just before dismissing in the afternoon the teacher writes: Please pass the basket, May. Pupils rise and say, "Good night, Missâ€". When distributing materials, the teacher writes: Pupils who are appointed as helpers stand and take materials to be distributed. You may sing, James. Pupils clap when James has finished. You may sing, Elizabeth. When Elizabeth finishes the teacher points to the word clap. Action Lessons Make the class work lively by originality in the introduction of new devices, in word drill, and in lessons generally, that the exercises may not become monotonous. Require the sentences of the lessons to be acted whenever possible in beginning work. Sample Lessons in Silent Reading I. Let us play "The Little Red Hen. You may be the pig, Jack. You may be the cat, Alice. You may be the dog, Ben. We are going to play "The Boy and the Goat. John, you may be the goat. You may be the rabbit, Bert. Grace may be the squirrel. William may be the fox. Alice, you may be the bee. There are so many practical uses for silent sentence reading that it is unnecessary to have the children do absurd things just for the sake of having them read and act. For instance, rather than ask a child merely to "Run to the door," write, "Please close the door," or "Please open the door. The teacher should look them through deliberately, asking: Will they be interesting to the children? Will they create in the child a desire to read? Do they lead to consecutive thinking or are they disconnected in thought? Will they enrich the lives of these children? Would the material be considered acceptable reading for children outside of school? Teaching the Child to Copy or Write the Words 1. Write a known word on the blackboard. Have the class watch you trace the word with a pointer. Have the child hold up his pencil and think of it as long enough to reach the board. Let him trace with the teacher. Pupils trace the form with the pencil in the air without help. Cover up the word. Pupils trace in the air. Ask them if they can think the word. If they cannot form a mental picture of the word, repeat these steps until they can. When they can see the word mentally, erase the word and let them write from this mental image. Teach other new words in the same way. Always requiring the pupil to write from the image. Repeat until the pupil uses the process mechanically for all new and old words. Drill Upon the Words 1. Reserve a place upon the board to list words as fast as learned. Place words in all possible combinations and drill until the recognition of words is instantaneous. Hundreds of additional titles available for online reading when you join Gateway to the Classics.

### 2: The Baldwin Project: Primary Reading and Literature by

*Supplementary readings are used to illustrate key concepts in each section of the course. Some of these concepts may be familiar to those who have taken / , Managing Technological Innovation and Entrepreneurship. If you have not taken either or , and if you are otherwise.*

Through its words you can get to know its Author. Some feel unworthy, not good enough. Some are even afraid of Him. If only they understood how differently God sees it! God wants to have a personal relationship with each of us, and He wants it to be the deepest, most meaningful, most fulfilling and rewarding, most natural part of our lives. To the contraryâ€”He wants to be a part of all that. He wants to make our day-to-day living easier, He wants to give the things we experience greater meaning, and He wants to enjoy them with us. In a word, He wants to make our lives better. He wants to add a wonderful new dimension to all that we doâ€”the dimension of His loving presence. How can that be? In order to comprehend the answer to thatâ€”how the great God and Creator of the universe could communicate directly with you, or why He would even want toâ€”you must first understand how much God loves you. Jesus died for the sins of the whole world, but He would have died for you alone. He and His Father love you that much! In His love, God also gave you the Bible, through which He tells you how to live in love and harmony with Him and others. They can unlock for you some of His greatest mysteries, and set His love and power to work in your busy and sometimes stressful life. He loves you so much that He not only wants to communicate with you through His written Word, but directly! He takes a loving personal interest in you, and wants to be involved in your life. He knows that you have questions and problems, and He wants to give you the answers and solutions. He also wants to speak personal words of love and encouragement to you, to boost your faith and reassure you during those rough times. He wants you to know how to be happy. And so He created a means of two-way communication, a channel between Him and you, so that you can talk to Him in prayer and in reply hear words He gives specially for you. He wants to lead you step by step into a closer relationship with Him and a greater understanding of His will and ways. It can be ethereal or down-to-earth, thunderous and passionate or tender and hushed. Like a scintillating jewel that reflects beauty off its many facetsâ€”each unique yet each part of the wholeâ€”is that mystical, magical, marvelous thing called love. It is in the faces of a mother and her childâ€”mutual adoration that is beyond words. It is in the faces of parents as they embrace a returning prodigal. It is in the faces of volunteers who care for the afflicted, the homeless, the destitute. It is in the faces of strangers and friendsâ€”anyone who takes time to be thoughtful and kind. It is in the face of the dying believer as he looks heavenward to new life and joy unspeakable. Instead, they point to the source of love, God Himself, who gives freely, without partiality and without end. He made this beautiful world for you to live in and enjoy, and gave you the capacity to love and feel loved. The priceless gift of living and all the joys and challenges that accompany it, He freely gives to all. But believe it or not, there is more that He wants to give you. In fact, there is a whole slew of other gifts that He would like to give you. Two of these gifts are most important because they are the keys to all the others. These are eternal salvation and the infilling of the Holy Spirit. For three and a half years they had watched and listened as Jesus healed the sick, raised the dead, unlocked the secrets of the kingdom of Heaven, and lived and preached the love of God. Then, The Bible tells us, Jesus spent forty more days with His followers after He rose from the dead, further preparing them to carry on what He had begun Acts 1: On the final day, just before He ascended to Heaven , Jesus gave them what has come to be known as the Great Commission: Would you like to do what Jesus asked His disciples to doâ€”to bring His answers to a lost and lonely world? What you are about to read on these few pages is enough to get you started, and Jesus Himself will teach you the rest as you go. What really matters is that you have found Jesus and experienced His life-changing love, and that you want to share His love and salvation with others. All you need is love-love for the Lord, and love for others. The river widens in some places and narrows in others. It ambles through pleasant valleys and plains. Tranquil spans give way to turbulent, frothy rapids that splash into sparkling, crystal pools. On and on its waters flow until they are swallowed up by the wide, open sea. But what attracts the most tourists, photographers, artists, and the like? What inspires the most awe? The

gentle and silent winding through the plain? There, if you will look closely, somewhere in its mist is a rainbow. We all appreciate the pleasant valleys and plains, and sometimes we wish we could stay there forever. But life flows on. God knows what lies around the next bend, and He will guide us through the narrow gorges, the white water rapids, and, yes, over the heart-stopping waterfalls. With your hand firmly in His, you can not only make it through the problems and perils of life, but thrill in the face of such challenges. This book tells you how. When Jesus saw it, He said that she had given even more than the rich, who had only cast in a little of their abundance!

*Here is the PDF with the Intro and Oroonoko chapter. Aravamudan Tropicopolitans Intro Oroonoko. We'll just discuss the Intro (); those of you interested in Behn or Defoe might be interested in the rest of the book.*

Joseph Conrad, "Heart of Darkness" Alexander Pope , "An Essay on Criticism" , ed. Let such teach others who themselves excell, And censure freely who have written well. First follow Nature, and your Judgment frame By her just Standard, which is still the same: Without all these at once before your Eyes, Cavil you may, but never Criticize. Nations unborn your mighty Names shall sound, And Worlds applaud that must not yet be found! There shallow Draughts intoxicate the Brain, And drinking largely sobers us again. All which, exact to Rule were brought about, Were but a Combate in the Lists left out. Leave the Combate out? Exclaims the Knight; Yes, or we must renounce the Stagyrite. Then build a New, or act it in a Plain. The Sense, they humbly take upon Content. Words are like Leaves; and where they most abound, Much Fruit of Sense beneath is rarely found. Then, at the last, and only Couplet fraught With some unmeaning Thing they call a Thought, A needless Alexandrine ends the Song, That like a wounded Snake, drags its slow length along. Some foreign Writers, some our own despise; The Ancients only, or the Moderns prize: How the Style refines! We think our Fathers Fools, so wise we grow; Our wiser Sons, no doubt, will think us so. Unhappy Wit, like most mistaken Things, Attones not for that Envy which it brings. What is this Wit which must our Cares employ? That not alone what to your Sense is due, All may allow; but seek your Friendship too. Your Silence there is better than your Spite, For who can rail so long as they can write? With him, most Authors steal their Works, or buy; Garth did not write his own Dispensary. Horace still charms with graceful Negligence, And without Method talks us into Sense, Will like a Friend familiarly convey The truest Notions in the easiest way. And drove those Holy Vandals off the Stage. This humble Praise, lamented Shade! I feel the gales, that from ye blow, A momentary bliss bestow, As waving fresh their gladsome wing, My weary soul they seem to soothe, And, redolent of joy and youth, To breathe a second spring. The captive linnet which enthrall? The limits of their little reign, And unknown regions dare descry: No sense have they of ills to come, Nor care beyond to-day: Ah, tell them they are men! Lo, Poverty, to fill the band, That numbs the soul with icy hand, And slow-consuming Age. Since sorrow never comes too late, And happiness too swiftly flies. Thought would destroy their paradise. To the edition of Gray prefixed a motto from Menander of which the literal translation is, "I am a man--a sufficient excuse for being miserable. Henry VI, founder of Eton College; he had a reputation for sanctity. Ancient art represented river-gods in the form of aged men. The reference is to Death, although Death is usually personified as masculine. Oft did the harvest to their sickle yield, Their furrow oft the stubborn glebe has broke; How jocund did they drive their team afield! The paths of glory lead but to the grave. And many a holy text around she strews, That teach the rustic moralist to die. No farther seek his merits to disclose, Or draw his frailties from their dread abode, There they alike in trembling hope repose The bosom of his Father and his God. Notes 1] First published, anonymously, , under the title "An Elegy wrote in a Country Churchyard. The Elegy was concluded at Stoke Poges in June, See letter to Walpole, June 12, The churchyard as described by Gray is typical rather than particular; of the five disputed "originals" Stoke Poges bears the least resemblance to the graveyard in the Elegy. Paradise Lost, IX, Also Pope, Messiah, Paradise Lost, VII, Hark the shrill Clarion sounds to Arms, to Arms!

### 4: supplementary - Dictionary Definition : [www.enganchecubano.com](http://www.enganchecubano.com)

*supplementary* *Supplementary* is a little something extra to fill in a gap, like when your teacher suggests supplementary reading material that you may or may not get around to checking out. *Supplementary* can be an important part of something or just extra support.

Legacy replacements are hard. Most of us will never write software that companies continue to depend on for decades, but such software is commonplace in large legacy replacements, and its authors should be applauded. We often go into such replacements imagining the pristine architecture the new system will have and vastly underestimating the difficulty of the endeavor. Certain patterns emerge, understandable when seen against the backdrop of a massively entangled, custom built, difficult to change legacy system. First, we purchase vendor packages with the goal of reducing the in-house development effort to integration, vowing never again to be beholden to a bespoke system with no external support. Second, we land upon a service oriented architecture for integration, with the goal of baking in replaceability of the individual parts of the new system and reducing the pain of the inevitable future legacy replacement project. It is simple to use and understand and requires no heavyweight framework or toolchain to get started. It lends itself well to testing and reduces many operational concerns to the same practices used to manage a web site. Architecturally, REST has proven scalability and fits in well with domain modeling. My hypothesis is that success in such projects has much less to do with understanding the nuances of HATEOAS, and much more to do with understanding such aspects as your deployment and testing strategies. Define logical environments - one for each need Many large IT organizations inherit a legacy of expensive environments from mainframes or large vendor installations and try to shoe-horn services into a predefined list of inflexible environments. Unfortunately, managing an enterprise-wide set of environments that all developers must use gives up one of the principal advantages of RESTful services: While services may be a facade in front of applications that require substantial horsepower, the services themselves tend to be simple to deploy and host, and testable through a browser and a command line. Furthermore, techniques such as using ATOM-like event feeds avoid the need for extensive middleware infrastructure in spinning up a new environment. The key insight is to understand the concept of a logical environment: A logical environment is an appropriately isolated set of interrelated applications, services, and infrastructural components needed to satisfy a business or development need. The components needed to satisfy a development need may be quite different for the various teams and roles than the components needed to satisfy a business need. Few developers in large organizations expect to run an isolated full-stack environment, and isolation should go only as far as needed to make developers productive. For example, in a retail project, a developer in the order entry team may require services for the product catalog and customer management, but perhaps not for warehouse management. In production, each of those may have a load-balanced cluster supporting them, but developers and QAs value isolation over performance and availability. In the extreme case, different developers may have different logical environments on the same VM. In this case, the isolation can be accomplished by making ports and database names part of the environment configuration. Environmental isolation is independent of the hardware hosting the environment. The other problem with shared environments is that everybody gets upgraded at the same time, which is often not appropriate in the chaotic world of development. Much better is to put the release schedule in the hands of the individuals affected by it - this is equally true for production releases as it is for developers upgrading a service they depend on in their sandbox environment. This can be particularly important for QAs, a role that has a strong need for managing the release cadence within their logical environment. Testing requires a known and stable set of versions for the services involved, and developers find fixing bugs considerably easier when the version is known. In one large engagement, we defined a declarative description of environments using Yaml. A top level key would define an environment name, sub-keys defined the required services for that environment, and the next level of keys defined environment-specific configuration for each service: Tools like Ansible help declaratively describe environments without a heavy up-front investment. This allows environmental elasticity by using the same environment configuration but different VMs. Vendor packages

complicate environment creation, as they are rarely built to support easy deployment and environmental elasticity. Many of them ship with an installation document that changes with every upgrade and no reliable mechanism to replay changes in multiple environments. Licensing also adds a hurdle, although most vendors will allow low cost development licenses. If you find yourself burdened with a vendor package that is hard to deploy, there are a couple of remediation strategies. Alternatively you can set up a cloneable VM, which gives you elasticity but complicates upgrades. Essentially, this is the bake vs. When neither option is available, there are other ways of achieving some level of isolation, although none will be comparable to actual environmental isolation. There may be a way of using natural data boundaries within the application to allow some measure of developer isolation. Different user accounts tend to be an easy data boundary, although users tend to share global state. Better still is to provide different tenants to individual developers, as multi-tenant applications are designed to prevent cross-tenant traffic. This approach is clearly a work-around, has scaling challenges, and does not provide release scheduling independence. Ease of deployment and environment management should be one of the criteria by which packages are selected. The best solution, of course, is to vet such operational considerations during the vendor selection process. During the selection process, we have to consider not only feature set and fit-to-purpose, but ease of integration and the productivity of the integration developers. Use versioning only as a last resort. An important corollary to the definition of a logical environment is the notion of cohesion - each environment should have only one instance of a given service. Unfortunately, in large projects where each team moves at a different pace, it is all too easy to run into the classic diamond dependency problem usually associated with compile time dependencies: Incompatible version requirements. In my experience, one of the first solutions RESTful architects reach for is versioning. I take a more controversial view. The problem is that versioning can significantly complicate understanding, testing, and troubleshooting a system. As soon as you have multiple incompatible versions of the same service used by multiple consumers, developers have to maintain bug fixes in all supported versions. If they are maintained in a single codebase, developers risk breaking an old version by adding a new feature to a new version simply because of shared code pathways. If the versions are independently deployed, the operational footprint becomes more complex to monitor and support. This extra complexity is either overlooked or justified by simplifying the release process of interdependent services. However, the release complexity can be mitigated significantly with a disciplined use of consumer-based testing discussed in the next section, an intriguing option available to enterprise APIs that is not available to public APIs. For many types of changes, versioning can be avoided by other techniques. This is sage advice for service development. Unfortunately, the default behavior of some deserializers breaks this advice by throwing an exception when an unexpected field is provided by a consumer. This is unfortunate, as it could simply be the consumer passing additional diagnostics over the wire with no expectation of consumption, or it could be the consumer preparing for a future update of the producer, passing a new field before the producer is prepared to deal with it. It could be the producer adding a new field to a response body which the consumer is free to ignore. None of these situations warrants an exception. Automatic deserialization usually falls into the pitfall of coupling consumers and producers. Automatic deserialization usually falls into the WSDL pitfall of coupling consumers and producers by duplicating a static class structure in both. Hand-coded deserialization also allows for fewer assumptions to be made in the incoming data. When it comes to service contract design, a little up-front design can pay big benefits. In one project, a contract had been developed with inconsistent casing of the attributes - firstName and LastName for example. Developers on consumer teams no doubt swore under their breath when they developed against the contract, but they swore quite loudly when the contract was subsequently "fixed" without notice. In large SOA projects, I prefer writing many stories at service boundaries. This does lead to the obvious challenge of making sure the end-to-end functionality aligns with business goals a problem I discuss later, but has many advantages. First, they naturally tend to involve the tech lead or architect in the analysis, giving them time to think about the granularity of the concepts and mock out the contract to form a cohesive description of the resource. Writing the acceptance criteria requires thinking through the various error conditions and response codes. Having QA review at service boundaries gives another opportunity to catch the obvious mistakes, like the casing issue just mentioned. Finally, in much the same way that test-driven

development encourages loose coupling by making sure each class has at least two consumers - the consumer it was written for and the tests - service boundary stories help ensure that the service endpoint is reusable rather than overly specific to the end-to-end functionality it is initially developed for. Being able to test a service endpoint in isolation prevents coupling it too tightly to the end-to-end workflow it supports. Producers can also signal when they need to make a breaking change using semantic versioning. If you have a disciplined set of consumer-driven tests described shortly, you may be able to upgrade all consumers on the same release. Once you reach the point where you have to use versioning, there two principal techniques to choose between: In your choice it is important to understand that the versioning scheme you select is first and foremost a release management strategy. For this the consumer will have to wait until the producer has been released. URL versioning has the advantage of being very visible, and testable through a browser. Nevertheless, URL versioning suffers an important flaw when one service provides links to another service with the expectation that the consumer will follow the link this is most common when trying to use hypermedia to drive workflow. If the hyperlinked service upgrades to a new version, coordinating upgrades across such dependencies can get tricky. For example, the customer service links to the product service, and the UI follows that link blindly, unaware of product versioning since the version is embedded in the provided link. When we make a non-backwards compatible upgrade to the product service, we ultimately want to upgrade the customer service as well to update the link, but we have to be careful to first upgrade the UI. In this situation, the simplest solution is often to upgrade all three components at the same time, which is effectively the same release management strategy as not versioning at all. When you need to make an incompatible change, simply create a new resource rather than versioning the existing one. They may even be implemented the same way. However, from a communication standpoint, there is a world of difference between the two options. Versioning is a much broader topic, and in large organizations, versioning can often require coordination with multiple outside teams, including architecture and release management, whereas teams tend to have autonomy to add new resources. A client can send a list of supported versions in the Accept header, and the server can respond with the version used in the Content-Type header, or send a HTTP status code for an unsupported version request. This appeals to purist RESTafarians, and is immune to the flaw mentioned above with URL versioning, as the ultimate consumer gets to decide which version to request. Of course, it becomes harder to test through a browser and easier to overlook when developing. Header versioning also introduces challenges with caching. The Vary header was designed to enable the same URL to be cached in different ways, but it adds complexity to your network configuration, and you risk running into a misconfigured network cache that ignores the Vary header. Deployment Pipelines In their groundbreaking book on Continuous Delivery, Jez Humble and Dave Farley portray the deployment pipeline as the path code takes from checkin to production. If we follow a checkin to a production release in a large organization, we might find the following steps: A developer checks in new code. The continuous integration tool compiles, packages, and runs unit tests against the source code often called the commit stage. The continuous integration tool deploys to a sandbox environment to run a set of automated tests against the deployed service in isolation. The application team deploys to a showcase environment where internal user acceptance occurs by the business stakeholder.

### 5: Supplementary Reading | Free Bible Studies Online

*Supplementary Readings for Diversity in the Schools. The following articles and web sites can assist learners in obtaining background information and/or additional insights into the issues with which we are working in this course.*

The following references are pointers to more detailed supplementary discussions, classified by subject.

**Linear Models** Weisberg, S. *Applied Linear Regression*, 4th Edition. John Wiley and Sons. My favorite regression text, with good coverage of the basics and a lucid presentation of regression diagnostics. A nice discussion aimed at sociologists and other social scientists, with plenty of examples. The second edition expanded the treatment of generalized linear models in Chapters 14 and 15, a change reflected in a new title. A third edition was published recently.

**Generalized Linear Models**, 2nd Edition. The "bible" on generalized linear models, absolutely brilliant but rather on the terse side. Aimed at the more advanced statistics student.

**Generalized Linear Models and Extensions**, 3rd Edition. A more applied book covering the fundamentals and including worked out analyses using Stata.

**Other General Books** Long, J. A nice discussion of models for binary, ordinal, nominal, and count data with emphasis on post-estimation aids to interpretation and effective use of Stata. A very nice and accessible discussion of regression modeling with extensions into causal inference and multilevel models, with a Bayesian flavor and examples using R and WinBugs. A comprehensive treatise that will be particularly useful to economists, covering the models for cross-sectional data discussed in the course as well as extensions for longitudinal data.

**Statistical Methods for Categorical Data Analysis**. Covers a wider range of models that you might think from the title, and includes many examples, in a discussion aimed at social scientists.

**More Specialized Texts** Agresti, A. *Categorical Data Analysis*, 3rd Edition. An excellent book on models for contingency tables.

*Regression Analysis of Count Data*, 2nd Edition. A comprehensive discussion of Poisson regression, with extensions to negative binomial and related models.

*Analysis of Survival Data*. An excellent book on survival analysis, brief and to the point. The first author is the statistician who gave us proportional hazard models.

*Applied Logistic Regression*, 3rd Edition. A more detailed discussion of logistic regression models with applications.

### 6: Supplementary | Definition of Supplementary by Merriam-Webster

*Additional links to content, to act as supplements in your studies and provide a broader scope of www.enganchecubano.comn, W. M. & Volkow, N. D. (). Abuse of prescription drugs and the risk of addiction.*

Download Course Materials Supplementary readings are used to illustrate key concepts in each section of the course. Some of these concepts may be familiar to those who have taken If you have not taken either These are also listed in the regular course readings by session, but are here laid out by relevant topic for additional study. A New Forecasting Tool. Summit Books, Simon and Schuster, , pp. Harvard Business School Press, Tools for Exploring New Markets: Insights From the Hard Disk Industry. Harvard Business School Press, , pp Uniqueness and Complementary Assets Henderson, Rebecca. Brandenburger, Adam, and Barry Nalebuff. Henderson, Rebecca "Going for Growth: This is one of over 2, courses on OCW. Find materials for this course in the pages linked along the left. No enrollment or registration. Freely browse and use OCW materials at your own pace. Knowledge is your reward. Use OCW to guide your own life-long learning, or to teach others. Download files for later. Send to friends and colleagues. Modify, remix, and reuse just remember to cite OCW as the source.

**7: Enterprise Integration Using REST**

*Inserting new rituals and liturgical additions into the seder is a popular custom, though one that many traditionalist Jews might shun. Additions tend to center around remembering, praying for, and/or vowing to help people who are oppressed or otherwise in need. In other instances, the additions may.*

Supplementary texts are useful in that they provide students with the opportunity to consider the issues brought up in the novel from a different perspective. These supplementary texts can also help students to better relate the themes of the novel to their own lives and experiences. Listed below are examples of both traditional and non-traditional texts that can be taught in conjunction with *The Giver*. This short story, written in , depicts a utopian society two hundred years in the future. Children no longer go to school in a community setting, but rather do all of their learning in their own homes. This text is an ideal one for teachers to use if they wish to incorporate the socio-cultural perspective on literature instruction into their lessons. Students could be asked to discuss the political, economic, and social climate of the s and the ways in which writing in this context might have affected the story that Asimov wrote. They could then discuss the political, economic, and social climate of the early s and discuss the ways in which writing in that context affected the novel that Lowry wrote. The images of utopia depicted by the two authors are quite different because they lived and wrote in two quite different time periods. This story depicts life in the 22nd century, as Wells predicted it would look based on his experiences in the late 19th century. Several of the themes of this story mirror those of *The Giver*. First of all, both texts depict societies in which there is no room for love. Also, both texts describe communities in which the people are ill-equipped to deal with pain and illness. This text could be used to help students further their understanding of those issues as they are presented in *The Giver*. *Fahrenheit 451*, by Ray Bradbury. This novel, which was published in , tells the story of a dystopian society in which firemen do not put out fires, but rather start fires in order to burn books. The main character of the novel ends up rebelling, joining a group of underground book lovers, and surrendering to his literary desires. The teaching of this novel in conjunction with *The Giver* would provide the students with many opportunities for critical thinking. After reading both novels, the students could write papers in which they compare and contrast the two societies. The teaching of this novel could also invite a discussion of whether or not the same conditions could lead to either utopia or dystopia, depending upon a combination of the circumstances of the time, as well as the influence of mere chance. Martin Luther King, Jr. King delivered this speech from the steps of the Lincoln Memorial on August 28, in front of a crowd of , protestors. In this speech, Dr. People feel this way because even now, years after slavery and over 35 years after the delivery of this speech, blacks and whites still do not live in that kind of racial harmony. Many people feel that to reach that level of racial harmony would be synonymous with reaching utopia. Having students read this speech at the same time as they were reading *The Giver* would help them to better understand the concept of utopia and to understand its connection with conditions in their own lives. Audio and video clips Connection: These audio and visual clips would be used in conjunction with the text of the speech, but not without it. The connection between this speech and the novel lays in the words that Dr. It is the specific language that he uses to describe a world of racial harmony that conjures up images of utopia. Watching and listening to this speech will lead to deeper student engagement than just reading the text. If the students are more engaged, they will be more willing to spend time discussing this speech and how it correlates with some of the issues of *The Giver*. This movie, which was released in , depicts a utopian society of the future in which virtually all babies are genetically engineered for perfection. Those few babies who are conceived naturally become members of an underclass of citizens who are disadvantaged both economically and socially within the society. This movie is rated PG, and some of the scenes are questionable for use in all classrooms. However, these scenes are spread-out throughout the movie, and a teacher could quite easily show a ten or fifteen minute clip without having to worry about a questionable scene suddenly appearing on the screen. I believe that a teacher could easily show the entire movie to her students, as long as she passed out permission slips beforehand explaining that there are a few scenes that contain nudity and suggestive language. This movie would ideally be shown at the beginning of a unit on *The*

Giver, as it provides students with a visual picture to connect with the abstract concept of utopia. Viewing this movie, or at least parts of it, would help students to solidify in their minds what a utopian community looks like, so that they would be better able to envision the community being described in the novel. As an added bonus, this movie also correlates nicely with the H. This is a website featuring artistic renderings of space colonies that were designed during several space colony summer studies that were conducted at NASA Ames in the s. Two of these renderings are particularly thought provoking. A teacher could approach the use of this website in one of two ways. One option is that she could allow the students to visit this website themselves to choose the picture that they would like to use as the starting point for their story. The other option is that she could visit the site herself and choose two or three pictures that she likes, and then print them off for her students. It is essential, though, that the students be able to see these pictures in color, either on the computer screen or in hard copy.

### 8: Supplementary Readings

*The Supplementary Reading booklets are PDF files. We recommend you use Firefox or Google Chrome for reading them as these browsers have a built-in PDF reader. With Internet Explorer you will need to download and install Adobe Reader first to enable the PDF reader add-on.*

Textbooks The principal textbooks for Introduction to Applied Mathematics. Wellesley-Cambridge Press , Table of Contents “”. Computational Science and Engineering. Draft versions of chapters relevant to this course are available below. Society for Industrial and Applied Mathematics, Upper Saddle River, NJ: Cambridge University Press, Advanced Mathematical Methods for Scientists and Engineers. Numerical Methods for Least Squares Problems. The Fourier Transform and Its Applications. Mixed and Hybrid Finite Element Methods. Spectral Methods in Fluid Dynamics. Finite Elements and Fast Iterative Solvers. Oxford University Press, A Practical Guide to Pseudospectral Methods. Numerical Mathematics 43 Johns Hopkins University Press, Iterative Methods for Solving Linear Systems. Incompressible Flow and the Finite Element Method. Time-Dependent Problems and Difference Methods. Multigrid Methods and Applications. Lecture Notes in Math. Solving Ordinary Differential Equations I: Stiff and Differential-Algebraic Problems. Accuracy and Stability of Numeral Algorithms. The Finite Element Method. Iterative Methods for Optimization. Numerical Methods for Ordinary Differential Systems. Numerical Methods for Conservation Laws. A Wavelet Tour of Signal Processing. The Symmetric Eigenvalue Problem. Numerical Approximation of Partial Differential Equations. Difference Methods for Initial-Value Problems. Iterative Methods for Sparse Linear Systems. Numerical Methods in Fluid Dynamics. Introduction to Numerical Analysis. Introduction to Linear Algebra. An Analysis of the Finite Element Method. Prentice Hall, ; Wellesley, MA: Wavelets and Filter Banks. Unpublished lecture notes, Van der Vorst, H. Computational Frameworks for the Fast Fourier Transform. Fundamentals of Matrix Computations. Linear and Nonlinear Waves. This is one of over 2, courses on OCW. Find materials for this course in the pages linked along the left. No enrollment or registration. Freely browse and use OCW materials at your own pace. Knowledge is your reward. Use OCW to guide your own life-long learning, or to teach others. Download files for later. Send to friends and colleagues. Modify, remix, and reuse just remember to cite OCW as the source.

### 9: Supplementary Readings for Diversity in the Schools

*If you'd like to do a coursepack, where students purchase a collection of readings, that needs to go through the copyright office, and you need to start ASAP. See the page noted above for info. You can send students, of course, to anything that's available to them online: Please check out GMU's expansive collection of full text journals.*

*Neurosciences at the Postgenomic Era (Research and Perspectives in Neurosciences) Designer knockoff The medical and health encyclopedia volume 1 (volume 1) Managing wet play Fundamentals of Physics 6e Part 1 with Real Time Modules 1 Mechanics Set Robert Burns, poet-laureate of Lodge Canongate Kilwinning To Menelek in a motor-car The Moon Endureth Tales and Fancies (Clear Print) Managerial accounting 5th ed braun and tietz The Butcher No. 10 History and philosophy of sport and physical activity 2005 Fish farming in Nigeria 15. How to write direct-mail appeals that get results Analysis and evaluation of conceptual models of nursing Vol. 2. Songs.(vocal) European roots : the case of Slovakia Stanislav J. Kirschbaum Apparent failure. John Eliots Indian dialogues Urban Ghetto P (Anselm) Laplace transforms History of economic theory and method Reading for Understanding, Grades 1-2 (Carson Dellosa, 4302) The Romance Collection The Pastor Guiding Spiritual Growth Boston Red Sox (Baseball (Mankato, Minn.)) Soothing and stress Making things happen in higher education : dissemination of student affairs research results S. Leellen B Ookie, the walrus who likes people. Guide to the ballet. Theory of impulsive differential equations Notes by an Oxford chiel. Spain: The Root and the Flower The Rough Guide to Scotland, 7th Edition (Rough Guide Travel Guides) Aboriginal dispossession and survival Advanced Energy Systems (Advanced Energy Technology Series) Will Eisners Spirit casebook. Selections from the Kinsey Institute entries by Catherine Johnson. Stay Fit While You Sit Lectures on coarse geometry The Iridium Layer\_\_\_\_\_196*