

The Sergeant vs. The Coddler: Integrating Affective Support for AB705 Students

CADE June 2019



Presenters:

Julia Raybould-Rodgers | jraybould-rodgers@hancockcollege.edu

Tina Nuñez | tnunez@hancockcollege.edu



The Gap Between Instructors & Students in College

- Instructors enforce own academic culture in their classes.
- Students bring their previous learning experiences, traditions, and knowledge to classes.

Results in the typical college fear factor behavior (Cox 2009):

- Students fear they won't succeed.
- Students feel they don't belong.
- Students feel they aren't smart enough.



The Hybrid: Possible Adjustments

1. Have a living syllabus: subject to change at instructor's discretion.
2. Consider accepting at least one essay revision for reassessment.
3. Give students the benefit of the doubt.
4. Provide a second chance for first blunder: the Mulligan.
5. Make allowances for emergencies.
6. Be flexible when needed, allowing for recovery.
7. Redirect students to prevent self-sabotage.
8. Conduct on-the-spot mini-conferencing.

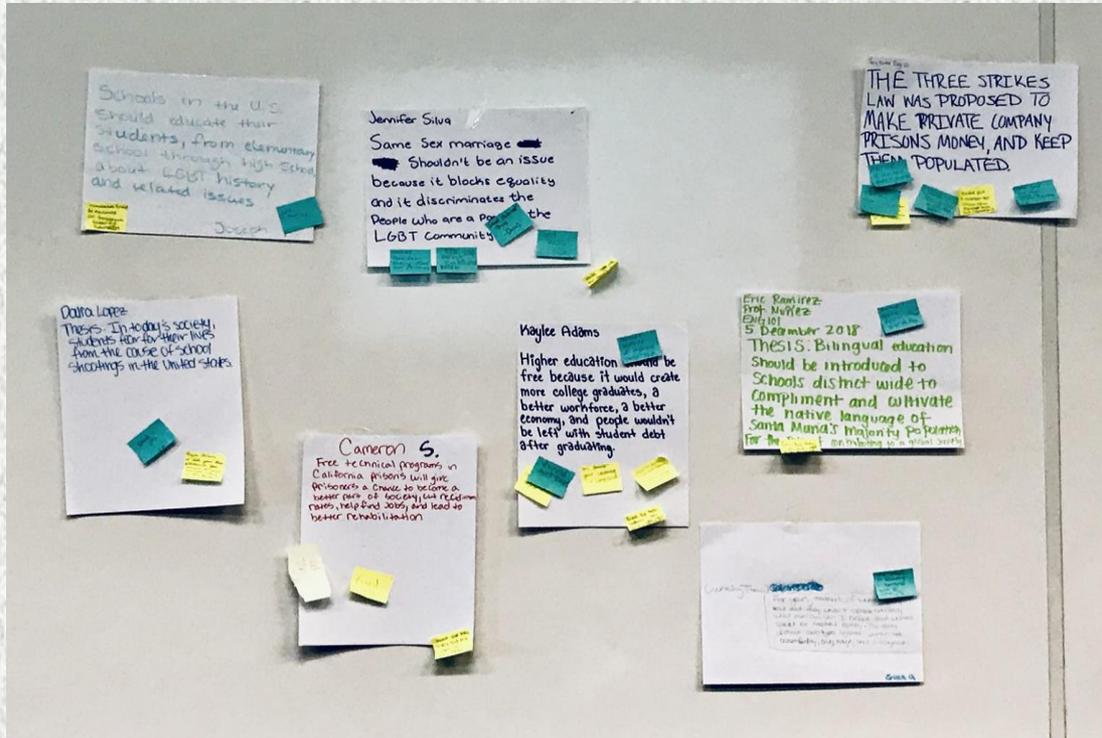


Strategy Two: Help students identify and value the knowledge, skills, and attitudes they will need to adapt to their new academic environment.

Student Self-Evaluations
Areas to Improve:

1. Stress management
2. Effective study techniques
3. Self-advocacy
4. Educational goals - Clarity
5. Getting help
6. Time management
7. Speaking w/ instructors

Strategy Three: Engage in assignments designed to strengthen knowledge, skills, and attitudes.



Habits Students Need to Recognize and Develop:

- Ask questions and form relationships with classmates and instructor
- Know professors' expectations
- Seek help from multiple sources early on
- Take risks: move outside comfort zone

Instructor Activities :

- 1. Getting to Know You Activity:** To recognize what students bring to the classroom
- 2. Syllabus Peer Teaching Activity:** To clarify expectations for student performance: facilitate transition and reinforce accountability
- 3. Scavenger Hunt Activity:** To connect students to support services
- 4. Growth Mindset Activity:** To persuade students they are capable of success

Strategy One: Bring attention to how college classes and professors may be different from students' high school or previous learning experiences

Habits Students Need to Recognize and Develop:

- Self-evaluation of current skills
- Avoiding procrastination
- Demystifying college and promoting academic success
- Time management and study skills
- Progress evaluation and getting help

Instructor Activities:

5 a & b. Instructor and student self-evaluations: To identify college skills and attitudes

6. Avoiding Procrastination: To help students avoid stress and failure

7. Reduce fear of failure: To demystify college

8 & 9. Time management and study skills: To reinforce good habits

10. Progress Evaluation: To set goals

Strategy Two: Help students identify and value the knowledge, skills, and attitudes they will need to adapt to their new academic environment.

Habits Students Need to Recognize and Practice:

- Low-stakes, hands-on activities for motivation, accountability, and improvement
- Using regular feedback for improvement
- Reinforcement of documentation

Instructor Activities :

11. a & b. Just in Time Remediation: To intervene to improve students' writing

12. Active Reading: To establish accountability for reading assignments

13. Regular Feedback and Accountability: To keep students motivated but maintain accountability

14. Avoiding Plagiarism: To underscore academic integrity

Strategy Three: Engage in assignments designed to strengthen knowledge, skills, and attitudes

Case Study: The Unprepared Class



Although Carl has tried working on his thesis in class, he struggled turning his ideas into an argument and writing a thesis. In fact, he has changed his original topic three times. In the end, he went ahead and wrote his essay because he wanted to turn something in. His research paper is mainly a summary of his topic with long quotes and very little argument. Carl can't understand why he got good grades for his essay writing in high school and not in college and thinks he deserves a higher grade.

What would you do?

1. GETTING TO KNOW YOUR STUDENTS: Index Card, Letter of Introduction, and Inventory

Objectives: To identify and understand students' expectations, history, goals, and learning styles.

Instructions 1: Index Card Feedback

1. Students respond to one quick question from their instructor: (anonymously or not)
 - What I wish my instructor knew about me...
 - How can my instructor help me with my writing?
 - My greatest concern about this class is...
2. Instructor follows up in subsequent classes as necessary to address students' needs, concerns, etc.

Instructions 2: Letter of Introduction

1. Students write a letter of introduction on a Canvas Discussion forum to allow other students and the instructor to respond.
2. The instructor also writes a letter of introduction to share with the class. Such interaction is a good way for the class to begin to talk about past learning experiences, to coalesce as a class, and to build a sense of community.

Example Letter of Introduction Prompt:

As a way for us to begin to get to know one another, please write a letter of introduction to the class. As you introduce yourself, please include the following items: (1) your writing background/experience, (2) your main goal in participating in this course, (3) what kinds of topics you most enjoy writing and reading about, (4) what you find most challenging and satisfying about writing, and (5) something interesting, unusual, or special about yourself that you are willing to share with the class. Feel free to include anything else that you feel is important. You may also attach an audio or image file that represents something about who you are (picture of yourself, your family, a recording of your voice, a song you love, etc.).

In addition to writing your letter, please read and respond, discussion style, to the letters of two of your peers. Try to find a couple of classmates who share something in common with you. Thank you.

In Class Variation:

1. Instructor shares her letter of introduction with the students.
2. Students write their letters of introduction.
3. The instructor collects the letters and randomly reassigns the letters to students.
4. Students mingle and use the information on their letter to find the student who wrote the letter by using the information in the letter. They then sit down and continue the conversation by looking for things that they share in common and things that they found interesting about the other person.

Instructions 3: Inventory - Learning Style Survey

1. Students read a brief introduction to various learning styles.
2. Next, they take the Vark Learning Style Survey.
3. Then, students analyze their results and write a short response on Canvas to share with their classmates.
4. Finally, students respond to a classmate's post.

Assignment Instructions:

1. Please read a brief introduction to the various learning styles.
2. Afterwards, please take the Vark Learning Style Survey to discover more about your learning strengths and needs.
3. Analyze your results and please write a paragraph describing your learning style, addressing the following: What are your learning strengths? What works best for you? What does not work so well for you? How can I help you to succeed in this course given your particular learning style?

Learning Style Survey Instructions

1. Please carefully read the following to learn about learning styles. (Source: **Catherine Jester**, Learning Disability Specialist © Copyright 2000 For Educational Uses only; adapted for the Web by: **Suzanne Miller**, Instructor, Math and Multimedia © Copyright 2000)

Introduction to Learning Styles: Are you having trouble learning new information in a college class? You may want to learn more about your unique learning style. Your learning style is the way you prefer to learn. It doesn't have anything to do with how intelligent you are or what skills you have learned. It has to do with how your brain works most efficiently to learn new information. Your learning style has been with you since you were born. There's no such thing as a "good" learning style or a "bad" learning style. Success comes with many different learning styles. There is no "right" approach to learning. We all have our own particular way of learning new information. The important thing is to be aware of the nature of your learning style. If you are aware of how your brain best learns, you have a better chance of studying in a way that will pay off.

Visual, Auditory, or Tactile/ Kinesthetic Learner: To get you started thinking about your learning style, think about the way in which you remember a phone number. Do you see, in your mind's eye, how the numbers look on the phone? Or can you "see" the number on that piece of paper, picturing it exactly as you wrote it down? You might be a Visual Learner. Or, perhaps you can "hear" the number in the way that someone recited it to you. In this case, you might be an Auditory Learner. If you "let your fingers do the walking" on the phone, i.e. your fingers dial the number without looking at the phone, you may be a Tactile/ Kinesthetic Learner. This way of looking at learning style uses the different channels of perception (seeing, hearing, touching/moving) as its model. This is a somewhat simplistic view of a very complicated subject (the human brain). However, looking at learning style from a perceptual point of view is a useful place to begin.

Match Your Learning Style and Strategies: While there is no "good" or "bad" learning style, there can be a good or bad match between the way you best learn and the way a particular course is taught. Suppose you are a Visual Learner enrolled in a traditional lecture course. You feel that the instructor drones on for hours and you can't pay attention or stay interested in the class. There's a mismatch here between your learning style and the instructional environment of the class. As soon as you understand this mismatch, you can find ways to adapt your style to ensure your success in the class. You might start tape recording the lectures so that you don't have to worry about missing important information. You might decide to draw diagrams that illustrate the ideas being presented in lecture. You might go to the Media Center and check out a video to help provide some additional information on course material you're not sure about. What you're doing is developing learning strategies that work for you because they are based on your knowledge of your own learning style.

2. Please proceed to the following link, and take the learning style survey to see what kind of learner you are: <http://vark-learn.com/the-vark-questionnaire/> (links to an external site).

3. Once you have received your results, **please post a paragraph describing your learning style**. Address the following: What are your learning strengths? What works best for you? What does not work so well for you? How can I help you to succeed in this course given your particular learning style? Note: **Please respond to one of your peers** as part of this Canvas Discussion forum. Discuss what you have in common (or not) as a way of getting to know one of your peers better.

In Class Variation:

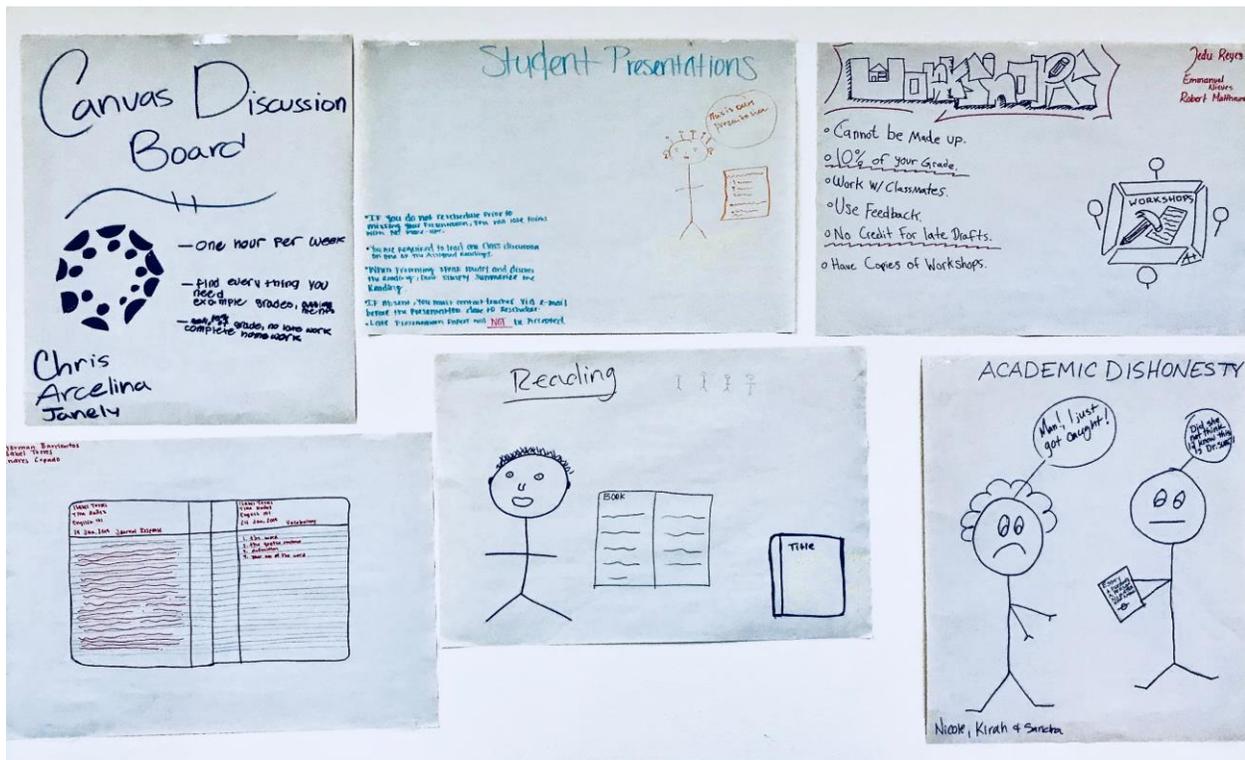
1. Provide handouts of the learning styles and VARK survey for students to work on.
2. After students write about their learning styles, they share their responses in groups.

2. SYLLABUS PEER TEACHING: Syllabus Boundaries

Objectives: To bring attention to how college classes and professors may be different from high school or previous learning experiences.

Instructions: After students have been assigned the syllabus to read, follow up with this low-risk post-reading activity:

1. Break students into groups of three with syllabus topics. Use index cards with syllabus topics (Participation, Workshop, Canvas, Essays, Reading, etc.)
2. Have students review topic essentials on syllabus and collaboratively--(1) recorder (2) artist and (3) reporter--create posters to present topics with visuals.
3. Complete activity with peer presentations plus facilitate questions and provide clarification.



3. SCAVENGER HUNT: Finding Success Using College Services

Objective: Asking for help is a key aspect of student success. Many students know they are in need of assistance, but are afraid to ask. By incorporating assignments where students are required to “scavenge” the campus for information on student services, the multi-level classroom is empowering students to find answers and inform others of their findings.

Instructions:

Scavenger Student Assignment Instructions:

1. You will be given a list of student services and assigned some to investigate. Knowing about campus services available to you can facilitate your success in and out of the classroom.
2. Later, you will be required to present your findings to the class in a 5-10-minute presentation that all members of your group will participate in. You should check the information about the class presentation before you start your tasks.
3. Now, your job is to find three partners and, as a group, locate the services you have been assigned. Some will require you to visit the service; for others you will conduct research on the Allan Hancock College website.
4. Once you have formed your group, you should pick up your list of services.
5. Use the chart below for onsite visits and use the question sheet when you do your research on the Allan Hancock College website. Get as much information as you can for your class presentation.
6. After you have completed your research, spend some time in class working on your class presentation. Give each member of the team a task. Be sure to include the information you researched. Present the material in one of the following formats:
 - ★ PowerPoint, poster, handouts, cartoons (drawn on the board or on a handout). Skit, video (Ask before you take pictures or video people)
 - ★ Or a brilliant idea of your own
 - ★ If nothing here excites you, use this link to find other presentation possibilities. <https://www.inc.com/allison-goldberg-jen-jamula/5-ways-to-give-a-presentation-that-no-one-will-ever-forget.html>
7. Grading: You will get ten points per person for this assignment. You need to participate in the gathering of information and in the presentation to receive your ten points.

Use this form for in-person visits to the services.

Name of Group _____

Members _____

Your name _____

Complete the chart about your visits:

Services Offered	Method of Contact Campus extension and/or email	Location & Hours Days Available	How to apply for services	Names of 3 people who work there	Service that sounds best to each of you
Signature from at least one person in the service area. Area _____ Signature _____					
Signature from at least one person in the service area (if visited). Area _____ Signature _____					

Use this form for research on the Allan Hancock College website.

Name of Group_____

Members _____

Your name_____

Complete these questions about the club or service:

1. What is the name of the club or service you are researching?

2. What is its purpose?

3. What benefits does it offer to students?

4. How do students access it?

- Location
- Email
- Phone number
- Contact person
- Days and hours available

5. What should students know about this service?

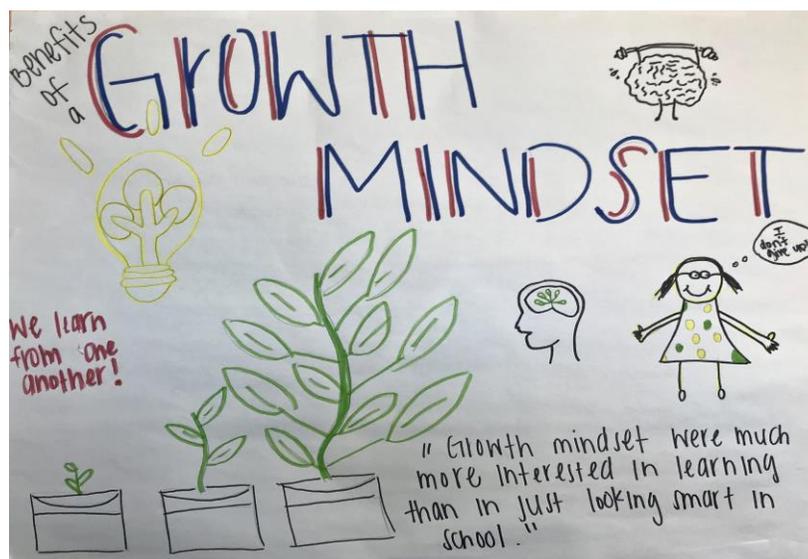
4. STRATEGIES TO FOSTER SELF CONFIDENCE: Growth Mindset, Grit, and Habits of Mind.

Objectives: To bring attention to how learning in college classes may be different from previous learning experiences and to persuade students that they are capable of success.

Instructions: After students have been assigned readings or TEDx Talks on Growth Mindset, Grit, and Habits of Mind, students work in groups to create a poster presentation of how these strategies have changed their attitudes towards learning in college.

Some Example Resources:

1. "Brainology" - Carol Dweck
2. "You Can Grow Your Intelligence" – National Association of Independent Schools
3. "You Can Increase Your Intelligence" - Andrea Kuszewski
4. "The College Fear Factor" – Inside Higher Education
5. TEDx Talks "Grit the Power of Passion Perseverance by Angela Lee Duckworth
https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance?language=en
6. TEDx Talks: "The Power of Belief: Mindset and Success" by Eduardo Briceno
<https://www.youtube.com/watch?v=pN34FNbOKXc>
7. Habits of Mind Chart http://www.habitsofmindinstitute.org/wp-content/uploads/2014/05/HOM.Chart_.Horizontal.pdf



5a. INSTRUCTOR EVALUATION OF SELF: Instructor Self-evaluation of Students' Knowledge and Skills

Objectives: To promote instructor empathy and examine preconceived notions about students' skills, attitudes, and needs to help students adapt to their new academic environment.

Instructions: Complete the survey below. Then administer a similar survey (Student Evaluation of Self 5b) to students. The student survey results will give you an overview of students' needs and help you make student service recommendations. It will also provide information on what study skill areas students need to work on.

Instructor Evaluation of Self

Rate yourself as you believe you are now as an **English 101 instructor in the multi-level classroom**; one (1) being the lowest and four (4) being the highest.

	<u>LOW</u>		<u>HIGH</u>	
My students are confident about their academic success.	1	2	3	4
My students understand effective study techniques.	1	2	3	4
My students are confident that they can get help if they need it.	1	2	3	4
My students have clarity about their educational goals.	1	2	3	4
My students know how to deal with stressful classroom situations.	1	2	3	4
My students can manage their time effectively.	1	2	3	4
My students can advocate for and assert their needs.	1	2	3	4
My students are clear about their educational goals.	1	2	3	4
My students understand how to be successful in college.	1	2	3	4
My students feel good about being in college.	1	2	3	4
My students feel in control about what happens to them at college.	1	2	3	4
My students know how to complete their goals.	1	2	3	4
My students feel comfortable speaking about their educational needs.	1	2	3	4

Respond to these questions:

What statement above do you feel your students are weakest in and why? Please explain:

What statement above do you feel your students are strongest in and why? Please explain:

5b. STUDENT EVALUATION OF SELF: Students Self-evaluate their Knowledge and Skills

Objectives: To help students identify and value the knowledge, skills, and attitudes they will need to adapt to their new academic environment.

Instructions: Please complete the survey below. The results of this survey will only be shared with the instructor.

Student Evaluation of Self

Name: _____

Date: _____

*Rate yourself as you believe you are **now as a student**; one (1) being the lowest and four (4) being the highest.*

	<u>LOW</u>		<u>HIGH</u>	
Confident about my academic success.	1	2	3	4
Understand effective study techniques.	1	2	3	4
Confident that I can get help if I need it.	1	2	3	4
Use effective study techniques.	1	2	3	4
Have clarity about my educational goals.	1	2	3	4
Understand how I react in stressful situations.	1	2	3	4
Practice effective stress management techniques	1	2	3	4
Manage my time effectively.	1	2	3	4
Advocate for and assert my needs.	1	2	3	4
Have a clear sense of direction regarding my educational goals.	1	2	3	4
Understand what I need to do to be successful in college.	1	2	3	4
Feel good about being in college.	1	2	3	4
Feel in control about what happens to me at college.	1	2	3	4
Know how to plan and progress towards completing my goals.	1	2	3	4
Feel comfortable speaking to instructors about my educational needs.	1	2	3	4

What statement above do you feel weakest in and why? Please explain:

What statement above do you feel strongest in and why? Please explain:

6. AVOIDING PROCRASTINATION: Students Evaluate their Levels of Procrastination

Objective: To help students identify and value the knowledge, skills, and attitudes they will need to adapt to their new academic environment, including avoiding procrastination.

Instructions: Procrastination causes many academic and personal problems for college students including incomplete assignments, putting off crucial studying, and heightened stress. Recognition of procrastination combined with supportive activities can change the mindset about the work that students have to do.

1. Students take a procrastination survey and score the results. There are multiple surveys available online. One example follows:

<https://successcoachingmohawkcollege.files.wordpress.com/2014/10/procrastination-survey.pdf>

2. Students then watch a video: TEDx Talks: “Why We Procrastinate” by Vik Nithy

<https://www.youtube.com/watch?v=WD440CY2Vso>

3. Students finally analyze their findings and respond to in a journal entry.

Journal Instructions: Please respond to the following questions about procrastination:

How has your attitude towards learning changed as the result of completing the procrastination survey and watching Vic Nithy’s “Why we procrastinate?” How serious is procrastination for you in your learning process? What strategies work well for you to prevent procrastination?



7. FEAR OF FAILURE: Group Share of Fear of Failure

Objectives: To demystify college, promote academic success, and help students to adapt to their new academic environment.

Instructions:

1. Divide the class into groups and assign a TEDx Talk to each group.
2. Instruct the groups to listen to the TEDx Talk and come up with responses to the following questions.
 - What interesting facts did you find out about the person in the TEDx Talk?
 - How did the person overcome a fear of failure?
 - How is the person's experience relevant to your own experience of a fear of failure in an educational setting?
3. Present your group's findings to the class.

https://www.ted.com/playlists/468/how_to_overcome_your_fears



JIA JIANG

What I learned from 100 days of rejection

Jia Jiang adventures boldly into a territory so many of us fear: rejection. By seeking out rejection for 100 days — from asking a stranger to borrow \$100 to requesting a "burger refill" at a restaurant — Jiang desensitized himself to the pain and shame that rejection often brings and, in the process, discovered that simply asking for what you want can open up possibilities where you expect to find dead ends.

https://www.ted.com/talks/jia_jiang_what_i_learned_from_100_days_of_rejection?referrer=playlist-how_to_overcome_your_fears



KAREN THOMPSON WALKER

What fear can teach us

Imagine you're a shipwrecked sailor adrift in the enormous Pacific. You can choose one of three directions and save yourself and your shipmates — but each choice comes with a fearful consequence too. How do you choose? In telling the story of the whaleship Essex, novelist Karen Thompson Walker shows how fear propels imagination, as it forces us to imagine the possible futures and how to cope with them.

https://www.ted.com/talks/karen_thompson_walker_what_fear_can_teach_us?referrer=playlist-how_to_overcome_your_fears



TIM FERRISS

Smash fear, learn anything

From the EG conference: Productivity guru Tim Ferriss' fun, encouraging anecdotes show how one simple question — "What's the worst that could happen?" — is all you need to learn to do anything.

https://www.ted.com/talks/tim_ferriss_smash_fear_learn_anything?referrer=playlist-how_to_overcome_your_fears



MEGAN WASHINGTON

Why I live in mortal dread of public speaking

Megan Washington is one of Australia's premier singer/songwriters. And, since childhood, she has had a stutter. In this bold and personal talk, she reveals how she copes with this speech impediment—from avoiding the letter combination “st” to tricking her brain by changing her words at the last minute to, yes, singing the things she has to say rather than speaking them.

https://www.ted.com/talks/megan_washington_why_i_live_in_mortal_dread_of_public_speaking?referrer=playlist-how_to_overcome_your_fears



SAFWAT SALEEM

Why I keep speaking up, even when people mock my accent

Artist Safwat Saleem grew up with a stutter — but as an independent animator, he decided to do his own voiceovers to give life to his characters. When YouTube commenters started mocking his Pakistani accent, it crushed him, and his voice began to leave his work. Hear how this TED Fellow reclaimed his voice and confidence in this charming, thoughtful talk.

https://www.ted.com/talks/safwat_saleem_why_i_keep_speaking_up_even_when_people_mock_my_accent?referrer=playlist-how_to_overcome_your_fears



CHRIS HADFIELD

What I learned from going blind in space

There's an astronaut saying: In space, "there is no problem so bad that you can't make it worse." So how do you deal with the complexity, the sheer pressure, of dealing with dangerous and scary situations? Retired colonel Chris Hadfield paints a vivid portrait of how to be prepared for the worst in space (and life) — and it starts with walking into a spider's web. Watch for a special space-y performance.

[https://www.ted.com/talks/chris_hadfield_what_i_learned_from_going_blind_in_space?referrer=playlist-how to overcome your fears](https://www.ted.com/talks/chris_hadfield_what_i_learned_from_going_blind_in_space?referrer=playlist-how_to_overcome_your_fears)

8. TIME MANAGEMENT: Balancing Life Inside and Outside of College

Objective: To create awareness for students about the amount of time they need to devote towards their college courses.

Instructions: Students will complete five possible activities on time management. These could be done over several class sessions.

Activity One: Comparing High School with College

Think back to high school and respond to the questions below:

1. How much did you have to study in high school?
 - Could you get all of your assignments done every day? Which assignments took longer to complete?
 - Did you complete all your assignments on time? If not, why didn't you complete them on time?
 - Did you need to study all that often to pass your class? Which classes demanded more study time?
 - Did your teachers help you keep on track to get a passing grade? How did your teachers approach your failing grades?
2. Now think about your experience in college. How is studying in college different?
 - Can you pass a class without studying? Why or why not?
 - Can you balance going to college full-time with a job? What are common issues that working students face?
 - Can you find enough time to study? What motivates you to study?
3. Share your responses with a classmate.
4. Now complete the following handout. You will be sharing the results of this survey with your instructor.

Activity Two: Time Management Self-Analysis

Name: _____

My Weekly Schedule

Part 1 ~ Calculate your total load this term.

1. Total amount of units: _____ (this number represents the amount of hours per week you are in class)
2. Total amount of study time per week you are to be doing: _____ (2 times the amount of class time or units)
3. Total amount of work hours per week: _____
4. Grand total: _____ (add items 1, 2, and 3 together – this number should not exceed 60)

Part 2 ~ Monitor how you spend your time. Complete the charts below, describing how you have spent your time for the last two days.

DAY 1: _____

6AM	6PM
6:30	6:30
7:00	7:00
7:30	7:30
8:00	8:00
8:30	8:30
9:00	9:00
9:30	9:30
10:00	10:00
10:30	10:30
11:00	11:00
11:30	11:30
12PM	12AM
12:30	12:30
1:00	1:00
1:30	1:30
2:00	2:00

2:30	2:30
3:00	3:00
3:30	3:30
4:00	4:00
4:30	4:30
5:00	5:00
5:30	5:30

DAY 2: _____

6AM	6PM
6:30	6:30
7:00	7:00
7:30	7:30
8:00	8:00
8:30	8:30
9:00	9:00
9:30	9:30
10:00	10:00
10:30	10:30
11:00	11:00
11:30	11:30
12PM	12AM
12:30	12:30
1:00	1:00
1:30	1:30
2:00	2:00
2:30	2:30
3:00	3:00
3:30	3:30
4:00	4:00

4:30	4:30
5:00	5:00
5:30	5:30

Part 3 ~ Review how you spent your time over the last two days and calculate how many hours you spent doing the following activities:

Class time: _____ Study time: _____ Sleeping: _____
 Social time: _____ Working: _____ Eating: _____
 Watching TV: _____ Family time: _____ Errands: _____
 Grooming: _____ Commuting: _____ Cooking: _____
 Exercising: _____ Housekeeping: _____ Relaxing: _____
 Other: Explain _____

Part 4 ~ Answer the following questions about how you spent your time.

1. What is most surprising to you about how you are spending your time?
2. What would you like to improve upon about how you are spending your time?
3. How many hours per week were you in class?
4. How many units are you enrolled in?
5. Are the answers to #3 and #4 the same? YES NO
6. If not, why?
7. How many hours per week did you study?
8. Is the answer to #7 twice the amount as the answer to #4? YES NO
9. If not, why?
10. What did you learn about how you are spending your time?

Activity Three: Daily to-do List

Part 1 ~ Write out a daily to-do list for tomorrow. Prioritize the items on your list as A, B, C, or D.

A = Important and urgent

B = Important, but not urgent

C = Not important, but urgent

D= Not important and not urgent

TO DO	Priority Ranking

Part 2~Do you have the right balance between your academic commitments and out of school commitments? How could a daily to-do list be useful?

Activity Four: Examining Schedule Conflicts

Part 1 ~ Review your personal schedules for the current semester. Do you have any important events coming up: weddings, vacations, family trips, work events, etc.? List them below. Next, check your syllabi for all classes in which you are currently enrolled.

Part 2 ~ Compare the important dates for your classes with the important events in your personal life. Do you have any conflicts? How will you take care of these conflicting obligations? Please describe your plan to alleviate these conflicts.

Personal Date	Event	Academic Date	Event

Activity Five: Redesigning your Schedule

Design a weekly schedule (how you should spend your time) using what you have learned about time management.

	MON	TUES	WED	THURS	FRI	SAT	SUN
6AM							
6:30							
7:00							
7:30							
8:00							
8:30							
9:00							
9:30							
10:00							
10:30							
11:00							
11:30							
12PM							
12:30							
1:00							
1:30							
2:00							
2:30							
3:00							
3:30							
4:00							
4:30							
5:00							
5:30							
6:00							
6:30							

7:00							
7:30							
8:00							
8:30							
9:00							
9:30							
10:00							
10:30							
11:00							
11:30							
12AM							

9. STUDY SKILLS: Developing a Personal Approach to Studying

Objective: To help students identify and value the knowledge, skills, and attitudes they will need to adapt to their new academic environment, including enhancing study skills.

Instructions: Students do not necessarily arrive in college with a set of skills ready to study and learn efficiently. They often need to develop a personal approach to studying and learning in a way that meets their own individual needs and those of their subject areas. One way to assist students is to help them develop good study habits and supportive study groups.

Analyzing Study Skills:

1. Students watch the following video: “How to Study Effectively for School or College - Top 6 Science-Based Study Skills”

<https://www.youtube.com/watch?v=CPxSzxylRCI>

2. Afterwards, students reflect on their study habits and respond in their journals.

Journal Instructions. Please answer the following questions and analyze your responses. Consider your current study habits and write about what you can do to enhance your approach to studying. You should also include information from the video that you watched.

Think about how you study or learn. Do you:

1. Do you go to lecture but do not start the homework until several days later?
2. Do you not read the textbook or the assigned reading material?
3. Do you read without really thinking about the concepts (read just to say you have read)?
4. Do you study with excessive distractions?
5. Do you always study alone and never meet with a group to discuss the course material?

If you answered “yes” to any of these questions, you should consider changing your approach. What can you do, or what can you do better, that will help reinforce your knowledge?

I. Starting a College Study Group

Instructions:

1. Get together with a few other beginning students (urge one or two new students who seem “lost” to come along).
2. Plan on being together for an hour or longer.
3. Meet in a place where you can sit comfortably and talk easily with each other (eg. the student center).
4. Introduce yourselves, get to know one another, take turns talking and listening to one another, find out why you are all in college, talk about struggles/challenges, discuss your goals/dreams, review your class schedules and majors, and make sure everyone feels “heard.”
5. Exchange phone numbers and email addresses or set up a group chat.
6. Agree on when you will meet again/regularly.
7. Show your enthusiasm for the possibilities of your group.

II. How to be an Effective Decision-Making Team

Instructions:

1. Designate a leader for your study group.
2. Clarify tasks: spend time early on making sure all members of the team understand all the tasks that the team needs to do.
3. Evaluate time pressure: discuss how you will manage your time as a team and as individuals to complete each task. Some tasks may require more time than others.
4. Team up or split up: decide as a group whether it is wiser to work as a group on each task or divide the tasks into subgroups or assign different tasks to each individual.
5. Hook up tasks with talent: discover which members are best suited for the different tasks, and make an effort to discuss the ideas of all members about what should be contributed to the project. Particularly, an effort should be made to engage any quiet member into the conversation.
6. Signs that the team is **functioning ineffectively** include:
 - a. Leaping without looking – moving ahead with the task without everyone really understanding what had to be done.
 - b. Breakneck slowdown – no planning was done on how time should be spent on the different parts of the task.

- c. Sidetracking talent – tasks were assigned to members without adequate consideration as their talent and skills or whether or not the project should be completed by the group as a whole or divided amongst the members individually.
- d. Working against members' needs – sticking members with tasks that they did not want or have no idea how to complete.

III. Study Group Discussion Guidelines:

Don'ts:

1. DO NOT VOTE. Voting will split the group into “winners” and “losers” and encourages “either-or” thinking when there may be other ways. Voting will foster argument rather than rational discussion and consequently harm the group process.
2. Do not make early, quick, easy agreements and compromises. They are often based on erroneous assumptions that need to be challenged.
3. Do not compete internally. In this situation either the group wins or no one wins.

Do's:

1. Listen and pay attention to what others have to say. This is the most distinguishing characteristic of successful teams.
2. Try to get underlying assumptions regarding the situation out into the open where they can be discussed.
3. Encourage others, particularly the quieter ones, to offer their ideas. Remember, the team needs all the information it can get.
4. Treat differences of opinions as a way of 1) gathering additional information, 2) clarifying issues, 3) forcing the group to seek better information.
5. Go for a consensus agreement. This does not mean that all of the group must completely agree, but rather that everyone is in fundamental agreement.

Study Group Planner

Subject:	
Day:	
Time:	
Instructor:	

Group Member Name	Phone Number	Email Address

Meeting Dates	Times	Location

10. PROGRESS EVALUATION: Students, Instructor, and Counselor Evaluations

Objectives: To help students to evaluate their progress and formulate goals to be successful in their future assignments in their new academic environment.

Instructions: Meeting One

1. The instructor completes the instructor section of the evaluation form and gives it to the student.
2. Subsequently, with the evaluation, the student attends a walk-in counseling session. The student receives counseling on campus-wide services available in areas needed based on the evaluation.
3. The student formulates goals for a follow-up counseling meeting in four weeks.
4. The students can receive credit as an incentive for attending counseling sessions, or instructors may coordinate counseling visits directly in the classroom.

English 101/112 Progress Evaluation I Week Six

Name

H#

Instructor

Class Meeting Time

For English 101/112 Instructors:

What is the student currently doing well? (*Select all that apply.*)

Attendance

Participation

Turning in work

Utilizing campus resources (Writing Center, Tutoring, Office Hours, etc.)

Displaying a Growth Mindset, utilizing Grit, Habits of Mind

Other:

What are two areas for improvement that need to occur in order for this student to be successful in your course?

1. _____
2. _____

For Counselors:

Based on the information provided, what recommendations do you have for this student? (*Select all that apply.*)

- ___ Utilize Writing Center and/or tutoring
- ___ Communicate with instructor in person
- ___ Apply for special programs on campus
- ___ Practice better time management / avoiding procrastination
- ___ Re-evaluate commitments outside of school

Other:

For Students:

What are three goals you intend to work on before your next counseling meeting?

1. _____
2. _____
3. _____

How will you achieve these goals?

Goal 1:

Goal 2:

Goal 3:

Instructions: Meeting Two

1. The instructor completes the instructor section of the evaluation form and gives it to the student.
2. Subsequently, with the evaluation, the student attends a walk-in counseling session. The student receives counseling on campus-wide services available in areas needed based on the evaluation.
3. The student formulates goals for a follow up counseling meeting in two weeks, if they are at risk for failing the class.

English 101/112 Progress Evaluation II Week Nine

_____	_____
Name	H#
_____	_____
Instructor	Class Meeting Time

For English 101/112 Instructors:

What is the student currently doing well? (*Select all that apply.*)

- ___ Attendance
- ___ Participation
- ___ Turning in work
- ___ Utilizing campus resources (Writing Center, Tutoring, Office Hours, etc.)
- ___ Displaying a Growth Mindset, utilizing Grit, Habits of Mind

Other:

What are two areas for improvement that need to occur in order for this student to be successful in your course?

1. _____
2. _____

For Counselors:

Based on the information provided, what recommendations do you have for this student?

- A. Utilize Writing Center and/or tutoring
- B. Communicate with instructor in person
- C. Apply for special programs on campus
- D. Practice better time management / avoiding procrastination
- E. Re-evaluate commitments outside of school

Other:

For Students:

What were your three goals you intended to work on from your first progress meeting?

- 1. _____
- 2. _____
- 3. _____

Describe your progress towards achieving these goals.

Goal 1:

Goal 2:

Goal 3:

What is one new goal you have?

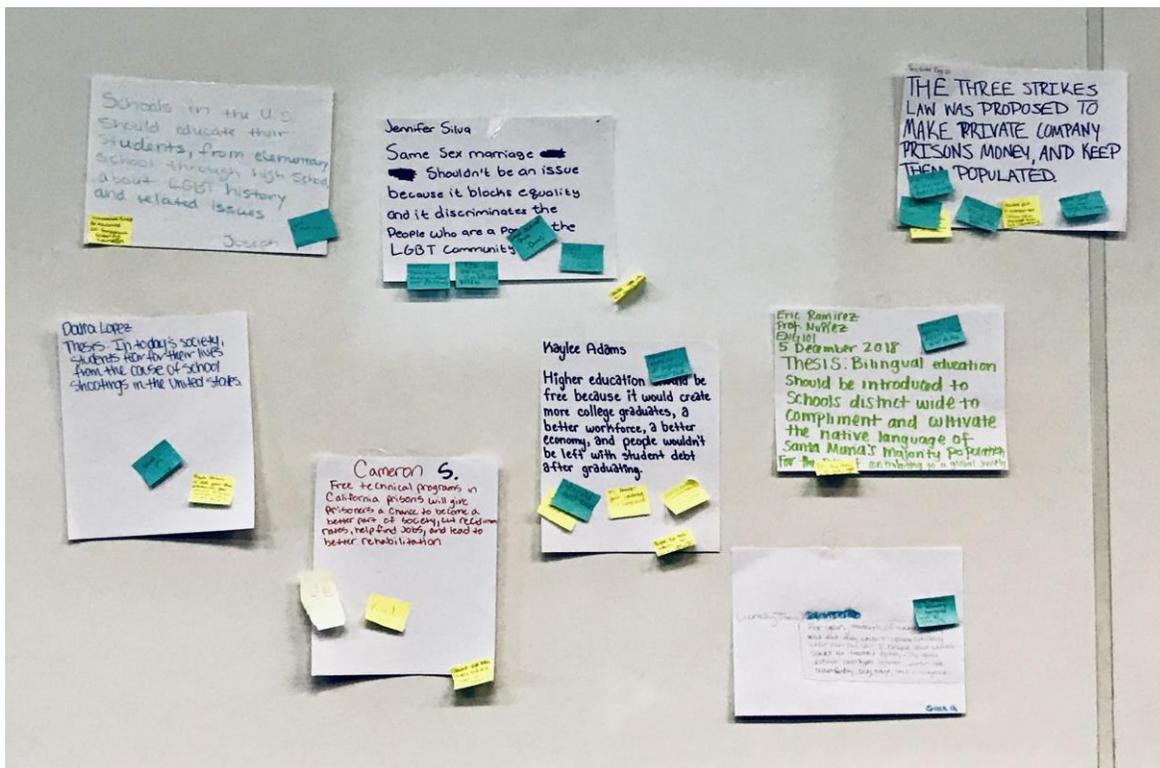
11a. THESIS GRAFFITI WALL: Tentative Thesis Writing

Objectives: To engage in assignments designed to strengthen knowledge, skills, and attitudes, including generating and connecting ideas to address the writing prompt and write a tentative thesis.

Instructions:

Note: Students have previously been assigned to write a tentative thesis as homework.

1. Divide the classroom into sections for a graffiti wall. Assign groups to each space. Use the whiteboards and/or paper on the wall to allow students to write up their individual thesis statements.
2. Students then help each other with thesis writing as needed.
3. Students then visit other sections of the thesis graffiti wall and add comments or attach sticky notes to each student thesis to give feedback.
4. Follow-up Canvas Activity: Students post their revised thesis statements for feedback on a Canvas forum.

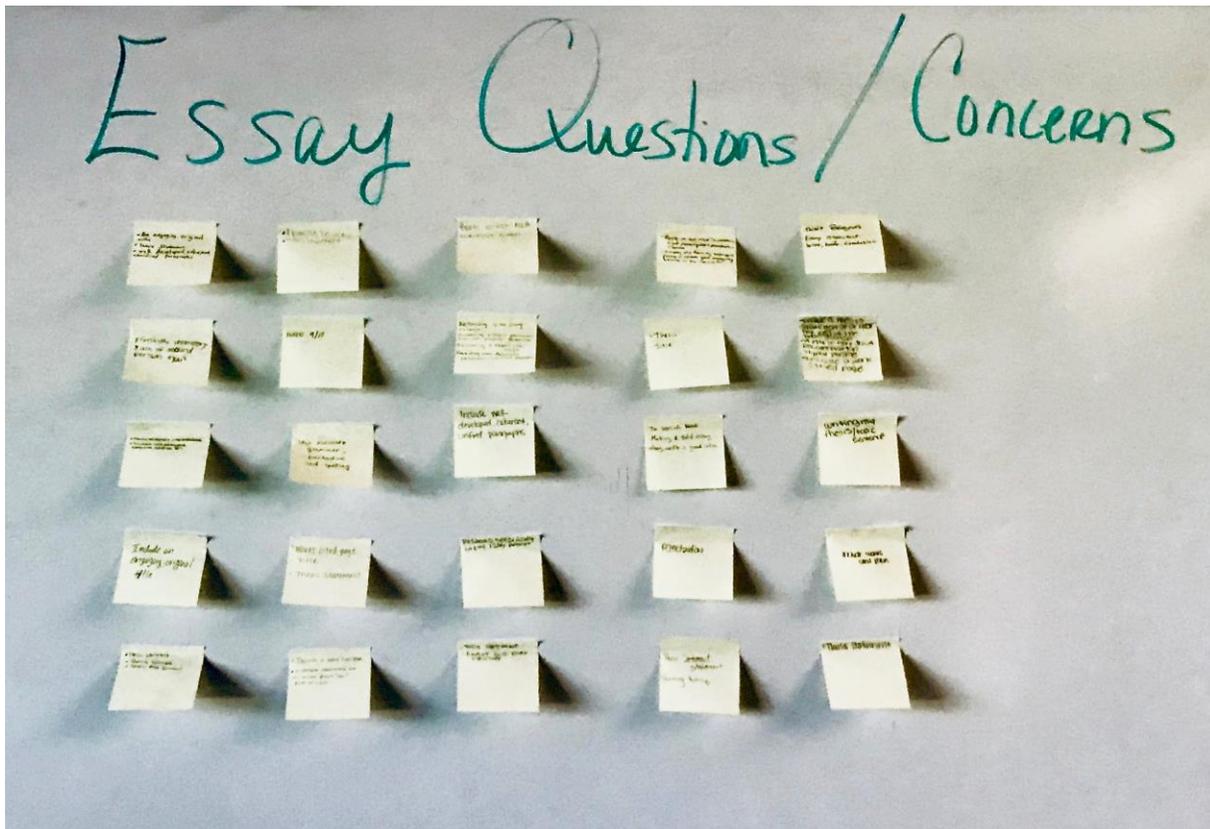


11b. REMEDIATION PARKING LOT: Concerns When Revising Essay Drafts

Objectives: To engage in just-in-time remediation as students express their concerns about their essay drafts.

Instructions:

1. When students bring drafts to class, ask them to let you know, anonymously, what is most troubling or most concerning.
2. Students then write their candid worries on post-it notes, which are placed on the board.
3. As they revise in class and participate in peer workshop, use their questions and concerns to teach to the moment, when they most need the information and can immediately apply it to the essays on which they are working.



12. ACTIVE READING: Establish Accountability for Reading Assignments

Objective: To foster students' accountability for pre-reading and post-reading by engaging them in activities designed to strengthen related skills and attitudes.

Instructions:

Establish accountability and proof of reading by:

1. Pre-reading activities: understanding text questions, annotation, graphic organizers, reading journals.
2. Post-reading checks: low stakes activities, short quizzes, compare and contrast answers, affirmation from instructor.

I. Pre-Reading Activity: Response Questions to Article

Instructions: Whenever you read in college, it is important that you do so *actively*—that you note important points and places of confusion and that you begin to use your *critical thinking skills*. In that spirit, I want you to answer the following questions as you read “Brainology”.

COMPREHENSION QUESTIONS

1. What are some of the important points/ideas that were introduced in this article? List as many as you can think of here.
2. Where were you confused while reading this article? Were there any vocabulary words, ideas, concepts, or examples that you feel you didn't fully understand? Note: Most people will find several items to list here.

CRITICAL THINKING QUESTIONS

3. Why do you think I assigned this article in this class? How might the ideas in it help you, as a college student?

II. Post-Reading Activity: Index Card Discussion Questions and Gallery Walk

Instructions: Students work in small groups to respond to the assigned “Brainology: Transforming Students' Motivation to Learn” by Carol S. Dweck reading. Each student assumes a role: recorder, reporter, artist, and researcher. Each group randomly selects one of the following index card questions. Afterwards, students collaborate to answer the question, find a relevant quote, and create a visual: posters. Students then share their quotes and posters in mini presentations, and posters get taped up in class to create a gallery.

Index Card Questions:

1. What is a fixed mindset? Discuss this with your group. Based on the reading, define/describe this term in your own words, and record your definition. Identify and write one quote from the reading to support your definition. Create a visual that represents a fixed mindset. Be prepared to share.
2. What is a growth mindset? Discuss this with your group. Based on the reading, define/describe this term in your own words, and record your definition. Identify and write one quote from the reading to support your definition. Create a visual that represents a growth mindset. Be prepared to share.
3. What are the causes and effects of a fixed mindset? Discuss this with your group, and list both causes and effects. Identify and write one quote from the reading to support your list(s). Create a visual that represents a cause or effect or both. Be prepared to share.
4. What are the benefits of a growth mindset? Discuss this with your group and list the benefits. Identify and write one quote from the reading to support your list. Create a visual that represents one or more benefits. Be prepared to share.
5. What do fixed mindset students believe about effort and setback? Why is this problematic? Discuss this with your group and record your responses. Identify and write one quote from the reading to support your response. Create a visual that represents the fixed mindset student.
6. What do growth mindset students believe about effort and setback? How is this important to their success? Identify and write one quote from the reading to support your answer. Create a visual that represents the growth mindset student.
7. What does the intelligence (IQ test) research on page three indicate? Discuss this with your group and record your findings. Identify one quote from the reading to support your position. Create a visual that represents what the research suggests and/or what your group has discussed.
8. What does the study on page four demonstrate? Discuss this with your group and record your findings. Identify one quote from the reading to support your position. Create a visual that represents what the research indicates and/or what your group has discussed.

13. REGULAR FEEDBACK AND ACCOUNTABILITY: Keep Students Motivated to Succeed While Maintaining Accountability

Objective: To create a supportive, growth-oriented environment that cultivates success for all students by building positive relationships to prevent fear of failure behaviors and maintain accountability.

Strategies that Work for the Sergeant and Coddler:

1. Create semi-flexible boundaries:

- Create a syllabus that is subject to change at the instructor's discretion. Use the syllabus to adjust assignment due dates or modify assignment parameters while continuing to uphold accountability for assignment completion.
- Establish flexible grading and extensions for worthy cases.
- Consider accepting at least one essay revision for reassessment.
- Provide a second chance for first blunders: The Mulligan.
- Give students the benefit of the doubt, and make allowances for emergencies.



2. Increase the frequency of one-on-one attention and encourage accountability by continually making observations of the students' efforts:

- Praise and reward successful efforts: small and large.
- Move around the classroom. If students know you are checking for reading annotations, they will be more likely to do them. Make the completion of reading assignments praiseworthy by using a highlighter pen or a stamp as sign of completion. Diligent students need rewards and praise as much as your students who do not do their assignments.
- Conduct daily mini-conferences during group work.
- Arrange one-one conferences for lengthy assignments like research papers.

14. AVOIDING PLAGIARISM: Increasing Students' Awareness of Plagiarism.

Objective: To engage in assignments designed to strengthen knowledge, skills, and attitudes, including discovering the parameters of what constitutes plagiarism and how to prevent it.

Instructions:

1. Students work in groups to research and discuss the consequences of plagiarism and cheating for their assigned questions.
2. Groups then share their question results.

Student Instructions: An Introduction to Plagiarism

1. To help you understand plagiarism as a breach of ethics that can have serious consequences, you are being asked to hunt for information to answer the plagiarism-related question you have been assigned.
2. Be sure to cite your answers using MLA documentation, as that is what you will use for this class.
3. You may use the Internet, including *Purdue Owl* and the *MLA Style Manual*, talk to a librarian, and ask questions at the Writing Center.
4. The answers must be in your own words. Do not simply cut and paste. For the source give the author's name, if there is one, the title of the material you used, the date of the material, and, if it is from the Internet, the URL.

Question:	Source:
1. What is plagiarism?	
2. Is there any material that does not have to be cited? Explain.	
3. Is it plagiarism if someone else helps you with your assignment? Explain.	

4. Is it plagiarism if you use a paper you have written for another class for a class you are taking now? Explain.	
5. Can you use parts of other papers you have written for other classes in a paper you are writing now? Explain	
6. Are all materials on the Internet reliable sources? Explain.	
7. How is paraphrasing different from summarizing? Do you need to cite them?	
8. What are the potential consequences of plagiarizing?	
9. What must you do to avoid plagiarism?	
10. How can you check your in-text citations are done correctly?	
11. How can you be sure the citations on your Works Cited page are done correctly?	
12. If you use a citation machine such as Bibme.com, can you accept the citation it gives you as it has been created? Explain.	

5. Share your findings with the class.

Optional Follow-Up Journal Response:

Why are plagiarism and cheating both serious breaches of ethics?